

Pharr-San Juan-Alamo Independent School District

2021 Campus Improvement Plan Instructions, Guidance, and Resources

2021 School Board of Education

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Vision

Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

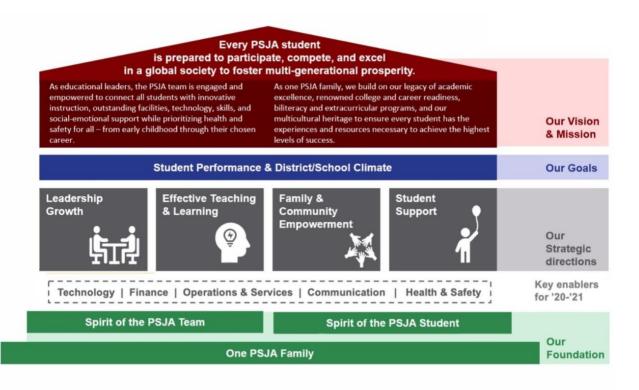
Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Adopted June 22, 2020 by the PSJA School Board of Trustees

2021-2022 Strategic Planning Framework



Roadmap to Success for Every Student: Strategic Priorities for 2021-2022 and Beyond

Leadership Growth

Formal structures that provide the opportunity for those interested or identified as high potential leaders to develop the talent and skills necessary to drive success in PSJA ISD. Leadership growth means opportunities are made available for staff to use the Spirit of PSJA to support the District Vision and Mission.

Effective Teaching & Learning

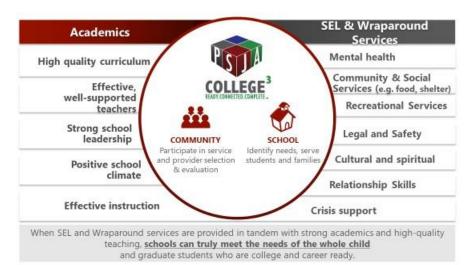
Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to PSJA ISD.

Family & Community Empowerment

The departments that support PSJA ISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

Student Support

While academics are at the heart and soul of our district, the importance of a student's health, safety and well- being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.



PSJA ISD believes that a coordinated SEL and Wraparound Services Model complements academics to improve outcomes by addressing challenges.

PSJA Southwest Theatre Texas 5A One Act Play State Champion 2021



Board of Education Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Executive Summary

School Name: Allen & William Arnold Elementary School Principal: Pedro Trevino

Mission: Our mission at Allen & William Arnold Elementary is to facilitate the acquisition and the use of knowledge to nurture a sense of individual worth and the potential for success in a changing, challenging world. To fulfill this mission, the school, with the support of the school board, central office staff, parents, and the community make the commitment to provide for all learners, a quality core academic program enhanced by enrichment.

Demographic Summary: The enrollment at Allen & William Arnold Elementary as of Snapshot 2020 was 632 students. The student population at Allen & William Arnold Elementary consists of 98.89% Hispanic, 0.95% White and 0.16% Asian. Our students represent low socio-economic status of approximately 82.44% with 1.42% migrant students and a 28.9% mobility rate. Approximately 11% of our student population receive special education services, while 5% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 4% of our student population. The bilingual population is approximately 34% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 95-96%. Most of our students live in the surrounding areas with some commuting from neighboring districts.

Curriculum/Instruction and Assessment: Allen & William Arnold Elementary offers a rigorous curriculum with highly qualified staff. Most of our teachers are bilingual certified, and we offer a Dual Language curriculum as well as an all English curriculum for our students. Students needing academic support are offered after-school tutorials, in-school tutorials as well as small group interventions.

Comprehensive Needs Assessment Summary: Allen & William Arnold Elementary received an overall grade of 84 out of 100 based on performance in three different domains. In Domain I, Student Achievement, Arnold Elementary earned a 78. Domain I measures how much a student knows and can do at the end of the school year. In Domain II Part A, Academic Growth, Arnold Elementary scored a 77. Domain II Part A measures how students perform over time and how that growth compares to similar schools. In Domain II Part B, which evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, the score was 86. Arnold Elementary scored a 79 in Domain III, Closing the Gaps. Domain III shows how well different student groups within a school are performing.

Summary of Measurable Objectives:

- Increase the number of students scoring at the Meets or Masters level on STAAR by 5% in all subject areas.
- Increase student growth in all subject areas by 5%.
- Increase the academic achievement of all subgroups by 5% in all subject areas.
- Close the achievement gap by 5% between the economically disadvantaged, special education and EL populations.

At Arnold Elementary, we will continue to implement our Response to Intervention (RTI) Program in Reading and Math for the 2021-22 school year and plan for Tier I classroom interventions. We will continue to offer after-school tutorials, In-school tutorials, and small group interventions. Our campus leadership team will ensure that teachers are aligning their instruction with the state TEKS and improving the practice of high-engagement and rigorous instruction for all students. We will provide opportunities and highly encourage all parents to participate in school events and engagement activities. Furthermore, commitment from administrators, teachers, parents, students and the community will be an integral part in attaining our school mission.

CIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT: Our mission at Allen & William Arnold Elementary is to facilitate the acquisition and the use of knowledge to nurture a sense of individual worth and the potential for success in a changing, challenging world. To fulfill this mission, the school, with the support of the school board, central office staff, parents, and the community make the commitment to provide for all learners, a quality core academic program enhanced by enrichment.

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School Based Decision-Making Committee:

Committee Role	Name	Position
Administrator	Pedro Trevino	Principal
Administrator	Ernesto Duenas	Assistant Principal
Teacher	Aidee Jimenez	Pre-Kindergarten
Teacher	Babe Perales	Kindergarten
Teacher	San Juanita Garcia	1st grade
Teacher	Rosario Gonzalez	2nd grade
Teacher	Maria Suarez	3rd grade
Teacher	Monica Obregon	4th grade
Teacher	Peggy Trevino	5th grade
Special Ed Teacher	Aaron Cano	All Grades
Pupil Service Personnel	Esmeralda Hernandez	Counselor
Non-Classroom Professional	Liza Garcia	CLL
Community/Business Representative	Martin Dominguez	Community/ Business Member

Head Custodian	Antonio Cruz	Head Custodian
Parent	Iriana Quintero	Parent Volunteer

NEEDS ASSESSMENT, DATA ANALYSIS & DETERMINATION OF PROBLEMS and ROOT CAUSES:

Demographics

Total Population: 632 Ethnicity African American 0.0% • Hispanic 98.89% White 0.95% • Asian 0.16% Economically Disadvantaged 82.44% Non-Educationally Disadvantaged 17.56% Section 504 Students 4.7% English Learners (EL) 33.7% Students w/ Dyslexia 1.27% At-Risk 86.08% Special Education 10.92% Bilingual/ESL Education 38.8% Gifted & Talented Education 3.96%

Attendance

The attendance rate at Allen & William Arnold Elementary for the 2018-2019 school year (as indicated on the 2019-2020 TAPR) was 95.4% which is slightly below the district level of 95.9%. We will continue to provide incentives for students every 6 weeks. Additionally, we will continue to reach out to the parents of students with chronic absenteeism. The teachers, PEIMS clerk, parent liaison, and administrative team will reach out to these individuals.

Discipline/Bullying Prevention

At Arnold Elementary, we currently use MTSS-B as our School Wide Social Skills Training. Staff teach and model the social skills using a school-wide schedule. The Social Skills include topics related to school wide expectations such as being respectful, responsible and being safe. These social skills are used during daily interactions amongst students and staff at Arnold Elementary. This Positive Behavior Intervention System has been instrumental in creating a positive school culture and climate.

As part of our continued efforts to emphasize social emotional learning, Arnold Elementary has established a Growth Mindset Team composed of Support Staff. The team includes physical education coaches, the music teacher, the librarian and school counselor who deliver virtual guidance lessons. Skills addressed during Growth Mindset virtual lessons include mindfulness activities. These mindfulness lessons are aimed at helping students cope positively with feelings of stress and anxiety. Additional skills also addressed during Growth Mindset are respect, empathy, responsible

decision making, interpersonal skills, and communication skills. These skills are geared towards decreasing bullying and discipline problems.

To support the whole child, parents and their school support system receive training sessions throughout the school year. These parent and teacher sessions are provided by the school counselor and include topics such as bullying and helping children build positive relationships. Through these trainings, all stakeholders involved are given the tools to support a positive learning environment with decreased incidences of bullying and discipline.

Student Academic Achievement Summary

NOTE: Due to the COVID- 19 Pandemic, 2019-2020 accountability data is not available. All campuses will maintain the same accountability rating for the 2020-2021 school year as was rated for the 2019-2020 school year. STAAR data for limited number of students receiving on-campus instruction will be available for the 2021-2022 school year.

2019 Accountability Rating: B overall scaled score of 84 TEA Status: Met Standard

Distinction Designations:

- Academic Achievement in ELA/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Comparative Closing the Gaps
- Postsecondary Readiness

Domain I - Student Achievement - Our scaled score equaled to 78. Domain II, Part A - Academic Growth - Our scaled score equaled to 77. Domain II, Part B - Relative Performance - Our scaled score equaled to 86. Domain III - Closing the Gaps - Our scaled score equaled to 79.

Our overall 2019 STAAR test results are shown below:

2019 STAAR	ALL STUDENTS APPROACHES	ALL STUDENTS MEETS	ALL STUDENTS MASTERS
3RD GRADE READING	80%	42%	28%
3RD GRADE MATH	82%	54%	26%
4TH GRADE READING	81%	44%	18%
4TH GRADE MATH	82%	48%	20%
4TH GRADE WRITING	77%	44%	12%
5TH GRADE READING*	81%	47%	27%
5TH GRADE MATH*	94%	63%	42%

5TH GRADE SCIENCE	77%	55%	31%
3RD-5TH GRADE READING TOTAL	81%	44%	23%
3RD-5TH GRADE MATH TOTAL	85%	55%	29%

*1st and 2nd Administrations

NOTE: Due to the COVID- 19 Pandemic, 2021 Benchmark data is not reliable since Benchmark tests were not administered in person. Our overall 2020 Benchmark test results are shown below:

2020 Benchmark	ALL STUDENTS APPROACHES	ALL STUDENTS MEETS	ALL STUDENTS MASTERS
3RD GRADE READING	63%	42%	9%
3RD GRADE MATH	65%	54%	13%
4TH GRADE READING	88%	65%	48%
4TH GRADE MATH	88%	72%	39%
4TH GRADE WRITING	91%	65%	36%
5TH GRADE READING	90%	65%	23%
5TH GRADE MATH	90%	56%	35%
5TH GRADE SCIENCE	81%	53%	28%

2020 Benchmark Domain I Raw Score	Domain I Scale Score/Rating	Domain II Part A Raw Score	Domain II Part A Scale Score/Rating	Domain II Part B Relative Performance Scale Score/Rating	Domain II Part B Domain Rating	Domain III All Student Target
53	80-B	68	69-D	88	В	Y

Student Academic Achievement Strengths

After analyzing and comparing our data from the previous year, we found the following strengths:

• Grade 3 Reading had an increase from 2018 to 2019 in approaches (73% to 80%), at meets (30% to 42%), and masters (17% to 24%).

- Grade 3 Mathematics had an increase from 2018 to 2019 in approaches (73% to 82%), at meets (36% to 54%) and masters (16% to 26%).
- Grade 4 Reading had an increase from 2018 to 2019 in approaches (69% to 81%).
- Grade 4 Mathematics had an increase from 2018 to 2019 in approaches (64% to 82%).
- Grade 4 Writing had an increase from 2018 to 2019 in approaches (64% to 77%) and at meets (39% to 44%)
- Grade 5 Reading had an increase from 2018 to 2019 in approaches (79% to 81%) and at masters (23% to 27%).
- Grade 5 Mathematics had an increase from 2018 to 2019 in approaches (89% to 94%) and at masters (37% to 42%).
- Grade 5 Science had an increase from 2018 to 2019 at meets (52% to 55%) and at masters (28% to 31%).

Priority Problem Statements

- **Problem Statement 1**: There is a need for improvement in STAAR Grade 3 Mathematics.
 - **Root Cause**: Incoming 3rd grade students lack basic skills in Mathematics in order to perform on level. **Problem Statement 2:** There is a need for improvement in STAAR Grade 3 Reading.
- **Root Cause**: Incoming 3rd grade students lack basic skills in Reading in order to perform on level.
- Problem Statement 3: There is a need for improvement of Academic Growth in Mathematics.
 - **Root Cause**: Lessons prepared for students lack differentiated instruction and intentional progress monitoring for all groups to meet performance levels on STAAR.
- Problem Statement 4: There is a need for improvement of Academic Growth in Reading.
 - **Root Cause**: Lessons prepared for students lack differentiated instruction and intentional progress monitoring for all groups to meet performance levels on STAAR.

School Process & Programs

Schoolwide Program Plan

Arnold Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps include:

- 1. Establishing and training the site-based planning team
- 2. Clarifying the vision/mission for the campus
- 3. Creating the school's academic profile
- 4. Gather data and identify sources
- 5. Analyzing the data
- 6. Reporting data findings to the entire site-based planning team and gather constructive feedback

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs, and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on campus to continually improve the effectiveness of schoolwide programs.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Allen & William Arnold Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of a planning process and the driving force impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators collected data in collaboration with other educators. Strengths and problems were identified. Root causes were explored and the entire CNA was reported to the site-based planning team. The team was given time to reflect on the data, the strengths, problem statements, and questions were clarified. When the team felt that all appropriate data had been discussed and reviewed, this step of an ever-developing CNA process was finalized and written in the CIP.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all students to achieve Meets Grade Level Performance or Masters Grade Level Performance on the appropriate state assessments. These strategies are based on effective means of improving achievement for all students. This plan reflects the following strategies:

- 1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.
- 2. Identify how each strategy strengthens the core academic program.
- 3. Identify evidence-based interventions that increase the amount and quality of learning time.
- 4. Review the master schedule to identify opportunities for extended learning time.
- 5. Explore optional strategies used to support core areas.
- 6. Identify programs that address enriched and accelerated curriculum issues.
- 7. Disaggregate data by each student group, to determine the program's effectiveness which meets the needs of all students.

3: Instruction by highly qualified professional teachers

Instruction by highly effective, state-certified professional teachers is an important component of the schoolwide plan. To ensure that instruction is provided by highly effective teachers, trainings are provided which include:

- 1. Provide time off for targeted, high-quality professional development.
- 2. Provide a mentor system for teachers new to the campus and to the district.
- 3. Afford teachers the opportunity to observe master teachers.
- 4. Provide professional development for existing programs prior to new school year for new and existing staff.
- 5. Monitor effectiveness of teachers by frequent walk-throughs and constructive feedback.
- 6. Provide training and opportunities in collaboration with formative and summative student achievement data.
- 7. Implement strategies to provide a network of communication amongst teachers and administrators.
- 8. Ongoing professional development for teachers, principals, paraprofessionals, support staff, parents, and other staff.

Arnold Elementary utilizes effective and ongoing professional development to ensure teachers and others are equipped to expedite the challenge of helping students meet the state's academic achievement standards. Procedures include:

- 1. Select appropriate professional development that meets the needs of all principals, teachers, paraprofessionals, parents, and others as needed.
- 2. Provide opportunities for all staff to obtain training on campus programs and initiatives that are already in place.
- 3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations in order to increase student performance.

- 4. Allow teachers to attend professional development throughout the year on content areas specific to teacher's assignment.
- 5. Teachers plan collaboratively according to the assigned subject area. Planning allows teachers the opportunity to desegregate data to compare and contrast objectives covered and assessed.

5: Recruitment of highly qualified educators

Allen & William Arnold Elementary follows district procedures for recruiting and attracting effective, state certified teachers.

Please refer to the district recruiting procedures that are located at the PSJA ISD Human Resources office.

6: Strategies to increase parental involvement.

Arnold Elementary understands the authenticity of parental involvement; therefore, parental engagement is a key factor to student success.

- The Parent Involvement Director leads a campus parent advisory team.
- Each year, it is ensured that the parent advisory team mirrors the composition of the student population so that opinions/ideas are validated.

Additionally, as activities are developed by the campus, plans are reviewed by the advisory team to ensure quality. The parent team is in charge of assessing activities and projects which impact family life. As a result, better decisions are made to increase and strengthen parental involvement.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Although this component primarily addresses the transition from early childhood into elementary, Arnold Elementary understands the importance of creating coping skills to assist students with adjustment/transition. District staff collaborates with campus staff to provide parent orientation, campus tour, meet the teacher night, pre-registration sessions with the counselors, etc.

8: Measures to include teachers in the decision making regarding academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers collect and analyze current data on assessments that describe student achievement. The data is retrieved from formal/informal assessments, such as observations, campus-based assessments, or end-of-unit exams. The campus provides teachers with professional development to increase their understanding of the appropriate uses of multiple assessment measures. Assessment data is then used to improve instruction. Each grade level is represented in the formative review process for the improvement plan. This allows teachers to consistently evaluate the effectiveness of the academic programs by analyzing student progress

9: Strategies which ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

- Each grade level identifies individual students who need additional learning time in order to meet grade level standards.
- The teachers provide those students with timely, additional assistance that targets and is tailored to their needs.
- The assistance and supports are different at each grade level and is available to all students in need.

10: Coordination and integration of federal, state and local services and programs

Arnold Elementary is a schoolwide Title I district, with the flexibility to integrate services and programs which aims toward upgrading the entire educational program. By doing so, it affords all students the opportunity to reach Meets Standard and Masters Standard levels of achievement. In addition, through improvement planning and budgeting process, efforts to combine most federal, state, and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title I program.

CIP Part 2: Goals, Objectives, Strategies and Action Plans - *Planning, Implementing and Monitoring*

Goal 1

Goal Area: 1	Student Achievement									
Annual Goal: 1	Student performance		•	,						
Objective: 1	Evidence Formative/									
Strategy 1	Persons Responsible/Title	Resources Timeline	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Componer			
Campus Leadership Teams will monitor the implementation of the Reading curriculum through teammed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, AP CLL, Counselor	Sept. 2021 - May 2022	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, IV State Bilingua Funds State Comp.			
Action Steps										
Create a schedule for	r classroom visits									
	ack will be delivered to te	achers								
	bration on walkthroughs	deners.								
'	Diation on waiktinoughs									
·							Title			
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Schoo wide			
Strategy 2	Persons Responsible/Title			Implementation	of Impact	Summative Assessment	Schoo wide Compo			
Strategy 2 Collect and	Persons Responsible/Title Principal	Principal,	Sept.	Implementation Progress	of Impact Weekly	Summative Assessment CBAs,	Schoo wido Compo Title I, I			
Strategy 2 Collect and assess data to	Persons Responsible/Title		Sept. 2021 -	Implementation Progress Monitoring	of Impact	Summative Assessment	Schoo wid Compo			
Strategy 2 Collect and assess data to monitor weekly	Persons Responsible/Title Principal Asst. Principal	Principal, AP,	Sept. 2021 - May	Implementation Progress Monitoring Reports Lesson	of Impact Weekly Tests BMI &	Summative Assessment CBAs, Benchmark Tests,	Schor wid Compo Title I, I IV State			
Strategy 2 Collect and assess data to	Persons Responsible/Title Principal Asst. Principal CLL	Principal, AP, CLL,	Sept. 2021 -	Implementation Progress Monitoring	of Impact Weekly Tests	Summative Assessment CBAs, Benchmark	Schoo wide Compo Title I, I IV State			
Strategy 2 Collect and assess data to monitor weekly student	Persons Responsible/Title Principal Asst. Principal CLL	Principal, AP, CLL,	Sept. 2021 - May	Implementation Progress Monitoring Reports Lesson Plans	of Impact Weekly Tests BMI & BM2	Summative Assessment CBAs, Benchmark Tests, STAAR,	Schoo wide Compo Title I, I IV State Bilingua			
Strategy 2 Collect and assess data to monitor weekly student progress in	Persons Responsible/Title Principal Asst. Principal CLL	Principal, AP, CLL,	Sept. 2021 - May	Implementation Progress Monitoring Reports Lesson Plans Walk-through	of Impact Weekly Tests BMI & BM2 STAAR	Summative Assessment CBAs, Benchmark Tests, STAAR,	Schoo wide Compo Title I, I IV State Bilingua Funds State			
Strategy 2 Collect and assess data to monitor weekly student progress in Reading and	Persons Responsible/Title Principal Asst. Principal CLL	Principal, AP, CLL,	Sept. 2021 - May	Implementation Progress Monitoring Reports Lesson Plans Walk-through	of Impact Weekly Tests BMI & BM2 STAAR	Summative Assessment CBAs, Benchmark Tests, STAAR,	Schoo wid Compo Title I, I IV State Bilingua Funds			
Strategy 2 Collect and assess data to monitor weekly student progress in Reading and drive interventions.	Persons Responsible/Title Principal Asst. Principal CLL	Principal, AP, CLL,	Sept. 2021 - May	Implementation Progress Monitoring Reports Lesson Plans Walk-through	of Impact Weekly Tests BMI & BM2 STAAR	Summative Assessment CBAs, Benchmark Tests, STAAR,	State Bilingua Funds State			
Strategy 2 Collect and assess data to monitor weekly student progress in Reading and drive interventions. Action Steps	Persons Responsible/Title Principal Asst. Principal CLL Teachers	Principal, AP, CLL, Teachers	Sept. 2021 - May 2022	Implementation Progress Monitoring Reports Lesson Plans Walk-through	of Impact Weekly Tests BMI & BM2 STAAR	Summative Assessment CBAs, Benchmark Tests, STAAR,	Schoo wide Compo Title I, I IV State Bilingua Funds State			
Strategy 2 Collect and assess data to monitor weekly student progress in Reading and drive interventions. Action Steps Use district formative	Persons Responsible/Title Principal Asst. Principal CLL Teachers	Principal, AP, CLL, Teachers ents (weekly, unit, C	Sept. 2021 - May 2022 BA, BM etc.).	Implementation Progress Monitoring Reports Lesson Plans Walk-through feedback	of Impact Weekly Tests BMI & BM2 STAAR	Summative Assessment CBAs, Benchmark Tests, STAAR,	Schoo wide Compo Title I, I IV State Bilingua Funds State			
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Strategy 2 Collect and assess data to monitor weekly student progress in Reading and drive interventions. Action Steps Use district formative Disaggregate campus	Persons Responsible/Title Principal Asst. Principal CLL Teachers	Principal, AP, CLL, Teachers ents (weekly, unit, C nt progress at the M	Sept. 2021 - May 2022 BA, BM etc.). leets level and abo	Implementation Progress Monitoring Reports Lesson Plans Walk-through feedback ove.	of Impact Weekly Tests BMI & BM2 STAAR Test	Summative Assessment CBAs, Benchmark Tests, STAAR, TELPAS	Schoo wide Compo Title I, I IV State Bilingua Funds State			
Strategy 2 Collect and assess data to monitor weekly student progress in Reading and drive interventions. Action Steps Use district formative Disaggregate campus	Persons Responsible/Title Principal Asst. Principal CLL Teachers	Principal, AP, CLL, Teachers ents (weekly, unit, C nt progress at the M	Sept. 2021 - May 2022 BA, BM etc.). leets level and abo	Implementation Progress Monitoring Reports Lesson Plans Walk-through feedback ove.	of Impact Weekly Tests BMI & BM2 STAAR Test	Summative Assessment CBAs, Benchmark Tests, STAAR, TELPAS	Schoo wide Compo Title I, I IV State Bilingua Funds State			
Strategy 2 Collect and assess data to monitor weekly student progress in Reading and drive interventions. Action Steps Use district formative Disaggregate campus Use disaggregated data	Persons Responsible/Title Principal Asst. Principal CLL Teachers	Principal, AP, CLL, Teachers ents (weekly, unit, C ht progress at the M ans that are directly	Sept. 2021 - May 2022 BA, BM etc.). leets level and abo	Implementation Progress Monitoring Reports Lesson Plans Walk-through feedback ove.	of Impact Weekly Tests BMI & BM2 STAAR Test Test	Summative Assessment CBAs, Benchmark Tests, STAAR, TELPAS	Schoo wide Compo Title I, I IV State Bilingua Funds State			
Strategy 2 Collect and assess data to monitor weekly student progress in Reading and drive interventions. Action Steps Use district formative Disaggregate campus Use disaggregated data	Persons Responsible/Title Principal Asst. Principal CLL Teachers	Principal, AP, CLL, Teachers ents (weekly, unit, C ht progress at the M ans that are directly	Sept. 2021 - May 2022 BA, BM etc.). leets level and abo	Implementation Progress Monitoring Reports Lesson Plans Walk-through feedback ove.	of Impact Weekly Tests BMI & BM2 STAAR Test Test	Summative Assessment CBAs, Benchmark Tests, STAAR, TELPAS	Schoo wide Compo Title I, I IV State Bilingua Funds State			
Strategy 2 Collect and assess data to monitor weekly student progress in Reading and drive interventions. Action Steps Use district formative Disaggregate campus Use disaggregated data	Persons Responsible/Title Principal Asst. Principal CLL Teachers	Principal, AP, CLL, Teachers ents (weekly, unit, C ht progress at the M ans that are directly	Sept. 2021 - May 2022 BA, BM etc.). leets level and abo	Implementation Progress Monitoring Reports Lesson Plans Walk-through feedback ove.	of Impact Weekly Tests BMI & BM2 STAAR Test Test	Summative Assessment CBAs, Benchmark Tests, STAAR, TELPAS	Schoo wide Compo Title I, I IV State Bilingua Funds State			
Strategy 2 Collect and assess data to monitor weekly student progress in Reading and drive interventions. Action Steps Use district formative Disaggregate campus Use disaggregated data	Persons Responsible/Title Principal Asst. Principal CLL Teachers	Principal, AP, CLL, Teachers ents (weekly, unit, C ht progress at the M ans that are directly	Sept. 2021 - May 2022 BA, BM etc.). leets level and abo	Implementation Progress Monitoring Reports Lesson Plans Walk-through feedback ove.	of Impact Weekly Tests BMI & BM2 STAAR Test Test	Summative Assessment CBAs, Benchmark Tests, STAAR, TELPAS	Schoo wide Compor Title I, I IV State Bilingua Funds State			

							wide Component
Small group instruction will be provided in Reading to students in need through tutoring by their respective teachers.	Principal Asst. Principal CLL Teachers	STAAR Resources	Sept. 2021 - May 2022	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III IV State Bilingual Funds State Comp.
Action Steps							
Identify students in r	need of small group instr	uction in Reading.					
Create tutoring sche	dule.						
NI-t: C	nake necessary arrangem	ants					

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title- Schoo wide Compon
Small group instruction will be provided in Reading to students in need through pullouts by a certified	Principal Asst. Principal CLL Tutor	STAAR Resources	Sept. 2021 - May 2022	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, IV State Bilingual Funds State Comp.
tutor.							comp.
Action Steps							
Identify students in n	eed of small group instruct	ion in Reading.					
Create tutoring sched	dule.						
Notify parents and m	ake necessary arrangemen	ts.					
Prescriptive targeting	g of TEKS in need of growth	as per data					
Goal Area: 1	Student Achievement						
Annual Goal: 1	Student performance	on STAAR Reading	3-5 will improve b	y June 2022.			
Objective: 2	The percentage of stu	dents performing a	at Masters Grade L	evel or above on STAAR R	eading 3-5 will incr	ease from 23% to 30	% by June 20
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	-Title Schoo wide Compor
Campus Leadership Teams will monitor the implementation of the Reading curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, AP, CLL, Counselor	Sept. 2021 - May 2022	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, IV State Bilingual Funds State Comp.
Action Steps							
Create a schedule for	classroom visits						
	ack will be delivered to tea	ichers.					
Leadership team calil	bration on walkthroughs						
				Evidence of	Evidence	Formative/	Title-

							wide Componer
Collect and assess data to monitor weekly student progress in Reading and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, AP, CLL, Teachers	Sept. 2021 - May 2022	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, IV State Bilingual Funds State Comp.
Action Steps							
Use district formative	e and summative assessm	ents (weekly, unit, (CBA, BM etc.).				
Disaggregate campus	data to determine stude	ent progress at the N	/lasters level and a	bove.			
Use disaggregated da	ata to drive intervention p	lans that are directl	ly related to studer	nts' needs. (enrichment cla	asses, tutorials, sur	nmer school, etc.)	
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	wide
Strategy 3 Student Master Academies will be provided in Reading to students targeted to reach the Masters Level in Reading.		Resources STAAR Resources	Sept.2021-May2022		of	Summative	School-
Student Master Academies will be provided in Reading to students targeted to reach the Masters Level in	Responsible/Title Principal Asst. Principal CLL	STAAR	Sept. 2021 - May	Implementation Lesson Plans Attendance Rosters	of Impact Weekly Tests, BMI &	Summative Assessment CBAs, Benchmark Tests, STAAR,	School- wide Compone Title I, II, IV State Bilingual Funds State
Student Master Academies will be provided in Reading to students targeted to reach the Masters Level in Reading. Action Steps	Responsible/Title Principal Asst. Principal CLL	STAAR Resources	Sept. 2021 - May 2022	Implementation Lesson Plans Attendance Rosters	of Impact Weekly Tests, BMI &	Summative Assessment CBAs, Benchmark Tests, STAAR,	School- wide Compone Title I, II, IV State Bilingual Funds State
Student Master Academies will be provided in Reading to students targeted to reach the Masters Level in Reading. Action Steps	Responsible/Title Principal Asst. Principal CLL Teachers eed of instruction to reac	STAAR Resources	Sept. 2021 - May 2022	Implementation Lesson Plans Attendance Rosters	of Impact Weekly Tests, BMI &	Summative Assessment CBAs, Benchmark Tests, STAAR,	School- wide Compone Title I, II, IV State Bilingual Funds State

Goal Area: 1	Student Achievement	t					
Annual Goal: 2	Student performance	on STAAR MATH 3	-5 will improve by	/ June 2022.			
Objective: 1	The percentage of students performing at Meets Grade Level or above on STAAR Math 3-5 will increase from 55% to 60% by June 20						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Componer
Campus Leadership Teams will monitor the implementation of the Math curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, Asst. Principal, CLL, Counselor	Sept. 2021 - May 2022	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, II IV State Bilingual Funds State Comp.
Action Steps							
Create a schedule for	r classroom visits.						
Decide on how feedb	oack will be delivered to tea	achers.					
Leadership team cali	bration on walkthroughs						
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Compone

Collect and assess data to monitor weekly student progress in Math and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2021 - May 2022	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, I IV State Bilingual Funds State Comp. Local Fund
Action Steps							
Use district formative	and summative assessme	ents (weekly, unit, C	BA, BM etc.).				
Disaggregate campus	data to determine studer	nt progress at the M	leets level and abo	ove.			
Use disaggregated da	ta to drive intervention pl	ans that are directly	/ related to studen	nts' needs. (enrichment cla	sses, tutorials, sum	nmer school, etc.)	
Allocate Resources su	ich as Imagine Math to fac	cilitate math develor	pment.				
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Compone
Small group instruction will be provided in	Principal Asst. Principal CLL	STAAR Resources	Sept. 2021 - May 2022	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR,	Title I, II, I IV State Bilingual
Math to students in need through tutoring by their respective teachers.	Teachers		2022	waikthroughs	01012	TELPAS	Funds State Comp. Local Func
students in need through tutoring by their respective	Teachers		2022	waikthroughs	DIVIZ	,	Funds State Comp.
students in need through tutoring by their respective teachers. Action Steps	Teachers eed of small group instruc	tion in Math.	2022	waikthroughs	DIVIZ	,	Funds State Comp.
students in need through tutoring by their respective teachers. Action Steps	eed of small group instruc	tion in Math.	2022	waikthroughs	DIVIZ	,	Funds State Comp.

Prescriptive targeting of TEKS in need of growth as per data

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Math to students in need through pullouts by a certified tutor.	Principal Asst. Principal CLL Tutor	STAAR Resources	Sept. 2021 - May 2022	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Identify students in r	need of small group instru	uction in Math.					
Create tutoring sche	dule.						
Notify parents and m	nake necessary arrangem	ents.					
Goal Area: 1	Student Achieveme	nt					
Annual Goal: 2	Student performan	ce on STAAR Math	3-5 will improve b	y June 2022.			
Objective: 2	The percentage of s	students performing	g at Masters Grad	e Level or above on STAAF	Math 3-5 will incr	ease from 29% to 349	% by June 2022.
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Teams will monitor the implementation of the Math curriculum through teamed-up walkthroughs.	Asst. Principal, CLL, Counselor	Principal, Asst. Principal, CLL, Counselor	Sept. 2021 - May 2022	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, IV State Bilingual Funds State Comp. Local Fun
Action Steps							
Create a schedule for	r classroom visits.						
Decide on how feedb	oack will be delivered to te	achers					
	bration on walkthroughs						
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Compone
Collect and assess data to monitor weekly student progress in Math and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2021 - May 2022	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, IV State Bilingual Funds State Comp. Local Fur
Action Steps							
	e and summative assessme	ents (weekly, unit, C	BA, BM etc.).				
Use district formative	e and summative assessme s data to determine studer		. ,	bove.			
Use district formative Disaggregate campus		nt progress at the N	lasters level and a		classes, tutorials, sur	nmer school, etc.)	
Use district formative Disaggregate campus	s data to determine studer	nt progress at the N	lasters level and a		classes, tutorials, sun Evidence of Impact	nmer school, etc.) Formative/ Summative Assessment	Title-I School- wide Compone
Use district formative Disaggregate campus Use disaggregated da	s data to determine studer ata to drive intervention pl Persons	nt progress at the M ans that are directly	lasters level and a y related to studer	nts' needs. (enrichment c Evidence of	Evidence of	Formative/ Summative	School- wide
Use district formative Disaggregate campus Use disaggregated da Strategy 3 Student Master Academies will be provided in Math to students targeted to reach the Masters Level in	s data to determine studer ata to drive intervention pl Persons Responsible/Title Principal Asst. Principal CLL	nt progress at the M ans that are directly Resources STAAR	lasters level and a y related to studer Timeline Sept. 2021 - May	nts' needs. (enrichment of Evidence of Implementation Lesson Plans Attendance Rosters	Evidence of Impact Weekly Tests, BMI &	Formative/ Summative Assessment CBAs, Benchmark Tests, STAAR,	School wide Compone Title I, II, IV State Bilingual Funds State
Use district formative Disaggregate campus Use disaggregated da Strategy 3 Student Master Academies will be provided in Math to students targeted to reach the Masters Level in Math. Action Steps	s data to determine studer ata to drive intervention pl Persons Responsible/Title Principal Asst. Principal CLL	ans that are directly Resources STAAR Resources	lasters level and a y related to studer Timeline Sept. 2021 - May 2022	nts' needs. (enrichment of Evidence of Implementation Lesson Plans Attendance Rosters	Evidence of Impact Weekly Tests, BMI &	Formative/ Summative Assessment CBAs, Benchmark Tests, STAAR,	School wide Compone Title I, II, IV State Bilingual Funds State
Use district formative Disaggregate campus Use disaggregated da Strategy 3 Student Master Academies will be provided in Math to students targeted to reach the Masters Level in Math. Action Steps	s data to determine studer ata to drive intervention pl Persons Responsible/Title Principal Asst. Principal CLL Teachers	ans that are directly Resources STAAR Resources	lasters level and a y related to studer Timeline Sept. 2021 - May 2022	nts' needs. (enrichment of Evidence of Implementation Lesson Plans Attendance Rosters	Evidence of Impact Weekly Tests, BMI &	Formative/ Summative Assessment CBAs, Benchmark Tests, STAAR,	School wide Compone Title I, II, IV State Bilingual Funds State
Use district formative Disaggregate campus Use disaggregated da Strategy 3 Student Master Academies will be provided in Math to students targeted to reach the Masters Level in Math. Action Steps Identify students in m Create tutoring schee	s data to determine studer ata to drive intervention pl Persons Responsible/Title Principal Asst. Principal CLL Teachers	nt progress at the M ans that are directly Resources STAAR Resources	lasters level and a y related to studer Timeline Sept. 2021 - May 2022	nts' needs. (enrichment of Evidence of Implementation Lesson Plans Attendance Rosters	Evidence of Impact Weekly Tests, BMI &	Formative/ Summative Assessment CBAs, Benchmark Tests, STAAR,	School wide Compone Title I, II, IV State Bilingual Funds State

Goal 2

Goal Area: 2	Closing the Gaps.	Closing the Gaps.								
Annual Goal: 1	All student groups	All student groups will improve in the Academic Achievement component by June 2022.								
Objective: 1	All student groups	will meet 100% of the	e performance tar	gets in the Academic Achi	evement component l	by June 2022.				
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component			

Action Stops Use district formative and summative assessments (weekly, unit, (TA), RM etc.). Use district formative and summative assessments (weekly, unit, (TA), RM etc.). Use district formative and the intervention plane that are directly related to suburits' needs. (enrichment diases, tutonals, summer school, etc.). Image: the district formative and the intervention plane that are directly related to suburits' needs. (enrichment diases, tutonals, summer school, etc.). Allocate Records and the intervention plane that are directly related to suburits' needs. (enrichment diases, tutonals, summer school, etc.). Title-J Strategy 2 Persons Resources Title-J Strategy 2 Persons Resources Title-J Provide Principal, Imagine Sept. Lesson Plans Weekly CBAs, Title-J, IU U. States resources of CLL, market Nath JU21 - Walkthroughs Benz, FMAR Title-J State Component resources of CLL, market Billingula F Sept. Usage Reports BMZ, STAR Title-J Title-J Title-J State Component Component Component Component Title-J Title-J Title-J Title-J State Component	Collect and assess data to monitor weekly Academic Achievement in Reading and Math for all student groups and drive interventions.	Principal, Asst. Principal, CLL, Teachers Bilingual Teachers Special Ed Teachers	Principal, Asst. Principal, CLL, Teachers Bilingual Teachers Special Ed Teachers	Sept. 2021 - May 2022	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Designage campus data to determine fuldent Academic Achievement (Meeks level and above) Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.) Allocate Resources such as Imagine Math, Istation, Accelerated Reader/Star Software, mON, Read 180, Systems 44, etc. to facilitate reading development for student group. Tride-Istation Generation GeneGenerati GeneGeneration Generation Generation Generation Generati	Action Steps							
Use disaggregated data to drive intervention plans that are directly related to student's needs. (emrichment classes, uturinals, summer school, etc.) Allocate Resources such as Imagine Math, Istation, Accelerated Reader/Star Software, myON, Read 180, Systems 44, etc. to facilitate reading development for student group. Title I Title I Strategy 2 Persons Resources Timeline Evidence of Implementation Evidence of Implementation Formative/ Summative Summative Tests, BMI & BNZ, STAR, Tests, STAR, Tests, STAR, Tests, STAR, Tests, STAR, CBA, Benchmark Tests, STAR, Tests, STAR, Tests, STAR, Tests, STAR, Tests, STAR, Accelerated Reader/Star and differentiating student Teachers, Special Beauteristic State State Component Tests, STAR, Resources Evidence of Implementation Formative/ Summative State State Component State Strategy 3 Persons Reading and Math to students in need through will be teachers or a special population teacher, Action Steps StaAR, Resources State State Evidence of Implementation Formative/ Summative School- Wide StaR, Benchmark, Tests, STAR, Tests, STAR, Test	Use district forma	tive and summative assess	ments (weekly, unit, (CBA, BM etc.).				
Allocate Resources such as Imagine Math, Istation, Accelerated Reader/Star Software, myON, Read 180, Systems 44, etc. to facilitate reading development for student groups. Title-J Strategy 2 Persons Responsible/Title Resources Timeline Evidence of Impact Evidence of Impact Strategy 3 Point (Internation) Title-J Strategy 3 Persons Responsible/Title Resources Timeline Evidence of Impact Evidence of Impact Strates, BMI & Ontopic Assessment Title-J Strate Provide technological reading and Bilingual and Math Teachers Special Reading Accelerated Strate Component Component Strate Component Strate Strate Strate Strate Strate Strate Component					,			
groups. Title-I Evidence of Impact Evidence of Impact Evidence of Impact Formative/ Summative Assessment Title-I Provide technological resources to facilitate ereading and Maith Principal, (LL, Teachers Imagine Reading SopL Istation Lesson Plans Walk Usage Reports Weekly Tests, MU & BMZ, STAAR Tests, STAAR Tests, STAAR Tests, MU & BMZ, STAAR Tests, MU & BMZ, STAAR Tests, STAAR Tests, MU & BMZ, STAAR Tests, STAAR, SS, STAAR Tests, STAAR, SS, STAAR, SS, STAAR, SS, SS, STAAR, SS, SS, STAAR Tests, STAAR, SS, STAAR, SS, STAAR, SS, STAAR, SS, SS, STAAR, SS, SS, STAAR, SS, SS, STAAR, SS, SS, STAAR, SS, STAAR, SS, SS, STAAR, SS, SS, STAAR, SS, SS, STAAR, SS, SS, SS, STAAR, SS, SS, SS, STAAR, SS, SS, STAAR, SS, SS, STAAR, SS, SS, SS, STAAR, SS, SS, SS, SS, SS, SS, SS, SS, SS, S	00 0							
Strategy 2 Persons Responsible/Title Resources Timeline Evidence of Implementation Formative/ Summative Assessment School Summative Assessment Provide technological resources to and and differentiating student learning. Principal, Asst. Principal, Asst. Principal, Asst. Principal, Asst. Principal, Readures and Bilingual imagine State Reading Accelerated Reader/Star myON Sopt. 2022 Lesson Plans Waikthroughs Weekly Tests, RMR BMZ, STAR Test, STA		s such as imagine Math, i	station, accelerated	Reader/Star Solt	vare, myon, keau 180, s	systems 44, etc. to fac	initate reading develop	Sment for student
Provide technological reacting and and math Principal, Asst. Principal, Tests, BML & Billingual Accelerated and differentiating student learning. Imagine Math Deckers Sept. Math 2021 Isstation Reading Accelerated 2022 Usesson Plans Walkthroughs Weekly Tests, BML & BML & B			Resources	Timeline			Summative	School- wide
Issue hardware (tablets, laptop, interactive boards, etc.) to teachers and students. Plan for one to one ration of devices for students in grade 3-5 Evidence of Implementation Evidence of Implementation Formative/ Summative Assessment Title-I School- Summative Assessment Small group instruction will be CLL provided in Reading and Math to students in need through tutoring by their respective teachers or a special population teacher. STAAR Resources Sept. 2021 Assessment Lesson Plans 2021 May 2022 Weekly Resources CBAs, BM2 Title I, II, III, Benchmark Tests, SNII & BM2 Title I, II, III, Benchmark Tests, STAAR, State Bilingual Funds State Comp. Local Funds Math to students in need through tutoring by their respective teachers or a special population teacher. Tests and mall group instruction in Reading and Math. Lesson Plans Attendance Notify parents and make necessary arrangements.	technological resources to facilitate reading and Math development and differentiating student	Asst. Principal, CLL, Teachers Bilingual Teachers Special	Math Istation Reading Accelerated Reader/Star myON Other STAAR	2021 - May	Walkthroughs	Tests, BMI & BM2, STAAR	Benchmark Tests, STAAR,	Title I, II, III, IV State Bilingual Funds State Comp.
Issue hardware (tablets, laptop, interactive boards, etc.) to teachers and students. Plan for one to one ration of devices for students in grade 3-5 Evidence of Implementation Evidence of Implementation Formative/ Summative Assessment Title-1 School- wide Component Small group instruction will be CLL provided in Reading and Math to students in need through tutoring by their respective teachers or a special population teacher. STAAR Resources Sept. 2021 Assessment Lesson Plans 2021 Walkthroughs Weekly Tests, BNI & BM2 CBAs, Benchmark Tests, STAAR, State Bilingual Funds State Comp. Local Funds Title 1, II, III, VI Attendance Resources Y Weekly Walkthroughs CBAs, BM2 Title 1, III, III, Benchmark Tests, STAAR, TELPAS State Bilingual Funds Math to students in need through tutoring by their Teachers Y V V V Action Steps Implementation Implementation V V V Action Steps Ince of small group instruction in Reading and Math. V V V V Create tutoring schedule. Notify parents and make necessary arrangements. V V V V	Action Steps							
Strategy 3Persons Responsible/TitleResourcesTimelineEvidence of ImplementationEvidence of ImpactFormative/ Summative AssessmentTitle-I School- wide CBAs, BenchmarkSmall group instructionPrincipal Ass. PrincipalSTAAR ResourcesSept. May 2022Lesson Plans RostersWeekly Tests, BMI & BM2CBAs, BenchmarkTitle I, II, III, IV Statewill be provided in Reading and Math to students in need through their respective teachers or a special population teacher.STAAR ResourcesSept. 2022Lesson Plans RostersWeekly Tests, BMI & BM2CBAs, BenchmarkTitle I, III, III, IV V StateMath to students in need through their respective teachers or a special population teacher.Stale and and and teacher.Stale and <b< td=""><td>Issue hardware (ta</td><td>ablets, laptop, interactive b</td><td>oards, etc.) to teache</td><td>ers and students.</td><td></td><td></td><td></td><td></td></b<>	Issue hardware (ta	ablets, laptop, interactive b	oards, etc.) to teache	ers and students.				
Strategy 3Persons Responsible/TitleResourcesTimelineEvidence of ImplementationEvidence of ImpactFormative/ Summative AssessmentSchool- wide ComponentSmall group instructionPrincipalSTAARSept.Lesson PlansWeeklyCBAs, BM2Title I, II, II,will be provided in Reading and Math to students in need through tutoring by theirPrincipalSTAAR ResourcesSept.Lesson Plans AttendanceWeeklyCBAs, BM2Title I, II, III,Will be provided in reachersCLL TeachersMay 2022Z022WalkthroughsBM2Tests, SMA & BM2Benchmark Tests, STAAR, StateState Bilingual FundsReading and Math to students in teachers or a special population teacher.Test and make necessary arrangements.Identify students in need of small group instruction in Reading and Math.Create tutoring schedule.Notify parents and make necessary arrangements.Identify studentsIdentify studentsIdentify students	Plan for one to on	e ration of devices for stud	ents in grade 3-5					
instructionAsst.PrincipalResources2021 - MayAttendance RostersTests, BMI & BM2Benchmark Tests, STAAR, TELPASIVwillbeCLLMayRostersBM2Tests, STAAR, TELPASStateReading and MathTeachers2022WalkthroughsTELPASBilingual Fundsneed through tutoringbyFundsStatestudentsinFundsFundsStatestudents in respective teachers or a special population teacher.FundsStateAction StepsFundsFundsFundsIdentify students in need of small group instruction in Reading and Math.FundsFundsCreate tutoring schedule.FundsFundsFundsNotify parents and make necessary arrangements.FundsFunds	Strategy 3		Resources	Timeline			Summative	School- wide
Identify students in need of small group instruction in Reading and Math. Create tutoring schedule. Notify parents and make necessary arrangements.	instruction will be provided in Reading and Math to students in need through tutoring by their respective teachers or a special population teacher.	Asst. Principal CLL		2021 - May	Attendance Rosters	Tests, BMI &	Benchmark Tests, STAAR,	IV State Bilingual Funds State Comp.
Create tutoring schedule. Notify parents and make necessary arrangements.		n need of small group instr	uction in Reading and	d Math				
Notify parents and make necessary arrangements.			action in reading dife					
	-		nents.					
		, ,						

Strategy 4 Persons Resources Timeline	Evidence of Evidence of Implementation Impact	Formative/ Title-I Summative School- Assessment
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							wi Comp
Small group instruction will be provided in Reading and Math to	Principal Asst. Principal CLL Tutor	STAAR Resources	Sept. 2021 - May 2022	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I IV State Biling Funds State
students in need through pullouts by a certified tutor.							Comp Local
Action Steps							
	need of small group instru	uction in Reading and	d Math.				
Create tutoring sch							
Prescriptive targeti	make necessary arrangem	ents.					
	-						
Goal Area: 2	Closing the Gaps.						
Annual Goal: 1	All student groups wil	l improve in the Acad	demic Achievemen	t component by June 202	22.		
Objective: 2	The Continuously Enro	olled student group v	will meet the perfo	rmance target in the Aca	demic Achievement co	omponent in Reading b	y June 2022
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Tit Sch wi
Collect and assess data to monitor weekly Academic	Principal, Asst. Principal, CLL, Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2021 - May 2022	Progress Monitoring Reports Lesson Plans Walk-through	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Comp Title I IV State Biling Funds
Achievement in Reading and Math for the Continuously Enrolled student group and drive interventions.				feedback			State Comp Local
Action Steps							
Use district formati	ve and summative assessr	nents (weekly, unit, (CBA, BM etc.).				
Disaggregate camp	us data to determine stud	ent Academic Achiev	ement for the Cor	tinuously Enrolled studer	nt group (Meets level :	and above)	
					• • •		
	data to drive intervention		•			- ,	
Allocate Resources Continuously Enroll	such as Imagine Math, Ista led student group.	ation, Accelerated Re	eader/Star Softwar	e, myON, Read 180, Syste	ms 44, etc. to facilitat	e reading and math dev	/elopment i
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Tit Sch wi Comp
Provide	Principal,	Imagine	Sept.	Lesson Plans	Weekly	CBAs,	Title I
technological	Asst. Principal,	Math	2021 -	Walkthroughs	Tests, BMI &	Benchmark	IV
resources to	CLL,	Istation	May	Usage Reports	BM2, STAAR	Tests, STAAR,	State
facilitate reading and	Teachers Bilingual	Reading Accelerated	2022		Test	TELPAS	Biling Funds
Math	Teachers Special	Reader/Star					State
development	Ed Teachers	myON					Comp
and		Other					Local
differentiating		STAAR					
, , , , [°]							
student learning.		Resources					

Plan for one to on	e ration of devices for stude	ents in grade 3-5					
Goal Area: 2	Closing the Gaps.						_
Annual Goal: 2	All student groups will	l improve in the Acad	lemic Growth com	ponent by June 2022.			
Objective: 1	All student groups will	I meet 100% of the p	erformance target	s in the Academic Growth	n component by June 2	2022.	
	Persons			Evidence of	Evidence of	Formative/	Tit Sch
Strategy 1	Responsible/Title	Resources	Timeline	Implementation	Impact	Summative Assessment	w Comp
Collect and assess data to monitor weekly Academic Growth in Reading and Math for all student groups and drive interventions. Action Steps Use district format	Principal, Asst. Principal, CLL, Teachers	Principal, Asst. Principal, CLL, Teachers ments (weekly, unit, C	Sept. 2021 - May 2022 CBA, BM etc.).	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I IV State Biling Fund: State Comp Local
Use disaggregated	ous data to determine stude I data to drive intervention s such as Imagine Math, Is	ent Academic Growth	ly related to studer				nent for s
Use disaggregated Allocate Resource groups.	ous data to determine stude	ent Academic Growth plans that are directly station, Accelerated F	ly related to studer Reader/Star Softw	are, myON, Read 180, Sy			nent for s
Use disaggregated Allocate Resource groups.	ous data to determine stude I data to drive intervention s such as Imagine Math, Is	ent Academic Growth plans that are directly station, Accelerated F	ly related to studer Reader/Star Softw	are, myON, Read 180, Sy			ment for st Tit Sch W Comp
Use disaggregated Allocate Resource groups. Celebrate student	ous data to determine stude I data to drive intervention s such as Imagine Math, Is Academic Growth in Readin Persons	ent Academic Growth plans that are directly station, Accelerated F ing and Math to all ca	ly related to studer Reader/Star Softwa Impus stakeholder:	are, myON, Read 180, Sy s. Evidence of	/stems 44, etc. to faci Evidence of	ilitate reading developr Formative/ Summative	Ti Scl W
Use disaggregated Allocate Resource groups. Celebrate student Strategy 2 Provide technological resources to facilitate reading and Math development and differentiating student	ous data to determine stude I data to drive intervention s such as Imagine Math, Is Academic Growth in Readin Persons Responsible/Title Principal, Asst. Principal, CLL,	ent Academic Growth plans that are directly station, Accelerated F ing and Math to all ca Resources Imagine Math Istation Reading Accelerated Reader/Star myON Other STAAR	ly related to studer Reader/Star Softwa Impus stakeholder: Timeline Sept. 2021 - May	are, myON, Read 180, Sy s. Evidence of Implementation Lesson Plans Walkthroughs	/stems 44, etc. to faci Evidence of Impact Weekly Tests, BMI & BM2, STAAR	Formative/ Summative Assessment CBAs, Benchmark Tests, STAAR,	Ti Sci V Com Title IV State Biling Func State Com
Use disaggregated Allocate Resource groups. Celebrate student Strategy 2 Provide technological resources to facilitate reading and Math development and differentiating student learning.	ous data to determine stude I data to drive intervention s such as Imagine Math, Is Academic Growth in Readin Persons Responsible/Title Principal, Asst. Principal, CLL,	ent Academic Growth plans that are directly station, Accelerated F ing and Math to all ca Resources Imagine Math Istation Reading Accelerated Reader/Star myON Other STAAR Resources	ly related to studer Reader/Star Softwa Impus stakeholder: Timeline Sept. 2021 - May 2022	are, myON, Read 180, Sy s. Evidence of Implementation Lesson Plans Walkthroughs	/stems 44, etc. to faci Evidence of Impact Weekly Tests, BMI & BM2, STAAR	Formative/ Summative Assessment CBAs, Benchmark Tests, STAAR,	Ti Sci V Com Title IV State Biling Func State Com
Use disaggregated Allocate Resource groups. Celebrate student Strategy 2 Provide technological resources to facilitate reading and Math development and differentiating student learning. Action Steps Issue hardware (ta	a data to determine stude I data to drive intervention I data to drive int	ent Academic Growth plans that are directly station, Accelerated F ing and Math to all ca Resources Imagine Math Istation Reading Accelerated Reader/Star myON Other STAAR Resources	ly related to studer Reader/Star Softwa Impus stakeholder: Timeline Sept. 2021 - May 2022	are, myON, Read 180, Sy s. Evidence of Implementation Lesson Plans Walkthroughs	/stems 44, etc. to faci Evidence of Impact Weekly Tests, BMI & BM2, STAAR	Formative/ Summative Assessment CBAs, Benchmark Tests, STAAR,	Ti Sci V Com Title IV State Biling Func State Com

Create and display growth walls in the areas of Reading and Math in a centralized location to monitor student growth.	Principal Asst. Principal CLL Counselor Teachers	Imagine Math Istation Reading Accelerated Reader/Star myON BM 1 & II	Sept. 2021 - May 2022	Lesson Plans Walkthroughs Progress Monitoring	Weekly Tests CBA BMI & BM2 STAAR	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II IV State Bilingua Funds State Comp. Local Fu
Action Steps							
Place previous STA	AR data on designated gro	owth walls to acknowl	edge starting poin	nt and set goals.			
Update growth wa	lls each CBA and Benchma	ark Test to acknowled	ge growth.				
Goal Area: 2	Closing the Gaps.						
Annual Goal: 2	All student groups wi	ill improve in the Acad	lemic Growth com	nponent by June 2022.			
Objective: 2	The English Learner s	student group will mee	et the performanc	e target in the Academic	Growth component in	Reading by June 2022.	
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title Scho wid Compo
The progress of EL students Academic Growth in the areas of Reading and	Principal Asst. Principal CLL Counselor Teachers	Imagine Math Istation Reading Accelerated Reader/Star	Sept. 2021 - May 2022	Lesson Plans Walkthroughs Progress Monitoring Language Acquisition	Weekly Tests CBA BMI & BM2 STAAR	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, IV State Bilingua Funds State
Math will be monitored bi- weekly by all stakeholders.		myON BM 1 & II		Monitoring Application			Comp. Local F
monitored bi- weekly by all		,		•			
monitored bi- weekly by all stakeholders. Action Steps Use district built fo	prmative and summative a	BM 1 & II	, , ,	Application	needs based on growth	n performance.	
monitored bi- weekly by all stakeholders. Action Steps Use district built fo EL student group d	lata will be disaggregated	BM 1 & II issessments and ident to determine Academ	ic Growth.	Application		·	Local F
monitored bi- weekly by all stakeholders. Action Steps Use district built for EL student group of Plan and provide in	lata will be disaggregated nstruction, interventions, a	BM 1 & II sseessments and ident to determine Academ and enrichment that a	ic Growth. The directly related	Application ddress specific academic r		·	Local F
monitored bi- weekly by all stakeholders. Action Steps Use district built for EL student group of Plan and provide in	lata will be disaggregated	BM 1 & II sseessments and ident to determine Academ and enrichment that a	ic Growth. The directly related	Application ddress specific academic r		·	Local F
monitored bi- weekly by all stakeholders. Action Steps Use district built for EL student group of Plan and provide in	lata will be disaggregated nstruction, interventions, a	BM 1 & II sseessments and ident to determine Academ and enrichment that a	ic Growth. The directly related	Application ddress specific academic r		·	Local F
monitored bi- weekly by all stakeholders. Action Steps Use district built fo EL student group d Plan and provide in Review EL program	lata will be disaggregated nstruction, interventions, a n monitoring on accelerate Persons	BM 1 & II issessments and ident to determine Academ and enrichment that a e and conduct audit or	ic Growth. re directly related n strategies used c	Application ddress specific academic r l to students' needs/stren on continual failures. Evidence of	ngths as demonstrated	by EL student group da Formative/ Summative	Local Fi ita. Title Scho wid
monitored bi- weekly by all stakeholders. Use district built for EL student group of Plan and provide in Review EL program Strategy 2 Differentiate Instruction for English Learners based on individual Academic Growth needs.	lata will be disaggregated nstruction, interventions, a n monitoring on accelerate Persons Responsible/Title Principal Asst. Principal CLL Teachers	BM 1 & II assessments and ident to determine Academ and enrichment that a e and conduct audit or Resources Imagine Math Istation Reading Accelerated Reader/Star myON BM 1 & II	ic Growth. re directly related n strategies used of Timeline Sept. 2021 - May 2022	Application ddress specific academic r dt o students' needs/stren on continual failures. Evidence of Implementation Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring	Evidence of Impact Weekly Tests CBA BMI & BM2	Formative/ Summative Assessment CBAs, Benchmark Tests, STAAR,	Local F Local F Ita. Title Scho wid Compo Title I, IV State Bilingu Funds State Comp.
monitored bi- weekly by all stakeholders.Action StepsUse district built for EL student group of Plan and provide in Review EL programStrategy 2Differentiate Instruction for English Learners based on individual Academic Growth needs.Action StepsAnalyze student as	lata will be disaggregated nstruction, interventions, a n monitoring on accelerate Persons Responsible/Title Principal Asst. Principal CLL Teachers	BM 1 & II assessments and ident to determine Academ and enrichment that a e and conduct audit or Resources Imagine Math Istation Reading Accelerated Reader/Star myON BM 1 & II as of needs for EL stud	ic Growth. re directly related n strategies used of Timeline Sept. 2021 - May 2022	Application ddress specific academic r dt o students' needs/stren on continual failures. Evidence of Implementation Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring	Evidence of Impact Weekly Tests CBA BMI & BM2	Formative/ Summative Assessment CBAs, Benchmark Tests, STAAR,	Local F Local F Ita. Title Scho wid Compo Title I, IV State Bilingu Funds State Comp.
monitored bi- weekly by all stakeholders. Action Steps Use district built for EL student group of Plan and provide in Review EL program Strategy 2 Differentiate Instruction for English Learners based on individual Academic Growth needs. Analyze student as Provide targeted in	lata will be disaggregated nstruction, interventions, a n monitoring on accelerate Persons Responsible/Title Principal Asst. Principal CLL Teachers seessments to identify area nstruction based on EL gro	BM 1 & II assessments and ident to determine Academ and enrichment that a e and conduct audit or Resources Imagine Math Istation Reading Accelerated Reader/Star myON BM 1 & II as of needs for EL stuc	ic Growth. re directly related n strategies used of Timeline Sept. 2021 - May 2022	Application ddress specific academic r to students' needs/stren on continual failures. Evidence of Implementation Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring Application	Evidence of Impact Weekly Tests CBA BMI & BM2 STAAR	Formative/ Summative Assessment CBAs, Benchmark Tests, STAAR,	Local F Local F Ita. Title Scho wid Compo Title I, IV State Bilingu Funds State Comp.
monitored bi- weekly by all stakeholders. Use district built for EL student group of Plan and provide in Review EL program Strategy 2 Differentiate Instruction for English Learners based on individual Academic Growth needs. Analyze student as Provide targeted in Schedule intervent	lata will be disaggregated nstruction, interventions, a n monitoring on accelerate Persons Responsible/Title Principal Asst. Principal CLL Teachers	BM 1 & II assessments and ident to determine Academ and enrichment that a e and conduct audit or Resources Imagine Math Istation Reading Accelerated Reader/Star myON BM 1 & II as of needs for EL student gr	ic Growth. re directly related n strategies used of Timeline Sept. 2021 - May 2022 May 2022	Application ddress specific academic r to students' needs/stren on continual failures. Evidence of Implementation Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring Application	Evidence of Impact Weekly Tests CBA BMI & BM2 STAAR	Formative/ Summative Assessment CBAs, Benchmark Tests, STAAR,	Local F Local F Ita. Title Scho wid Compo Title I, IV State Bilingu Funds State Comp.

Objective: 1	At least 50% of English	ו Learners will progre	ss one level in the	eir TELPAS composite ratir	ng by June 2022.		
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Titi Sch wi Comp
Embed TELPAS Writing practice across all content areas.	Principal Asst. Principal CLL Bilingual Teachers	English Lang. Proficiency Standards District Curriculum TELPAS Educator Guide	Sept. 2021 - May 2022	Writing Samples Writing Prompts Walkthroughs Lesson Plans	TELPAS TELPAS Benchmarks	TELPAS Writing Collection	Title I, IV State Bilingu Funds State Comp Local
Action Steps							
	ng with students for revision	n of TELPAS Writing					
Peer to Peer writir	ng reviews for students						
Daily journal writir	ngs for all students						
	ngs for all students f writing exit tickets.						
	-	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Tit Sch Wi Comp

Evidence of

Implementation

TELPAS Tutorials TELPAS Software Program

Resources

Timeline

Provide training for teachers in all Domains of the TELPAS test with activities

Increase student opportunities for listening & speaking (anchor target)

Persons

Responsible/Title

Monitoring TELPAS practice activities during instruction and its inclusion on lesson plans.

Action Steps

Strategy 3

Formative/

Summative

Assessment

Evidence of

Impact

Title-I

School-

wide

Component

curriculum.	Principal Asst. Principal CLL Teachers	ELPS Standards TELPAS Educator Guide District Curriculum ELPS Flip Book	Sept. 2021 - May 2022	ELPS embedded in Curriculum ELPS included in Lesson Plans Language Obj. posted	Improved performance in TELPAS & TELPAS Benchmarks	TELPAS Benchmark TELPAS Assessment Walkthroughs	Title I, IV State Bilingu Funds State Comp. Local F
Action Steps							
Integrate ELPS in le	esson plan activities						
Provide ELPS resou	urces to all teachers servici	ng EL students					
Provide ELPS traini	ing for all teachers working	with ELs.					
Goal Area: 2	Closing the Gaps.						
Annual Goal: 3	English Learners will in	mprove their TELPAS	composite rating	by June 2022.			
Objective: 2	At least 75% of ELs at	Beginning or Interme	ediate Composite	Level for the last 2 years	will improve at least or	ne level by June 2022.	
	Persons			Evidence of	Evidence of	Formative/	Title Scho
Strategy 1	Responsible/Title	Resources	Timeline	Implementation	Impact	Summative Assessment	wic
Collect and assess data to monitor weekly student progress of all Els at the Beginning or Intermediate	Principal Asst. Principal CLL Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2021 - May 2022	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests TELPAS Practice TELPAS Benchmark TELPAS Test	Weekly Tests TELPAS Practice TELPAS Benchmark TELPAS Test	Title I, IV State Bilingu Funds State Comp.
Composite Levels for the last two years.							
Composite Levels for the last two years. Action Steps Use district format	tive and summative assess						
Composite Levels for the last two years. Action Steps Use district format Disaggregate camp	tive and summative assessr ous data to determine stud data to drive intervention	ent progress in TELPA	AS Practice and Be	nchmarks.			
Composite Levels for the last two years. Action Steps Use district format Disaggregate camp Use disaggregated	ous data to determine stud	ent progress in TELP/ plans that are directl	AS Practice and Be	nchmarks.			
Composite Levels for the last two years. Action Steps Use district format Disaggregate camp Use disaggregated	ous data to determine stud I data to drive intervention	ent progress in TELP/ plans that are directl	AS Practice and Be	nchmarks.	Evidence of Impact	Formative/ Summative Assessment	Title Scho wid Compo
Composite Levels for the last two years. Use district format Disaggregate camp Use disaggregated Allocate resources	ous data to determine stud I data to drive intervention s to facilitate language deve Persons	ent progress in TELP/ plans that are directl	AS Practice and Be y related to stude	nchmarks. nts' needs. Evidence of		Summative	Scho
Composite Levels for the last two years. Action Steps Use district format Disaggregate camp Use disaggregate camp duse disaggregate duse duse duse duse duse duse duse dus	bus data to determine stud	ent progress in TELP/ plans that are directl clopment. Resources English Lang. Proficiency Standards District Curriculum TELPAS Educator	AS Practice and Be y related to stude Timeline Sept. 2021 - May	Evidence of Implementation Writing Samples Writing Prompts Walkthroughs	Impact TELPAS TELPAS	Summative Assessment TELPAS Writing	Scho wid Compo Title I, IV State Bilingu Funds State Comp.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Tit Sch w Comj
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking	Principal Asst. Principal CLL Bilingual Teachers	ELPS Standards TELPAS Educator Guide Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS TUtorials TELPAS Software Program	Sept. 2021 - May 2022	Student Rosters Student Usage Reports	TELPAS TELPAS Benchmarks	TELPAS Software Program TELPAS Benchmark TELPAS Assessment	Title I IV State Biling Fund: State Comp Local
	r teachers in all Domains o 6 practice activities during i			lans.			
Monitoring TELPAS		instruction and its incl	lusion on lesson p	lans.			
Monitoring TELPAS	practice activities during i	instruction and its incl	lusion on lesson p	lans. Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Tif Scł W Comj
Monitoring TELPAS	5 practice activities during i pportunities for listening & Persons	instruction and its incl & speaking (anchor tar	lusion on lesson p rget)	Evidence of		Summative	Scl w
Monitoring TELPAS Increase student of Strategy 4 Embed ELPS across all curriculum	5 practice activities during i pportunities for listening & Persons Responsible/Title Principal Asst. Principal CLL	instruction and its incl & speaking (anchor tar Resources ELPS Standards TELPAS Educator Guide District Curriculum ELPS Flip	Iusion on lesson p rget) Timeline Sept. 2021 - May	Evidence of Implementation ELPS embedded in Curriculum ELPS included in Lesson Plans Language Obj.	Impact Improved performance in TELPAS & TELPAS	Summative Assessment TELPAS Benchmark TELPAS Assessment	Sc v Com Title IV State Bilin Func State Com

Goal 3

Goal Area: 3	Improve Safety, Pul	Improve Safety, Public Support, Culture and Climate								
Annual Goal: 1	By June 2022, the c	By June 2022, the campus culture and climate will improve based on teachers and staff perceptions of staff-student relationships.								
Objective: 1	By June 2022, stude	ent social and emotional	learning knowled	lge and skills will increase by 9%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment				

All students will be provided guidance lessons that build on the social emotional development of the student	Principal Asst. Principal Counselors Teachers	Research Based Best Practices District PreK-5 Counseling & Guidance Curriculum Feedback Surveys	Sept. 2021 - May 2022	Attendance Reports Walkthroughs/Observation Reports Student SEL Profiles Student Guidance Lessons Completed Surveys	Culture & Climate Survey Increase in student Participation Increased in Student Achievement	Panorama Surveys & Needs Assessments SEL Skills Universal Screener Participation Performance
Action Steps						
	omprehensive counseling	•				
Analyze data collect	ed from Panorama SEL skil	lls surveys and Needs As	sessment.			
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Teachers will embed the five social emotional learning competencies during their content areas and extracurricular activities.	Principals Asst. Principals Counselors Teachers	District Training and Materials Research Based Best Practices Feedback Surveys	Sept. 2021 - May 2022	Walkthroughs/Observation Reports Lesson Plans Completed Surveys	SEL Skills Screener Increase in student Participation Increased in Student Achievement	Panorama Climate Survey SEL Skills Universal Screener Participation Performance
Promote the five con Analyze data collect	mpetencies in extracurricu ed from Panorama SEL skil	ılar activities. Is survey and needs asse	essment.	ement, relationship skills and respon	sible decision-making.	
Goal Area: 3		c Support, Culture and C				
Annual Goal: 1 Objective: 2				ed on teachers and staff perceptions cial emotional learning professional		
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
All teachers and staff will be provided professional development on social emotional learning to increase staff- student relationships.	Principal Asst. Principal Counselor	PowerPoint Presentations Timelines Tools and Resources to monitor its effectiveness	Sept. 2021 - May 2022	Agendas Sign in Sheets	Increase in student participation and performance	Side by Side data Analysis
Action Steps						
Utilize the Counselo	r Café Workshops for teac	hers and staff which pro	ovide social emoti	onal learning topics.		
Train Teachers and S	Staff on the counseling and	d guidance lessons and r	esources,			
Strategy 2	Persons	Resources	Timeline	Evidence of	Evidence of	Formative/ Summative

Action Steps						
			firmations, nurturii	ing a climate of kindness, etc. in the o	classroom.	
Use restorative practice	es and de-escalation tec	chniques.				
Goal Area: 3	Improve Safety, Public	c Support, Culture and C	Climate			
Annual Goal: 2	By June 2022, the stuc	dents' perception for the	eir physical and ps	sychological school safety will improv	e.	
Objective: 1	By June 2022, 100% of	f the campus staff will ir	mplement safety a	and violence prevention protocols that	at will increase school sa	afety.
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Attend staff development for campus administrators and security guards on safety procedures to increase school safety.	Principal Asst. Principal Security Guard	PowerPoint Presentation Security cameras Security/Safety audits	Sept. 2021 - May 2022	Agendas Sign in Sheets Security/Safety Audit Reports School Lockdown Documentation	Improved security/safety audits	Security/Safet Audit Reports
Action Steps						
Practice on lockdown p	procedures and active th	reat situations.				
Conduct daily security/	'safety audits					
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Attend staff development for campus administrators and security guards on violence prevention procedures to increase school safety.	Principal Asst. Principal Security Guard	Training Materials PowerPoint Presentation Safe2SpeakUp App Student Surveys	Sept. 2021 - May 2022	Agendas Sign in Sheets PEIMS Discipline Data Student Survey Data	Student Perception of School Safety improves Decrease in behavior intervention	Student Surveys Si: Weeks Behavior Intervention Reports
Action Steps						
Train on de-escalation,	, bullying, cyberbullying,	Safe2SpeakUp App, and	d restorative pract	ices.		

Goal Area: 3	Improve Safety, Public Support, Culture and Climate
Annual Goal: 3	By June 2022, family involvement and their interaction our school will increase from 5% to 10%.
Objective: 1	By June 2022, 50% of the parents will participate in informational and training sessions.

information and training sessions on topics on different times.Educators Community Practices District Policy Handbook TEA MaterialBased Best Practices District Policy Handbook TEA Material2021 Agendas May 2022Agendas Minutes Sign In Sheets PowerPoint presentationsAttendance at MeetingsResults Participati PerformanAction StepsImage Community Provide notices about meetings and information addifferent times.Based Best Practices District Policy Handbook TEA Material2021 PowerPoint presentationsAttendance at MeetingsResults PerformanAction StepsImage Computer Provide notices about meetings and information addifferent times.Based Best PowerPoint presentationsAttendance at MinutesResults PerformanStrategy 2Persons Responsible/TitleResourcesTimelineEvidence of ImplementationEvidence of ImpactParent SurveysFacilitate parental counselor actionation ethrough parental counselor ethrough parental ethrough parental counselor ResruitersCampus social Parent surveysSept. 2021 Agendas May 2022Brochures Agendas Minutes Sign In Sheets PowerPoint presentations Calendar planning datesParent Surveys Parent SurveysAssessmen Agendas Minutes Sign In Sheets PowerPoint presentations Calendar planning datesParent Surveys Parent SurveysFacilitate parental between our counselor and parental between our ergresentative, counselor and parentalParent Surveys Parent SurveysSee	information and training sessions on a different days times.Educators Community Practices Engagement RecruitersBased Best Practices District Policy Handbook TEA Material2021 May 2022Agendas Minutes PowerPoint presentationsAttendance at MeetingsIAction StepsImagement Provide notices about meetings and information about eventsImagement Provide notices about meetings and information about eventsImagement Provide notices about meetings and information about eventsImagement Provide notices about meetings and information about eventsStrategy 2Persons Responsible/TitleResourcesTimelineEvidence of ImplementationEvidence of ImplementationPractice of ImplementationFacilitate parental entropy parental entropy parentsPrincipal Asst. Principal Parent surveysCampus social media Parent surveysSept. Agendas AgendasBrochures Agendas Attendance at MeetingsParent Surveys Attendance at MeetingsFacilitate parental entropy parents through a eclucatorsPrincipal RecruitersCampus social media Parent surveysSept. Agendas Agendas Calendar planning datesParent Surveys Attendance at MeetingsParent Surveys Attendance at MeetingsFacilitate parental ecusorsParental RecruitersParent surveys Parent surveysSept. Agendas Calendar planning datesParent Surveys MeetingsFacilitate parental educatorsParental EducatorsCampus social Parent surveysSept. PowerPoint presentati		Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative Assessme
Provide notices about meetings and information about events Provide one to one campus sessions on multiple topics Schedule literacy and entrepreneurship sessions to support families Strategy 2 Persons Responsible/Title Resources Timeline Evidence of Implementation Evidence of Impact Evidence of Impact Formative Summating Assessment Facilitate Principal Campus social Asst. Principal Sept. Parent surveys Brochures Agendas Parent Surveys May Asst. Principal Parent surveys Assessment Parent surveys Parent surveys May Parent surveys Sign Meetings Parent parent Parent surveys Performant Parent surveys Performant Minutes collaboration Community Engagement Campus PR Engagement Recruiters Parent surveys Sign In Sheets PowerPoint presentations Calendar planning dates Performant Parental	provide notices about meetings and information about events Provide one to one campus sessions on multiple topics Schedule literacy and entrepreneurship sessions to support families Strategy 2 Persons Responsible/Title Resources Timeline Evidence of Implementation Evidence of Impact Facilitate Principal parental Campus social Asst. Principal Campus social media Sept. 2021 Brochures Parent Surveys Attendance at Meetings Meetings parents Parental Asst. Principal assessions for Counselor Parent surveys May Sign In Sheets PowerPoint presentations Calendar planning dates Meetings Impact between our campus PR representative, counselor and parental educator. Engagement Recruiters Impact Impact Impact collaboration Community Impact Impact Impact Impact Impact counselor and parental educator. Impact Impact Impact Impact Impact Impact	information and training sessions on a variation of topics on different days and different	Educators Community Engagement	Based Best Practices District Policy Handbook	2021 - May	Agendas Minutes Sign In Sheets	Attendance at	Assessment Results Participatio Performand
Provide one to one campus sessions on multiple topicsSchedule literacy and entrepreneurship sessions to support familiesEvidence of ImplementationEvidence of ImpactFormativ Summati AssessmenStrategy 2Persons Responsible/TitleResourcesTimelineEvidence of ImplementationEvidence of ImpactFormativ Summati AssessmenFacilitate parental sessions for parentsPrincipal CounselorCampus social Parent surveysSept. Parent surveysBrochures Agendas May 2022Parent Surveys May 2022Attendance at Performan Calendar planning datesParent Surveys Performan Performan Performanthrough a collaboration parental compus PR RecruitersCommunity Engagement RecruitersSept. Parent surveys Parent surveysBrochures Agendas Calendar planning datesParent Surveys Performan ParentalAssessmen Performan Performan	Provide one to one campus sessions on multiple topicsSchedule literacy and entrepreneurship sessions to support familiesTimelineEvidence of ImplementationEvidence of ImpactStrategy 2Persons Responsible/TitleResourcesTimelineEvidence of ImplementationEvidence of ImpactFacilitate parental sessions for parents through a collaboration Educators community between our campus PR RecruitersCampus social media Parent surveysSept. May 2022Brochures Agendas Sign In Sheets PowerPoint presentations Calendar planning datesParent Surveys Attendance at MeetingsAttendance at Meetingsbetween our campus PR representative, counselor and parentalEngagement RecruitersParent surveysMay AttendanceMay AttendanceMeetingsMay AttendanceParental educator.Community Engagement RecruitersEngagement RecruitersCampus PR AttendanceCampus PR AttendanceCampus PR AttendanceCampus PR AttendanceCampus PR AttendancePRPR RecruitersRecruitersEngagement AttendanceCampus PR AttendanceCampus PR AttendanceCampus PR AttendanceCampus PR AttendanceCampus PR AttendanceCampus PR AttendancePR educator.Community AttendanceCampus PR AttendanceCampus PR AttendanceCampus PR AttendanceCampus PR AttendanceCampus PR AttendancePR educator.Campus PR AttendanceCampus PR Attendance							
Schedule literacy and entrepreneurship sessions to support familiesStrategy 2Persons Responsible/TitleResourcesTimelineEvidence of ImplementationEvidence of ImplementationFormativ Summati AssessmenFacilitate parental sessions for parents through a collaborationPrincipal Community Educators CommunityCampus social mediaSept. 2021 - May 2022Brochures Agendas Sign In Sheets PowerPoint presentations Calendar planning datesParent Surveys MeetingsAssessmen Results ParticipationFacilitate parents collaboration parentalPrincipal Community Engagement RecruitersCampus social media Parent surveysSept. Agendas Sign In Sheets PowerPoint presentations Calendar planning datesParent Surveys Parent surveysAssessmen Results PerformanFacilitate parentalParent Educators CommunityCampus PR RecruitersRecruitersSept. Parent surveysBrochures Agendas Sign In Sheets PowerPoint presentations Calendar planning datesParent surveys Parent surveysAssessmen Results	Schedule literacy and entrepreneurship sessions to support families Strategy 2 Persons Responsible/Title Resources Timeline Evidence of Implementation Evidence of Impact Facilitate parental sessions for parents through a collaboration Principal Asst. Principal Asst. Principal educators Campus social media Parent surveys Sept. 2021 - May Brochures Agendas Parent Surveys Attendance at Minutes Parent Surveys Meetings Meetings between our campus PR representative, counselor and parental educator. Recruiters Parent au Parent au Community	provide notices abo	out meetings and informat	ion about events				
Strategy 2Persons Responsible/TitleResourcesTimelineEvidence of ImplementationEvidence of ImplementationEvidence of ImpactFormativ Summati AssessmenFacilitate parental sessions for parents through a collaboration community between our campus PR RecruitersPrincipal Asst. Principal Parental Educators Collaboration Detween our community Engagement campus PR RecruitersCampus social media Parental Parents Counselor Parental Educators Collaboration Parental Engagement campus PR RecruitersCampus social media Parental Parents Counselor Parents Counselor Parental Educators Collaboration PR RecruitersCampus social media Parental Parents Parents Parental 	Strategy 2Persons Responsible/TitleResourcesTimelineEvidence of ImplementationEvidence of ImpactFacilitate parental sessions for parents through a collaborationPrincipal Asst. Principal Counselor Parental Educators collaboration between our campus PR representative, counselor and parental educator.Campus social media 2021 - Parent surveys May 2022Brochures Agendas Minutes Sign In Sheets PowerPoint presentations Calendar planning datesParent Surveys Attendance at MeetingsParent Surveys Attendance at Meetings	Provide one to one	e campus sessions on multi	ple topics				
Strategy 2Persons Responsible/TitleResourcesTimelineEvidence of ImplementationEvidence of ImplementationEvidence of ImplementationSummati AssessmentFacilitatePrincipalCampus socialSept.BrochuresParent SurveysAssessmentparentalAsst. Principalmedia2021 -AgendasAttendance atResultssessions forCounselorParent surveysMayMinutesMeetingsParticipationparentsParentalEducators2022SignInSheetsPerformantthrough aEducatorsCommunityEducatorsCalendar planning datesCalendar planning datesPerformantbetween ourEngagementEngagementEngagementEngagementEngagementEngagementEngagementEngagementcounselor andparentalEngagementEngagementEngagementEngagementEngagementEngagementcounselor andparentalEngagementEngagementEngagementEngagementEngagementcounselor andEngagementEngagementEngagementEngagementEngagementEngagementcounselor andEngagementEngagementEngagementEngagementEngagementEngagementcounselor andEngagementEngagementEngagementEngagementEngagementEngagementcounselor andEngagementEngagementEngagementEngagementEngagementEngagementEngagem	Strategy 2Responsible/TitleResourcesTimelineImplementationImpactFacilitate parentalPrincipal Asst. PrincipalCampus social mediaSept. 2021 -Brochures AgendasParent SurveysAttendance at MayMinutessessions for parentsCounselor ParentalParent surveysMayMinutesMeetingsImplementationthrough a collaborationEducators CommunityParent surveysMayMinutesMeetingsImplementationbetween our campus PR representative, counselor and parentalEngagement campus PREngagement campus PR<	Schedule literacy a	nd entrepreneurship sessio	ons to support families				
parentalAsst. Principalmedia2021 -AgendasAttendance atResultssessions forCounselorParent surveysMayMinutesMeetingsParticipationparentsParental2022Sign In SheetsPerformanthrough aEducatorsPagementPagementPagementPagementcollaborationCommunityEngagementFerformanPagementcampus PRRecruitersFerformanFerformanFerformanrepresentative, counselor and parentalFerformanFerformanFerformanparentalFerformanFerformanFerformanFerformancounselor and parentalFerformanFerformanFerformanparentalFerformanFerformanFerformanferformanFerformanFerformanFerformanferformanFerformanFerformanferformanFerformanFerformanferformanFerformanFerformanferformanFerformanferformanFerformanferformanFerformanferformanFerformanferformanFerformanferformanFerformanferformanFerformanferformanFerformanferformanFerformanferformanFerformanferformanFerformanferformanFerformanferformanFerformanferformanFerformanferformanFerformanferforma	parentalAsst. Principalmedia2021 -AgendasAttendance atsessions for parentsCounselorParent surveysMayMinutesMeetingsparentsParental2022Sign In Sheets PowerPoint presentations Calendar planning datesMeetingscollaborationCommunityEngagement campus PR parental educator.RecruitersAgendasAttendance at Meetingsparental educatorsEngagement campus PR parental educator.Engagement campus PREngagement campus PR Parental Parental Parental Parental ParentalEngagement ParentalParent Parental <b< th=""><th>Strategy 2</th><th></th><th>Resources</th><th>Timeline</th><th></th><th></th><th>Formativ Summati</th></b<>	Strategy 2		Resources	Timeline			Formativ Summati
								Assessme
	Conduct Weekly meetings with parent educator and counselor on ways to engage more parents to information and training sessions.	parental sessions for parents through a collaboration between our campus PR representative, counselor and parental	Principal Asst. Principal Counselor Parental Educators Community Engagement	media	2021 - May	Brochures Agendas Minutes Sign In Sheets PowerPoint presentations	Parent Surveys Attendance at	Assessmen
	Utilize different ways of communication including social media to promote parent participation.	parental sessions for parents through a collaboration between our campus PR representative, counselor and parental educator.	Principal Asst. Principal Counselor Parental Educators Community Engagement Recruiters	media Parent surveys	2021 - May 2022	Brochures Agendas Minutes Sign In Sheets PowerPoint presentations Calendar planning dates	Parent Surveys Attendance at Meetings	Assessmen Results Participatio

Goal Area: 3	Improve Safety, Public Support, Culture and Climate
Annual Goal: 3	By June 2022, family involvement and their interaction with our school will increase from 25% to 50%.
Objective: 2	By June 2022, 20% of our parents will be connected with community partners and resources.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summativ Assessmer
Host a variation of sessions and courses which include community partners and volunteer instructors	Principal Asst. Principal Parent Educator Counselor	Parent Survey Need Assessment	Sept. 2021 - May 2022	Sign In Sheets Parent Created Artifacts Parent Feedback	Parent Created Artifacts Parent Feedback	Increase performanc Increase participatio
Action Steps						
Partner with comm	unity organizations					
Partner with comm Recruit volunteer ir	, ,					
	, ,	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Summativ
Recruit volunteer ir	Persons	Resources Parent Survey Need Assessment	Timeline Sept. 2021 - May 2022			Formative Summativ Assessme Increase performanc Increase participatio
Recruit volunteer in Strategy 2 Meet with community partners periodically to address goals and	Persons Responsible/Title Principal Asst. Principal Parent Educator	Parent Survey Need	Sept. 2021 - May	Implementation Sign In Sheets Meting Notes	Impact Parent Created Artifacts Parent	Summativ Assessme Increase performand Increase

Goal 4

Goal Area: 4	Increase Staff Quality,	Recruitment and Rete	ention				
Annual Goal: 1	All Teachers will delive	er high quality, engagir	ng lessons maximiz	zing at least 95% of the in	structional time by Jun	e 2022.	
Objective: 1	Use walk-through dat	a to monitor and supp	ort teacher effecti	veness.			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title Schoo wide Compo
Conduct weekly walk- throughs.	Principal, Asst. Principal, CLL, Counselor	Principal, AP CLL, Counselor	Sept. 2021 - May 2022	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test Professional growth	Walk- through data	Title I, I IV State Bilingua Funds State Comp.
Action Steps							
Create a schedule	for classroom visits.						
Decide on how fee	edback will be delivered to t	eachers.					
Leadership team c	alibration on walkthroughs						
Review data and a	ddress areas of need.						
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title Scho wid Compo
							30

Provide all staff with weekly instructional feedback.	Principal, Asst. Principal, CLL, Counselor	Principal, AP CLL, Counselor	Sept. 2021 - May 2022	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test Professional growth	Walk- through data	Title IV State Bilin Fund State Com
Action Steps							
Schedule peer obse							
Monitor and follow	up with areas of need.						
Goal Area: 4	Increase Staff Quality,	, Recruitment and Rete	ention				
Annual Goal: 1	All Teachers will delive	er high quality, engagii	ng lessons maximiz	zing at least 95% of the ins	tructional time by June	2022.	
Objective: 2	Provide professional l	earning opportunities	for staff based on	observed data using the Ir	nstructional Focus Walk	-Through Form.	
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Tit Sch W Com
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Principal, Asst. Principal, CLL, Counselor	Observations, SLO data, walk-through data	Sept. 2021 - May 2022	Walk-through schedule, Walk- through data	Increased quality of instructional time	Walk- through data reviews	Title IV State Biling Fund State Comj
Action Steps							
Campus leadership	will review walk-through o	data and identify areas	of need.				
Campus leadership	will identify staff instruction	onal needs and develo	p an action plan.				
Monitor and revise	action plan.						
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Ti Sc w Com
Campus administrators will identify areas of need.	Principal, Asst. Principal, CLL, Counselor	Observations, SLO data, walk-through data	Sept. 2021 - May 2022	Walk-through schedule, Walk- through data	Increased quality of instructional time	Walk- through data reviews	Title IV State Biling Func State Com

Provide professional development opportunities for staff.

Review and monitor achievement of professional development goals.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Objective: 1	100% of teachers wi	th 3 or less years of e	xperience will be n	nentored throughout the	year.		
Annual Goal: 2	Support the develop	oment of teachers.					
Goal Area: 4	Increase Staff Qualit	y, Recruitment and Re	etention				

Weekly meetings with assigned mentor Action Steps	CLL	CLL	Weekly	Sign In Sheets	Increase teacher effectiveness	evaluation data, student performance	Title I, II, I IV State Bilingual Funds State Comp.
Plan schedule and	I hold meetings.						
Decide on areas o	f need.						
	Persons			Evidence of	Evidence of	Formative/	Title-I School-
Strategy 2	Responsible/Title	Resources	Timeline	Implementation	Impact	Summative Assessment	wide Componei
Strategy 2 Peer observations conducted by new teacher		Resources	Weekly	Implementation Sign In Sheets	Impact Increase teacher effectiveness		
Peer observations conducted by	Responsible/Title	Resources			Increase teacher	Assessment evaluation data, student	Compon Title I, II, IV State Bilingual Funds State

Annual Goal: 2	Support the developm	ient of teachers.					
Objective: 2	100% of teachers in ne	eed of assistance will k	be mentored throug	ghout the year.			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Tit Sch wi Comp
Weekly meetings with assigned mentor	CLL	CLL	Weekly	Sign In Sheets	Increase teacher effectiveness	evaluation data, student performance	Title I IV State Biling Funds State Comp
Action Steps							
Plan schedule and h	hold meetings.						
	-						
Plan schedule and h	-	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Tit Sch Wi Comp
Plan schedule and h Decide on areas of	need. Persons	Resources	Timeline Weekly			Summative	Scł w
Plan schedule and h Decide on areas of Strategy 2 Peer observations conducted by	need. Persons Responsible/Title	Resources		Implementation	Impact Increase teacher	Summative Assessment evaluation data, student	Sci w Com Title IV State Biling Fund State

Annual Goal: 3	Use the evaluation sys	Use the evaluation systems to increase staff quality, recruitment and retention by June 2021.									
Objective: 1	Use data collected in the evaluations system to offer professional growth opportunities for all staff as means of recruitment and retention.										
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title Schoo wide Compoi				
Use data to identify campus areas of need and create professional development opportunities for staff.	Principal, Asst. Principal, CLL	Principal, Asst. Principal, CLL	quarterly	Need assessment data, Survey data	Increase teacher effectiveness, increased student achievement		Title I, I IV State Bilingua Funds State Comp.				
Action Steps											

Professional Development Plan

	Professional Development			
DATE	AUDIENCE	ТОРІС	RESOURCES	GOAL ATTAINMENT
TBA	Admin	TPESS Training	manuals provided	Goal Area 1 & 2
TBA	Admin	Principal's Residency	notes provided	Goal Areas 1-4
TBA	Admin	Principal's Residency	notes provided	Goal Areas 1-4
TBA	Admin	Curriculum Rollouts for Admin	manuals provided	Goal Area 1 & 2
TBA	Admin	Scheduling Training - Elementary	notes provided	Goal Area 1 & 2
TBA	Admin	Proc. for Distribution of Learning Resources	Campus Plan	Goal Area 1 & 2
ТВА	СТС	Identification and Placement of New Enrollment	notes provided	Goal Area 1 & 2
ТВА	Campus Staff	PSJA Convocation	Laptops, Handbooks, Plans	Goal Area 1-4
ТВА	Campus Staff	BOY Campus Procedures	Laptops, Handbooks, Plans	Goal Area 1-4
TBA	Campus Staff	Campus Covid-19 Training	Laptops, Handbooks, Plans	Goal Area 3 & 4
ТВА	Campus Staff	Campus Data Analysis and Domain Report	Laptops, Handbooks, Plans	Goal Area 1 & 2
TBA	Campus Staff	SPED/ARD/IEPs/504 Accommodations	Laptops, Handbooks, Plans	Goal Areas 1-3
TBA	Campus Staff	RTI Program Referral Procedures	Laptops, Handbooks, Plans	Goal Areas 1-3
ТВА	Campus Staff	Title IX - Sexual Harassment	Laptops, Handbooks, Plans	Goal Areas 1-3
ТВА	Campus Staff	Bullying, Cyberbullying & David's Law	Laptops, Handbooks, Plans	Goal Areas 3 & 4

ТВА	Campus Staff	Conflict Resolution	Laptops, Handbooks, Plans	Goal Areas 3 & 4
ТВА	РК3&4	Curriculum Rollouts for	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	Music Teacher	Fine Arts Session	Laptops, Lesson Plans, TE's	Goal Area 1, 2 & 3
ТВА	P.E. Coaches	PE Session	Laptops, Lesson Plans, TE's	Goal Area 1, 2 & 3
ТВА	Kinder	Reading Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	Kinder Dual	Lectura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	1st Gd.	Reading Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	1st Gd. Dual	Lectura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	2nd Gd.	Reading Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	2nd Gd. Dual	Read/Lectura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	3rd Gd.	Reading Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	3rd Gd. Dual	Read/Lectura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	4th Gd.	Reading Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	4th Gd. Dual	Read/Lectura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	5th Gd.	Reading Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	5th Gd.	Read/Lectura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	Kinder (Grp. B)	Pearlized Math Kinder	Laptops, Handbooks, Plans	Goal Area 1 & 2
TBA	Kinder (New)	Pearlized Math	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	1st Gd (New)	Pearlized Math	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	Music	Fine Arts Session	Laptops, Handbooks, Plans	Goal Area 1, 2 & 3
ТВА	P.E. Coaches	PE Session	Laptops, Handbooks, Plans	Goal Area 1, 2 & 3
ТВА	Kinder	Science Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	1st Gd. (Grp B)	Pearlized Math	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	2nd Gd.	Sharon Wells Math	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	3rd Gd.	Science Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
ТВА	4th Gd.	Sharon Wells Math	Laptops, Handbooks, Plans	Goal Area 1 & 2

ТВА	5th Gd.	Science Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
			Laptops, Handbooks,	
ТВА	1st Gd.	Science Curriculum Rollout	Plans	Goal Area 1 & 2
			Laptops, Handbooks,	
TBA	2nd Gd.	Science Curriculum Rollout	Plans	Goal Area 1 & 2
			Laptops, Handbooks,	
TBA	3rd Gd.	Sharon Wells Math	Plans	Goal Area 1 & 2
			Laptops, Handbooks,	
TBA	4th Gd.	Science Curriculum Rollout	Plans	Goal Area 1 & 2
			Laptops, Handbooks,	
TBA	5th Gd.	Sharon Wells Math	Plans	Goal Area 1 & 2
TBA	Campus Staff	Campus Social Emotional Training	notes provided	Goal Area 3 & 4
тра	Compute Staff	504 Referral Procedures	notos providad	Goal Area 1, 2 8
TBA	Campus Staff	S04 Referral Procedures	notes provided	3
ТВА	Admin	ARD SuccessEd Training	notes provided	Goal Area 1, 2 8 3
IDA	New DL	AND Successed Training	notes provided	
ТВА	Teachers	DLTI (Day 1)	Resources Provided	3
		(-~, -,	Laptops, Handbooks,	Goal Area 1, 2 8
ТВА	SPED	ARD Success Ed Training	Plans	3
ТВА	Kinder	Imagine Math	notes provided	Goal Area 1 & 2
TBA	1st Gd.	Imagine Math	notes provided	Goal Area 1 & 2
ТВА	2nd Gd.	Imagine Math	notes provided	Goal Area 1 & 2
TBA	3rd Gd.	Istation	notes provided	Goal Area 1 & 2
TBA	4th Gd.	Istation	notes provided	Goal Area 1 & 2
TBA	5th Gd.	Istation	notes provided	Goal Area 1 & 2
TBA	Kinder	Istation	notes provided	Goal Area 1 & 2
TBA	1st Gd.	Istation	notes provided	Goal Area 1 & 2
ТВА	2nd Gd.	Istation	notes provided	Goal Area 1 & 2
TBA	3rd Gd.	Imagine Math	notes provided	Goal Area 1 & 2
ТВА	4th Gd.	Imagine Math	notes provided	Goal Area 1 & 2
ТВА	5th Gd.	Imagine Math	notes provided	Goal Area 1 & 2
TBA	Campus Staff	CLC Procedures	notes provided	Goal Area 1 & 2
TBA	Campus Staff	Campus TPESS Rubric Training	notes provided	Goal Area 1 & 2
TDA	Campus Starr	Campus TFESS Rubic Training	notes provided	Goal Area 1, 2 8
ТВА	Campus Staff	Special Pops	notes provided	3
				Goal Area 1, 2 8
ТВА	СТС	Testing Plan for Identification	notes provided	3
	New DL			Goal Area 1, 2 8
TBA	Teachers	DLTI (Day 2)	Resources Provided	3
ТВА	Admin	Distribution of Devices	notes provided	Goal Area 1 & 2
	LPAC			Goal Area 1, 2 8
ТВА	Members	BOY LPAC	notes provided	3
TBA	1st	TPRI Training	notes provided	Goal Area 1 & 2
ТВА	2nd	TPRI Training	notes provided	Goal Area 1 & 2
ТВА	3rd	TPRI Training	notes provided	Goal Area 1 & 2
	2nd, 3rd, Prin.	Reading Academy Overview	notes provided	Goal Area 1 & 2

			Plan Templates	
TBA	Admin	Campus Improvement Plan: Next Steps	provided	Goal Area 1-4
	AP/CTC	Testhound Training	notes provided	Goal Area 1 & 2
TBA	Admin	LAS Links Online Administration Training	notes provided	Goal Area 1 & 2
TBA	Kinder, AP	ТХ-КЕА	notes provided	Goal Area 1 & 2
	Sci Lab, CLL,			
TBA	AP	Science Curriculum Rollout	notes provided	Goal Area 1 & 2
TBA	РК	CIRCLE Progress Monitoring Training	notes provided	Goal Area 1 & 2
TBA	СТС	TELPAS	notes provided	Goal Area 1 & 2
ТВА	NEW to Kinder	Pearlized Math	notes provided	Goal Area 1 & 2
TBA	РК	CIRCLE Prog Monitoring	notes provided	Goal Area 1 & 2
TBA	New to 1	Pearlized Math	notes provided	Goal Area 1 & 2
TBA	2, 3	Sharon Wells Math	notes provided	Goal Area 1 & 2
TBA	Kinder	Pearlized Math	notes provided	Goal Area 1 & 2
TBA	AP/CTC	Testhound Training	notes provided	Goal Area 1 & 2
TBA	1st	Pearlized Math	notes provided	Goal Area 1 & 2
				Goal Area 1, 2 &
TBA	DL Staff	ELPS Refresher	notes provided	3
TBA	GT Staff	GT Training	notes provided	Goal Area 1 & 2
TBA	GT Staff	GT Training	notes provided	Goal Area 1 & 2
ТВА	GT Staff	GT Update Training	notes provided	Goal Area 1 & 2
TBA	GT Staff	GT Update Training	notes provided	Goal Area 1 & 2
ТВА	GT Staff	GT Update Training	notes provided	Goal Area 1 & 2
ТВА	GT Staff	GT Update Training	notes provided	Goal Area 1 & 2
TBA	GT Staff	GT Training	notes provided	Goal Area 1 & 2
ТВА	LPAC Members	MOY LPAC	T.B.D.	Goal Area 1, 2 & 3
TBA	Campus Staff	TELPAS Training	T.B.D.	Goal Area 1 & 2
TBA	Campus Staff	STAAR Training	T.B.D.	Goal Area 1 & 2
ТВА	Campus Staff	STAAR Alt Training	T.B.D.	Goal Area 1 & 2
ТВА	Campus Staff	TELPAS ALT Training	T.B.D.	Goal Area 1 & 2
TBA	Campus Staff	TELPAS Training	T.B.D.	Goal Area 1 & 2
	LPAC		1.0.0.	Goal Area 1, 2 &
ТВА	Members	EOY LPAC	T.B.D.	3