Pharr-San Juan-Alamo Independent School District

2021 Campus Improvement Plan
Instructions, Guidance, and Resources

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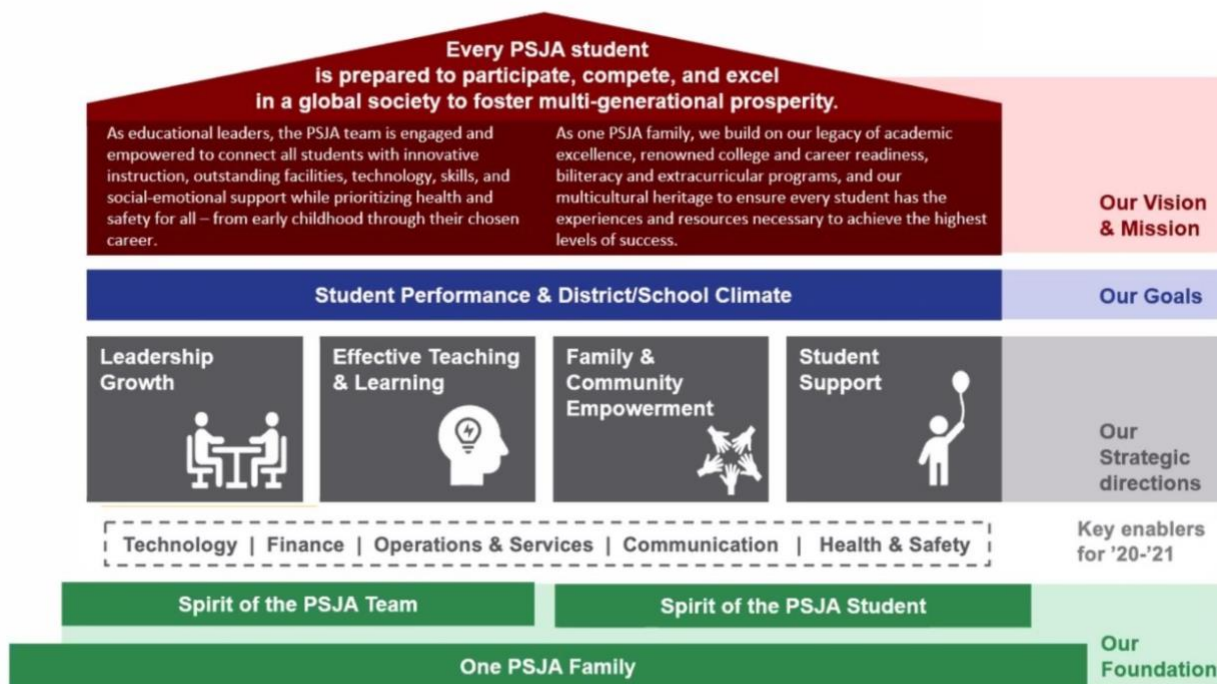
# Roadmap to Success for Every Student:
## *Strategic Priorities for 2021-2022 and Beyond*

### 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.**

| Academics | SEL & Wraparound Services |
|---|---|
| High quality curriculum | Mental health |
| Effective, well-supported teachers | Community & Social Services (e.g. food, shelter) |
| | Recreational Services |
| Strong school leadership | Legal and Safety |
| Positive school climate | Cultural and spiritual |
| | Relationship Skills |
| Effective instruction | Crisis support |

COLLEGE³
READY.CONNECTED.COMPLETE.

COMMUNITY
Participate in service and provider selection & evaluation

SCHOOL
Identify needs, serve students and families

When SEL and Wraparound services are provided in tandem with strong academics and high-quality teaching, **schools can truly meet the needs of the whole child** and graduate students who are college and career ready.

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.

> Goal Progress Measure 1.1:   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.

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

> Goal Progress Measure 1.3:  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.

> Goal Progress Measure 1.4:   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.

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

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

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

Goal Progress Measure 2.4: 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.

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

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

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

Goal Progress Measure 3.4: 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.

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

Goal Progress Measure 4.2: 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.

Goal Progress Measure 4.3: 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.

**SCHOOL PROFILE:** 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.

**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 | B | 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 3$^{rd}$ 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 3$^{rd}$ 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 on STAAR Reading 3-5 will improve by June 2022. |
| Objective: 1 | The percentage of students performing at Meets Grade Level or above on STAAR Reading 3-5 will increase from 44% to 50% by June 2022. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| 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, II, III, IV State Bilingual Funds State Comp. |
| **Action Steps** | | | | | | | |
| Create a schedule for classroom visits. | | | | | | | |
| Decide on how feedback will be delivered to teachers. | | | | | | | |
| Leadership team calibration on walkthroughs | | | | | | | |

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| 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, III, IV State Bilingual Funds State Comp. |
| **Action Steps** | | | | | | | |
| Use district formative and summative assessments (weekly, unit, CBA, BM etc.). | | | | | | | |
| Disaggregate campus data to determine student progress at the Meets 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 Istation, Accelerated Reader/Star Software, myON, etc. to facilitate reading development. | | | | | | | |

| Strategy 3 | 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 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 need of small group instruction in Reading. |
| Create tutoring schedule. |
| Notify parents and make necessary arrangements. |
| 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 Reading 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. |

| Action Steps |
|---|
| Identify students in need of small group instruction in Reading. |
| Create tutoring schedule. |
| Notify parents and make necessary arrangements. |
| Prescriptive targeting 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 by June 2022. |
| Objective: 2 | The percentage of students performing at Masters Grade Level or above on STAAR Reading 3-5 will increase from 23% to 30% by June 2022. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| 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, III, IV State Bilingual Funds State Comp. |

| Action Steps |
|---|
| Create a schedule for classroom visits. |
| Decide on how feedback will be delivered to teachers. |
| Leadership team calibration on walkthroughs |

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- |
|---|---|---|---|---|---|---|---|

| | | | | | | | wide Component |
|---|---|---|---|---|---|---|---|
| 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, III, IV State Bilingual Funds State Comp. |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|
| Use district formative and summative assessments (weekly, unit, CBA, BM etc.). | | | | | | | |
| Disaggregate campus data to determine student progress at the Masters level and above. | | | | | | | |
| Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.) | | | | | | | |

| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| Student Master Academies will be provided in Reading to students targeted to reach the Masters Level in Reading. | 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 need of instruction to reach Masters Level in Reading. | | | | | | | |
| Create tutoring schedule. | | | | | | | |
| Notify parents and make necessary arrangements. | | | | | | | |

Prescriptive targeting of TEKS in need of growth as per data

| Goal Area: 1 | Student Achievement |
|---|---|
| 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 2022. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| 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, III, IV State Bilingual Funds State Comp. |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|
| Create a schedule for classroom visits. | | | | | | | |
| Decide on how feedback will be delivered to teachers. | | | | | | | |
| Leadership team calibration on walkthroughs | | | | | | | |

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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, III, IV State Bilingual Funds State Comp. Local Funds |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|
| Use district formative and summative assessments (weekly, unit, CBA, BM etc.). | | | | | | | |
| Disaggregate campus data to determine student progress at the Meets 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 to facilitate math development. | | | | | | | |

| Strategy 3 | 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 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. Local Funds |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|
| Identify students in need of small group instruction in Math. | | | | | | | |
| Create tutoring schedule. | | | | | | | |
| Notify parents and make necessary arrangements. | | | | | | | |

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 need of small group instruction in Math. | | | | | | | |
| Create tutoring schedule. | | | | | | | |
| Notify parents and make necessary arrangements. | | | | | | | |
| | | | | | | | |

| Goal Area: 1 | Student Achievement |
|---|---|
| Annual Goal: 2 | Student performance on STAAR Math 3-5 will improve by June 2022. |
| Objective: 2 | The percentage of students performing at Masters Grade Level or above on STAAR Math 3-5 will increase from 29% to 34% by June 2022. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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, III, IV State Bilingual Funds State Comp. Local Funds |

| Action Steps | |
|---|---|
| Create a schedule for classroom visits. |
| Decide on how feedback will be delivered to teachers. |
| Leadership team calibration on walkthroughs |

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| 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, III, IV State Bilingual Funds State Comp. Local Funds |

| Action Steps | |
|---|---|
| Use district formative and summative assessments (weekly, unit, CBA, BM etc.). |
| Disaggregate campus data to determine student progress at the Masters level and above. |
| Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.) |

| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| Student Master Academies will be provided in Math to students targeted to reach the Masters Level in Math. | 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 need of instruction to reach Masters Level in Math. |
| Create tutoring schedule. |
| Notify parents and make necessary arrangements. |
| Prescriptive targeting of TEKS in need of growth as per data |

## Goal 2

| Goal Area: 2 | Closing the Gaps. |
|---|---|
| Annual Goal: 1 | All student groups will improve in the Academic Achievement component by June 2022. |
| Objective: 1 | All student groups will meet 100% of the performance targets in the Academic Achievement component by June 2022. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide 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 |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|
| Use district formative and summative assessments (weekly, unit, CBA, BM etc.). | | | | | | | |
| Disaggregate campus data to determine student Academic Achievement (Meets 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, myON, Read 180, Systems 44, etc. to facilitate reading development for student groups. | | | | | | | |

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Provide technological resources to facilitate reading and Math development and differentiating student learning. | Principal, Asst. Principal, CLL, Teachers Bilingual Teachers Special Ed Teachers | Imagine Math Istation Reading Accelerated Reader/Star myON Other STAAR Resources | Sept. 2021 - May 2022 | Lesson Plans Walkthroughs Usage Reports | Weekly Tests, BMI & BM2, STAAR Test | CBAs, Benchmark Tests, STAAR, TELPAS | Title I, II, III, IV State Bilingual Funds State Comp. Local Funds |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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 | | | | | | | |

| Strategy 3 | 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 Reading and Math to students in need through tutoring by their respective teachers or a special population teacher. | 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. Local Funds |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|
| Identify students in need of small group instruction in Reading and Math. | | | | | | | |
| Create tutoring schedule. | | | | | | | |
| Notify parents and make necessary arrangements. | | | | | | | |

Prescriptive targeting of TEKS

| 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 Reading and 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 need of small group instruction in Reading and Math. |
| Create tutoring schedule. |
| Notify parents and make necessary arrangements. |
| Prescriptive targeting of TEKS |

| Goal Area: 2 | Closing the Gaps. |
|---|---|
| Annual Goal: 1 | All student groups will improve in the Academic Achievement component by June 2022. |
| Objective: 2 | The Continuously Enrolled student group will meet the performance target in the Academic Achievement component in Reading by June 2022. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| Collect and assess data to monitor weekly Academic Achievement in Reading and Math for the Continuously Enrolled student group 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, III, IV State Bilingual Funds State Comp. Local Funds |

| Action Steps |
|---|
| Use district formative and summative assessments (weekly, unit, CBA, BM etc.). |
| Disaggregate campus data to determine student Academic Achievement for the Continuously Enrolled student group.(Meets 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, myON, Read 180, Systems 44, etc. to facilitate reading and math development for the Continuously Enrolled student group. |

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| Provide technological resources to facilitate reading and Math development and differentiating student learning. | Principal, Asst. Principal, CLL, Teachers Bilingual Teachers Special Ed Teachers | Imagine Math Istation Reading Accelerated Reader/Star myON Other STAAR Resources | Sept. 2021 - May 2022 | Lesson Plans Walkthroughs Usage Reports | Weekly Tests, BMI & BM2, STAAR Test | CBAs, Benchmark Tests, STAAR, TELPAS | Title I, II, III, IV State Bilingual Funds State Comp. Local Funds |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|

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

| Goal Area: 2 | Closing the Gaps. |
|---|---|
| Annual Goal: 2 | All student groups will improve in the Academic Growth component by June 2022. |
| Objective: 1 | All student groups will meet 100% of the performance targets in the Academic Growth component by June 2022. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| Collect and assess data to monitor weekly Academic Growth in Reading and Math for all student groups 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, III, IV State Bilingual Funds State Comp. Local Funds |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|

Use district formative and summative assessments (weekly, unit, CBA, BM etc.).

Disaggregate campus data to determine student Academic Growth.

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, myON, Read 180, Systems 44, etc. to facilitate reading development for student groups.

Celebrate student Academic Growth in Reading and Math to all campus stakeholders.

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| Provide technological resources to facilitate reading and Math development and differentiating student learning. | Principal, Asst. Principal, CLL, Teachers | Imagine Math Istation Reading Accelerated Reader/Star myON Other STAAR Resources | Sept. 2021 - May 2022 | Lesson Plans Walkthroughs Usage Reports | Weekly Tests, BMI & BM2, STAAR Test | CBAs, Benchmark Tests, STAAR, TELPAS | Title I, II, III, IV State Bilingual Funds State Comp. Local Funds |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|

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

| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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, III, IV State Bilingual Funds State Comp. Local Funds |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|
| Place previous STAAR data on designated growth walls to acknowledge starting point and set goals. | | | | | | | |
| Update growth walls each CBA and Benchmark Test to acknowledge growth. | | | | | | | |

| Goal Area: 2 | Closing the Gaps. |
|---|---|
| Annual Goal: 2 | All student groups will improve in the Academic Growth component by June 2022. |
| Objective: 2 | The English Learner student group will meet the performance 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-I School-wide Component |
|---|---|---|---|---|---|---|---|
| The progress of EL students Academic Growth in the areas of Reading and Math will be monitored bi-weekly by all stakeholders. | 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 Language Acquisition Monitoring Application | Weekly Tests CBA BMI & BM2 STAAR | CBAs, Benchmark Tests, STAAR, TELPAS | Title I, II, III, IV State Bilingual Funds State Comp. Local Funds |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|
| Use district built formative and summative assessments and identify EL groups to address specific academic needs based on growth performance. | | | | | | | |
| EL student group data will be disaggregated to determine Academic Growth. | | | | | | | |
| Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EL student group data. | | | | | | | |
| Review EL program monitoring on accelerate and conduct audit on strategies used on continual failures. | | | | | | | |

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| Differentiate Instruction for English Learners based on individual Academic Growth needs. | Principal Asst. Principal CLL Teachers | Imagine Math Istation Reading Accelerated Reader/Star myON BM 1 & II | Sept. 2021 - May 2022 | Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring Application | Weekly Tests CBA BMI & BM2 STAAR | CBAs, Benchmark Tests, STAAR, TELPAS | Title I, II, III, IV State Bilingual Funds State Comp. Local Funds |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|
| Analyze student assessments to identify areas of needs for EL students. | | | | | | | |
| Provide targeted instruction based on EL group needs. | | | | | | | |
| Schedule interventions during school hours to target EL student groups that are unable to attend extended day tutoring. | | | | | | | |
| Review EL program monitoring on accelerate and conduct audit on strategies used on continual failures. | | | | | | | |
| Inclusion of ELPS across all curriculum. | | | | | | | |

| Goal Area: 2 | Closing the Gaps. |
|---|---|

| Annual Goal: 3 | English Learners will progress in their TELPAS composite rating by June 2022. |
| --- | --- |
| Objective: 1 | At least 50% of English Learners will progress one level in their TELPAS composite rating by June 2022. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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, II, III, IV State Bilingual Funds State Comp. Local Funds |

| Action Steps | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| One to one meeting with students for revision of TELPAS Writing | | | | | | | |
| Peer to Peer writing reviews for students | | | | | | | |
| Daily journal writings for all students | | | | | | | |
| Increase the use of writing exit tickets. | | | | | | | |

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking | Principal 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, II, III, IV State Bilingual Funds State Comp. Local Funds |

| Action Steps | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Provide training for teachers in all Domains of the TELPAS test with activities | | | | | | | |
| Monitoring TELPAS practice activities during instruction and its inclusion on lesson plans. | | | | | | | |
| Increase student opportunities for listening & speaking (anchor target) | | | | | | | |

| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| --- | --- | --- | --- | --- | --- | --- | --- |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Embed ELPS across all 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, II, III, IV State Bilingual Funds State Comp. Local Funds |

| **Action Steps** | | | | | | | |
|---|---|---|---|---|---|---|---|
| Integrate ELPS in lesson plan activities | | | | | | | |
| Provide ELPS resources to all teachers servicing EL students | | | | | | | |
| Provide ELPS training for all teachers working with ELs. | | | | | | | |

| **Goal Area: 2** | Closing the Gaps. |
|---|---|
| **Annual Goal: 3** | English Learners will improve their TELPAS composite rating by June 2022. |
| **Objective: 2** | At least 75% of ELs at Beginning or Intermediate Composite Level for the last 2 years will improve at least one level by June 2022. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| Collect and assess data to monitor weekly student progress of all Els at the Beginning or Intermediate Composite Levels for the last two years. | 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, II, III, IV State Bilingual Funds State Comp. |

| **Action Steps** | | | | | | | |
|---|---|---|---|---|---|---|---|
| Use district formative and summative assessments (weekly, unit, TELPAS Practice and Benchmarks). | | | | | | | |
| Disaggregate campus data to determine student progress in TELPAS Practice and Benchmarks. | | | | | | | |
| Use disaggregated data to drive intervention plans that are directly related to students' needs. | | | | | | | |
| Allocate resources to facilitate language development. | | | | | | | |

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| 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, II, III, IV State Bilingual Funds State Comp. Local Funds |

| **Action Steps** | | | | | | | |
|---|---|---|---|---|---|---|---|
| One to one meeting with students for revision of TELPAS Writing | | | | | | | |
| Peer to Peer writing reviews for students | | | | | | | |

| Daily journal writings for all students | | | | | | | |
| :-- | :-- | :-- | :-- | :-- | :-- | :-- | :-- |
| Increase the use of writing exit tickets. | | | | | | | |

| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| :-- | :-- | :-- | :-- | :-- | :-- | :-- | :-- |
| Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking | Principal 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, II, III, IV State Bilingual Funds State Comp. Local Funds |
| | | | | | | | |
| Provide training for teachers in all Domains of the TELPAS test with activities | | | | | | | |
| Monitoring TELPAS practice activities during instruction and its inclusion on lesson plans. | | | | | | | |
| Increase student opportunities for listening & speaking (anchor target) | | | | | | | |

| Strategy 4 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| :-- | :-- | :-- | :-- | :-- | :-- | :-- | :-- |
| Embed ELPS across all 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, II, III, IV State Bilingual Funds State Comp. Local Funds |
| **Action Steps** | | | | | | | |
| Integrate ELPS in lesson plan activities | | | | | | | |
| Provide ELPS resources to all teachers servicing EL students | | | | | | | |
| Provide ELPS training for all teachers working with ELs. | | | | | | | |

## Goal 3

| Goal Area: 3 | Improve Safety, Public Support, Culture and Climate |
| :-- | :-- |
| Annual Goal: 1 | 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, student social and emotional learning knowledge 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** | | | | | | |
|---|---|---|---|---|---|---|
| Implement PreK-5 comprehensive counseling and guidance curriculum. | | | | | | |
| Analyze data collected from Panorama SEL skills surveys and Needs Assessment. | | | | | | |

| **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 | |

| **Action Steps** | | | | | | |
|---|---|---|---|---|---|---|
| Implement and address the following skills in their lessons: self-awareness, self-management, relationship skills and responsible decision-making. | | | | | | |
| Promote the five competencies in extracurricular activities. | | | | | | |
| Analyze data collected from Panorama SEL skills survey and needs assessment. | | | | | | |

| **Goal Area: 3** | Improve Safety, Public Support, Culture and Climate |
|---|---|
| **Annual Goal: 1** | By June 2022, the campus culture and climate will improve based on teachers and staff perceptions of staff-student relationships. |
| **Objective: 2** | By June 2022, 100% of teachers and staff will participate in social emotional learning professional development and implement strategies to increas[e] relationships. |

| **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 Counselor Café Workshops for teachers and staff which provide social emotional learning topics. | | | | | | |
| Train Teachers and Staff on the counseling and guidance lessons and resources, | | | | | | |

| **Strategy 2** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | |
|---|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| Teachers will implement and integrate social emotional learning activities with their students. | Principal Asst. Principal Counselor | Lessons on SEL interventions Curriculum Timeline Tools and resources to monitor its effectiveness | Sept. 2021 - May 2022 | Walkthrough Reports Completed Teacher Surveys Lesson Plans | Increase in student participation and performance | Side by Side data Analysis |

| Action Steps | | | | | | |
|---|---|---|---|---|---|---|
| Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in the classroom. | | | | | | |
| Use restorative practices and de-escalation techniques. | | | | | | |

| Goal Area: 3 | Improve Safety, Public Support, Culture and Climate |
|---|---|
| Annual Goal: 2 | By June 2022, the students' perception for their physical and psychological school safety will improve. |
| Objective: 1 | By June 2022, 100% of the campus staff will implement safety and violence prevention protocols that will increase school safety. |

| 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/Safety Audit Reports | |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|
| Practice on lockdown procedures and active threat 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 Six Weeks Behavior Intervention Reports | |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|
| Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp App, and restorative practices. | | | | | | | |
| Conduct and collect student surveys to evaluate the students' physical state and psychological mindset on school safety. | | | | | | | |

| 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. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | |
|---|---|---|---|---|---|---|---|
| Host district information and training sessions on a variation of topics on different days and different times. | Parental Educators Community Engagement Recruiters | Research Based Best Practices District Policy Handbook TEA Material | Sept. 2021 - May 2022 | Meetings Agendas Minutes Sign In Sheets PowerPoint presentations | Parent Surveys Attendance at Meetings | Assessment Results Participation Performance | |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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 | Formative/ Summative Assessment | |
|---|---|---|---|---|---|---|---|
| Facilitate 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 | Campus social media Parent surveys | Sept. 2021 - May 2022 | Brochures Agendas Minutes Sign In Sheets PowerPoint presentations Calendar planning dates | Parent Surveys Attendance at Meetings | Assessment Results Participation Performance | |

| Action Steps | | | | | | | |
|---|---|---|---|---|---|---|---|
| Conduct Weekly meetings with parent educator and counselor on ways to engage more parents to information and training sessions. | | | | | | | |
| Utilize different ways of communication including social media to promote parent participation. | | | | | | | |
| Analyze data on parent participation and feedback provided by parents. | | | | | | | |

| | |
|---|---|
| **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/ Summative Assessment | |
|---|---|---|---|---|---|---|---|
| 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 performance Increase participation | |
| **Action Steps** | | | | | | | |
| Partner with community organizations | | | | | | | |
| Recruit volunteer instructors | | | | | | | |

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | |
|---|---|---|---|---|---|---|---|
| Meet with community partners periodically to address goals and expectations | Principal Asst. Principal Parent Educator Counselor | Parent Survey Need Assessment | Sept. 2021 - May 2022 | Sign In Sheets Meting Notes Parent Feedback | Parent Created Artifacts Parent Feedback | Increase performance Increase participation | |
| **Action Steps** | | | | | | | |
| Analyze community program key points addressing goals and expectations. | | | | | | | |
| Create community service projects based on parent needs and feedback | | | | | | | |
| | | | | | | | |

# Goal 4

| Goal Area: 4 | Increase Staff Quality, Recruitment and Retention |
|---|---|
| Annual Goal: 1 | All Teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time by June 2022. |
| Objective: 1 | Use walk-through data to monitor and support teacher effectiveness. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| 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, II, III, IV State Bilingual Funds State Comp. |
| **Action Steps** | | | | | | | |
| Create a schedule for classroom visits. | | | | | | | |
| Decide on how feedback will be delivered to teachers. | | | | | | | |
| Leadership team calibration on walkthroughs. | | | | | | | |
| Review data and address areas of need. | | | | | | | |

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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 I, II, III, IV State Bilingual Funds State Comp. |

| **Action Steps** | | | | | | | |
|---|---|---|---|---|---|---|---|
| Schedule peer observations. | | | | | | | |
| Monitor and follow up with areas of need. | | | | | | | |

| **Goal Area: 4** | Increase Staff Quality, Recruitment and Retention |
|---|---|
| **Annual Goal: 1** | All Teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time by June 2022. |
| **Objective: 2** | Provide professional learning opportunities for staff based on observed data using the Instructional Focus Walk-Through Form. |

| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School-wide Component** |
|---|---|---|---|---|---|---|---|
| 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 I, II, III, IV State Bilingual Funds State Comp. |

| **Action Steps** | | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus leadership will review walk-through data and identify areas of need. | | | | | | | |
| Campus leadership will identify staff instructional needs and develop an action plan. | | | | | | | |
| Monitor and revise action plan. | | | | | | | |

| **Strategy 2** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School-wide Component** |
|---|---|---|---|---|---|---|---|
| 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 I, II, III, IV State Bilingual Funds State Comp. |

| **Action Steps** | | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus administrators and teachers will develop and monitor professional developmental goals to address areas of need. | | | | | | | |
| Provide professional development opportunities for staff. | | | | | | | |
| Review and monitor achievement of professional development goals. | | | | | | | |
| | | | | | | | |

| **Goal Area: 4** | Increase Staff Quality, Recruitment and Retention |
|---|---|
| **Annual Goal: 2** | Support the development of teachers. |
| **Objective: 1** | 100% of teachers with 3 or less years of experience will be mentored throughout the year. |

| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School-wide Component** |
|---|---|---|---|---|---|---|---|

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|---|---|---|---|---|---|---|---|
| Weekly meetings with assigned mentor | CLL | CLL | Weekly | Sign In Sheets | Increase teacher effectiveness | evaluation data, student performance | Title I, II, III, IV State Bilingual Funds State Comp. |

| **Action Steps** | | | | | | | |
|---|---|---|---|---|---|---|---|
| Plan schedule and hold meetings. | | | | | | | |
| Decide on areas of need. | | | | | | | |

| **Strategy 2** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School-wide Component** |
|---|---|---|---|---|---|---|---|
| Peer observations conducted by new teacher | Teachers, CLL | | Weekly | Sign In Sheets | Increase teacher effectiveness | evaluation data, student performance | Title I, II, III, IV State Bilingual Funds State Comp. |

| **Action Steps** | | | | | | | |
|---|---|---|---|---|---|---|---|
| Decide on which teachers to observe. | | | | | | | |
| Create schedule of observations. | | | | | | | |

| **Goal Area: 4** | Increase Staff Quality, Recruitment and Retention |
|---|---|
| **Annual Goal: 2** | Support the development of teachers. |
| **Objective: 2** | 100% of teachers in need of assistance will be mentored throughout the year. |

| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School-wide Component** |
|---|---|---|---|---|---|---|---|
| Weekly meetings with assigned mentor | CLL | CLL | Weekly | Sign In Sheets | Increase teacher effectiveness | evaluation data, student performance | Title I, II, III, IV State Bilingual Funds State Comp. |

| **Action Steps** | | | | | | | |
|---|---|---|---|---|---|---|---|
| Plan schedule and hold meetings. | | | | | | | |
| Decide on areas of need. | | | | | | | |

| **Strategy 2** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School-wide Component** |
|---|---|---|---|---|---|---|---|
| Peer observations conducted by new teacher | Teachers, CLL | | Weekly | Sign In Sheets | Increase teacher effectiveness | evaluation data, student performance | Title I, II, III, IV State Bilingual Funds State Comp. |

| **Action Steps** | | | | | | | |
|---|---|---|---|---|---|---|---|
| Decide on which teachers to observe. | | | | | | | |
| Create schedule of observations. | | | | | | | |

| Goal Area: 4 | Increase Staff Quality, Recruitment and Retention |
|---|---|
| Annual Goal: 3 | 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-I School-wide Component |
|---|---|---|---|---|---|---|---|
| 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, II, III, IV State Bilingual Funds State Comp. |
| Action Steps | | | | | | | |
| Identify areas of need and provide professional development. | | | | | | | |
| Professional development is provided at the beginning of the year and continue as needed. | | | | | | | |

## Professional Development Plan

| Professional Development | | | | |
|---|---|---|---|---|
| DATE | AUDIENCE | TOPIC | 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 |
| TBA | CTC | Identification and Placement of New Enrollment | notes provided | Goal Area 1 & 2 |
| TBA | Campus Staff | PSJA Convocation | Laptops, Handbooks, Plans | Goal Area 1-4 |
| TBA | 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 |
| TBA | 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 |
| TBA | Campus Staff | Title IX - Sexual Harassment | Laptops, Handbooks, Plans | Goal Areas 1-3 |
| TBA | Campus Staff | Bullying, Cyberbullying & David's Law | Laptops, Handbooks, Plans | Goal Areas 3 & 4 |

| TBA | Campus Staff | Conflict Resolution | Laptops, Handbooks, Plans | Goal Areas 3 & 4 |
|-----|-----|-----|-----|-----|
| TBA | PK3&4 | Curriculum Rollouts for | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | Music Teacher | Fine Arts Session | Laptops, Lesson Plans, TE's | Goal Area 1, 2 & 3 |
| TBA | P.E. Coaches | PE Session | Laptops, Lesson Plans, TE's | Goal Area 1, 2 & 3 |
| TBA | Kinder | Reading Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | Kinder Dual | Lectura Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 1st Gd. | Reading Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 1st Gd. Dual | Lectura Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 2nd Gd. | Reading Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 2nd Gd. Dual | Read/Lectura Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 3rd Gd. | Reading Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 3rd Gd. Dual | Read/Lectura Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 4th Gd. | Reading Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 4th Gd. Dual | Read/Lectura Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 5th Gd. | Reading Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 5th Gd. | Read/Lectura Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 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 |
| TBA | 1st Gd (New) | Pearlized Math | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | Music | Fine Arts Session | Laptops, Handbooks, Plans | Goal Area 1, 2 & 3 |
| TBA | P.E. Coaches | PE Session | Laptops, Handbooks, Plans | Goal Area 1, 2 & 3 |
| TBA | Kinder | Science Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 1st Gd. (Grp B) | Pearlized Math | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 2nd Gd. | Sharon Wells Math | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 3rd Gd. | Science Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 4th Gd. | Sharon Wells Math | Laptops, Handbooks, Plans | Goal Area 1 & 2 |

| TBA | 5th Gd. | Science Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
|-----|---------|---------------------------|---------------------------|-----------------|
| TBA | 1st Gd. | Science Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 2nd Gd. | Science Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 3rd Gd. | Sharon Wells Math | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 4th Gd. | Science Curriculum Rollout | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | 5th Gd. | Sharon Wells Math | Laptops, Handbooks, Plans | Goal Area 1 & 2 |
| TBA | Campus Staff | Campus Social Emotional Training | notes provided | Goal Area 3 & 4 |
| TBA | Campus Staff | 504 Referral Procedures | notes provided | Goal Area 1, 2 & 3 |
| TBA | Admin | ARD SuccessEd Training | notes provided | Goal Area 1, 2 & 3 |
| TBA | New DL Teachers | DLTI (Day 1) | Resources Provided | Goal Area 1, 2 & 3 |
| TBA | SPED | ARD Success Ed Training | Laptops, Handbooks, Plans | Goal Area 1, 2 & 3 |
| TBA | Kinder | Imagine Math | notes provided | Goal Area 1 & 2 |
| TBA | 1st Gd. | Imagine Math | notes provided | Goal Area 1 & 2 |
| TBA | 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 |
| TBA | 2nd Gd. | Istation | notes provided | Goal Area 1 & 2 |
| TBA | 3rd Gd. | Imagine Math | notes provided | Goal Area 1 & 2 |
| TBA | 4th Gd. | Imagine Math | notes provided | Goal Area 1 & 2 |
| TBA | 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 |
| TBA | Campus Staff | Special Pops | notes provided | Goal Area 1, 2 & 3 |
| TBA | CTC | Testing Plan for Identification | notes provided | Goal Area 1, 2 & 3 |
| TBA | New DL Teachers | DLTI (Day 2) | Resources Provided | Goal Area 1, 2 & 3 |
| TBA | Admin | Distribution of Devices | notes provided | Goal Area 1 & 2 |
| TBA | LPAC Members | BOY LPAC | notes provided | Goal Area 1, 2 & 3 |
| TBA | 1st | TPRI Training | notes provided | Goal Area 1 & 2 |
| TBA | 2nd | TPRI Training | notes provided | Goal Area 1 & 2 |
| TBA | 3rd | TPRI Training | notes provided | Goal Area 1 & 2 |
| TBA | 2nd, 3rd, Prin. | Reading Academy Overview | notes provided | Goal Area 1 & 2 |

| TBA | Admin | Campus Improvement Plan: Next Steps | Plan Templates 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 | TX-KEA | notes provided | Goal Area 1 & 2 |
| TBA | Sci Lab, CLL, AP | Science Curriculum Rollout | notes provided | Goal Area 1 & 2 |
| TBA | PK | CIRCLE Progress Monitoring Training | notes provided | Goal Area 1 & 2 |
| TBA | CTC | TELPAS | notes provided | Goal Area 1 & 2 |
| TBA | NEW to Kinder | Pearlized Math | notes provided | Goal Area 1 & 2 |
| TBA | PK | 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 |
| TBA | DL Staff | ELPS Refresher | notes provided | Goal Area 1, 2 & 3 |
| TBA | GT Staff | GT Training | notes provided | Goal Area 1 & 2 |
| TBA | GT Staff | GT Training | notes provided | Goal Area 1 & 2 |
| TBA | GT Staff | GT Update Training | notes provided | Goal Area 1 & 2 |
| TBA | GT Staff | GT Update Training | notes provided | Goal Area 1 & 2 |
| TBA | GT Staff | GT Update Training | notes provided | Goal Area 1 & 2 |
| TBA | GT Staff | GT Update Training | notes provided | Goal Area 1 & 2 |
| TBA | GT Staff | GT Training | notes provided | Goal Area 1 & 2 |
| TBA | 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 |
| TBA | Campus Staff | STAAR Alt Training | T.B.D. | Goal Area 1 & 2 |
| TBA | Campus Staff | TELPAS ALT Training | T.B.D. | Goal Area 1 & 2 |
| TBA | Campus Staff | TELPAS Training | T.B.D. | Goal Area 1 & 2 |
| TBA | LPAC Members | EOY LPAC | T.B.D. | Goal Area 1, 2 & 3 |