Cesar Chavez Elementary School
Campus Improvement Plan
2021-2022

Board Approved:

Mission: It is the mission of the staff of Cesar Chavez Elementary (CCE) to provide student with the necessary knowledge and skills to prepare them to be academically and socially college and career ready.

Demographics Summary: Cesar Chavez Elementary (CCE) is located 7 miles north of the Mexican border. As a suburban Title 1 school with a large Hispanic population, CCE students and families face many economic challenges. Many in the community are economically disadvantaged, live below the poverty line, and reside in subsidized housing. With a familial atmosphere, it is the goal of CCE to make the students feel safe and protected. CCE houses both general education and a self-contained special education classroom. The campus serves 475 students ranging from PK to 5th grade. Of these students, 76% have been identified Limited English Proficient, 95% have been identified as economically disadvantaged and qualify for free or reduced lunch. Also, 94% of the students have been identified at risk of not graduating from high school. The student population consist of 99% Hispanic and 1% reporting other ethnic background.

Comprehensive Needs Assessment Summary: Cesar Chavez received an overall grade of 94 out of 100 based on performance in three different areas, or domains. In the student achievement domain, Chavez earned 91% which shows how much students know and can do at the end of the school year. The school in Progress, earned 89% which shows how students perform over time and how that growth compares to similar schools. Chavez scored 100% in Closing Gaps, the domain which shows how well different groups within a school are performing.

Curriculum/ Instruction and Assessment: Cesar Chavez Elementary is a Dual Language Campus. Students are provided content area instruction in English and Spanish by highly qualified and certified bilingual teachers. The goal of the program is for the students to become bilingual, bicultural, and to be able to achieve a high degree of bi-literacy and academic achievement in both languages. Cesar Chavez Elementary strives for success in all areas. Students are followed through their school careers and showcased in the front of school as Chavez alumni. The expectations are high, but the reward is great. CCE endeavors to produce 21st century leaders who will carry their community into the future. Chavez Elementary believes in achieving success through innovation and excellence. To ensure that students are mastering the TEKS, teachers continuously reflect upon their instructional methods and interventions by collaboratively interpreting assessments data during their weekly CLC (Collaborative Learning Communities) meetings.   This approach has impacted their ability to close achievement gaps, which is evident in the growth of their students.

Summary of Goals: The Texas Essential Knowledge and Skills (TEKS) Provide the foundation for the core curriculum at CCE. Teachers also implement with fidelity a common instructional framework (CIF) throughout the core curriculum areas. CIF is composed of six common instructional strategies: collaborative group work, writing to learn, scaffolding, questioning, classroom talk, and literacy groups. These strategies drive instructional practices at CCE and have led to its success in closing the achievement gaps. CCE implements the districts' Two-Way Dual Language Enrichment Program (DLAP) in a way that empowers students to become biliterate in English and Spanish. This means English language learners and Spanish language learners work side by side to help each other with the acquisition of social and academic language. Promoting the bilingual/bicultural competencies aligned with the TEKS in English and Spanish through a 50/50 instructional model, enhances the student's proficiency in both languages. All staff helps with this endeavor by implementing the language of the day and by encouraging the students to do the same in all setting throughout the school. The practice of DLEP prepares students with the necessary skills to become bilingual, biliterate and bicultural members of society. Overall, CCE believes that academic success and closing the achievement gap would not be possible without first providing an environment that makes students feel safe and secure. This practice of promoting a nurturing environment has proven successful year after year.

Roel Faz   Erica Estrada   Carolina Marroquin

Principal Cesar Chavez   Teacher   Parent

Mission Statement

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.
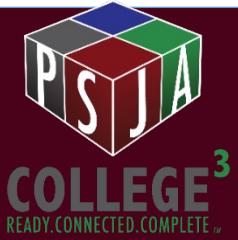
Vision:

Cesar Chavez Elementary will provide an education that will develop successful learning

Cesar Chavez Elementary will provide innovative quality instructional strategies and leadership.

Cesar Chavez Elementary will use character education to teach students to be responsible and develop good moral values

Cesar Chavez Elementary staff, parents and community will work united to develop a safe school environment that is conducive to student success.

Mission
Students at Cesar E. Chavez Elementary will become excellent readers, problem solvers, critical thinkers, self-motivated, and be well disciplined. This will be achieved by working collaboratively, setting high expectations and by providing a student-centered environment

Cesar Chavez Elementary
SCHOOL PROFILE

Cesar Chavez Elementary (CCE) is located 7 miles north of the Mexican border. The school was established in 1999 as the only school in the rural community of " Las Milpas." Translated from Spanish, "Las Milpas" means the cornfields. CCE opened its doors in 1999 to serve students from the local migrant community. The school was appropriately named to honor the Mexican-American labor leader Cesar E. Chavez who used non-violent methods to fight for the rights of migrant farm workers in the United States.

The campus serves 475 students ranging from PK- 5th grade. Of these students, 76.70% have been identified Limited English Proficient, 100% have been identified as economically disadvantaged and qualify for free or reduced lunch. Also, 94.4% of the students have identified at risk of not graduating from high school. The student population consist of 99% Hispanic and 1% reporting other ethnic background.

Cesar Chavez Elementary strives for success in all areas. Students are followed through their school careers and showcased in the front of the school as Chavez alumni. The expectations are high, but the reward is great. CCE endeavors to produce 21st century leaders who will carry their community into the future.

Campus SBDM Committee

Staff Member	Role
	Parent
	Business/ Community Partner
Roel Faz	Principal
Sandra Gutierrez Miranda	Assistant Principal
Gladys Ariana Silva	Counselor
Ruby Lopez	CLL
Ricardo Gutierrez	Lead Teacher
Brenda Jerez	Lead Teacher
Selin Garza	Lead Teacher
Molly Montanez	Lead Teacher
Mirna Uribe	Lead Teacher
Lesley Robles Montoya	Lead Teacher
Alberto Arriaga	Lead Teacher

Site-Based Decision-Making Committee

SBDM will address the following areas:

- Planning

- Budgeting

- Curriculum

- Staffing patterns

- Staff development

- School organization

Site-Based Decision-Making Committee

- **Operating Procedures:** The SBDM serves as the key committee in the Campus Intervention Team to assist the campus principal with the development, review, and revision of the CIP. All SBDM information must be included on the campus website. The organizational structure of the school's SBDM including subcommittees, membership, and operating procedures of the subcommittees and should include the meeting schedule for both the SBDM and subcommittees. The SBDM shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

- A list of meeting dates, committee members, agendas and minutes for each meeting must be on the campus website. The campus website homepage must include the link to the SBDM page for easy access. Campuses must post SBDM agenda and minutes to campus website within 10 days following meeting.

- **Scheduled Meeting Dates: September 6, 2021, November 8, 2021, January 17, 2022, May 23, 2022**

- **Committee Roles and Responsibilities:**
  - **Chair** – prepares committee meeting agendas with the assistance of the principal, guide meetings and encourage input from all members
  - **Vice-Chair** – performs Chair's duties in his/her absence; serves as chair of the Evaluation and Modification Committee

  - **Scribe/Recorder** – prepare and maintain minutes of committee meetings, committee membership roster and bylaws
  - **Facilitator/Timekeeper** – monitors committees' energy and interaction, keeps committee on track and ensures activities are completed in a timely manner

Procedures and processes for addressing SBDM action items and decision making:

1. Announcement of SBDM meeting announced to staff 2 weeks before meeting.

2. Committee representative submits request to SBDM chairperson.

3. One week before meeting SBDM meeting, chairperson meets with campus administration to discuss topics.

4. Selection of topics to be covered will be determined by administration and SBDM chairperson.

5. If a topic is not going to be addressed, SBDM chairperson and administration will provide further information for not taking the topic to SBDM. Topic may be resolved via conference with teacher and/or grade level team.

An outline of the method of submitting items for the agenda which indicates whether submission procedures are the same or different for school personnel, parents, and community representatives. This section should describe the method of communicating SBDM decisions to non-SBDM members, including other school staff members, parents, and community members.

Comprehensive Needs Assessment

Data Resources Reviewed

1. 2018-19 STAAR Campus Summary Report
2. 2018-19 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McREL Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores (2019-2020) (20-21)
11. Technology Inventories (purchases made)
12. Benchmark 2 (Spring 2021)
13. LEP progress monitoring
14. Special population participation and performance
15. Campus report card

Comprehensive Needs Assessment

Demographics

Demographics Summary

Special Education:

The following accountability sources were used to review the Special Education data by the Campus Site-Based Decision-Making Committee (SBDM): State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-5 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

Align student goals and objectives outlined in IEP with TEKS being assessed on STAAR, STAAR Online and STAAR-Alt 2.

Personnel Needs:

Campus Administrators will work closely with Human Resources (HR) to ensure the selection of highly qualified employee(s) holding valid state issued certification.

Professional Development Needs:

Special Education Staff will be included in all Professional Development (PD) provided by the campus/district in the areas that are to be addressed by individual students. The Special Education Department will work closely with the Campus and provide PD in the area of co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment

Demographics   (<mark>NO DATA FOR 19-20----PARTIAL DATA FOR 20-21</mark>)

Demographics Summary Continued:

English Learners (EL):

The following accountability sources were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the SBDM Committee: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students. The BE/DL Department was very involved in the curriculum writing and revision for grades K-5 during the summer to address the needs of our EL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of EL students.

Needs:

As evidenced in the STAAR assessments , the results are as follow:

Reading   90%

Math   93%

Writing   87%

Science   91%

- In Reading, the achievement gap between EL and All students 2017-2018 to 2018-2019 is 0%.

- In Math, the achievement gap between EL and All students 2017-2018 to 2018-2019 is -1%.

- In Writing, the achievement gap between EL and All students 2017-2018 to 2018-2019 is -1%.

- In Science, the achievement gap between EL and All students 2017-2018 to 2018-2019 is -2%.

Comprehensive Needs Assessment
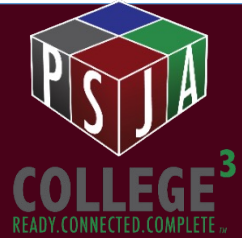
Demographics <mark>(NO DATA FOR 19-20------PARTIAL DATA FOR 20-21)</mark>

Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows:

Reading   90%

Math   93%

Writing   87%

Science   94%

- In Reading, the achievement gap between Eco Dis and All students 2017-2018 to 2018-2019 is 0%.

- In Reading, the achievement gap between Eco Dis and All students 2017-2018 to 2018-2019 is 0%.

- In Writing, the achievement gap between Eco Dis and All students 2017-2018 to 2018-2019 is -1%.

- In Science, the achievement gap between Eco Dis and All students 2017-2018 is to 2018-2019 -1%.

DOMAIN	Area Reviewed	Summary of Strengths	Summary of Needs	Root Cause	Priorities
1	Domain 1: Student Achievement	2018 All Subjects Approaches: 87% Meets: 57% Masters: 26% **2019 All Subjects** Approaches: 91% Meets: 60% Masters: 31%	• 2018 Campus overall Domain 1 Score 87%, 2019 Campus overall Domain 1 score 90%.	With Covid -19, and the way it affected the educational system worldwide…steps will need to take place in order to form a normal learning environment for students and teachers. Being away from the classroom for almost 8 months will bring a catastrophic situation to the educational system if nothing is addressed during this historic pandemic event.	Improve student learning outcomes in : • 4th Grade Reading and Math • 3rd Grade Reading/Math • 5th Grade Science/Reading • 4th Grade Writing
2	Domain 2: Student Progress Part A Student Progress Part B	Domain 2 Part B performance was higher than Part A. **2019** Part A: 89 Part B: 92 **2018** Part A: 90 Part B: 91	• Address the needs of all students in each student group. • Identify the student's previous performance and set specific goals by individual's students. • Goal for Part A is 90 or above • Goal for Part B is 90 or above.	• Teachers will continue to monitor students.. virtually or face to face • Steps will be made to address the SEL of students (Social Emotional Learning)	• Address the needs of identified students to meet the progress measure in 2021-22 in Reading and Mathematics.
3	Domain 3: Closing the Achievement Gap	Campus had 100% of students' gap closed.	• Goal is to perform at 100. Focus is to have SPED population perform at MEETS or above.	Continue to work on TELPAS component: Monitor the rest of groups English Language Proficiency Status 2019: Target 36% Progress rate 40%	Special population groups SPED EL's
Campus Total	Cesar Chavez received 6 distinction designations in 1. Reading/ELA 2. Math 3. Science 4. Top 25% Academic Growth 5. Top 25% Closing Gaps 6. Post Secondary readiness	Cesar Chavez Elementary MET STANDARD. Cesar Chavez Elementary went from an overall score of 86 to 90 in one school year.	Final campus score was 94%. Goal is to have a 95% or higher for Spring 2022. Goal for 2022 is to maintain all 6 distinctions in core content areas .	Students will continue to work on intervention programs. 1. Voyager 2. Herman Method 3. Istation/ Imagine Math (ST Math) 4. Fluency 5. Tutoring	Improvement in 2018-2019 RDG 86%-----90% WTG 76%-----87% Math 90%-----93% Science 94%----94%

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Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Problem & Root Cause	Priorities
5	Family and Community Involvement	• Neighborhood outreach/ARISE • Communication in both English and Spanish • Parental involvement • Parent Center • Business Partnerships • Parent Advisory Committee (PAC)	• Increase parent involvement • Increase number of parents participating in the special programs offered by PSJA ISD • Increase volunteer hours	• **Lack of parental participation/involvement in school.** • **Low average of parents with high school diplomas and /or postsecondary education**	• Create opportunities for parents to receive postsecondary training/education (Valley Interfaith) (ARISE) • Initiate parent academic conferences through DE Program
6	Technology	• Availability of technology resources for students and teachers • CIT training is readily available	• Need access to ipads for school • Purchase covers for ipads • Printer ink is limited • Further mimio training to create presentations • Need student device for 1-1	• Integration of technology in instruction and increase the use of student technology for instructional rigor	• CIT/ Librarian will provide training on the implementation of technology integration ; increase on-line resources
7	School Culture and Climate	• Respect Skills • Student attendance • Customer Service • Collaborative Learning Communities (CLC's)	• Extra planning periods to finish RTI's/504 • Consistency of essential agreements across campus.	• Implement a campus – wide consistency committee to address solutions to everyday scenarios	• Communicate with community Covid – 19 concerns • Provide a safe learning environment for students
8	Staff Quality, Recruitment, and Retention	• Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool • Mentorship • CLL, Grade Level Chair and Admin	• New teachers are overwhelmed with district initiatives • Not enough time throughout the day to finish everything….	• New teachers lack basic understanding of the instructional process and TEKS- Curriculum- Assessment Alignment	• Schedule time for new teachers to observe and work with experienced teachers on a weekly basis

CAMPUS DEMOGRAPHICS

NO DATA FOR 19-20   PARTIAL 20-21

	ALL	SPED	LEP	MIGRANT	ECD	GT
Number	**475**	42	198	9	178	8
Percent	100	5.1	76	.8	70	.6

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	475	475	0	0	0	0
Percent	100	100	0	0	0	0

2021-2022 District Goals

3rd Grade Reading

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2019	2022
Approaches	88%	70%
Meets	50%	30%
Masters	28%	10%

4th Grade Reading

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2019	2022
Approaches	88%	75%
Meets	56%	30%
Masters	35%	10%

5th Grade Reading

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2019	2022
Approaches	96%	80%
Meets	52%	30%
Masters	19%	10%

2020-2021 Campus Goals

3rd Grade Mathematics

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2019	**2022**
Approaches	88%	72%
Meets	41%	30%
Masters	19%	15%

4th Grade Mathematics

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2019	**2022**
Approaches	88%	75%
Meets	61%	30%
Masters	25%	15%

5th Grade Mathematics

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2019	**2022**
Approaches	100%	80%
Meets	83%	30%
Masters	52%	15%

4th Grade Writing

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2019	2022
Approaches	87%	75%
Meets	59%	30%
Masters	33%	15%

2021-2022 District Goals

5th Grade Science

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2019	**2022**
Approaches	94%	80%
Meets	78%	30%
Masters	38%	15%

THE BOARD OF EDUCATION GOALS AND PROGRESS MEASURE

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 2024.

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 2024.

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 2024.

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 2024.

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 2024.

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 2024.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2024.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2024.

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 2024.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2024.

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 2024.

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 2024.

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 2024.

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 2024.

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 2024.

Goal 4: The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2024.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2024.

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 2024.

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 2024.

Goals

- Goal Area 1: Student Achievement
- Goal Area 2: Closing the Gaps
- Goal Area 3: Improve Safety, Public Support, Culture & Climate
- Goal Area 4: Increase Staff Quality, Recruitment and Retention

- Goal Area 1: Student Achievement

Goal Area: 1	Student Achievement
Annual Goal: 1	The percent of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2022
Objective: 1	The percent of students performing at meets grade level or above on STAAR reading 3-8 will increase from 41% to 44% by having access to a standards-aligned guaranteed and viable curriculum

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Data will be used to inform instruction for differentiated lessons to identify spiraled skills and highly tested student expectations.	principal Assistant principal Cll	district curriculum Forde-Ferrier Scholastic reading Curriculum Associates Kamico	Sep. 2021 – June 2022	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Action Steps
1) Conduct data analysis every six weeks by team to monitor root cause, action planning.
2) Depth of Knowledge (DOK) questions will be updated for each literary selection (all genres) during curriculum development sessions.
3) Provide teachers with training on instructional strategies to differentiate instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs (virtual and in-person).	Principals Assistant principals Executive Officers Coordinators Strategists Directors Chief Academic Officer	Principals Assistant principals Executive Officers Coordinators Strategists Directors	Sep. 2021– June 2022	–Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth	Formative assessments CBAs and Benchmarks STAAR/TELPAS ACT and SAT Texas Success Initiative (TSI)	Title I , II, III, IV -State Bilingual Funds State Comp.

Action Steps
1) Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.
2) Ensure appropriate pacing of the curriculum based on the timelines.
3) Team Walks, with EO and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide tutoring programs for students identified as at-risk,RTI's (accelerated instruction) Approaches, meets and masters.	504/Dyslexia teacher principal Assistant principal CLL Teachers Rti committee	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data	Sep. 2021- June 2022	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC -Increase student performance on	Formative assessments CBAs and Benchmarks STAAR TELPAS	Title I , II, III, IV -State Bilingual Funds State Comp.

Action Steps
1) Teachers will be provided support in the implementation of reading & writing across all subjects.
2) Support technology integration and differentiation of instruction in reading and writing.
3) Utilize the CLL and academic leadership group to plan instructional strategies that are research based to help with the covid gap

Goal Area: 1	Student Achievement
Annual Goal: 1	The percent of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by August 2021
Objective: 2	The percent of students performing at meets grade level or above on STAAR reading 3-8 will increase from 41% to 44% through data driven instruction

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Testing calendar will be created to provide district-wide alignment of assessments.	Chief Academic Officer Assessment Director Executive Officers Content Coordinators (elementary, middle and high school)	Assessment calendar Instructional timelines Assessed curriculum	Sept. 2021 – Aug. 2022	Completed testing calendars and timelines Agendas and sign in sheets	Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs STAAR TELPAS Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I, II, III Special Education & Bilingual Funds, Migrant Funds

Action Steps
1) Aligned CBAs and district Benchmarks will be administered district-wide to monitor student progress in the curriculum.
2) Use assessment data to drive intervention plans and build intervention time into the day.
3) Utilize DMAC to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
extend day into tutoring opportunities for students. Purchase of reading support materials: 1. Voyager Sopris 2. Ford-Ferrier 3. STAAR MASTER 4. Measuring Up 5. Kamico	Principal Campus Leadership Team Executive Officers	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group	Sept. 2021 - Aug. 2022	student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs]	BM1 and BM2 scores show increases in student achievement and student performance growth	Formative assessments CBAs Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS TPRI/TEJAS LEE	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds

Action Steps
1) Closely monitor and intervene when students are not reading on grade level by the end of 2nd grade (fluency, comprehension).
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.
4) Teachers will identify students in each phase of accountability following each CBA and Benchmarks using DMAC reports to form tutorial groups for the Master's Level on the STAAR assessment.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
provide opportunities for intervention/tutoring programs to close the gap and have student progress	RTI team Principal Assistant principal counselor	District and Campus Benchmark Data Reports Plan for Interventions	Sept. 2021- Aug. 2022	Agendas and sign-in sheets Data Analysis documents Campus Review[CPRs] documents	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS	Title I, II, III, IV -State Bilingual Funds State Comp.

Action Steps
1) Specialized personnel will support the academic needs of each area of need.
2) Teachers and admin will monitor student growth
3) Provide instruction and intervention that are directly align to students needs

Goal Area: 1	Student Achievement
Annual Goal: 1	The percent of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by August 2021
Objective: 3	The percent of students who perform at meets grade level or above on STAAR Reading will increase by three points by August 2021

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Lead4ward Diana Ramiez will be used as a consultant Region 1 DMAC state and federal accountability reports STAAR Literature l	Oct. 2021 - Aug. 2022	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Title IV

Action Steps							
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.							
2) Focused mini sessions on effective reading strategies by high scoring teachers for other teachers across the district.							
3) Spiral Reviews (from Assessed Curriculum) will be created by ELAR/SLAR Coordinators and be provided to campuses based on areas of concern.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual instructional strategies (e.g. CIF) and data analysis.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Aug. 2021 - Aug. 2022	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR TELPAS	

Action Steps							
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.							
2) Resources and support will be provided by District and Campus Instrucational Technologist to integrate technology into the core curriculum.							
3) Library Media Specialists provide training in various areas of technology and online resources for ELA/SLAR.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Purchase of technology to support student growth… 1. Chromebooks 2. Printers 3. Desktops 4. TruTouch screens 5. Document readers	District ELAR Coordinators Instructional Coaches Teachers Campus Administration	Title I Title II Local Funds	Aug. 2021 - Aug. 2022	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS	CBAs BMs STAAR TELPAS	Title I, II, III

Action Steps							
1) Training on reading development skills (state reading academies) will be conducted for K-3rd grade teachers by Region One ESC.							
2) Traing for Middle School ELAR teachers on literacy by Region One ESC and Dr. Louis.							
3) Training for high school teachers on Kagan and S3s strategies							

Goal Area: 1	Student Achievement
Annual Goal: 2	The percent of students who perform at meets grade level or above on STAAR Math will increase by three percentage points by June 2021
Objective: 1	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase two percentage points by June 2021

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 student progress weekly and drive interventions	Chief of Academics Executive Officers Executive Directors District Directors Title 1/ SCE Coordinator Content Coordinators Principals/ Assistant Principals	District Curriculum Istation Reading Imagine Math Benchmarks STAAR Release Assessments	Aug. 21 – June 2022	Progressing Monitoring Reports DMAC Reports Walk through reflections Lesson Plans Data charts/ Data Room	increase scores academically	weekly assessments CBA"s BM 's TELPAS STAAR	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Action Steps							
1. Use ongoing district formative and summative assessments by grade levels (weekly, CBA, BM I) & II							
2. Student groups will be disaggregated at district and campus level to determine student progress towards increase at performance at meets (Math)							
3. Use assessment data to drive intervention and build intervention time							
4. Provide instruction and intervention that are directly related to students needs as demonstrated by data							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs (virtual and in-person).	Chief of Academics Executive Officers Executive Directors District Directors Title I/SCE Coordinator Content Coordinator Principals/Assistant Principals	District Curriculum Istation Reading Imagine Math Benchmarks STAAR Release Assessment	Aug. 21 – June 22	Progressing Monitoring Reports DMAC Reports Walk-through reflections Lesson Plans Data charts/Data Room	increase scores academically	Weekly assessments CBA's BM's TELPAS STAAR	Title I , II, III, IV -State Bilingual Funds State Comp.

Action Steps							
1) Observe and provide feedback to teachers on effective and rigorous instructional mathematics strategies that incorpoarte application.							
2) Ensure appropriate pacing of the curriculum based on the timelines.							
3) Team Walks, with EO and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing support for the implementation of the mathematics curriculum through CLCs.	Chiefs of Academics Executive Officers Executive Directors District Directors Title I/SCE Coordinator Content Coordinator Principals/Assistant Principals	District Curriculum Istation Reading Imagine Math Benchmarks STAAR Release Assessment	Aug. 21 – June 22	Progress Monitoring Reports DMAC Reports Walk-throughs reflections Lesson Plans Data charts/Data Rooms	Increase scores academically	weekly assessment CBA's BM's TELPAS STAAR	Title I , II, III, IV -State Bilingual Funds State Comp.

Action Steps							
1) Teachers will be provided support in the implementation of writing across all subjects including math.							
2) Support technology integration within the mathematics curriculum in order to enhance the virtual learning lessons.							
3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the math classes being taught.							

Goal Area: 1	Student Achievement
Annual Goal: 2	The percent of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2021
Objective: 2	The percent of students performing at meets grade level or above on STAAR Math

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Testing calendar will be created to provide district-wide alignment of assessments.	Chief Academic Officer Assessment Director Executive Officers Content Coordinators (elementary, middle and high school)	Assessment calendar Instructional timelines Assessed curriculum	Sep. 2021 – Aug. 2022	Completed testing calendars and timelines Agendas and sign in sheets	Student achievement gains on Benchmarks (BM1 to BM2), STAAR, Domain III, Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I, II, III Special Education & Bilingual Funds, Migrant Funds

Action Steps							
1) Aligned CBAs and district Benchmarks will be administered district-wide to monitor student progress in the curriculum.							
2) Utilize DMAC reports (ie. Distrcator analysis, item analysis, SE tutorials, quintile charts etc,) to identify areas of concern in order to prescribe appropriate resources for intervention.							
3) Utilize DMAC to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	Principal Campus Leadership Team Executive Officers	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group	Oct. 2021 Nov. 2021 Jan. 2022 Feb. 2022 Mar. 2022	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs]	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS TPRI/TEJAS LEE	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds

Action Steps							
1) Closely monitor and intervene when students are not performing on grade level.							
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutrorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.							
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
4) Teachers will identify students in each phase of accountability following each CBA and Benchamrk using DMAC reprots to form tutorial groups for the Master's Level on the STAAR/EOC assessment.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
District Review Sessions (DRSs) will be held to review CBA and Benchmark data with campus administrators and program related staff to identify areas of concern in order to plan next steps.	Chief Academic Officer Executive Officers Program Directors Coordinators Curriculum writers for all levels	District and Campus Benchmark Data Reports Plan for Interventions	Oct. 2021 Nov. 2021 Jan. 2022 Feb. 2022 Mar. 2022	Agendas and sign-in sheets Data Analysis documents Campus Review[CPRs] documents	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI)	Title I, II, III, IV -State Bilingual Funds State Comp.

Action Steps							
1) Specialized personnel will support the academic needs of each area of need.							
2) Involve program directors and coordinators in DRSs so that collective efforts are coordinated with action plans on how each department will address areas of need.							
3) After each DRS, individual campuses will submit Campus Action Plans (Next Steps) to respective EOs for feedback on intervention activities.							

Goal Area: 1	Student Achievement
Annual Goal: 2	The percent of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2021
Objective: 3	The percent of students performing at meets grade level or above on STAAR Mathematics3-8 will increase from 53% to 55% through job embedded instructional practices

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Oct. 2021 - April 2022	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR	Title I Title II Title III Title IV State Textbook Allotment

Action Steps
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.
2) Focused mini sessions on math strategies by high scoring teachers for other teachers across the district.
3) Spiral Reviews (from Assessed Curriculum) will be created by Math Coordinator and be provided to campuses based on areas of concern.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual lessons/instructional strategies (e.g. CIF) and data analysis.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Aug. 2021 - May 2022	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR	Title I Title II Title III Title IV

Action Steps
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.
2) Resources and support will be provided by District and Campus Instrucational Technologist to integrate technology into the core curriculum.
3) Library Media Specialists provide training in various areas of technology and online resources.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Mathematics teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	District ELAR Coordinators Instructional Coaches Teachers Campus Administration	Title I Title II Local Funds	Aug. 2021 - March 2022	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR	CBAs BMs STAAR	Title I, II, III

Action Steps
1) Training on teaching and learning math concepts and skills will be conducted every 6 weeks in order to understand level of complexity within the SEs.
2) Training on TEKS analysis will be conducted every six weeks prior to teaching upcoming identified TEKS.
3) Analysis of TEKS taught will be conducted during CLCs based weekly/biweekly formative assessments.

- Goal Area 2: Closing the Gaps

Goal Area: 2	Closing the Gap
Annual Goal: 1	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021
Objective: 1	All identified student groups in the closing the gaps domain will be monitored to ensure that at least 80% of the indicators in the Academic Achievement component are met by June 2021

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
collect and assess data to monitor student progress weekly and drive interventions	Chief of Academics Executive Officers Executive Directors District Directors Title I/SCE Coordinators Content Coordinators Principals/ Assistant Principals Campus leadership Team	District Curriculum Istation Reading Imagine Math STAAR Release Assessment	Aug. 21- June 2022	District Review sessions DMAC data reports progress monitoring reports walk-through feedback lesson plans language acquisition monitoring	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)

Action Steps

1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets) and use the data to drive intervention plans and build intervention time.
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
3) Purchase all the resources needed to support and provide intervention services. (Herman Method Kit A&B, Esperanza program, research-based software programs, intervention resources)
4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use formative assessment results to establish priorities or alter distribution of resources for weekly progress monitoring	Principal Assistant Principal Teachers Parent Educator Counselor	PEIMS- Daily Attendance Rep. Student incentives Social media ARP MyOn	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Daily classroom attendance records End of day attendance recognition PEIMS-Daily Attendance Reports Perfect Attendance Recognition	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)

Action Steps

1) Recognize students with perfect attendance every six weeks. (e.g., awards assemblies, student raffles, restaurant/store/local businesses gift cards (district approved), prizes (local and catalog district approved vendors, social media, school announcements.
2) Daily personal and automated calls to parents at district and campus level.
3) Provide training to parents on attendance state regulations and requirements. (State Compulsory Law -TEC 25.092)

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a parental involvement program that will provide a home-school connection to ensure academic success.	Principal Assistant Principal Teachers Parent Educator Counselor	Funds for refreshments PAC meeting calendar Social media Local community/district speakers	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Sign-in sheets Recorded virtual meetings PAC meeting agenda Parent feedback/survey Meeting advertisements Social media	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), strategies to increase parental involvement (A,C,D)

Action Steps

1) Conduct meet the teacher night, curriculum night, TELPAS information meeting, STAAR information meeting, TPRI/Tejas LEE, Circle
2) Promote parental involvement through social media (e.g., Class DOJO, Facebook, Google Classroom, TEAMS, school website)
3) Schedule parent/teacher conferences to discuss assessment results, student conduct, and academic performance

Goal Area: 2	Closing the Gap
Annual Goal: 1	All identified student groups in the closing the gap domain will meet 80% of the indicator in the Academic Achievement component by June 2020
Objective: 2	All identified student groups in the Academic Achievement component will meet 80% of the indicator s by being provided high-quality instruction throughout the 2020-21 schoolyear

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Address at-risk population to support their emotional, social, and academic needs. Ensure effective delivery of instruction remains the key focus of district improvement for student groups	Principal Assistant Principal Teachers Counselor	District G & C Curriculum SEL Virtual Lessons WITS Success Ed (RTI/504) Student incentives/resources Student devices (virtual support)	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups Decrease in discipline referrals	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1)Incorporate yearly programs and practices such as WITS, Red Ribbon activities, Career Day, schoolwide expectations, bullying prevention, fire prevention, awards assemblies, Superstar Celebration							
2)Counselor will attend state and local conferences and trainings for continued professional development.							
3) Counselor will provide the following services: RTI/504 identification and case management, individual and group counseling, monthly parental meetings, staff trainings every six weeks							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement the district's Elementary Guidance and Counseling curriculum Use professional development time to address instructional needs of teachers as revealed by data	Principal Assistant Principal Counselor	District G & C Curriculum SEL Virtual Lessons WITS Student incentives/resources Student devices (virtual support)	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups Decrease in discipline referrals	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1)Implement virtual Social Emotional Learning lessons by posting on Google Classroom and in-person guidance lessons for all grade levels.							
2) Teachers will be trained by counselor/district to access and deliver Social Emotional Learning lessons available on Sharepoint.							
3) Social Emotional Learning lessons will be integrated by teachers through the disctrict's Reading curriculum							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
District and campus personnel will review teacher case loads to ensure adequate support can be provided to special education eligible students. Use information from walkthroughs observations to collect data trends about systemic instructional needs	chief of academics executive officers executive directors district directors Title I Coordinator content coordinators principal	district curriculum istation reading imagine math staar release assessment Bm I & II	Aug 2021 – June 2022	district review sessions dmac data reports campus performance reviews walk-through feed-back lpac notes lesson plans language acquisition monitoring	closing the achievement gap increase academic performance of all student groups	cba I bm I &II staar telpas	comprehensive needs assessment
Action Steps							
use ongoing district built formative and summative assessments by grade levels							
students groups data will be disaggregated at the district level and campus level to determine student progress and towards increasing performance at the meets level and above							
use assessment data to drive intervention plans and build time into the day at every level							

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Goal Area: 2	Closing the Gaps
Annual Goal: 1	All identified students' groups in the closing the gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021
Objective: 3	Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and math by June 2021

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
monitor the progress of all students including special population student, ie..special ed, ELL, migrant,504,dyslexia, etc. Ensure specialized departments and personnel support the academic needs of the different std groups	chief of academics Executive officers Executive directors District Directors Title I Coordinators Content Coordinators Principals	District Curriculum Istation Reading Imagine Math	Aug. 2021 – June 2022	District Review Sessions dmac data reports progress monitoring reports walk-through feedback Lpac notes Lesson plans Language Acquisition Monitoring	Closing the achievement gap among special education students and all the student groups	weekly assessment CBA I BM I & II STAAR TELPAS	comprehensive needs assessment

Action Steps	

special education monitoring teacher and English teacher of record will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students
collaborate with all content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the students
monitor the implementation and use of supplemental aides as noted on IEP during instructional time
determine teacher capacity and provide targeted professional development

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for teachers and co-teachers assigned to the areas of reading to deliver instruction at the meets and masters' level.	chief of academics Executive officers Executive directors District Directors Title I Coordinators Content Coordinators Principals	district curriculum Istation reading Imagine math	aug. 2021- June 2022	District Review Sessions dmac data reports progress monitoring reports walk-through feedback Lpac notes Lesson plans Language Acquisition Monitoring	closing the achievement gap among special education students and all the student groups	weekly assessment CBA I BM I & II STAAR TELPAS	comprehensive needs assessment1.

Action Steps	

1. provide training for teachers on district curriculum, testing strategies online platform
2. teacher will provide specific instructional training for co-teachers to best serve special education students remotely or in class
3. teacher will take their own data to further deepen the test concepts and their understanding for peer coaching opportunities

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
ensure the English teacher is present at the ARD committee meetings representing the special education students and advocating for their instructional and testing arrangements	chief of academics Executive officers Executive directors District Directors Title I Coordinators Content Coordinators Principals	District Curriculum Istation Reading Imagine Math	Aug. 2021 – June 2022	District Review Sessions dmac data reports progress monitoring reports walk-through feedback Lpac notes Lesson plans Language Acquisition Monitoring	closing the achievement gap among special education students and all the student groups	weekly assessment CBA I BM I & II STAAR TELP	comprehensive needs assessment

Action Steps	

special education monitoring teacher and English teacher of record will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students
collaborate with all content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the students
monitor the implementation and use of supplemental aides as noted on IEP during instructional time

Goal Area: 2	Closing the Gaps
Annual Goal: 2	at least 80% of indicators evaluated in the academic growth status will be met by all student by June 2021
Objective: 1	all students will demonstrate 5% increase of academic progress in the areas of reading and math by June 2021

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 student progress weekly A12and drive interventions. Monitor all student progress on a bi-weekly basis in the areas of reading and math.	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps			
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)			
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above			
3)Use assessment data to drive intervention plans and build intervention time into the day at every level			
4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)			

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress and drive interventions. Create and display data-growth walls in the areas of reading and math in a centralized location...to monitor and have students set their own goals	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps			
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)			
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above			
3)Use assessment data to drive intervention plans and build intervention time into the day at every level			

Strategy 3	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 student progress and drive interventions. Communicate and celebrate student academic progress in the areas of reading and math to all campus statkeholders.	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps			
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)			
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above			
3)Use assessment data to drive intervention plans and build intervention time into the day at every level			

Goal Area: 2	Closing the Gaps
Annual Goal: 2	at least 80% of indicators evaluated in the academic growth status will be met by all student groups by June 2021
Objective: 2	all special education students will be monitored bi-weekly to demonstrate minimum of 2% growth in academic progress in the areas of math and reading by June 2021

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Address at-risk population to support their emotional, social, and academic needs. The progress of special education students will be monitored, and appropriate academic interventions will be provided.	Principal Assistant Principal Teachers Counselor Special Education Staff	District G & C Curriculum SEL Virtual Lessons WITS SuccessEd (RTI/504) Student incentives/resources Student devices (virtual support)	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups Decrease in discipline referrals	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)

Action Steps							
1)Incorporate yearly programs and practices such as WITS, Red Ribbon activities, Career Day, schoolwide expectations, bullying prevention, fire prevention, awards assemblies, Superstar Celebration							
2)Counselor will attend state and local conferences and trainings for continued professional development.							
3) Counselor will provide the following services: RTI/504 identification and case management, individual and group counseling, monthly parental meetings, staff trainings every six weeks							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement the district's Elementary Guidance and Counseling curriculum. Special education personnel will support the academic needs of students with disabilities	Principal Assistant Principal Counselor Director of Special Education Special Education Coordinators Special Education Assessment Staff	District G & C Curriculum SEL Virtual Lessons WITS Student incentives/resources Student devices (virtual support)	Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups Decrease in discipline referrals	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)

Action Steps							
1)Implement virtual Social Emotional Learning lessons by posting on Google Classroom and in-person guidance lessons for all grade levels.							
2) Teachers will be trained by counselor/district to access and deliver Social Emotional Learning lessons available on Sharepoint.							
3) Social Emotional Learning lessons will be integrated by teachers through the disctrict's Reading curriculum							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
collect and assess to monitor student progress and drive interventions. District and campus personnel will review teacher caseloads to ensure adequate support can be provided to Special Education eligible students	chief of academics executive officers executive directors district directors Title I coordinators content coordinators principals Director of Special Education	district curriculum Istation reading imagine math Staar release assessment cba's BM I & II	Aug. 2021 – June 2022	district review session DMAC data reports progress monitoring reports walk throughs feedback lpac notes language acquisition monitoring	closing the achievement gap among student groups Increase academic performance of all student groups	weekly assessments Cba's Bm I & II Telpas Staar test	comprehensive needs assessment

Action Steps							
use ongoing district built formative and summative assessments by grade levels							
student groups data will be disaggregated at the district level and campus level							
use assessment data to drive intervention plans and build intervention time into the day at every level							

Goal Area: 2	Closing the Gaps
Annual Goal: 2	by June 2021 all English learners will demonstrate acsdemic progress in the areas reading and math at the meets level by a minimum of 5%
Objective: 3	all English learners will demonstrate a 5 % increase of academic progress in the areas of reading and math by June 2021

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
the progress of EL student's academic growth in the areas of reading and math will be monitored monthly by all stakeholders.	district/campus administration coordinators teachers Directors language strategists CLL Executive officers	district curriculum istation reading imagine math staar release test BM I & II	Aug. 2021 - 2022	DMAC data reports progress monitoring reports walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring	closing the achievement gap among student groups Increase academic performance of all student groups	weekly assessments CBA I BM I & II STAAR TELPAS	comprehensive needs assessment

Action Steps							
1. exit tickets will be developed aligned to the skill of the day							
2.CIF protocols will be used throughout the day to differentiate instruction							
3. data will be used to inform tutorial lessons and try to identify spiraled activities to benefit all students							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
provide specialized professional development that addresses the ELPS for reading and math	district/campus administration coordinators teachers Directors language strategists CLL Executive officers	district curriculum istation reading imagine math staar release test BM I & II	Aug. 2021 - 2022	DMAC data reports progress monitoring reports walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring	closing the achievement gap among student groups Increase academic performance of all student groups	weekly assessments CBA I BM I & II STAAR TELPA	comprehensive needs assessment

Action Steps							
1. monitor implementation of ELPS strategies to accelerate the progress of ELLs							
2. tutorials will be provided for the various student groups in each phase of accountability to ensure student improve academically							
3. use assessment data to drive intervention plans and build intervention time into the day at every level							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
differentiate instruction for English learners based on their individual academic growth needs	district/campus administration coordinators teachers Directors language strategists CLL Executive officers	district curriculum istation reading imagine math staar release test BM I & II	Aug. 2021 - 2022	DMAC data reports progress monitoring reports walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring	closing the achievement gap among student groups Increase academic performance of all student groups	weekly assessments CBA I BM I & II STAAR TELPA	comprehensive needs assessment

Action Steps							
1. use ongoing district formative and summative assessments							
2. student groups data will be disaggregated at campus level							
3. provide instruction and interventions that are directly related to students needs							

Goal Area: 2	Closing the GAPS
Annual Goal: 3	English learners will advance by at least one level of TELPAS Composite rating from June 2019 to June 2021
Objective: 1	By June 2021 the district will effectively implement the adopted dual language programs in PK-12 grade

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 student progress weekly and drive intervention . Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the elementary level	chief of academics executive officers executive directors district directors Title I/SCE Coordinators content coordinators principals	district curriculum istation reading imagine math staar assessment BMI & II	aug. 2021- June 2022	district review sessions dmac data reports campus performance reviews walk-throughs lpac notes lesson plans language acquisition monitoring	closing the achievement gap increase academic performance of all students group	weekly assessments cba I BM I & II staar exam telpas	comprehensive needs assessment teacher decision making regarding assessments effective assistance to students experiencing difficulty

Action Steps	

1. use ongoing district built formative and summative assessments by grade levels (weekly, unit, CBA, BM I & II, Practice Listening & Speaking)
2. Student groups data will be disaggregated level and campus level to determine student progress and towards increasing performance at the meets level and above
3. Use assessment data to drive intervention plans and build intervention time into the day at every level
4. Provide instruction and intervention that are directly related to students needs as demonstrated by data

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
comprehensive needs assessment teacher decision making regarding assessments effective assistance to students experiencing difficulty. Professional development training will target researched based instructional strategies	chief of academics executive officers executive directors district directors Title I/SCE Coordinators content coordinators principals	district curriculum istation reading imagine math staar assessment BMI & II	aug. 2021- June 2022	district review sessions dmac data reports campus performance reviews walk-throughs lpac notes lesson plans language acquisition monitoring	closing the achievement gap increase academic performance of all students group	weekly assessments cba I BM I & II staar exam telpas	comprehensive needs assessment teacher decision making regarding assessments effective assistance to students experiencing difficulty

Action Steps	

1. use ongoing district built formative and summative assessments by grade levels (weekly, unit, CBA, BM I & II, Practice Listening & Speaking)
2. Student groups data will be disaggregated level and campus level to determine student progress and towards increasing performance at the meets level and above
3. Use assessment data to drive intervention plans and build intervention time into the day at every level
4. Provide instruction and intervention that are directly related to students needs as demonstrated by data

comprehensive needs assessment teacher decision making regarding assessments effective assistance to students experiencing difficulty. Conduct parent trainings/meetings on the program models at each level	chief of academics executive officers executive directors district directors Title I/SCE Coordinators content coordinators principals	district curriculum istation reading imagine math staar assessment BMI & II	aug. 2021- June 2022	district review sessions dmac data reports campus performance reviews walk-throughs lpac notes lesson plans language acquisition monitoring	closing the achievement gap increase academic performance of all students group	weekly assessments cba I BM I & II staar exam telpas	comprehensive needs assessment teacher decision making regarding assessments effective assistance to students experiencing difficulty

Action Steps	

1. use ongoing district built formative and summative assessments by grade levels (weekly, unit, CBA, BM I & II, Practice Listening & Speaking)
2. Student groups data will be disaggregated level and campus level to determine student progress and towards increasing performance at the meets level and above
3. Use assessment data to drive intervention plans and build intervention time into the day at every level
4. Provide instruction and intervention that are directly related to students needs as demonstrated by data

Goal Area: 2	Closing the Gaps
Annual Goal: 3	English learners will advance by at least one level on the TELPAS composite rating from June 2019 to June 2021
Objective: 2	By June 2021 staff servicing English learners will be proficient in all dual language support systems

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
specialized personnel will facilitate professional development on the English language proficiency standards	chief of academics executive officers executive directors district directors Language development specialist bilingual strategist English language development coach	English language proficiency standards TELPAS Educator Guide LEP Strategic Plan Linguistic Instructional Alignment Guide	Aug. 2021 – June 2022	sign in sheets Agendas PowerPoints Lesson plans Language objective posted	closing the achievement gap among student groups Increase in student progress domain Increase in student progress on composite level	weekly assessments Telpas Cba's benchmarks	comprehensive needs assessments
Action Steps							
specialized personnel will offer multiple trainings throughout the school year							
specialized personnel will ensure that the elps are integrated across curriculum							
specialized personnel will monitor and support teachers with the implementation of the elps during instruction							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning and intermediate levels of telpas on composite rating	chief of academics executive officers executive directors district directors Language development specialist bilingual strategist English language development coach	English language proficiency standards TELPAS Educator Guide LEP Strategic Plan Linguistic Instructional Alignment Guide	Aug. 2021 – June 2022	lep strategic plans completed El accommodations checklist completed Agendas, sign in sheets, language objectives posted and aligned Walk-throughs Lesson plans	closing the achievement gap among student groups Increase in student progress domain Increase in student progress on composite level	telpas benchmarks Telpas assessments	comprehensive needs assessments
Action Steps							
specialized personnel will identify new teachers and teachers who have majority of students with b and I composite ratings							
specialized personnel will coach staff members on how to implement instructional learning strategies regarding the implementations of the elps in their content							
specialized personnel will follow up with staff biweekly to provide feedback support and next steps							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
provide professional development training on how to strategically analyze TELPAS data for student progress on composite level of TELPAS	chief of academics executive officers executive directors district directors Language development specialist bilingual strategist English language development coach	English language proficiency standards TELPAS Educator Guide LEP Strategic Plan Linguistic Instructional Alignment Guide	Aug. 2021 – June 2022	lep strategic plans completed El accommodations checklist completed Agendas, sign in sheets, language objectives posted and aligned Walk-throughs Lesson plans	closing the achievement gap among student groups Increase in student progress domain Increase in student progress on composite level	telpas benchmarks Telpas assessments	comprehensive needs assessments
Action Steps							
team prepares trainings by disaggregating 2020 telpas data and reviewing tea updates							
train telpas administration on how to analyze telpas student data to determine which domain to focus on for composite level progression							
telpas administrators and teachers develop individualized telpas plan							

Goal Area: 2	Closing the Gaps
Annual Goal: 3	English learners will advance by at least one level on the TELPAS composite rating form June 2019-2021
Objective: 3	by June 2021 progress in second language acquisition will occur through embedded supports in the curriculum

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's areas	academic officer executive officer's chief directors curriculum coordinators language development specialist bilingual strategist	English language proficiency standards district curriculum types of writing telpas educator guide plds	September 2021- May 2022	writing samples telpas writing prompts sign in sheets agendas power point presentations	student achievement gains closing achievement gaps increase in the percent of progress in telpas composite level	telpas writing mock telpas writing collection	effective & timely assistance to students experiencing difficulty

Action Steps	
train curriculum coordinators on the telpas writing types and embed telpas prompts across all curriculum for student practice at least biweekly	
train teachers on the embedded writing prompts in the curriculum to explain the process of collection and feedback to students	
monitor and support teachers to ensure that writing practice is implemented in their content	

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	academic officer executive officer's chief directors curriculum coordinators language development specialist bilingual strategist	elps district curriculum plds telpas educator guide lep strategic guide linguistic instructional	September 2021- May 2022	writing samples telpas writing prompts sign in sheets agendas power point presentations	student achievement gains closing achievement gaps increase in the percent of progress in telpas composite level	telpas writing mock telpas writing collection	effective & timely assistance to students experiencing difficulty

Action Steps	
meet with telpas lpac administrators to review the telpas calendar and determine practice for telpas and to schedule the telpas benchmark	
schedule English learners to practice for telpas listening speaking and reading using the telpas software program and practice sets provided by TEA	

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	academic officer executive officer's chief directors curriculum coordinators language development specialist bilingual strategist	English language proficiency standards district curriculum elps flip book telpas educator guide plds	September 2021- May 2022	writing samples telpas writing prompts sign in sheets agendas power point presentations	student achievement gains closing achievement gaps increase in the percent of progress in telpas composite level	telpas writing mock telpas writing collection	effective & timely assistance to students experiencing difficulty

Action Steps	
specialized personnel collaborates with content coordinators to embed elps in curriculum	
specialized personnel train teachers on how to develop language objective elps aligned to the content objective	
specialized personnel support teachers on creating language objectives for lessons based on the elps	

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

Goal Area: 3	Improve Safety, Public Support, Culture and Climate
Annual Goal: 1	By June 2021, the district's positive culture and climate will increase for 66% to 75% based on teachers and staff perception on staff-student relationships
Objective: 1	By June 2021 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	Title-I School- wide Component
Collect and assess data to monitor student progress weekly. School Counselors will provide classrooms guidance and trainings. Train personnel on different areas that can affect the daily operations of the school environment	chief of academics executive officers executive directors staar release assessments BM I & II Student Services Deparment	District curriculum Istation reading Imagine math AR	Aug. 2021- June 2022	district review sessions dmac data reports campus performance reviews progress monitoring reports walk-through feed back LPAC notes Lesson Plans Language Acquisition Monitoring	closing the achievement gap among student group Increase academic performance of all students' groups in all tested	weekly assessments BM I & II staar test telpas	comprehensive needs assessment

Action Steps							
Use ongoing district built formative and summative assessments by grade levels							
student groups data will be disaggregated at the district level and campus level to determine student progress and towards increasing performance at the meets level and above							
use assessment data to drive intervention plans and build intervention time into the day at every level							
provide instruction and intervention that are directly related to students needs as demonstrated by data							

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 student progress and drive intervention. Increase the safety of all students and staff. Use a common or national outcome measures and /or tool to assess well-being	chief of academics executive officers executive directors Staar release assessments BM I & II	District curriculum Istation reading Imagine math AR	Aug. 2021- June 2022	district review sessions dmac data reports campus performance reviews progress monitoring reports walk-through feed back LPAC notes Lesson Plans Language Acquisition Monitoring	closing the achievement gap among student group Increase academic performance of all students' groups in all tested	weekly assessments cba I BM I & II staar test telpas	comprehensive needs assessment

Action Steps							
Use ongoing district built formative and summative assessments by grade levels							
student groups data will be disaggregated at the district level and campus level to determine student progress and towards increasing performance at the meets level and above							
use assessment data to drive intervention plans and build intervention time into the day at every level							
provide instruction and intervention that are directly related to students needs as demonstrated by data							

Strategy 3	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 student progress and drive intervention. Conduct a daily security/safety audits of all campuses	chief of academics executive officers executive directors staar release assessments BM I & II	District curriculum Istation reading Imagine math AR	Aug. 2021- June 2022	district review sessions dmac data reports campus performance reviews progress monitoring reports walk-through feed back LPAC notes Lesson Plans Language Acquisition Monitorin	closing the achievement gap among student group Increase academic performance of all students' groups in all tested	weekly assessments cba I BM I & II staar test telpas	comprehensive needs assessment

Action Steps							
Use ongoing district built formative and summative assessments by grade levels							
student groups data will be disaggregated at the district level and campus level to determine student progress and towards increasing performance at the meets level and above							
use assessment data to drive intervention plans and build intervention time into the day at every level							
provide instruction and intervention that are directly related to students needs as demonstrated by data							

Goal Area: 3	Improve Safety, Public Support, Culture and Climate
Annual Goal: 1	By June 2021, the district's positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff-student relationships
Objective: 1	By June 2021, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationship

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 student progress and drive interventions. School counselor will provide classroom guidance and trainings. Train personnel on different areas that can affect the daily operations of the school environment	Chief of Academics Executive Officers Executive Directors District Directors Title I Coordinators Content Coordinators Principals	District Curriculum Istation Reading Imagine Math STAAR Release Test	Aug. 2021 – June 2022	District Review Sessions DMAC data reports campus performance reviews walk-throughs reflections LPAC notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among student groups increase academic performance of all student group in all areas	weekly assessments CBA I BM I & II TELPAS STAAR TEST	comprehensive needs assessments
Action Steps							
use ongoing district built formative and summative assessments by grade levels							
student groups data will be disaggregated at the district level and campus level to determine student progress towards increasing performance at the meets level and above							
use assessment data to drive intervention plans and build intervention time into the day at every level							
provide instruction and intervention that are directly related to students needs as demonstrated by data							

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 student progress and drive interventions **Improve adolescent general well being by increasing knowledge and access to medical and mental health care**	Chief of Academics Executive Officers Executive Directors District Directors Title I Coordinators Content Coordinators Principals	District Curriculum Istation Reading Imagine Math STAAR Release Test	Aug. 2021 – June 2022	District Review Sessions DMAC data reports campus performance reviews walk-throughs reflections LPAC notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among student groups increase academic performance of all student group in all areas	weekly assessments CBA I BM I & II TELPAS STAAR TES	comprehensive needs assessments
Action Steps							
use ongoing district built formative and summative assessments by grade levels							
student groups data will be disaggregated at the district level and campus level to determine student progress towards increasing performance at the meets level and above							
use assessment data to drive intervention plans and build intervention time into the day at every level							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
collect and assess data to monitor student progress and drive interventions. **Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evauation**	Chief of Academics Executive Officers Executive Directors District Directors Title I Coordinators Content Coordinators Principals	District Curriculum Istation Reading Imagine Math STAAR Release Test	Aug. 2021 – June 2022	District Review Sessions DMAC data reports campus performance reviews walk-throughs reflections LPAC notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among student groups increase academic performance of all student group in all areas	weekly assessments CBA I BM I & II TELPAS STAAR TES	comprehensive needs assessments
Action Steps							
Use ongoing district built formative and summative assessments by grade levels							
student groups data will be disaggregated at the district level and campus level to determine student progress and towards increasing performance at the meets level and above							
use assessment data to drive intervention plans and build intervention time into the day at every level							
provide instruction and intervention that are directly related to students needs as demonstrated by data							

Goal Area: 3	Improve, Safety, Public Support, Culture and Climate
Annual Goal: 2	By June 2021 the student's perception for their physical and psychological school safety will improve from 29% to 10%
Objective: 1	By June 2021 100% of the district 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	Title-I School- wide Component
Host district information and training sessions on a variation of topics using flexible scheduling	parental director parental coordinator site manager parental educator community engagement recruiter district staff region I director stc coordinator	region 16 and state parent conference materials research based best practices district policy handbook Texas Education Agency ESL/GED reading materials and tech programs	aug. 2021- Aug. 2022	meetings invites Agendas minutes sign in sheets power point photos of mtg district master scheduler attendance report	parent survey meeting chat number of parents at meeting course statistics using district dashboard	assessment results participation performance	title I #2 #4

Action Steps							
Implement PSJA Virtual and face to face Family Learning Academies on a weekly basis							
Provide on to one campus sessions on multiple topics							
Schedule literacy and entrepreneurship sessions to support families							
Provide assistance from district police, counseling department to collaborate and form community unity							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
facilitate parental sessions for parents through a collaboration between public relation department, counseling department and family and community department	parental director parental coordinator site manager parental educator community engagement recruiter district staff Region I director Stc coordinator	region 16 and state parent conference materials research based best practices district policy handbook Texas Education Agency ESL/GED reading materials and tech programs	aug. 2021- Aug. 2022	meetings invites Agendas minutes sign in sheets power point photos of mtg district master scheduler attendance report	parent survey meeting chat number of parents at meeting course statistics using district dashboard	assessment results participation performance	title I #2 #4

Action Steps							
conduct weekly meetings with executive officer of communications and staff on ways to engage more parents to information and training session							
utilize tools such as school messenger and social media outlets to promote parents' participation							
analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meeting							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
host district information and training sessions on a variation of topics using flexible scheduling	parental director parental coordinator site manager parental educator community engagement recruiter district staff region I director Stc coordinator	region 16 and state parent conference materials research based best practices district policy handbook Texas Education Agency ESL/GED reading materials and tech programs	aug. 2021- Aug. 2022	meetings invites Agendas minutes sign in sheets power point photos of mtg district master scheduler attendance report	parent survey meeting chat number of parents at meeting course statistics using district dashboard	assessment results participation performance	title I #2 #4

Action Steps							
Implement PSJA Virtual and face to face Family Learning Academies on a weekly basis							
Provide on to one campus sessions on multiple topics							
Schedule literacy and entrepreneurship sessions to support families							
Provide assistance from district police, counseling department to collaborate and form community unity							

Goal Area: 3	Improve Safety, Public Support, Culture and Climate
Annual Goal: 3	By June 2021 family involvement and their interaction with their childs school will increase from 5% to 10%
Objective: 1	By June 2021 , 50% of parents will participate in informational training sessions

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Host district information and training sessions on a variation of topics using flexible scheduling different days and times	parental director parental coordinator site manager parental educators community engagement recruiter district staff south Texas college coordinator region I director	region I6 and state conference parent research based best practices district policy handbook Texas education agency esl/ged reading material and technology programs	aug. 2021 -- aug 2022	meeting invites agendas minutes sign in sheets Power points photos of meetings district master course scheduler Attendance reports	parent surveys meeting chats number of parents at meeting course statistics using district dashboards	assessment results participation performance	title I #2, #4

Action Steps	
conduct weekly meetings with executive officers of communication and staff on ways to engage more parents to information and training sessions	
utilize tools such as school messenger and social media outlets to promote parent participation	
analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meeting	

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Facilitate parental sessions for parents through a collaboration between PR , counseling and family and community department	parental director parental coordinator site manager parental educators community engagement recruiter district staff south Texas college coordinator region I director	region I6 and state conference parent research based best practices district policy handbook Texas education agency esl/ged reading material and technology programs	aug. 2021 -- aug 2022	meeting invites agendas minutes sign in sheets Power points photos of meetings district master course scheduler Attendance reports	meeting invites agendas minutes sign in sheets Power points photos of meetings district master course scheduler Attendance reports	assessment results participation performance	title I #2, #4

Action Steps	
Implement psja virtual and face to face family learning academies on a weekly basis	
provide on to one campus sessions on multiple topic	
schedule literacy and entrepreneurship sessions to support families	

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Host district information and training sessions on a variation of topics using using flexible schedule	parental director parental coordinator site manager parental educators community engagement recruiter district staff south Texas college coordinator region I director	region I6 and state conference parent research based best practices district policy handbook Texas education agency esl/ged reading material and technology programs	aug. 2021 -- aug 2022	meeting invites agendas minutes sign in sheets Power points photos of meetings district master course scheduler Attendance reports	parent surveys meeting chats number of parents at meeting course statistics using district dashboards	assessment results participation performance	title I #2, #4

Action Steps	
conduct weekly meetings with executive officers of communication and staff on ways to engage more parents to information and training sessions	
utilize tools such as school messenger and social media outlets to promote parent participation	
analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meeting	

Goal Area: 3	Improve Safety, Public Support, Culture and Climate						
Annual Goal: 3	By June 2021, family involvement and their interaction with their child's school will increase from 25% to 50%						
Objective:2	By June 2021, 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	Title-I School- wide Component
Host a variation of district sessions and courses which include community partners and volunteer instructors	parent director parent coordinator parent educators site managers district recruiters	district registration page literacy center calendars technology designated classrooms community pamphlets and brochures	aug. 2021 – Aug 2022	community service projects sign in sheets program data charts parent created artifacts certificate ceremonies parent feedback	district master schedule dashboard parent created projects mastery rate reports provided by region one and south Texas college	accountability reports provided by collaborative partners	title #6
Action Steps							
partner with region one south Texas college and Mexican consulate to offer parent literacy courses							
promote community partners such as Texas a & m community partner program steps behavior solution solutions of south Texas							
recruit volunteer instructors to teach literacy and entrepreneurship courses							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
meet with community partners periodically to address goals and expectations	parent director parent coordinator parent educators site managers district recruiters	district registration page literacy center calendars technology designated classrooms community pamphlets and brochures	aug. 2021 – aug 2022	community service projects sign in sheets program data charts parent created artifacts certificate ceremonies parent feedback	district master schedule dashboard parent created projects mastery rate reports provided by region one and south Texas college	accountability reports provided by collaborative partners	title #6
Action Steps							
analyze grant specifications and /or community program key points addressing goals and expectations							
create community service projects based on parent needs feedback survey							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
host a variation of district sessions and courses which include community partners and volunteer instructors	parent director parent coordinator parent educators site managers district recruiters	district registration page literacy center calendars technology designated classrooms community pamphlets and brochures	aug. 2021 – aug. 2022	community service projects sign in sheets program data charts parent created artifacts certificate ceremonies parent feedback	district master schedule dashboard parent created projects mastery rate reports provided by region one and south Texas college	accountability reports provided by collaborative partners	title #6
Action Steps							
recruit volunteers' instructors to teach literacy							
partner with region I to offer classes							

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

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 1	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time
Objective: 1	Update the instructional Focus Walkthrough form to align to T-TESS teacher evaluation system by December 2020

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
leadership committee will review the current instructional walkthrough evaluation system . Unique district incentives Instructional coaching system with ongoing professional development	executive officers curriculum coordinators assist supt of talent Director of relations employee relations , principal assistant principal NTS Director Campus Mentor	instructional focus walk through form T-TESS evaluation tool	Aug. 2021 – May 2022	development of revised instructional walk through focus tool. Collect and review data	student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment	review walk-through focus tool mid mid year and end of year	local funds

Action Steps							
retrieve the current walk through from							
compare the current walk through form to the T-TESS teacher evaluation system to align the form with with a focus on observation of highly effective instructional delivery							
utilize the CLL to do observation , followed by feedback and reflection							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
update the instructional focus walk through forms. Competitive Salaries for teachers and all district staff	executive officers curriculum coordinators assist supt of talent Director of relations employee relations , principal assistant principal NTS Director	instructional focus walk through form T-TESS evaluation tool	Aug. 2021 - May 2022	development of revised instructional walk through focus tool. Collect and review data	student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment	review walk-through focus tool mid mid year and end of year	local funds

Action Steps							
leadership committee will ask for feedback from teachers and campus leadership team							
revise/update walk-through form							
train district staff on new instructional focus walk through form							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
implement a plan for teacher selection and retention. Provide instructional coaching support Support for those in need to improve delivery of classroom instruction	executive officers curriculum coordinators assist supt of talent Director of relations employee relations , principal assistant principal NTS Director	instructional focus walk through form T-TESS evaluation tool	Aug. 2021 – May 2022	development of revised instructional walk through focus tool. Collect and review data	student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment	review walk-through focus tool mid mid year and end of year	local finds

Action Steps							
collect input from teachers and teacher evaluators							
use feedback to revise and update form to meet district needs							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 1	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time
Objective: 2	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 Sc
campus administrators will conduct weekly walk through using instructional focus walk through form	campus administrators, district leaders, curriculum coordinators, directors Principal assistant principal CLL	instructional walk through focus too new teacher institute tools	aug. 2021 may 2022	campus walk through data weekly reviews, student centered classroom,	professional growth and high-quality teaching	weekly walk throughdata	local funds Title I funds SCE funds state bilingu migrant func

Action Steps							
create administrators walk through schedule							
complete 10 walk through per week							
Review walk through data and address areas of need							
work on schedule for teacher observe other teachers....model teachers, and teaching techniques							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I Sc
All teachers will be provided with weekly instructional feedback by campus administrators	campus administrators, district leaders, curriculum coordinators, directors	instructional walk through focus tool	aug. 2021 – May 2022	CLC agendas Admin/teacher conferences	professional growth and high-quality teaching	weekly walk through data	local funds Title I funds ScE Funds state bilingu migrant func

Action Steps							
schedule time to meet with teachers focusing on addressing no more than 2 areas of needs							
provide learning opportunities, ie...peer observations to observe effective strategies based on areas of need							
monitor and follow up with next steps							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I Sc
campus administrators will conduct weekly walk through using instructional focus	CLL Principal Assistant Principal district leaders New teacher institute	instructional walk through focus tool	aug. 2021 – may 2022	campus walk through weekly reviews, student centered	professional growth and high-quality teaching	weekly walkthrough	local funds title I funds SCE funds state bilingu migrant func

Action Steps							
review walk through data and address areas of need							
complete 10 walk through weekly							
observing other masterful teacher to get different types of techniques							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention						
Annual Goal: 1	All teachers will be delivering high quality engaging lesson maximizing at least 95% of the instructional time						
Objective: 3	Provide professional learning opportunities for staff based on observed data using 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 administration will collect and monitor data supporting maximizing instructional time	campus administrators, district leaders, curriculum coordinators, directors	dashboard, instructional walk-throughs focus tool, McRel observations, SLO data, Professional Learning Communities	Aug. 2021- June 2022	Walk-throughs data, CLC agendas and sign in sheets, admin-teacher conference	increase quality instructional time, implement best practices	walk-throughs data sheets	local funds Title I funds SCE funds State Bilingual funds Migrant funds
Action Steps							
campus leadership will review walk-through data and identify areas of needs							
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 administration will identify areas of need by teacher	campus administrators, district leaders, curriculum coordinators, directors	dashboard, instructional walk-throughs focus tool, McRel observations, SLO data, Professional Learning Communities	Aug. 2021- June 2022	Walk-throughs data, CLC agendas and sign in sheets, admin-teacher conference	increase quality instructional time, implement best practices	walk-throughs data sheets	local funds Title I funds SCE funds State Bilingual funds Migrant funds
Action Steps							
campus administrators and teacher will develop and monitor professional development goals to address areas of need							
provide professional development opportunities for staff							
review and monitor achievement of professional development goals							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
campus administration will collect and monitor data supporting maximizing instructional time	campus administrators, district leaders, curriculum coordinators, directors	dashboard, instructional walk-throughs focus tool, McRel observations, SLO data, Professional Learning Communities	Aug. 2021- June 2022	Walk-throughs data, CLC agendas and sign in sheets, admin-teacher conference	increase quality instructional time, implement best practices	walk-throughs data sheets	local funds Title I funds SCE funds State Bilingual funds Migrant funds
Action Steps							
campus leadership will review walk-through data and identify areas of needs							
campus leadership will identify staff instructional needs and develop an action plan							
monitor and revise action plan							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 2	District Leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2022
Objective: 1	Develop the skills in teacher and teacher evaluation needed to complete fair, valid teacher evaluations

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
provide professional development for all district teachers based on their professional development goals.	executive officers Curriculum coordinators assist superintendent of talent development NTS Director , Professional Development Director, Principals, Assistant Principals	funding professional development needs data, professional development trainers	fall and spring semester	more alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	improved student performance, higher teacher retention rate	progress monitoring , CBA, STAAR, SLO's McRel	TI # 3, #5

Action Steps							
collect evidence of teacher professional development needs							
review academic reports for district and campus needs							
plan, schedule and hold training							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
provide professional development for all district teachers based on their professional development goals	executive officers Curriculum coordinators assist superintendent of talent development NTS Director , Professional Development Director, Principals, Assistant Principals	funding professional development needs data, professional development trainers	fall and spring semester	more alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	improved student performance, higher teacher retention rate	progress monitoring , CBA, STAAR, SLO's McRel	title I # 3, #5

Action Steps							
schedule quarterly meetings for teacher evaluation calibration							
hold quarterly principal and assistant principal team walk-through and evaluation talks							
review by campus teacher evaluations and compare to student performance							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
provide professional development for all district teacher based on their professional development goals	executive officers Curriculum coordinators assist superintendent of talent development NTS Director , Professional Development Director, Principals, Assistant Principals	funding professional development needs data, professional development trainers	fall and spring semester	more alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	improved student performance, higher teacher retention rate	progress monitoring , CBA, STAAR, SLO's McRel	title I #3, #5

Action Steps							
collect evidence of teacher professional development needs							
review academic reports for district and campus needs							
plan, schedule and hold training							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 2	District leadership will use evaluation systems to increase staff quality, recruitment and retention by may 2022
Objective: 2	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback using T-TESS evaluation system twice per year

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All campus administration will use a high-quality evaluation system T-TESS to increase staff quality	Executive officer Campus Principal Assistant Principal CLL Leadership Team	T-TESS Evaluation Tools, Materials T-TESS Rubric Walk-through sheet	Aug. 2021 – May 2022	T-TESS evaluation agendas CLC's mtg sign-in sheets coaching logs	increase student achievement increase teacher retention increase academic school report card	T-TESS Evaluations walk throughs mid year and end of year conference instructional rounds with staff members	local funds SCE funds Title I Migrant State Bilingual

Action Steps							
Professional development for teachers and campus leadership is provided at the beginning of the school year and continued as needed							
Identify areas of need and provide professional development							
create opportunities for collaboration instructional reviews or instructional rounds							
monitor and evaluate data gathered during instructional rounds							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
continue providing annual T-TESS calibration certification training	Executive officer Campus Principal Assistant Principal CLL Leadership Team	T-TESS Evaluation Tools, Materials T-TESS Rubric Walk-through sheet	Aug. 2021 – May 2022	T-TESS evaluation agendas CLC's mtg sign-in sheets coaching logs	increase student achievement increase teacher retention increase academic school report card	T-TESS Evaluations walk throuhgs mid year and end of year conference instructional rounds with staff members	local funds SCE funds Title I Migrant State Bilingual

Action Steps							
Professional development for teachers and campus leadership is provided at the beginning of the school year and continued as needed							
Identify areas of need and provide professional development							
create opportunities for collaboration instructional reviews or instructional rounds							
monitor and evaluate data gathered during instructional rounds							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
all campus administration will use a high-quality evaluation system to increase staff retention	Executive officer Campus Principal Assistant Principal CLL Leadership Team	T-TESS Evaluation Tools, Materials T-TESS Rubric Walk-through sheet	Aug. 2021 – May 2022	T-TESS evaluation agendas CLC's mtg sign-in sheets coaching logs	increase student achievement increase teacher retention increase academic school report card	T-TESS Evaluations walk throuhgs mid year and end of year conference instructional rounds with staff members	local funds SCE funds Title I Migrant State Bilingual

Action Steps							
Professional development for teachers and campus leadership is provided at the beginning of the school year and continued as needed							
Identify areas of need and provide professional development							
create opportunities for collaboration instructional reviews or instructional rounds							
monitor and evaluate data gathered during instructional rounds							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 2	District leadership will use evaluation systems to increase staff quality, recruitment and retention by may 2022
Objective: 3	Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by T-TESS evaluation tool

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide training for staff on the Spirit of PSJA Evaluation tool. staff will be creating clear professional development goals and expectations	Ass. Supt. Of Talent NTS Director Director for Professional Development PR Director Principal Executive Officer	Spirit of PSJA training Spirit of PSJA Evaluation	Fall semester and spring	use of the evaluation tool, two evaluations entered per staff members	improve customer service, increase efficiency and retain employees	Spirit of PSJA Evaluation Tool	Local funds Title I funds #3,#5
Action Steps							
Schedule the fall training							
monitor and review professional development goals to create training based on needs and goals							
schedule Spirit of PSJA Categories and behaviors training							
offer growth opportunities to staff							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
provide training for staff on the spirit of psja evaluation tool. Staff will be creating clear professional development goals and expectations	Ass. Supt. Of Talent NTS Director Director for Professional Development PR Director Principal Executive Officer	Spirit of PSJA training Spirit of PSJA Evaluation	Fall semester and spring	use of the evaluation tool, two evaluations entered per staff members	improve customer service, increase efficiency and retain employees	Spirit of PSJA Evaluation Tool	Local funds Title I funds #3,#5
Action Steps							
Schedule the fall training							
monitor and review professional development goals to create training based on needs and goals							
schedule Spirit of PSJA Categories and behaviors training							
offer growth opportunities to staff							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
provide training for staff on the spirit of psja evaluation tool. Staff will be creating clear professional development goals and expectations	Ass. Supt. Of Talent NTS Director Director for Professional Development PR Director Principal Executive Officer	Spirit of PSJA training Spirit of PSJA Evaluation	Fall semester and spring	use of the evaluation tool, two evaluations entered per staff members	improve customer service, increase efficiency and retain employees	Spirit of PSJA Evaluation Tool	Local funds Title I funds #3,#5
Action Steps							
Schedule the fall training							
monitor and review professional development goals to create training based on needs and goals							
schedule Spirit of PSJA Categories and behaviors training							
offer growth opportunities to staff							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 2	District leadership will use evaluation systems to increase staff quality, recruitment and retention by May 2022
Objective: 4	Use data collected in the evaluation 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 district wide areas of needs and create professional development opportunities for staff. Offer career pathway professional leadership growth opportunities	Talent Development Dept., NTS Dept. Executive Officers District Admin	Professional Development NTS activities and strategies Professional Trainings/ In house PLC, CLC	Quarterly	Career pathways, professional trainings, admin. Accountability	improve staff morale and customer service, increase retention rate	professional feed back survey, CLC agendas, PLC sign in sheets	Title #3 , #5
Action Steps							
Conduct Professional Development goals survey							
Work with staff to create trainings							
schedule and hold trainings							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
use data to identify district wide areas of needs and create professional development opportunities for staff. Offer career pathways professional leadership growth opportunities	Talent Development Dept., NTS Dept. Executive Officers District Admin	Professional Development NTS activities and strategies Professional Trainings/ In house PLC, CLC	Quarterly	Career pathways, professional trainings, admin. Accountability	improve staff morale and customer service, increase retention rate	professional feed back survey, CLC agendas, PLC sign in sheets	Title #3 , #5
Action Steps							
Conduct Professional Development goals survey							
Work with staff to create trainings							
schedule and hold trainings							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
use data to identify district wide areas of needs and create professional development opportunities for staff. Offer career pathways professional leadership growth opportunities	Talent Development Dept., NTS Dept. Executive Officers District Admin	Professional Development NTS activities and strategies Professional Trainings/ In house PLC, CLC	Quarterly	Career pathways, professional trainings, admin. Accountability	improve staff morale and customer service, increase retention rate	professional feed back survey, CLC agendas, PLC sign in sheets	Title #3 , #5
Action Steps							
Conduct Professional Development goals survey							
Work with staff to create trainings							
schedule and hold trainings							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 3	All teachers will be certified for teaching assignment by May 2022
Objective: 1	All Secondary ESL ELA teachers will be certified by May 2022

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
identify areas of need and provide support to complete certification. Schedule professional development opportunities in areas of need to improve quality of teaching	Principal Assistant Principal Human Resource Executive Officers Chief of Staff Chief of Instruction ACTRGV Dual Language Director	Staffing reports, certification records, TEA preparation material, SBEC funding	Aug. 2021 – May 2022	all teachers certified 100% ESL or bilingual teachers' complete certification	content certified teacher in every classroom teachers have knowledge to support the bilingual students and student's achievement increases	certification exam	Title I #3, #5

Action Steps	
meet with staff pending certification to find out needs	
provide training to prepare for testing	
collect passing testing results to reimburse testing cost	
evaluate professional development feed back to ensure it meets needs	

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
identify areas of need and provide support to complete certification. Schedule professional development opportunities in areas of need to improve quality of teaching	Principal Assistant Principal Human Resource Executive Officers Chief of Staff Chief of Instruction ACTRGV Dual Language Director	Staffing reports, certification records, TEA preparation material, SBEC funding	Aug. 2021 – May 2022	all teachers certified 100% ESL or bilingual teachers' complete certification	content certified teacher in every classroom teachers have knowledge to support the bilingual students and student's achievement increases	certification exam	Title I #3, #5

Action Steps	
meet with staff pending certification to find out needs	
provide training to prepare for testing	
collect passing testing results to reimburse testing cost	
evaluate professional development feed back to ensure it meets needs	

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
identify areas of need and provide support to complete certification. Schedule professional development opportunities in areas of need to improve quality of teaching	Principal Assistant Principal Human Resource Executive Officers Chief of Staff Chief of Instruction ACTRGV Dual Language Director	Staffing reports, certification records, TEA preparation material, SBEC funding	Aug. 2021 – May 2022	all teachers certified 100% ESL or bilingual teachers' complete certification	content certified teacher in every classroom teachers have knowledge to support the bilingual students and student's achievement increases	certification exam	Title I #3, #5

Action Steps	
meet with staff pending certification to find out needs	
provide training to prepare for testing	
collect passing testing results to reimburse testing cost	
evaluate professional development feed back to ensure it meets needs	

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 3	All teachers will be certified for teaching assignment by May 2022
Objective: 2	All Elementary Bilingual teachers will be certified

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
new teachers sign a need to complete certification letter when signing contract. Provide professional development opportunities to improve bilingual lesson delivery and instruction	Human Resource Dual Language Department Principal Assistant Principal Talent Development NTS Department	funding materials, materials for professional development, delivery of instruction, preparation and time	fall semester and spring	meeting the bilingual students' academic needs, letter on file	all bilingual teacher certified, improved scores for bilingual students, closing the gap and student progress	complete fed/ state requirement STAAR, TELPAS	Title I , #3 and #5
Action Steps							
advertise the vacancy requesting the bilingual certification							
monitor testing opportunities for success							
staff that complete testing may be considered for continued employment							
develop trainings and schedule the professional develop for teachers							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
new teachers sign a need to complete certification letter when signing contract. Provide professional development opportunities to improve bilingual lesson delivery and instruction	Human Resource Dual Language Department Principal Assistant Principal Talent Development NTS Department	funding materials, materials for professional development, delivery of instruction, preparation and time	fall semester and spring	meeting the bilingual students' academic needs, letter on file	all bilingual teacher certified, improved scores for bilingual students, closing the gap and student progress	complete fed/ state requirement STAAR, TELPAS	Title I , #3 and #5
Action Steps							
advertise the vacancy requesting the bilingual certification							
monitor testing opportunities for success							
staff that complete testing may be considered for continued employment							
develop trainings and schedule the professional develop for teachers							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
new teachers sign a need to complete certification letter when signing contract. Provide professional development opportunities to improve bilingual lesson delivery and instruction	Human Resource Dual Language Department Principal Assistant Principal Talent Development NTS Department	funding materials, materials for professional development, delivery of instruction, preparation and time	fall semester and spring	meeting the bilingual students' academic needs, letter on file	all bilingual teacher certified, improved scores for bilingual students, closing the gap and student progress	complete fed/ state requirement STAAR, TELPAS	Title I , #3 and #5
Action Steps							
advertise the vacancy requesting the bilingual certification							
monitor testing opportunities for success							
staff that complete testing may be considered for continued employment							
develop trainings and schedule the professional develop for teachers							

- PROFESSIONAL DEVELOPMENT PLAN