



# Berta Palacios Elementary School Campus Improvement Plan 2021-2022

Board Approved:



# Executive Summary

## Campus Improvement Plan: School Year 2021-2022



**Campus Name:** Berta S. Palacios Elementary School

**Principal:** Michelle Fox-Cardoza

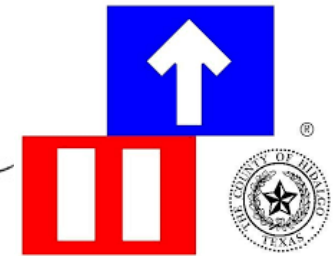
**Mission:** Through a supportive partnership with parents and the school community we, the staff of Berta Palacios Elementary School, are committed to provide all students with a strong foundation for life-long learning through inquiry that will produce internationally-minded and productive bilingual/biliterate, caring, global citizens.

**Demographics Summary:** The current enrollment of Berta Palacios Elementary as of August 30, 2021 is 452 students. The student population at Berta Palacios Elementary consists of 99.3% Hispanic and 0.7% White. Our economically disadvantaged population is approximately 98.5% with 14 migrant students. Approximately 11.9% of our student population receive special education services, while 12 students receive accommodations under 504 in kinder-fifth grade. Our Gifted and Talented population accounts for approximately 1.8% of our student population. The emergent bilingual population is approximately 59.7% where most of the students' home language is Spanish. English proficient students receive Spanish enrichment to support a second language. The attendance rate for the 2020-2021 SY for the campus was 94%. Most of our students live in the south Pharr area and the apartment complex Pueblo Dorado, conveniently located next to our campus.

In collaboration with the Hidalgo County Head Start Program, Berta Palacios Elementary serves the neediest three and four-year-old students in the county. Students are dually enrolled in the county head start and the PSJA ISD PK program. They are serviced by head start teachers and ISD PK teachers, focusing on school readiness, social emotional skills, health and well-being of the whole child. We have shared this partnership with the HCHSP for eight years.



1. Michelle Fox-Cardoza, Principal *Michelle Fox-Cardoza*
2. Sandra Garza, Assistant Principal *Sandra Garza*
3. Sandra Gonzalez, Counselor *Sandra Gonzalez*
4. Ashely Clark, CLL *Ashely Clark*
5. Liliana Lopez, Parent *L. Lopez*
6. Maricuz De Anda, Special Education Teacher *Maricuz De Anda*
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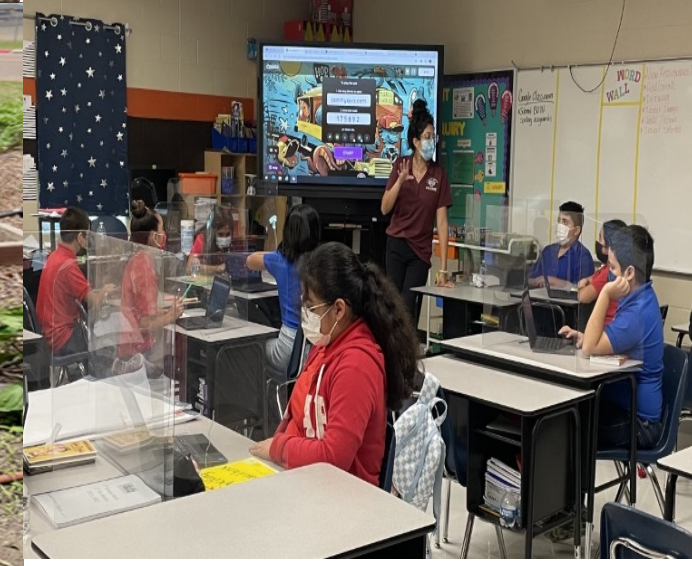
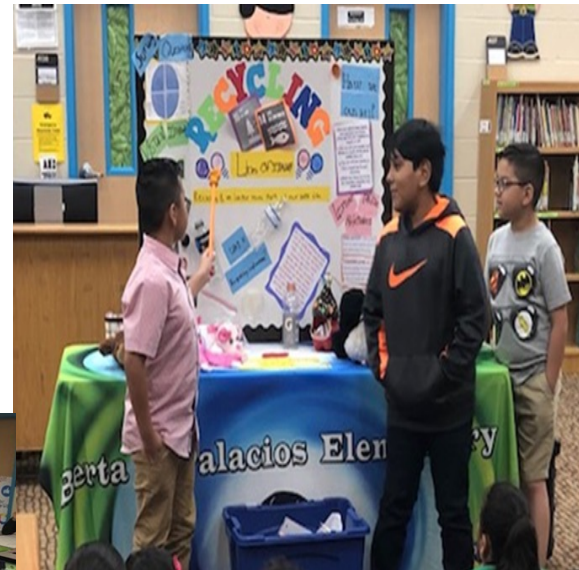
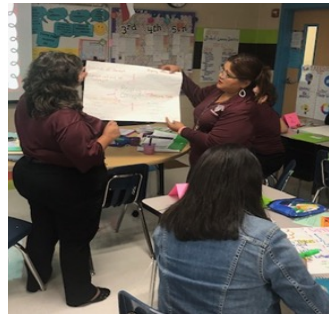




**Comprehensive Needs Assessment Summary:** Palacios Elementary received an overall grade of 90 out of 100 based on performance in three different domains for 2018-2019. In the Student Achievement domain, Palacios earned a 78, which shows how much students know and can do at the end of the school year. The School Progress Domain Part 2A Palacios scored a 72 which shows how students perform over time and how that growth compares to similar schools. In Domain 2 Part B, Palacios scored an 86. This domain measures how students perform based on their economically disadvantaged percentage. Palacios scored 98 in Closing Gaps, the domain which shows how well different student groups within a school are performing.

Campus 2021 Benchmark 2 Data for each of the levels of performance are listed below:

Math: 40% Approaches, 15% Meets, 7% Masters  
 Reading: 49% Approaches, 19% Meets, 8% Masters  
 Writing: 34% Approaches, 20% Meets, 3% Masters  
 Science: 36% Approaches, 3% Meets, 0% Masters  
 Campus: 42% Approaches, 17% Meets, and 7% Masters  
 Domain 1 score: 22, compared to the district at 27.



For STAAR 2021 Palacios Elementary had a total of 259 tests taken from 108/210 students in grades third through fifth (51%). As a campus, levels of performance were as follows:

Math: 37% Approaches, 9% Meets, 3% Masters  
 Reading: 54% Approaches, 26% Meets, 7% Masters  
 Writing: 23% Approaches, 3% Meets, 0% Masters  
 Science: 38% Approaches, 3% Meets, 0% Masters  
 Campus: 42% Approaches, 14% Meets, and 4% Masters  
 Domain 1 score: 20, compared to the district at 25.



**Curriculum/ Instruction and Assessment:** Berta Palacios Elementary is an Authorized International Baccalaureate program. The goal of IB is to instill in the students the ten attributes of the learner profile and attitudes to become internationally minded scholars. Through the IB philosophy teachers teach six unit planners a school year, focused on six transdisciplinary themes primarily related to science and social studies. The IB philosophy focuses on the constructivist approach of learning through inquiry and student agency. Berta Palacios Elementary is a one-way dual language school, providing Spanish enrichment to English Proficient (EP) students. Student participate in the following specialty classes: Physical Education, Music, Chinese Mandarin, Art and Drama.

Our focus over the last two years has been to develop strong, fluent readers and writers in our foundational grades for them to be successful in the upper grades. A lot of time is spent equipping teachers with the tools they need to teach the five components of reading (Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary) and the writing process. Literature and writing bridges are embedded across all content areas. Teachers receive professional learning on topics aligned to literacy during our CLCs.

**Summary of Goals:** Overall, Palacios Elementary has struggled with reading performance on the state assessment. Historically, the campus has scored well on math state assessments, however, virtual instruction pushed back math performance across all grade levels. Our goal for Spring 2022 is to accelerate reading and math instruction for all third through fifth grade students. Foundational grades will focus on fundamental math and literacy skills to bridge the gap as a result of the interruption of student learning due to COVID.

Our goal for Domain 2 is to increase the student growth from the 2021 administration to 2022 with participation and performance. This would assist in increasing our overall campus Domain 1 score. Student attendance (virtual and in-person) was greatly affected last school year due to various reasons; therefore, our goal is to increase percentage from 94.0 to 98.0% by June 2022.

To sustain the IB philosophy, teachers will attend authorized Category 1-3 trainings to further develop a transdisciplinary approach to teaching and learning. Implementation of essential elements will develop the approaches to learning necessary for acceleration throughout our Programme of Inquiry. High caliber instruction, project-based learning, and student agency will continue to be promoted to instill a culture of community, multilingualism, and action in a global society.

Berta Palacios Elementary Cam



# 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.*

# 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 2023.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



# BERTA PALACIOS ELEMENTARY SCHOOL

## an International Baccalaureate Candidate School seeking Authorization



**COLLEGE<sup>3</sup>**  
READY. CONNECTED. COMPLETE.



### **Vision:**

Teachers and staff at Berta Palacios Elementary commit themselves to the fundamental principle that all students can learn. We can make the difference through positive actions. In the course of our endeavor as professional educators, we must provide all students with opportunities to excel to their fullest. Furthermore, our top priority is for students to attain academic recognition in all areas of the curriculum. Commitment from administrators, teachers, parents, and students play an integral part in accomplishing our school vision.

### **Mission**

Through a supportive partnership with parents and the school community we, the staff of Berta Palacios Elementary School, are committed to provide all students with a strong foundation for life-long learning through inquiry that will produce internationally-minded and productive bilingual/biliterate, caring, global citizens.

## School Profile

### Campus Improvement Plan: School Year 2021-2022



### **Campus Name:** Berta S. Palacios Elementary School

#### History

As an educator, Berta Palacios has had a lasting impact on the lives of countless students and has positively influenced many of her peers. She brought a passion for education and compassion for the students of PSJA ISD. For almost 50 years, she served successfully with the motto, "Caring makes a difference."

Berta Palacios Elementary opened its doors to students in August 2014. Located at 801 East Thomas Drive, Pharr, Texas, Berta Palacios Elementary serves students from all over the tri-city area.

#### Enrollment

All Students: 452

Eco Dis: 98.5%

LEP: 59.7%

Sped: 11.9%

Migrant: 3.1%

GT: 1.8%

#### Highlights

We are proud to announce that Berta Palacios Elementary is an Authorized International Baccalaureate (IB) World School. International Baccalaureate (IB) emphasizes, creative problem solving, hands on projects, inquiry-based learning, and community service.

Berta Palacios Elementary is a one-way dual language school, providing Spanish enrichment to English Proficient (EP) students and Mandarin Chinese enrichment to all kindergarten through fifth grade students.

In collaboration with the Hidalgo County Head Start Program, Berta Palacios Elementary serves the neediest three and four-year-old students in the county. Students are dually enrolled in the county head start and the PSJA ISD PK program. They are serviced by head start students and ISD PK teachers focusing on school readiness, social emotional skills, health and well-being of the whole child.

Berta Palacios Elementary School is a T.E.A. Exemplary School, receiving a final grade of 90% on the 2018-2019 state assessments.



# CAMPUS DEMOGRAPHICS



	ALL	SPED	LEP	MIGRANT	ECD	GT
Number	452	54	270	4	445	8
Percent	100	11.9	59.7	6.9	98.5	1.8

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	452	449	0	0	3	0
Percent	100	99.3	0	0	0.7	0

# Campus Leadership Committee



1. Michelle Fox-Cardoza, Principal *Michelle Fox-Cardoza*
2. Sandra Garza, Assistant Principal *Sandra Garza*
3. Sandra Gonzalez, Counselor *Sandra Gonzalez*
4. Ashely Clark, CLL *Ashely Clark*
5. Liliana Lopez, Parent *L. Lopez*
6. Maricuz De Anda, Special Education Teacher *M De Anda*
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10. Vanessa Morin, Para-Professional *Vanessa Morin*
11. Juan C. Moreno, Head Custodian *Juan C. Moreno*

# 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: August 30, 2021, November 8, 2021, January 31, 2022, May 30, 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

# Site-Based Decision-Making Committee



## 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.

# Comprehensive Needs Assessment

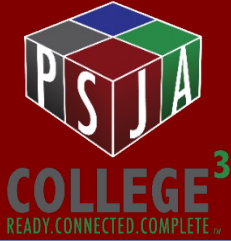


## Data Resources Reviewed

1. 2021-2022 STAAR Campus Summary Report
2. TPRI/Tejas LEE Data
3. 2021-22 Attendance
4. Discipline Referrals
5. PEIMS Demographics
6. Walk-through Data
7. Parental Involvement Data
8. McREL Teacher Evaluations
9. Professional Development Plan
10. Teacher Certifications
11. TELPAS Scores (2021-2022)
12. Technology Inventories (purchases made)
13. Benchmark 2 (Spring 2021)
14. LEP progress monitoring
15. Special population participation and performance
16. 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. Resource teachers will work collaboratively with homeroom teachers to ensure IEP implementation.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Emergent Bilinguals(EB):

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:

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

Reading 77% (76% All Students)

Math 81% (85% All Students)

Writing 64% (65% All Students)

Science 74% (74% All Students)

- In Reading, the achievement gap between EL and All students 2017-2018 to 2018-2019 is 1%.
- In Math, the achievement gap between EL and All students 2017-2018 to 2018-2019 is 4%.
- 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 0%.

# Comprehensive Needs Assessment



## Demographics

### 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	75% (76% All Students)
Math	85% (85% All Students)
Writing	63% (64% All Students)
Science	74% (74% All Students)

- In Reading, the achievement gap between Eco Dis and All students 2017-2018 to 2018-2019 is 2%.
- 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 0%.



Comprehensive Needs Assessment Continued: Summary of Findings

DOMAIN	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p style="text-align: center;"><b>Domain 1: Student Achievement</b></p>	<p>Campus performed at 78% for all students in all assessments for 2019. Approaches: 78% Meets: 48% Masters: 20%</p> <p style="text-align: center;"><b>Improvement from 2017-2018</b></p> <p>Approaches: 73% Meets: 38% Masters: 14%</p>	<ul style="list-style-type: none"> <li>• Campus overall Domain 1 Score 77%, still below 80%.</li> </ul>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> <li>• 4<sup>th</sup> Grade Reading and Math</li> <li>• 3<sup>rd</sup> Grade Reading</li> <li>• 5<sup>th</sup> Grade Science</li> <li>• 4<sup>th</sup> Grade Writing</li> </ul> <p><b>SMART Goal: 85% or Higher at Approaches 60% or higher at Meets and Above</b></p>
2	<p style="text-align: center;"><b>Domain 2: Student Progress Part A Student Progress Part B</b></p>	<p>Domain 2 Part B performance was higher than Part A.</p> <p>Part A: 70 Part B: 86</p>	<ul style="list-style-type: none"> <li>• Address the needs of all students in each student group.</li> <li>• Identify the students previous performance and set specific goals by individuals students.</li> <li>• Goal for Part A is 80</li> <li>• Goal for Part B is 90 or above.</li> </ul>	<ul style="list-style-type: none"> <li>• Address the needs of identified students to meet the progress measure in 2019-20 in Reading and Mathematics.</li> </ul>
3	<p style="text-align: center;"><b>Domain 3: Closing the Achievement Gap</b></p>		<ul style="list-style-type: none"> <li>• Goal is to perform at 100. Focus is to have SPED population perform at MEETS or above.</li> </ul>	<p>Special population groups SPED EB's</p>
<p style="text-align: center;"><b>Campus Total</b></p>	<p style="text-align: center;"><b>Overall Rating: 90=A</b></p>	<p>Berta Palacios Elementary MET STANDARD.</p> <p>Berta Palacios Elementary went from an overall score of 78 (C) to 90 (A) in one school year.</p> <p>Berta Palacios received 2 distinction designations in Closing the Achievement Gap and Post-Secondary Readiness.</p>	<p>Final campus score was 78%. Goal is to have a 90% or higher for Spring 2021.</p> <p>Goal for 2021 is to receive distinctions in core content areas (Math, Reading, Writing, Science) and student growth.</p>	<p>Improvement in RDG 76-----84% WTG 65-----75%</p>

# 2020-21 Campus Goals



## 3<sup>rd</sup> Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment	BM2	STAAR	Goal
			2019	2021	2021
Approaches 16-23	50-74%	90%	33%	39%	70%
Meets 24-27	75-87%	58%	12%	9%	40%
Masters 28-32	88-100%	29%	4%	6%	15%

## 4<sup>th</sup> Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment	BM2	STAAR	Goal
			2019	2021	2021
Approaches 17-24	50-73%	72%	36%	29%	72%
Meets 25-28	74-84%	43%	16%	9%	43%
Masters 29-34	85-100%	21%	8%	0%	21%

## 5<sup>th</sup> Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment	BM2	STAAR	Goal
			2019	2021	2021
Approaches 17-24	47-68%	91%	53%	44%	80%
Meets 25-29	69-82%	54%	18%	7%	40%
Masters 30-36	83-100%	22%	7%	0%	20%

# 2020-2021 Campus Goals



## 3<sup>rd</sup> Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment	BM2	STAAR	Goal
		2019	2021	2021	2022
Approaches 18-25E	53-75%	85%	53%		70%
Meets 26-28E	75-87%	56%	20%		40%
Masters 29-34E	88-100%	29%	9%		15%

## 4<sup>th</sup> Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment	BM2	STAAR	Goal
		2019	2021	2021	2022
Approaches 20-26E	56-74%	57%	39%		70%
Meets 27-30E	75-85%	38%	10%		40%
Masters 31-36E	86-100%	17%	5%		15%

## 5<sup>th</sup> Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment	BM2	STAAR	Goal
		2019	2021	2021	2021
Approaches 21-27E	55-73%	83%	56%		80%
Meets 28-32E	74-86%	45%	28%		50%
Masters 33-38E	87-100%	15%	11%		20%

# 2020-2021 Campus Goals



## 4th Grade Writing

		% of Students Passing State Assessment		BM2	STAAR	Embedded in Reading Test
		2019	2021	2021	2021	
% of <b>Items</b> Needed to Meet State Performance Standard						
Approaches	56-65%	64%	34%	23%		
Meets	66-83%	38%	20%	3%		
Masters	81-100%	11%	3%	0%		

# 2020-2021 Campus Goals



## 5<sup>th</sup> Grade Science

% of <b>Items</b> Needed to Meet State Performance Standard		% of Students Passing State Assessment	BM2	STAAR	Goal
		2019	2021	2021	2022
Approaches	58-77%	74%	36%	38%	74%
Meets	78-88%	45%	14%	3%	35%
Masters	89-100%	16%	5%	0%	15%



## GOAL AREA PRESENTATION



# Goal Area 1: Student Achievement

Goal Area 1:	Student Achievement						
Annual Goal:1	By June 2022, all student's overall performance on STAAR will be at 70% at approaches, 40% at meets and 15% at masters in Reading and Math.						
Objective 1: Reading	All students will be monitored weekly/bi-weekly to ensure there is progressive attainment to 70 % at approaches, 40% at meets and 15% at masters level of performance by June 2022.						
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, Teachers	-District Curriculum -Lead4Ward -Istation Reading -CLC Planning Document -Forde-Ferrier -Newsela -Scholastic Reading -ESGI Data Assessment Tool -Region 1	-July 2021 -Aug 2021 -Sept. 2021 Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Lesson Plans -Action/Differentiation Plan -Tutorials/Intervention -Campus Performance Reviews -Walk-Throughs	-MyOn Lexile Scores -STAR Reports -Istation Reading -Progress on weekly assessment, BOY, CBA, BM1 & 2, STAAR	-Weekly/Bi-Weekly Progress Monitoring -CBA I -BM1, BM2 -STAAR	1-Campus Needs Assessment 2-Reform Strategies 8-Teacher Decision-Making Regarding Assessment 9-Effective & Timely Assistance to Students Experiencing Difficulty 10-Coordination of Fed., State & Local Services, Programs and Funds
Action Steps							
1. CLC meetings will address lesson planning and the TEKS.							
2. Data will be shared with parents regarding their child's level of performance and expected outcome by June 2021 at parent meetings (STAAR, TPRI, Tejas LEE, TXKEA, BM1, BM2, CBA).							
3. Conduct data analysis every six weeks by leadership team to monitor root cause, improvement and drive action plans.							
4. Provide teachers with training on instructional strategies and practices such as Forde-Ferrier, Accelerated Reader, MyOn, iStation, Newsela, Diana Ramirez, TEA Reading Academies, Early Childhood training and Region 1 to address core content areas.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide supplemental tutorial programs and summer school/enrichment for students identified as at-risk using manipulatives, leveled readers, and supplemental resources to meet the needs of students at each performance level (Approaches, Meets, Masters) and address all five components of reading. Phonemic Awareness Phonics Fluency Comprehension & Vocabulary	Principal, Assistant Principal, CLL, Teachers	-District Curriculum -Pearson fluency/comprehension passages -TPRI/Tejas LEE, TXKEA -Sing, Spell, Read & Write -Estrellitas Phonics -Herman Method A&B -Esperanza Dyslexia	-July 2021 -Aug 2021 -Sept. 2021 Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Lesson Plans -Tutoring/Intervention Plans -Fluency Progress Monitoring -Content area Progress Monitoring	-Incremental progress on weekly assessments, CBA, BM1, BM2, STAAR, TELPAS	-Weekly/Bi-Weekly Progress Monitoring -CBA I -BM1, BM2 -STAAR Domain 1 final score	1-Campus Needs Assessment 2-Reform Strategies 8-Teacher Decision-Making Regarding Assessment 9-Effective & Timely Assistance to Students Experiencing Difficulty 10-Coordination of Fed., State & Local Services, Programs and Funds
Action Steps							
1. Data will be used to identify students in need of extended learning opportunities and purchase supplies such as paper, colored paper, sentence strips, markers for small group instruction/interventions and enrichment camp. (need copier machine/materials for teachers)							
2. Implement quality instructional reading programs that focus on the five essential components of a reading program to meet the needs of all students. (Accelerated Reader, purchase books of different genres)							
3. Monitor intervention groups and implementation of Voyager/Pasaporte.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Reading Renaissance will be utilized by all 1st-5th grade teachers and students to close the fluency and comprehension gap.	Principal, Assistant Principal, Librarian, Teachers	-Accelerated Reader software program and licenses	-July 2021 -Aug 2021 -Sept. 2021 Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Classroom teacher AR weekly report -AR Diagnostic Reports -AR STAR BOY,MOY, EOY comparison report on growth	-MyOn Lexile Scores -MyOn Usage for PK & K -Istation Reading -STAR reading inventory	-Weekly word count and AR reports -Progress Monitoring -BM1.BM2	1-Campus Needs Assessment 2-Reform Strategies 8-Teacher Decision-Making Regarding Assessment 9-Effective & Timely Assistance to Students Experiencing Difficulty 10-Coordination of Fed., State & Local Services, Programs and Funds
Action Steps							
1. Librarian will meet with teachers each marking period to review AR diagnostic reports on student performance.							
2. Provide incentives for top reading classes and students reaching grade level goals each marking period.							





Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Writing journals will be implemented to teach students how to brainstorm, plan, revise, edit and publish.	Principal, Assistant Principal, CLL, Teachers	-District Curriculum -Lead4Ward -CLC Planning Document -Forde-Ferrier Writing Training	-Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Lesson Plans -Grade level writing rubric -Campus Performance Reviews -Walk-Throughs	-Progress on weekly assessment, CBA, BM1 & 2, STAAR -Student compositions by grade level	-Weekly/Bi-Weekly Progress Monitoring -CBA I -BM1, BM2 -STAAR -TELPAS Writing	1-Campus Needs Assessment 2-Reform Strategies 8-Teacher Decision-Making Regarding Assessment 9-Effective & Timely Assistance to Students Experiencing Difficulty 10-Coordination of Fed., State & Local Services, Programs and Funds

1. CLC meetings will address lesson planning and address the TEKS specific to grade level expectations for writing.
2. Grade level writing rubrics will be utilized with writing compositions. (Write From the Beginning)
3. Conduct data analysis based on each grade level's compositions to determine strengths and areas of refinement, .
4. Provide teachers with training on instructional strategies and practices such as Forde-Ferrier, Lead Teacher trainings, district 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 to enhance writing scores for all students.	Princial, Assistant Principal, CLL, Lead Teachers, Teachers	-District Curriculum -Lead4Ward -CLC Planning Document -Write from the Beginning -Thinking Maps	-Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Lesson Plans -Writing Rubric -Peer Evaluation Feedback	-Incremental progress on weekly assessments, CBA, BM1, BM2, STAAR, TELPAS	-Weekly/Bi-Weekly Progress Monitoring -CBA I -BM1, BM2 -STAAR Domain 1 final score	1-Campus Needs Assessment 2-Reform Strategies 8-Teacher Decision-Making Regarding Assessment 9-Effective & Timely Assistance to Students Experiencing Difficulty 10-Coordination of Fed., State & Local Services, Programs and Funds

1. Conduct data analysis every six weeks by leadership team to monitor root cause, improvement and drive action plans.
2. Data will be used to identify students in need of extended learning opportunities and purchase supplies such as paper, colored paper, sentence strips, writing compositions, folders for foldables.
3. Provide writing professional learning on writing, grammar and brainstorming best practices by Forde-Ferrier, Thinking Maps consultant, district coordinators.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor student writing samples every six-weeks to make certain writng is occurring throughout the curriculum.	Princial, Assistant Principal, CLL, Lead Teachers, Teachers	-District Curriculum -Lead4Ward -CLC Planning Document -Write from the Beginning -Thinking Maps	-Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Lesson Plans -Writing Rubric -Peer Evaluation Feedback	-Incremental progress on weekly assessments, CBA, BM1, BM2, STAAR, TELPAS	-Progress Monitoring -BM1.BM2 -STAAR	1-Campus Needs Assessment 2-Reform Strategies 8-Teacher Decision-Making Regarding Assessment 9-Effective & Timely Assistance to Students Experiencing Difficulty 10-Coordination of Fed., State & Local Services, Programs and Funds

1. Use WFTB writing rubric to score and analyze student writing from PK-5th grade.

Goal Area 1:		Student Achievement					
Annual Goal 1:		By June 2022, students' overall performance on STAAR will be maintained at 74% at the approaches level.					
Objective 3: Science		All students will be monitored weekly/bi-weekly to ensure there is maintenance at 74% at approaches by June 2022.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Establish classroom environment with materials and resources to meet all student population needs: -Flexible grouping -Small Group Instruction -Cooperative Groups -Learning Centers -Science Camps and Academies -Scientific investigations and hands-on activities	-Principal Assistant Principal -CLL -Lead Teachers -Teachers -Science Lab Teachers	-District Curriculum -STAAR Release -Summit K12	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -May 2022 -June 2022	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Progress on weekly assessments, CBA, BM1, BM2 -Growth on Summit K12	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1. Teacher representatives will attend CAST and RGVCTA conference to enhance knowledge and skills in science.							
2. Use assessment data to drive intervention plans and build intervention time into the day, especially in 5th grade.							
3. Campus leadership team will monitor implementation of science instruction via team walk-throughs, CLC sessions geared towards critical thinking in science, and artifact analysis.							
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	-Principal Assistant Principal -CLL -Lead Teachers -Teachers -Science Lab Teachers	-District Curriculum -Summit K12 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement the following stages of the IB philosophy to all students on campus to promote international-mindedness via science and social studies units of inquiry. -Consideration Stage -Candidate Stage -Authorization Stage -Authorized IB World School -Re-authorization -Yearly IB School Fee	-Principal Assistant Principal -CLL -Lead Teachers -Teachers -Science Lab Teachers	-District Curriculum -IBO -Programme of Inquiry -Units of Inquiry	-Aug. 2021 -Sept.2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -May 2022 -June 2022	-CLC Agenda -Reflection on UOI -Student reflections	-Verification visit feedback -CLC Artifacts -IB journals -IB Progress Report	-Weekly Assessments -CBA I -BM I & II -STAAR -5th Grade Exhibition	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1. Attend IB --Categories 1,2 and 3 trainings for each of the stages of IB (Consideration, Candidacy, Authorization, Re-Authorization)							
2. Embed planning time into weekly CLCs to plan, prepare, implement and re-evaluate units of inquiry.							
3)Analyze Units of Inquiry assessment and policies for implementation.							

## GOAL AREA PRESENTATION



# Goal Area 2: Closing the Gaps





<b>Goal Area 2:</b>	Closing the Gaps						
<b>Annual Goal 3:</b>	LEP students will demonstrate 60% or above on progress from one proficiency level to another on TELPAS composite score domain by June 2022.						
<b>Objective 1:</b>	All student groups will be monitored weekly to ensure that at least 90% of the indicators in the Closing the Gaps domain are met by June 2022.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	-Teachers -Principal -Assistant Principal/LPAC Administrator -Lead Teacher	-District Curriculum -Istation Reading -REACH Curriculum -ELPS -TELPAS Release Assessments -Biliteracy Benchmarks -Summit K12	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -(Accelerate)	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1. ELPS training will be provided for all staff members to serve the needs of our ELL students.							
2)Teachers will schedule observations for administration feedback on ELPS implementation.							
3)Teachers will provide TELPAS-based assessment practice throughout the school year, embedded throughout the curriculum.							
4)Teachers and administrators will monitor student growth on proficiency levels and set goals for each students' proficiency level.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the progress of all EB's through district formative assessments.	-Teachers -Principal -Assistant Principal/LPAC Administrator -Lead Teacher -LPAC	-District Curriculum -Istation Reading -REACH Curriculum -ELPS -TELPAS Release Assessments -Biliteracy Benchmarks -Summit K12	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	=F5-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 60%+ on TELPAS Composite Score	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -Progress Reports -Report Cards	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1. Leadership Team will monitor LEP students marking period grades each period via Accelerate program.							
2.Leadership Team will monitor LEP students via EL Instructional and Assessment Checklist at the Boy, MOY and EOY.							
3. Monitor biliteracy journals for attainment towards TELPAS writing growth.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers in grades K-2 will use the Footsteps to Brilliance program to implement biliteracy. 3rd-5th grade DL teachers will implement biliteracy curriculum with fidelity.	-K-2 Teachers -Principal -Assistant Principal/LPAC Administrator -Lead Teacher	-District Curriculum -Istation Reading -REACH Curriculum -ELPS -TELPAS Release Assessments -Biliteracy Benchmarks	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	=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 60%+ on TELPAS Composite Score	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Acron Steps</b>							
1. Leadership Team will conduct periodic walk-throughs for implementation of curriculum in K-5.							
2. Leadership Team will monitor biliteracy journals for fidelity of implementation.							

Goal Area 2:		Closing the Gaps					
Annual Goal 1:		80% of students receiving special education services will perform at Meets level of performance on STAAR by June 2022.					
Objective 2		Special education students will be monitored weekly to ensure that at least 80% are making progress towards meet level of performance by June 2022.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor student progress and drive interventions	-Principal -Assistant Principal -Special Education Teacher -Diagnostician -Special Education Coordinator -Teachers	-District Curriculum -Istation Reading -Imagine Math -Individual Education Plans -STAAR Release Assessments (BM I & II) -Forde-Ferreir RTI Resource	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Campus E12Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -SPED Coordination Forms -IEP Report Card	-Closing the achievement gap among student groups -Increase academic performance of special education population in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1)Resource teachers will utilize coordination forms to plan with teachers and ensure teachers are providing designated supports with fidelity.							
2)Special education teachers will provide professional development sessions on student Individual Education Plan and designated supports throughout the school year.							
3)Use assessment data to drive IEPs and assessment decisions.							
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
Utilize supplemental aids in the curriculum guides to enhance the overall instructional program such as but not limited to: Dictionaries Nonlinguistic Representation Activities Interactive Word Walls Technology applications Thinking Maps Graphic Organizers Voyager Program	-Principal -Assistant Principal -Special Education Teacher -Diagnostician -Special Education Coordinator -Teachers	-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	-DMAC data reports -Campus E12Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -SPED Coordination Forms -IEP Report Card	-Closing the achievement gap among student groups -Increase academic performance of special education population in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1)Implement six-weeks meetings with classroom teachers servicing students with disabilities to discuss progress, report card grades and recommendations for instructional support.							
2)Special education data will be disaggregated at the campus level (CPR) to determine student progress and towards increasing performance at the Meets level and above.							
3)Provide professional development for special education teachers, para-professionals and teachers servicing students with disabilities via Region 1, district coordinators.							
4) Purchase technology to support virtual instruction and face to face instruction (ipads, desktops, document readers, interactive technology boards, mimio boards, chargers, USB cables)							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Review RtI and 504 students’ performance and progress and provide accommodations and interventions.	-Principal -Assistant Principal -Special Education Teacher -Diagnostician -Special Education Coordinator -Teachers	-District Curriculum -Istation Reading -Imagine Math -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Campus E12Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -SPED Coordination Forms -IEP Report Card	-Closing the achievement gap among student groups -Increase academic performance of special education population in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Acron Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups’ data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							



## GOAL AREA PRESENTATION



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

<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate
<b>Annual Goal 1:</b>	All students will receive balanced instruction on Social Emotional Learning and implementation of 21st century skills.
<b>Objective 1:</b>	All students will be monitored weekly to ensure that all students receive balanced instruction on Social Emotional Learning and implementation of 21st century skills.



Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will implement International Baccalaureate's Approaches to Learning throughout the curriculum to address positive social skills.	-Principal -Assistant Principal -Campus IB Coordinator -Lead Teachers -Teachers	-District Curriculum -IB Unit Planners -IB Programme of Inquiry -IB Progress Forms	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Progress Monitoring Reports -Walk-through feedback -Lesson Plans -IB Student Journals	-IB Verification Report Feedback -IB Authorization	-Unit of Inquiry -Programme of Inquiry	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							

- 1)Embed planning days for each unit of inquiry throughtout each six-weeks.
- 2)Complete IB Progress forms on essential elements.
- 3)Embed unit of planner in science and social studies curriulum.
- 4)Attend any IB trainings to gain further knowledge on the Enhanced Programme of Inquiry.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus-wide implementation of Project RESPECT Skills and SEL curriculum.	-Principal -Assistant Principal -Campus IB Coordinator -Counselor -Lead Teachers -Teachers	-Project RESPECT -District Guidance Curriculum on SEL	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Progress Monitoring Reports -Walk-through feedback -Lesson Plans -IB Student Journals -Units of Inquiry	-Guidance Counseling Portal	-Weekly Assessments -CBA I -BM I & II	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							

- 1)School counselor will conduct weekly classes with all grade levels.
- 2)Project RESPECT Skill of the Week will be reviewed with students by the counselor during weekly sessions.
- 3) SEL journal implementation by counselor.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus-wide implementations of IB Learner profile attributes and attitudes celebrated monthly.	-Principal -Assistant Principal -Campus IB Coordinator -Counselor -Lead Teachers -Teachers	-MyIB -Making the PYP Happen -The Enhanced PYP	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Dec. 2021 -Jan. 2022 -Feb. 2022 -March 2022 -April 2022 -May 2022 -June 2022	-Progress Monitoring Reports -Walk-through feedback -Lesson Plans -IB Student Journals -Units of Inquiry	-IB Authorization/Verification -Decrease in discipline referrals (district report)	-IB reflection -Unit of Inquiry -Programme of Inquiry	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							

- 1)Teachers and staff will highlight IB Attribute of the Month throughout the curriculum.
- 2)Students will be recognized and awarded for demonstrating attribute of the month.(Scholar of the Month)

**Goal Area 3:** Improve Safety, Public Support, Culture and Climate  
**Annual Goal 2:** By June 2022, 100% of staff will be trained on campus safety protocols and procedures.  
**Objective 1:** All staff will be monitored to ensure 100% are trained on campus safety protocols and procedures.



Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus will continue to implement an Emergency Response Team (ERT) and a COVID Team to ensure all safety protocols and procedures are in place.	-Principal -Assistant Principal -School Nurse -Head Custodian -Teachers -Emergency Response Team -Campus Security Guard	-School Map -District Safety Plan -Campus Safety Plan	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Safety Org, Chart of ERT -Monthly ERT Meetings -Safety Meetings -Safety Trainings	-Emergency Response Team Drills	-Health Service campus drills -District Safety Audits	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							

- 1)Conduct monthly ERT drills and post-drill feedback meetings.
- 2)Train all staff on state and district-mandated trainings such as, but not limited to, sexual harassment, Leana's Law, David's Law, diabetes, allergic reaction, seizures, stop the bleed, CPR, CPI.
- 3)Staff will be trained on crisis situations with assigned roles and responsibilities.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Establish a Care/Covid Room and plan for any student or staff displaying symptoms.	-Principal -Assistant Principal -School Nurse -Head Custodian -Teachers -Emergency Response Team -Campus Security Guard	-School Map -District Safety Plan -Campus Safety Plan	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Safety Org, Chart of ERT -Monthly ERT Meetings -Safety Meetings -Safety Trainings	-Covid Room Inspection	-Health Service campus drills -District Safety Audits	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							

- 1)Weekly check-ins on CARE room to make certain all safety protocols are in place.
- 2) Covid Team will have established roles and responsibilities in place.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus will conduct monthly fire drills and lockdowns twice a year.	-Principal -Assistant Principal -School Nurse -Head Custodian -Teachers -Emergency Response Team -Head Start Center Manager -Campus Security Guard	-School Map -District Safety Plan -Campus Safety Plan	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Safety Org, Chart of ERT -Monthly ERT Meetings -Safety Meetings -Safety Trainings -Monthly Safety Documentation	-Firedrills -Lockdowns -Bus evacuation for Head Start Students -Inclement Weather Drills for Head Start	-Health Service campus drills -District Safety Audits	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							

- 1)District and campus security guards will conduct weekly safety audits to ensure safety protocols are in place consistently.
- 2)Head Custodian will attend district safety meetings.
- 3) Head Start will conduct safety drills and staffings on student health concerns.





**Annual Goal: 3** By June 2022, family involvement and their interaction will increase 25% from the 2020-2021 PAC meetings

**Objective 1:** All parent meetings and events will be monitored monthly to ensure parent interaction increases 25% from the 2019-2020 PAC meetings by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide Parent Orientation Meetings on: -Parent Involvement Policy -Parent/Teacher/Student Compact -STAAR Campus Report Card -Attendance -Title I -Discipline -Ways to assist children at home -Drug Awareness -Nutrition -Dual Language Program -Health and Hygiene	-Parent Educator -Parent volunteers -Principal -Assistant Principal -Counselor -Lead Teachers	-Title 1 Department -Parent Educator Coordinator	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Dec. 2021 -Jan. 2022 -Feb. 2022 -March 2022 -April 2022 -May 2022 -June 2022	-Parent Sign-In Log	-Parent Sign-In Log	Yearly Parent Participation Log	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							

- 1) Establish a Parent Advisory Council (PAC) president and vice-president.
- 2) Include classroom teacher representatives to conduct meetings, share data and provide make and take sessions to connect home/school learning.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide events for parents to feel welcome on campus such as: -Report Card Night -Data Night/STAAR Night -Curriculum Night -Meet the Teacher Night -Open House -Choir presentations -Dance presentations -Exhibition Night (5th grade) -Winter Wonderland	-Parent Educator -Parent volunteers -Principal -Assistant Principal -Counselor -Lead Teachers -Teachers	-Title 1 Department -Parent Educator Coordinator	-Aug. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022	-Parent Sign-In Log	-Parent Sign-In Log	Yearly Parent Participation Log	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							

- 1) Teachers will conduct events (virtually or in person) to inform parents of their child's progress and engage them in learning
- 2) Campus will conduct events to engage the community and family involvement.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Yearly Attendance will improve from 94.7% to 98.0% by June 2022 by implementing the Attendance Recovery Program for students whose attendance falls below 90%.	-Parent Educator -Parent volunteers -Principal -Assistant Principal -Counselor -Attendance Clerk -Teachers	-Teacher Access Center -Attendance Recovery App -Parent Educators -Pupil Accounting Dept. -Attendance Liaisons	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Dec. 2021 -Jan. 2022 -Feb. 2022 -March 2022 -April 2022 -May 2022 -June 2022	-Daily Attendance Log -Teacher communication logs	Increase of daily attendance	Yearly increase in average daily attendance	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							

- 1) Call parents of students who are absent within first hour of the day.
- 2) Conduct home visits for students who have a pattern of absences or more than three absences in one week.
- 3) Provide incentives to classes with highest attendance percentage as a grade level.

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

**Goal Area 4:**

Increase Staff Quality, Recruitment and Retention

**Annual Goal 2:**

By June 2022, 50% of staff will receive a rating of ACCOMPLISHED or above on T-TESS Dimension 1.4.

**Objective 4:**

All staff will be monitored to ensure 50% receive a rating of ACCOMPLISHED or above on T-TESS Dimension 1.4.



Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct CLC's on critical thinking in alignment with the T-TESS rubric	-Principal -Assistant Principal -CLL -Lead Teachers -Teachers	-T-TESS Appraiser Training Guide  -TEKS planning guide	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Walk-throughs	-Lesson Plans -CLC Agenda -CLC student artifacts -Walk-throughs	-Increase in teacher performance on T-TESS -Progress towards teacher PD goals at mid and end of year	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							

- 1)Conduct weekly CLCs on Dimension 1.4.
- 2)Conduct artifact analysis on Dimension 1.4.
- 3)Monitor walk-throughs and PD goals for teachers performing below Accomplished on Dimension 1.4.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide CLCs to deconstruct T-TESS domains and dimensions	-Principal -Assistant Principal -CLL -Lead Teachers -Teachers	-T-TESS Appraiser Training Guide	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Walk-throughs	-Lesson Plans -CLC Agenda -CLC student artifacts -Walk-throughs	-Increase in teacher performance on T-TESS -Progress towards teacher PD goals at mid and end of year	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<b>Action Steps</b>							



# APPENDICES

Professional Development Plan				
PD Dates	PD Format	PD Topic	Resources	CIP Goal Alignment
September 2021	In-Person	IB Campus Training-Learner Agency	The Enhanced PYP	CIP Goals 1 & 3
September 2021	In-Person	IB Student Agency	CASIE Workshop Attendee Trainer of Trainers	CIP Goals 1 & 3
September 2021	In-Person	IB Voice, Choice, Ownership	CASIE Workshop Attendee Trainer of Trainers	CIP Goals 1 & 3
September 2021	In-Person	IB The Exhibition	CASIE Workshop Attendee Trainer of Trainers	CIP Goals 1 & 3
September 2021	In-Person	IB Local and Global Inquirers	CASIE Workshop Attendee Trainer of Trainers	CIP Goals 1 & 3
September 2021	In-Person	IB Evidencing Learning	CASIE Workshop Attendee Trainer of Trainers	CIP Goals 1 & 3
September 2021	In-Person	IB Engaging Collaborative Communities	CASIE Workshop Attendee Trainer of Trainers	CIP Goals 1 & 3
October 2021	Virtual	IB Conference: Category 1 for New Staff	The Enhanced PYP	CIP Goal 1 & 3
October 2021	CLC	What is Reading Fluency?	<ul style="list-style-type: none"> <li>•Laptops</li> <li>•District Curriculum</li> </ul>	CIP Goal 1
October 2021	CLC	What is Reading Accuracy?	CIP, DIP	CIP Goal 1
October 2021	CLC	What is Reading Prosody?	<ul style="list-style-type: none"> <li>•Laptops</li> <li>•District Curriculum</li> </ul>	CIP Goal 1
October 2021	CLC	Effective Reading Fluency?		CIP Goal 1
Berta Palacios Elementary Campus Improvement Plan				

## Professional Development Plan Continued

PD Dates	PD Format	PD Topic	Resources	CIP Goal Alignment
TBD	Virtual	Estrellitas Curriculum Training	Estrellitas Curriculum	CIP Goal 1
TBD	CLC	T-TESS Domains	T-TESS Manual	CIP Goal 4



## Summary of Findings



Additional Areas Reviewed	Summary of Strengths	Summary of Needs	Priorities
Family and Community Involvement	<ul style="list-style-type: none"> <li>• Neighborhood outreach</li> <li>• Communication in both English and Spanish</li> <li>• Parental involvement</li> <li>• Parent Center</li> <li>• Business Partnerships</li> <li>• Parent Advisory Committee (PAC)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase parent involvement</li> <li>• Low Average of parents with high school diplomas and/or postsecondary education</li> <li>• Increase number of parents participating in the special programs offered by PSJA ISD</li> <li>• Increase volunteer hours</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for parents to receive postsecondary training/education (Valley Interfaith)</li> <li>• Increase parent/family attendance at campus PAC meetings</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Library ipads available</li> <li>• 1-1 devices for PK4-5th</li> <li>• CIT training is readily available</li> <li>• Newline Active boards for all K-5</li> </ul>	<ul style="list-style-type: none"> <li>• Need to inventory device loss and damage</li> <li>• Purchase covers for devices</li> <li>• Printer ink is limited</li> <li>• Further newline board training for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to enhance the use of Newline interactive boards</li> <li>• Device implementation</li> <li>• Sustain google classroom usage and participation</li> </ul>
School Culture and Climate	<ul style="list-style-type: none"> <li>• Respect Skills</li> <li>• Authorized IB World School</li> <li>• Staff, including Head Start teachers, have received Category 1 or beyond training.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve monitoring of restrooms with fidelity and consistency for student safety</li> <li>• Consistency of essential agreements across campus</li> <li>• Train new staff with Cat. 1 IB Training</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability of IB philosophy</li> </ul>
Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy</li> <li>• Mentorship</li> </ul>	<ul style="list-style-type: none"> <li>• New teachers are overwhelmed with district initiatives</li> <li>• Staff needs Cat. 2-3 IB training</li> <li>• Roll out of T-TESS to teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Follow mentorship to ensure new teachers are followed up upon and understanding initiatives and expectations</li> <li>• Continue with IB Category 2-3 training for sustainability</li> </ul>