

*Communication, Connectedness and Commitment*



# CAMPUS IMPROVEMENT PLAN (AY 2021-2022)

## Carmen Anaya Elementary School

Berta Cantu, Principal  
1000 W Dicker Rd  
Pharr, TX 78577

Tel: (956) 784-8500



**CARMEN ANAYA ELEMENTARY**  
Dedicated to Excellence!

[www.psjaisd.us/anaya](http://www.psjaisd.us/anaya)

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**Executive Summary**  
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**Campus: Carmen Anaya Elementary**

**Mission:**

At Carmen Anaya Elementary, we believe that all the elementary children should develop an understanding of the past and identification with the present to meet the challenges of an ever-changing world and to become responsible ethical members of our society. In order for us to realize our objectives, we at Carmen Anaya Elementary recognize the need for competitive efforts between the student, school, home, and community. As stated in our 2018 Blue Ribbon School application, “It is the philosophy of Carmen Anaya Elementary staff that educating children to become competent, responsible, and ethical members of society will continue to lead change in the Las Milpas community”.

**Demographic Summary:**

The current enrollment at Carmen Anaya Elementary is 430 students. Demographic statistics are as follows: Male 50.1% Female 49.9%, English Learners 62.3%\* Economically disadvantaged 94.7% Gifted and Talented 2.0% At- Risk 86% \* and Special Education 5.8%.

**Comprehensive Needs Assessment Summary:**

In 2019, the last STAAR accountability for Carmen Anaya Elementary we received an overall accountability score of 96% based on Texas Education Agency formula which includes a percentage of the three state standard domains. Domain 1 which measures the overall “Student Achievement”, Anaya scored a 96. Domain 2 measures School Progress in two areas: Part A Academic Growth and Part B Relative Performance. In Part A we scored an 83% which indicates we had no student growth from the 2018 state assessment. Part B which compares our economically disadvantage student population (96.6) to our comparison schools, we scored a 92% (A). The state uses the higher of the two scores, so our final Domain II rating was a 92% (A). Finally, Domain III Closing the Gaps measures how all campus group categories perform against an established state target. Anaya Elementary met all targets at 100% thereby getting all state distinctions and meeting all requirements for an overall school rating of an “A” campus.

In 2020, STAAR assessments were canceled by the state due to the Coronavirus 19 pandemic.

In 2021, STARR assessments were administered only to students whose parents agreed to the state assessment. For those whose parents denied assessments, the Pharr San Juan Alamo School district used an alternative benchmark assessment to gather data. As a result, the data contained in the Needs Assessment page is a combination of the two: STARR results and benchmark results.

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

**Reading:** PSJA adopted SAVVAS curriculum and district coordinators created a pacing guide and lessons for all teachers in Kinder-5<sup>th</sup> grade. District also bought and trained teachers in the Diana Ramirez Reading strategies which teachers are expected to implement with the state adopted material. In addition to the curriculum which is provided in both English and Spanish for students in 2<sup>nd</sup> -5<sup>th</sup> grade, we schedule all classrooms in computer labs for 30 minutes daily for extra practice in reading skills by using the iStation application. Additionally, the campus purchases as supplemental material such as Forde-Ferrier. Students in Kindergarten – 1<sup>st</sup> grade also use SAVVAS Reading curriculum, however they do not get both English and Spanish student books. The Spanish Language Arts portion of the curriculum is supported by the REACH basal. Kinder students get either book in their first language as well and teachers use such resources as Sing, Spell Read, and Write to supplement the curriculum. Pre-kinder classes use Frog Street.

Due to virtual learning, we also purchased the technology-based program Education Galaxy to provide added support in Math and Reading.

### **Math:**

Sharon Wells Math Curriculum has been the adopted curriculum for the district's 2<sup>nd</sup> -5<sup>th</sup> grade elementary students. The curriculum is highly structured, fast paced instructional that requires weekly progress monitoring assessments. Students in Kinder and 1<sup>st</sup> grades use Pearlized Math, also a highly structured curriculum that incorporates weekly progress monitoring assessments. Prek4 teachers use their own resources. All students participate daily in computer lab math applications such as Imagine Math and Big Brain.

### **Oral Language:**

Pharr San Juan Alamo ISD Will implement Footsteps to Brilliance as the Oral Language curriculum for all students in PreK -1<sup>st</sup> grade. This curriculum develops students second language. Footsteps to Brilliance is an online platform teachers will implement to develop oral reading, listening and speaking skills.

### **Assessments:**

Students are assessed weekly in Reading, Math, Science using district adopted curriculum. Each of the progress monitoring assessments are based on the week's lessons, and they are aligned to the TEKS. Every unit in these core subjects include weekly progress monitoring assessments that teachers are required to administer. Students are also assessed using Tejas Lee, TPRI, TX KEA at the beginning, middle and end of every academic school year. Pre Las, and LAS testing is used to identify language proficiency at the beginning and end of each school year. STAAR assessments are administered annually as mandated by Texas Education Agency.

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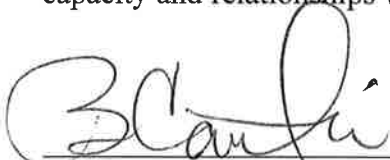
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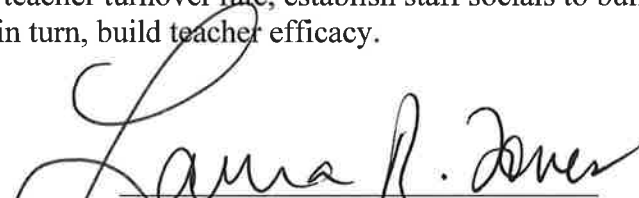
**Summary of Goals:**

Goals for Carmen Anaya Elementary in 2021-2022 will be to increase student achievement by 5%, increase our TELPAS score to 45%, and increase our Domain II Part A by 5 percentage points. In Goal Area 2, our goal is to identify groups that show gaps in ability for the lower grades and reduce the gap by 30%. In Goal Area 3, we will promote the safety of our campus, by complying and monitoring the established campus COVID protocols, promoting partnership and involvement of community businesses, and developing the social emotional aspect of students and staff to improve the culture and climate on campus. Goal Area 4, because we will use the newly adopted Texas Teacher Evaluation and Support System in 2021, our goal is to maintain teachers at a rating of “rock solid” Proficient and increase to Accomplished ratings annually. Additionally, we will reduce teacher turnover rate, establish staff socials to build capacity and relationships which will, in turn, build teacher efficacy.



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Berta Cantu, Principal



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Laura Torres, Assistant Principal

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Mrs. Alma Garza, Parent

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PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
CARMEN ANAYA ELEMENTARY

**PSJA District Vision Statement**

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

**PSJA District 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.

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

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
CARMEN ANAYA Elementary**

**DISTRICT GOALS**

- Goal 1 - Student Achievement**
- Goal 2 - School Progress (Part A & Part B)**
- Goal 3 - Closing the Gaps**
- Goal 4 - Family and Community Involvement**
- Goal 5 - Technology**
- Goal 6 - School Culture and Climate**
- Goal 7 - Staff Quality, Recruitment, and Retention**

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
CARMEN ANAYA Elementary



THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- Goal #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- Goal #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- Goal #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- Goal #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.



## Mission Statement

*At Carmen Anaya Elementary, our mission is to develop, in collaboration with the home and the community, learners that will become participating and productive members of society by providing a comprehensive, quality instructional program that is equitable and accessible to all .*

## ***What We Believe In***

### ***Guiding Principles***

- Commitment to our students
- Commitment to our work
- Live the Golden Rule
- No Excuses
- Accountability

### ***What We Want to Accomplish***

Every student will graduate bi-literate, college ready, college connected, and college complete.

## **Professional Staff Representatives**

**Bertha Cantu, Principal**

Margarita Ortiz, Teacher (5th)

Elena Hernandez, Nurse

Hilda Hernandez, Teacher (2nd)

Beatriz Lackey, Teacher (Sp.Ed.)

Roel Luna, Counselor

Jessica Perez, Teacher (1st )

Vivian Cantu, Librarian

**Laura Torres, Assistant Principal**

Christina Rangel, Teacher (Kinder)

Graciela Rodriguez, Teacher (3rd)

Mario Sanchez, Teacher (5th)

Jose Sepulveda, Reading Specialist

Rebekah Valdez-Cantu, Teacher (PK)

Flor Villalobos (Kinder)

## **Parent Representatives**

Liliana Gomez, Parent

Alma Garza, Parent

## **Community Representatives**

Eddie Anaya, Community Leader

*In Process of Selecting*

## **Business Representatives**

*In Process of Selecting*

*In Process of Selecting*

# - SBDM Subcommittees -

To honor our SBDM process values of student-centeredness, intentionality, and impact, the SBDM bylaws specify that professional staff representatives shall work in subcommittees at the Principal's discretion. The following table lists the subcommittee composition of professional staff by goal area for the 2020-2021 school year.

Because 2019-2020 statewide accountability data is the same as the 2018-2019 school year, fewer members are in the Student Achievement subcommittee. The SBDM committee as a whole works to advise and guide the development of goals in Goal Area #1.

<b>Sub-Committee #1: Student Achievement</b>
<p>Laura Torres (Assistant Principal)* Berta Cantu (Principal)**</p> <p><i>Data and goals remain the same for 2020-2021 school year, revised for BM #2 performance</i></p>

<b>Subcommittee #2: Closing the Gaps</b>
<p>Jose Sepulveda (Reading Specialist)* Vivian Cantu (Librarian)** Jessica Perez (Teacher, K) Beatriz Lackey (Teacher, Sp.Ed.)</p> <p><i>Berta Cantu (ex officio) Laura Torres (ex officio)</i></p>

<b>Subcommittee #3: Improving School Safety, Public Support, Culture &amp; Climate</b>
<p>Roel Luna (Counselor)* Rebekah Valdez-Cantu (Teacher, PK)** Christina Rangel (Teacher, K) Margarita Ortiz (Teacher, 5th)</p> <p><i>Berta Cantu (ex officio) Laura Torres (ex officio)</i></p>

<b>Subcommittee #4: Increasing Staff Quality, Recruitment, &amp; Retention</b>
<p>Pending (CLL)* Mario Sanchez (Teacher, 5th)** Elena Hernandez (Nurse) Graciela Rodriguez (Teacher, 3rd) Hilda Hernandez (Teacher, 2nd) Flor Villalobos (Teacher, Kinder)</p> <p><i>Berta Cantu (ex officio) Laura Torres (ex officio)</i></p>

\* Chair, \*\*Assistant Chair



## **Comprehensive Needs Assessment**

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This section includes campus accountability data and findings from the SBDM's comprehensive needs assessment.

\*\*\*Add Any Special Notes Here (e.g. if certain data is not available due to coronavirus, etc.)\*\*\*

# - Comprehensive Needs Assessment -

Strengths	Needs
<p><b><u>STAAR:</u></b></p> <ul style="list-style-type: none"> <li>• Met All Distinctions</li> <li>• Rated A Campus</li> <li>• Scored higher than state scores</li> </ul> <p><b><u>English Language Learners:</u></b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> grade Math passing rate for EL students at Carmen Anaya Elem. was 100%, All students (100%).</li> <li>• 4<sup>th</sup> grade Reading passing rate for EL students at Carmen Anaya Elem. was 97%: 1% point above the All student (96%).</li> <li>• 4<sup>th</sup> grade Math passing rate for EL students at Carmen Anaya Elem. was 100%, All students 100%</li> <li>• Anaya Elem. was 97%: 7% points above All student (90%).</li> <li>• 3<sup>rd</sup> – 5<sup>th</sup> Gr. STAAR All Subjects rate at Met or Exceeded Progress for EL students at Carmen Anaya Elem. was 96%, All Student (96%).</li> </ul> <p><b><u>Economically Disadvantaged:</u></b></p> <ul style="list-style-type: none"> <li>• In 3<sup>rd</sup> Math, ECD (100%), and All Students (100%).</li> <li>• In 3<sup>rd</sup> Reading, ECD (91%) and All Students (91%).</li> <li>• In 4<sup>th</sup> Reading, ECD (96%), and All Students (96%).</li> <li>• In 4<sup>th</sup> Math, ECD (96%), and All Students (96%).</li> <li>• In 4<sup>th</sup> Writing, ECD (90%), and All Students (90%).</li> <li>• In 5<sup>th</sup> Reading, ECD (97%), and All Students (97%).</li> <li>• In 5<sup>th</sup> Math, ECD (100%), and All Students (100%).</li> <li>• In 5<sup>th</sup> Science, ECD (95%), and All Students (95%).</li> </ul>	<p><b><u>STAAR:</u></b></p> <ul style="list-style-type: none"> <li>• No progress in Domain II Part A</li> <li>• Writing score decreased 5% points 72% to 67%</li> </ul> <p><b><u>English Language Learners:</u></b></p> <ul style="list-style-type: none"> <li>• 5<sup>th</sup> grade Reading passing rate for EL students at Carmen Anaya Elem. Was 95% two points below the All students 97%</li> <li>• 5<sup>th</sup> grade Science passing rate for EL students at Carmen Anaya Elem. was 93% two points below the All students 95%</li> <li>• 4<sup>th</sup> grade Math passing rate for EL students at Carmen Anaya Elem. was 94%: 2 % points below All student (96%).</li> <li>• STAAR Masters Gr. Level EL students: Reading: 31%, Math: 41%, Writing: 41%, Science: 24%</li> </ul> <p><b><u>Achievement Gaps:</u></b> (at Approaches Gr. Level or Above)</p> <ul style="list-style-type: none"> <li>• In Reading, EL (94%) and All (95%).</li> <li>• In Math, EL (98%) and All (99%).</li> <li>• Science, EL (92%), and All (95%).</li> </ul> <p><b><u>TELPAS:</u></b></p> <ul style="list-style-type: none"> <li>• Develop oral language proficiency ratings for Beginner, Intermediate, Advanced, and Advanced High in TELPAS.</li> <li>• Component 3, English Language Proficiency Indicator met after phase in.</li> </ul>



## Comprehensive Needs Assessment

**CNA Summary of Findings**

	Strengths	Weaknesses
<b>Internal (School)</b>	<p>In 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> STAAR/BM#2 reading scores outperformed other subjects.</p> <p>Writing TELPAS scores had 54% students scoring “Advanced High” (overall for campus).</p> <p>Outperformed district for STAAR in Reading, Math, and Writing (Domain 1).</p> <p>Heggerty improved phonological awareness scores in 1<sup>st</sup> grade, and had spillover effects onto fluency/phonics scores on TPRI/Tejas LEE.</p> <p>High parent-teacher-admin. communication regarding student progress.</p> <p>Enhanced instructional technology skills among staff/students through use of Google Classroom.</p>	<p>Did not meet state TELPAS target for composite scores.</p> <p>Low participation rate in STAAR/TELPAS.</p> <p>Excess absences/low student engagement in lessons due to virtual learning environment.</p> <p>Suspension of in-person positive behavior incentives (Good Choice Celebration), student activities, etc. which drive student motivation to participate in school community.</p> <p>Parental/community/school collaboration took sharp decline.</p>
	Opportunities	Threats/Risks
<b>External (Strategic Environment)</b>	<p>Increase number of students testing online to prepare for state transition (HB3906).</p> <p>Summit K12 / TELPAS review materials accessible at BOY.</p> <p>5 teachers who are new-to-campus.</p> <p>Opportunity to provide services for students in Special Education unit.</p> <p>High turnout for virtual literacy night for 1<sup>st</sup> grade could serve as a model for future parental engagement.</p> <p>Heggerty implementation for PK – 2<sup>nd</sup> grades targeting phonological awareness.</p> <p>Develop teacher leadership opportunities in campus initiatives.</p> <p>Accelerated instruction (30 hrs).</p> <p>2<sup>nd</sup>/3<sup>rd</sup> grade Reading Academies training.</p>	<p>COVID-19 school closures/virtual learning.</p> <p>Hiring difficulties due to limited application pool/certifications.</p> <p>Integration of writing conventions TEKS into Reading STAAR (HB3906).</p> <p>Parental right to request school retain students (1697).</p> <p>TTESS evaluation system (training, familiarizing, and implementing with fidelity) + morale effects of new evaluation tool on staff.</p> <p>New collaborative learning leader needs to familiarize with campus/staff professional learning needs and implementation of TSL grant (CLCs).</p>

**Data Sources Reviewed:** DMAC reports, STAAR reports, TAPR, TELPAS, district trainings, TEA news releases, previous campus needs assessment, attendance reports, report card failure reports, district SEL survey results, parent contact logs

Texas Education Agency  
**2019 Accountability Ratings Summary**  
 Carmen Anaya Elementary

In the 2020-2021 school year, the state resumed STAAR testing. However, due to COVID-19 restrictions and low overall STAAR participation rate, TEA did not publish accountability ratings for 2020-2021.

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>95</b>	<b>A</b>
<b>Domain I: Student Achievement</b>			
STAAR Performance	<b>68</b>	<b>92</b>	<b>A</b>
<b>Domain II: School Progress</b>			
Part A – Academic Growth	<b>77</b>	<b>83</b>	<b>B</b>
Part B – Relative Performance	<b>68</b>	<b>93</b>	<b>A</b>
<b>Domain III: Closing the Gaps</b>			
	<b>100</b>	<b>100</b>	<b>A</b>

### Distinction Designations

ELA/Reading	Earned
Mathematics	Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

## Domain I: Student Achievement

2019 – 2020 STAAR Scaled Score

**95 - A**

### All Tests Performance

<b>Approaches</b>	96%
<b>Meets</b>	71%
<b>Masters</b>	37%
<b>Average of Percentages</b>	$204 / 3 = 68$
<b>Domain I (Raw Score)</b>	68

# Domain II: School Progress

## Part A: Academic Growth

2019 – 2020 STAAR Scaled Score

83 - B

*Current-Year Performance on STAAR ELA/Reading & Mathematics*

<i>Prior-Year Performance on STAAR</i>	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)
<b>Did Not Meet</b>	-	0	2	-	0	5	-	-	3	0
<b>Approaches Grade Level</b>	-	2	0	-	8	19	-	-	28	9
<b>Meets Grade Level</b>	2	-	-	14	-	-	-	8	16	30
<b>Masters Grade Level</b>	0	-	-	5	-	-	19	-	-	49

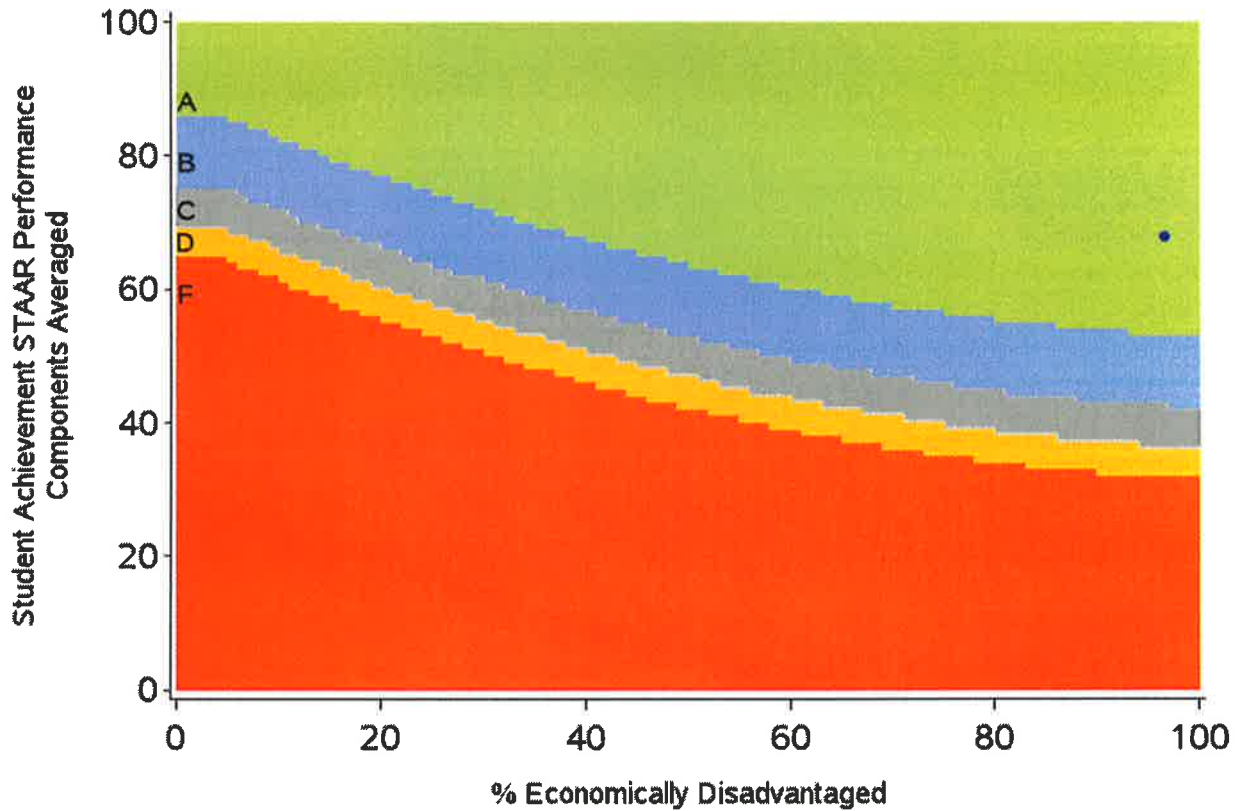
Total # Tests	2	2	2	19	8	24	19	8	47	88
Total Points	0	0	2	0	4	24	0	4	47	88
Growth Points Earned										169
Total Possible Points										219
Raw Score	77%									

## Part B: Relative Performance

2019 – 2020 STAAR Scaled Score

**93 - A**

Texas Education Agency  
 2019 Relative Performance  
 CARMEN ANAYA EL (108909128) - PHARR-SAN JUAN-ALAMO ISD



Note: Place your mouse cursor over a plot point for more detailed information.

				Value needed for:			
% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR Performance	90	80	70	60
96.6	96.1 to 97	Elementary	68	53	43	36	32







	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Component #3 - English Language Proficiency Status</b>																
Target										36%						
Target Met										Y						
TLPAS																
Progress Rate										40%						
TLPAS										71						
Progress										176						
TLPAS Total																
Total Indicators															1	1
<b>Component #4 - Student Success Status</b>																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Y		Y						Y	Y	Y		Y	Y		
STAAR										69	51	60	67	71		
Component Score % at	68	-	68	*	-	-	-	-	68							
Approaches GL Standard or Above	96%	-	96%	*	-	-	-	-	96%	96%	91%	80%	97%	92%		
% at Meets GL Standard or Above	71%	-	72%	*	-	-	-	-	71%	73%	51%	60%	70%	74%		
% at Masters GL Standard	37%	-	37%	*	-	-	-	-	37%	39%	11%	40%	34%	47%		
Total Tests	446	-	**	*	-	-	-	-	431	309	55	5	353	93		
Total Indicators															7	7
<b>Participation Rates</b>																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	-	100%	*	-	-	-	-	100%	100%	100%	*	100%	100%		
# Participants	181	-	**	*	-	-	-	-	175	123	21	*	134	47		
Total Tests	181	-	**	*	-	-	-	-	175	123	21	*	134	47		
Mathematics																
% Participation	100%	-	100%	*	-	-	-	-	100%	100%	100%	*	100%	100%		
# Participants	179	-	**	*	-	-	-	-	173	121	21	*	134	45		
Total Tests	179	-	**	*	-	-	-	-	173	121	21	*	134	45		

# 2020 – 2021 Student Achievement Data Estimates

In the 2020-2021 school year, the state resumed STAAR testing. However, due to COVID-19 restrictions and low overall STAAR participation rate, TEA did not publish accountability ratings for 2020-2021. The data below represent **an estimate** of student performance for the 2020-2021 school year. These data do **not** serve as an official state accountability rating or a replacement for TEA accountability. The purpose of this data is only to inform curriculum, planning, and instructional decisions. We hope that by using these estimates, we can, as a school, better meet the needs of our students and community.

**Calculations:** we estimated overall student achievement scores by compiling data from 2021 STAAR and PSJA's Benchmark #2. We used Benchmark #2 scores for students who opted out of the 2021 STAAR administration. **It is important to emphasize that these are estimates and not true state accountability ratings.** We calculated these estimates to aid in our campus needs assessment. We must recognize that the pandemic posed several challenges to traditional measure of student achievement.

## Student Performance on STAAR / Benchmark #2

	% Approaches		% Meets		% Masters		2021 STAAR Part. Rate
	2019	2021 Est.	2019	2021 Est.	2019	2021 Est.	
3 <sup>rd</sup> Grade	Reading	91%	56%	17%	28%	6%	59%
	Math	100%	47%	79%	8%	31%	
4 <sup>th</sup> Grade	Reading	96%	69%	75%	40%	35%	56%
	Math	96%	58%	71%	33%	43%	55%
	Writing	90%	49%	67%	28%	39%	8%
5 <sup>th</sup> Grade	Reading	97%	72%	63%	43%	31%	54%
	Math	100%	53%	88%	20%	51%	55%
	Science	95%	35%	69%	17%	36%	2%

## Student Performance on TELPAS by Domain

	Listening 2021			Speaking 2021			Reading 2021			Writing 2021		
	% Progress	% No Change	% Decreased	% Progress	% No Change	% Decreased	% Progress	% No Change	% Decreased	% Progress	% No Change	% Decreased
1 <sup>st</sup>	33	57	10	29	67	5	14	86	0	5	95	0
2 <sup>nd</sup>	-	-	-	-	-	-	-	-	-	-	-	-
3 <sup>rd</sup>	78	22	0	37	52	11	19	56	26	86	14	0
4 <sup>th</sup>	20	23	57	40	40	20	37	40	23	100	0	0
5 <sup>th</sup>	43	48	10	10	52	38	52	43	5	91	9	0
<b>Totals</b>	47	33	20	30	52	18	31	54	15	54	46	0

The State of Texas holds schools accountable for the growth of emergent bilinguals' English Language Proficiency as measured by the TELPAS assessment. Students are measured against prior TELPAS performance and are expected to meet certain progress benchmarks. In 2020, due to COVID-19 interruptions, some TELPAS assessments lacked finalized writing portfolios – making a composite comparison impossible in some instances. Therefore, our campus will use our progress percentages by domain (above) to continue to understand how to support emergent bilinguals at Anaya Elementary.





## **Campus Improvement Goals**

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This section includes annual goals for the campus which address the campus needs. As per district requirements, these goals are divided among four distinct goal areas. Campus technology needs are addressed across several goal areas. Positive behavior incentives and parental engagement are included in Goal Area #3. Teacher professional development needs are included in the Professional Development Calendar (see appendix).

For your convenience, the SBDM committee has included a goal summary sheet. This summary sheet shall be periodically updated as the SBDM reviews annual progress on each goal.



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

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# Goal Area #1: Student Achievement

<b>Goal Area: 1</b>	<b>Student Achievement</b>	
<b>Annual Goal:</b>	Increase TELPAS overall score to 40%	
<b>Objective:</b>	Increase student proficiency by a minimum of 1 level in Listening, Speaking, Reading and Writing.	

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase student participation on TELPAS assessments	Olivia Martinez, DL Director N. Viramontes, DL, District Coordinator Berta Cantu, Principal Laura Torres, AP CLL Campus DL teachers	District Curriculum: Mi Vision/My Vision TELPAS Activities TELPAS trainings Student Journals Campus TELPAS Calendar TELPAS Release Test TELPAS Online Reading and Writing STAFF trainings TELPAS calendars Accelerated Instruction materials and resources	09/2021 10/22/21 12/14/21 02/1/22	Lesson Plans Walk through data Training sign ins Grade book documentation Benchmark Scores/ Results Teacher TELPAS calendars on file TELPAS Timeline	Students will demonstrate bi-literacy competency Increased L2 in Listening, Speaking, Reading and Writing	Benchmark assessments(Biliteracy) SLA/ELA Progress monitoring assessments State Tests	SCE Local Title 9

Action Steps
<ul style="list-style-type: none"> <li>Professional Development for teachers on best practices</li> <li>Campus trainings for TA on Best Practices/DL Procedures</li> <li>Monitor classroom activities and interventions</li> <li>Ensure teacher compliance of DL program via walkthroughs and artifacts</li> <li>Implementation of ELPs in the 4 domains with fidelity</li> <li>Implement with fidelity TELPAS practice activities</li> <li>Monitor differentiation of activities for Emergent Bilinguals</li> </ul>

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement Daily TELPAS practice activities with fidelity in a consistent and cohesive manner.	Berta Cantu, Principal Laura Torres, AP Classroom Teachers CLL TA's (PreK 4 and Kinder)	District Curriculum: Mi Vision/My Vision TELPAS Activities TELPAS trainings Student Journals Campus Calendar CLC Meetings/ Roadmaps Summit K12	Daily beginning August 28, 2021 September 8, 2021 March 11, 2022	Lesson Plans Classroom observation Grade book Campus TELPAS Calendar CLC evidence and Artifacts Intervention forms Journals and LOD	Students will demonstrate increased Proficiency in Listening Speaking Reading and Writing in when using L2	Benchmark assessments(Biliteracy) SLA/ELA Progress monitoring assessments	

## Student Achievement

**Goal Area: 1**

**Annual Goal:**

**Objective:**

Performance of all Reading tests will be at 95% Approaches, 75% at meets, 40% at Masters

3rd -5th grade students at Carmen Anaya will increase progress measure in Reading by a minimum of 5 % points from the previous year

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Analyze student data reports and identify standards of concern	Berta Cantu, Principal Laura Torres, AP CLL 3rd-5th Teachers J. Sepulveda, CRT	DMAC reports TEA Reports Mentoring Minds STAAR READY RESOURCES Education Galaxy (R, M, S) Summit K12 Forde Ferrier District Curriculum Technology devices for students and staff	September 2021 December 16, 2021 March 10, 2022 May 12, 2022	Data reports/Charts DMAC Reports Staff Meeting Agendas Tutoring Lists Intervention Calendars Tutorial Rosters Lesson Plans	Student growth from BM 1 to BM2 Increase in Progress Measure (District)	Benchmark Assessments STAAR Assessments	SCE Local Title 9
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>• Provide immediate and effective interventions</li> <li>• Monitor all subpopulation groups to ensure they are on track to meet state passing standards</li> <li>• Maintain update student data forms/charts in data room</li> <li>• Extended day tutorials (3rd-5th)</li> <li>• Extended Weed tutorials 3rd-5th</li> <li>• Active participation in Accelerated Instruction</li> </ul>							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Immediate tutorials for students who do not perform at Approaches( 3rd grade) , and students who showed no progress from 2019 (4th & 5th)	Berta Cantu, Principal Laura Torres, AP Andrew Wirt, CLL 3rd-5th Teachers Jose Sepulveda, CRT Classroom teachers 3rd-5th	DMAC reports Teacher grade book data Mentoring Minds STAAR READY RESOURCES Education Galaxy (R, M, S) Summit K12 Forde Ferrier	December 16, 2020 March 10, 2020 May 12, 2020	Data reports/Charts DMAC Reports Staff Meeting Agendas Tutoring Lists Tutoring Sign in Intervention Calendars	Student growth from BM 1to BM2 Increase in Progress Measure (District) Intervention Plans	Benchmark Assessments Progress Monitoring Intervention Plans	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>• Regroup students as needed for intentional instruction</li> </ul>							

<b>Goal Area: 1</b>	<b>Student Achievement</b>	
<b>Annual Goal:</b>	Identify, monitor and prioritize student progress in Domain II part A	
<b>Objective:</b>	In 2022, Carmen Anaya Elementary 4th and 5th grade students will increase D2 Part A score from an 83 to 85	

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify students who regressed or showed no growth in 2018 in Reading and Math	Berta Cantu, Principal Laura Torres, AP Andrew Wirt, CLL 3rd-5th Teachers CRT	STARR On line STAAR P/P Benchmark 2 Scores (DMAC) Campus Data Dessagation Calendars	December 2021 February 2022	Teacher action plans after progress monitoring assessments Tutoring lesson plans CLC Meeting Agendas to analyze student data Student performance chart	Increase in student progress measure	DMAC 110% Report Student Growth Classifications	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>• Use benchmark data (2020, 2021) to identify students who did not perform satisfactorily</li> <li>• Group students with according to need</li> <li>• Provide intentional, purposeful tutorials (weekly and daily)</li> <li>• Monitor student progress</li> <li>• Maintain student performance chart</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify TEKS that were of concern	Berta Cantu, Principal Laura Torres, AP Andrew Wirt, CLL 3rd-5th Teacher	Pearson STAAR Master Kamico Sharon Wells Imagine Learning	December 2020 February 2021	Teacher action plans after progress monitoring assessments CLC Meeting Agendas to analyze student data	TEKS mastered at 70% or higher	DMAC SE Tutorial Report	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>• Perform item analysis on latest benchmark assessments</li> <li>• Align instructional resources to TEKS of low performance</li> <li>• Ensure instructional resources are on grade level</li> </ul>							



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# Goal Area #2: Closing the Gaps

## Goal Area: 2 Closing Achievement Gaps

**Annual Goal:** 2021- 2022 Carmen Anaya Kinder -2nd grade students will meet 30% "Developed" in TPRI/Tejas Lee in Phonemic Awareness category by EOY assessment.

**Objective:** Kinder students will learn 80% of letters and sounds by the end of the 2021-2022 academic school year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement instructional programs that build on literacy for students in early grades: Prek-2nd	B. Cantu, Principal L. Torres, AP J. Sepulveda, CRT Grade level Teachers	District Curriculum Istation Reading "Boom Cards" digital task cards TPRI/Tejas Lee Resources Star Early Literacy Assessment Fluency Charts Reading Clinics Heggerty Professional Development in Literacy Campus Fluency Charts: Sight Words, Letters, Bingo Activity	August 16 2021 January 2022 April 2022	TPRI /Tejas Lee: BOY, MOY, EOY Reports Display of Fluency Chart/ on file Teacher walk-throughs Sign in Sheets (Reading Clinics) Grade Books STAR Reports ISIP Reports	Closing of the achievement gaps Literacy will increase Increase STAR student growth	Weekly Progress Monitoring in Reading (district) Fluency Check (Campus) TPRI/ TEJAS LEE RTI progress monitoring	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3:Instruction by highly qualified teachers Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –

### Action Steps

- Assess students every 3 weeks on deleting initial and final sounds.
- Provide opportunities for teacher attendance to PD sessions on literacy best practices
- Ensure application of Reading academy concepts and practices
- Small group interventions
- RTI monitoring
- re-teach in a small group settings/ 1:1
- Provide TA's with campus trainings in order to close literacy gaps

## Closing Achievement Gaps

Goal Area: 2

Annual Goal:

In 2021-2022, Carmen Anaya Elementary Kinder -2nd grade students will increase fluency rates by a minimum of 50% "Developed" in EOY assessments.

Objective:

1st grade students will read above the 50% percentile fluency rate between 40 to 60 wcpm by the end of the 2021-2022 academic school year..

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 areas of concern literacy for 1st students.	B. Cantu,Principal L. Torres,API J. Sepulveda, CRT Hs, PreK, K, 1st and	District Curriculum Istation Reading "Boom Cards" digital task cards TPRI/Tejas Lee Resources Star Early Literacy Assessment High Frequency Words Heggerty Resources and Training for PK-2nd grade	August 2021  January 2022  April 2022	Student work display of DMR's Comprehension Clothesline Reports Teacher walkthroughs	Closing of the achievement gaps Literacy will increase Increase STAR student growth	Weekly assessments TPRI/ TEJAS LEE RTI progress monitoring	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3:Instruction by highly qualified teachers Core Element 4: High-quality and ongoing professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –

- Assess the students on decoding or word recognition skills
- Reteach/ Provide Interventions as needed (30 minutes per week) in a small group setting
- Provide independent level texts for practice.
- Time the student and calculate words-correct-per-minute regularly.
- RTI Monitoring
- Provide Differentiation as needed
- Include read aloud /story time in daily schedule

## Closing Achievement Gaps

**Goal Area: 2**

**Annual Goal:**

Carmen Anaya Kinder -2nd grade students will meet at least 30% "Developed" in TPRI/Tejas Lee in comprehension category by EOY assessment

**Objective:**

In 2021-2022, 80% of students in 2nd Grade will demonstrate reading comprehension on grade level by the end of the academic school year.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Close comprehension gaps by targeting and areas of concern in reading	B. Cantu,Principal L. Torres,AP CRT Teacher CLL GL Teachers	District Curriculum Istation Reading MYON Star Early Literacy Assessment Education Galaxy Istation	August 2021 January 2022 April 2022	Student work display of DMR's Comprehension Clothesline Reports Teacher walk-throughs	Closing of the achievement gaps Literacy will increase Increase STAR student growth	Weekly assessments TPRI/ TEJAS LEE RTI progress monitoring	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3:Instruction by highly qualified teachers Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>● Incorporate semantic mapping for comprehension development</li> <li>● Monitor implementation of Think Alouds and Visual imagery during reading instruction</li> <li>● Develop plan to streamline instructional practices that focus on fluency</li> <li>● Execute roadmaps that target literacy and comprehension</li> <li>● Ensure instructional day schedules storytime for all lower grades</li> <li>● Implement with fidelity learning from Reading Academy</li> <li>●</li> </ul>							



## Closing Achievement Gaps

**Annual Goal:** In 2022, Anaya Elementary will increase to a minimum of >40% on TELPAS progress .

**Objective:** Increase campus TELPAS scores for students in 3rd -5th grade by one proficiency level.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement with fidelity, DUAL language instruction.  Implementation of weekly TELPAS oriented research based activities with fidelity.	B. Cantu, Principal L. Torres, AP A. Wirt, CLL 3rd - 5th teachers EL Coordinators, Bilingual/ESL Director	TELPAS test using online tools, for 2nd-5th grade, and Dual Language District Curriculum	Lesson Plans (weekly) Every 6 weeks.	<ul style="list-style-type: none"> <li>Implementation can be measured by confirming that teachers are including strategies in lesson planning. Impact can be measured through assessments, showing that achievement gaps between student groups are closing.</li> <li>Word Walls on English and Spanish for vocabulary development visible in the classroom.</li> </ul>	Improved listening, speaking, reading writing and composite TELPAS scores	TELPAS	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Provide training for teachers on TELPAS activities and strategies to develop Listening, Speaking, Reading and Writing.</li> <li>Word Walls on English and Spanish for vocabulary development.</li> <li>Create opportunities under a safe learning environment for students to speak in English.</li> <li>Have students listen to audiobooks and children Podcast and summarize verbally.</li> <li>Develop and implement a plan to practice for the online Listening, Speaking, and Reading</li> <li>Incorporate weekly journal writing</li> </ul>							

(continued)

<b>Goal Area: 2</b>	<b>Closing Achievement Gaps</b>
<b>Annual Goal:</b>	Anaya Elementary will be at 45% or higher in TELPAS State assessment
<b>Objective:</b>	In 2021-2022, Anaya Elementary will meet 45% or higher on TELPAS assessment .

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Implementation of weekly TELPAS oriented research based activities with fidelity.	Campus administrators, instructional leaders, teachers, EL Coordinators, Bilingual/ESL Director	Develop and implement a plan to practice for the online Reading TELPAS test using online tools, for 2nd-5th grade, and Dual Language District Curriculum Campus TELPAS Calendars Summit K12	Lesson Plans (weekly) Every 6 weeks.	<ul style="list-style-type: none"> <li>Implementation can be measured by confirming that teachers are including strategies in lesson planning. Impact can be measured through assessments, showing that achievement gaps between student groups are closing. Word Walls on English and Spanish for vocabulary development visible in the classroom</li> </ul>	Improved listening, speaking, reading writing and composite TELPAS scores	TELPAS	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3:Instruction by highly qualified teachers Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –

<b>Action Steps</b>	<ul style="list-style-type: none"> <li>Professional Development for teachers on best practices</li> <li>Monitor classroom activities and interventions</li> <li>Ensure teacher compliance of DL program via walkthroughs and artifacts</li> <li>Implementation of ELPS in the 4 domains with fidelity</li> <li>Provide training for teachers on TELPAS activities and strategies to develop Listening, Speaking, Reading and Writing.</li> </ul>
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(continued)

### Closing Achievement Gaps

<b>Goal Area: 2</b>	<b>Closing Achievement Gaps</b>	
<b>Annual Goal:</b>	In 2021 Anaya Elementary will be at 45% or higher in TELPAS progress.	
<b>Objective:</b>	In 2021 Anaya Elementary will be at 45% or higher in TELPAS progress. Implementation of weekly TELPAS oriented research based activities with fidelity.	

#### Strategy 3

Use information collected through classroom walkthroughs during DUAL language of the day instruction.	Campus administrators, instructional leaders, teachers, EL Coordinators, Bilingual/ESL Director	online tools, for 2nd-5th grade Footsteps to Brilliance Heggerty program Dual Language District Curriculum RLA staff development Paper	Lesson Plans (weekly) Every 6 weeks.	Implementation can be measured by confirming that teachers are including strategies in lesson planning. Impact can be measured through assessments, showing that achievement gaps between student groups are closing.  Word Walls on English and Spanish for vocabulary development visible in the classroom	Improved listening speaking, reading and writing and composite TELPAS scores  Student biliteracy increase	TELPAS	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3: Instruction by highly qualified teachers Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –
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#### Action Steps

- Provide students writing opportunities aimed at developing fluency
- Develop and implement a plan to practice for the online Reading TELPAS
- Engage students to write for a purpose, personal events, background experience.
- Teacher training for RLA as needed
- Develop and implement a plan to practice for the online Reading TELPAS test
- Create a safe writing environment by: including writing in other contents, exit tickets, and journal writing

## Closing Achievement Gaps

**Goal Area: 2**

**Annual Goal:**

**Objective:**

Carmen Anaya Elementary will increase student performance for Special Education population on STAAR Reading Assessment

STAAR Reading tests performance for Sp Ed. population will increase to 60% at Meets and 30% at Masters level.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
3rd -5th grade teachers will plan and collaborate weekly to align and implement differentiated instruction.	Berta Cantu,Principal Laura Torres, AP Beatriz Lackey, Resource Teacher Mr. Luna, School Counselor Grade level teachers 3rd-5th J. Sepulveda, Reading Interventionist	Pearson Benchmarks DMR training Read 180 Istation Reading Accelerated Reading MYON Sing, Spell, Read and Write and Leer Cantando Forde Ferrier	Sept. 2021 Oct. 2021 Nov. 2021 Dec. 2021 Jan. 2022 Feb. 2022 Mar. 2022 Apr. 2022. May 2022 Jun. 2022	DMAC Reports Student Report Cards Benchmark Data STAAR Results Walk through data Tutorial sign in	Evidence of students' growth in Reading (BM 1 to BM2). Increase in Progress Measure. (District) Increase in student STAAR score	Weekly progress Monitoring Teacher tests, Benchmarks, and STAAR Test	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3:Instruction by highly qualified teachers Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –
<p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>• Train teachers on differentiated Instruction and best practices</li> <li>• Monitor implementation of student IEP and accommodations</li> <li>• Develop student progress chart (progress monitoring)</li> <li>• Participate in Reading Clinic as needed</li> <li>• Attend Reading Academies/ tutorials</li> </ul>							

(continued)

<b>Goal Area: 2</b>	<b>Closing Achievement Gaps</b>
<b>Annual Goal:</b>	Carmen Anaya Elementary will increase student performance for Special Education population on STAAR Reading Assessment
<b>Objective:</b>	STAAR Reading tests performance for Sp Ed. population will increase to 60% at Meets and 30% at Masters level.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Conduct Data analysis on students reports and target state standards by area of concern	Berta Cantu, Principal Laura Torres, AP Beatriz Lackey, Resource Teacher Special Ed. TA Grade level teachers 3rd -5th J. Sepulveda, Reading Strategist,	Pearson Benchmarks DMR training Read 180 Istation Reading Accelerated Reading MYON Sing, Spell, Read and Write and Leer Cantando Forde Fer	Sept. 2021 Oct. 2021 Nov. 2021 Dec. 2021 Jan. 2022 Feb. 2022 Mar. 2022 Apr. 2022. May 2022 Jun. 2021	DMAC Reports Student Report Cards Benchmark Data STAAR Results Walk through data Small group Grade level meetings sign in	Evidence of students' growth in Reading (BM 1 to BM2). Increase in Progress Measure. (District) Increase in student STAAR score	Weekly progress Monitoring Teacher Tests, Benchmarks, and STAAR Test	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3: Instruction by highly qualified teachers Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance

**Action Steps**

- Small group interventions
- 1-1 grouping
- Vertical alignment meetings across grade levels
- Monitoring student special education populations to prevent regression
- Reach to SpEd department for formal training of TA for classroom instructional practices
- Design and implement effective Interventions

(continued)

<b>Goal Area: 2</b>	<b>Closing Achievement Gaps</b>
<b>Annual Goal:</b>	Carmen Anaya Elementary will increase student performance for Special Education population on STAAR Reading Assessment
<b>Objective:</b>	STAAR Reading tests performance for Sp Ed. population will increase to 60% at Meets and 30% at Masters level.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Ensure students participation in after school enrichment and tutorial programs	Berta Cantu, Principal Laura Torres, AP Mr. Luna, School Counselor Laura Quiroz, Librarian Andrew Wirt, CLL Grade level teachers 3rd -5th J. Sepulveda, Reading Strategist, Beatriz Lackey, Resource Teacher	Pearson Benchmarks DMR training Read 180 Istation Reading Accelerated Reading	Sept. 2021 Oct. 2021 Nov. 2021 Dec. 2021 Jan. 2022 Feb. 2022 Mar. 2022 Apr. 2022. May 2022 Jun. 2022	DMAC Reports Student Report Cards Benchmark Data STAAR Results Walk through data Small group instruction.	Demonstrate all students' population growth across performance levels in Reading.	Benchmarks STAAR Test	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3: Instruction by highly qualified teachers Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance

**Action Steps**

- Identify and regroup students by their area of concern.
- Ensure Reading interventions align with student area of need
- Small group instruction ratio of 1:4
- Students at emergent or early reading level will receive instruction at appropriate grade level (Lexile)
- Ensure students participate in after school library programs that promote reading.
- Develop intervention plans after benchmark assessments and execute with fidelity
- Create TEKS calendar aligned with student needs



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



<b>Goal Area: 3</b>	<b>Improve Safety, Public Support, Culture and Climate</b>	
<b>Annual Goal:</b>	Promote the safety of our campus' students and staff by complying and monitoring the established CDC, state, and district COVID protocols	
<b>Objective:</b>	COVID cases reported will not exceed 5% of the campus population.	

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 activities daily/weekly checklist	-Campus COVID-19 committee Bertha Cantu(Principal), Laura Torres(AP), Roel Luna(Counselor), Secretary PEIMS Clerk Maria Hernandez(Nurse), Jonathan Morales(Security guard), Joey Medrano(Head custodian), Teachers/ TAs	-Software and checklists provided by the district, CDC guidelines, County reports/dashboard, Campus Nurses' Report Thermometers Masks Germex Disinfectant spray	August 2021 June 2022	-Nurses reports, checklists	-No COVID-19 positive cases on 90% or more of students and staff.	NA	NA

<b>Action Steps</b>	<ul style="list-style-type: none"> <li>1) COVID campus committee will complete a checklist district COVID-19 protocols A.M and P.M.</li> <li>2) Monitor daily PPE/school required responsibilities</li> <li>3) Approve students for Remote Conferencing due to communicable illnesses</li> <li>4) Help parents enroll in VLimited Virtual learning/ Remote Conferencing</li> <li>5) Share statistics of campus positive rates with staff and district administration.</li> <li>6) Endure social distancing, hand washing and proper mask wearing</li> </ul>
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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote behaviors that reduce spread of COVID 19.	Campus COVID-19 committee Principal AP Counselor Secretary, Maria Hernandez(Nurse), Jonathan Morales Security Teachers/Staff	-Signs and messages -Adequate supplies. -School's Social Media platforms, custodial checklist	August 2021 June 2022	'Hand hygiene and respiratory etiquette(masks). -Modified layouts. -Recognize signs and symptoms Desinfection PPE use social distancing, QR reports, sign in sheets, temperature check	Personal prevention practices such as handwashing, staying home when sick and environmental cleaning and disinfection are important principles to help lower the risk of COVID-19 exposure and spread during school sessions and activities.	NA	NA

<b>Action Steps</b>	<ol style="list-style-type: none"> <li>1) Educate staff and families about when they/their child(ren) should stay home and when they can return to school.</li> <li>2) Teach and reinforce use of masks. The use of masks is one of many important mitigation strategies to help prevent the spread of COVID-19</li> <li>3) Monitor QR reports and temperature checks</li> </ol>
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<b>Goal Area: 3</b>	<b>Improve Safety, Public Support, Culture and Climate</b>		
<b>Annual Goal:</b>	Promote the community-campus partnership and involvement of community businesses with our campus.		
<b>Objective:</b>	Increase the number of community businesses by one new participant.		

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Promote the campus with the community businesses.	All staff members, Campus PR Janie Mercado(Parent educator	Social media, campus website, letters inviting local businesses to be a part of our campus culture.	Sept.2021 Mar. 2022 Apr. 2022. May 2022	Business partners participation in school events	Positive promotion of our school	NA	NA
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>1) Send invitations, letters, and advertisement to community businesses to be part of our school culture</li> <li>2) Identify businesses commitment and contributions to school.</li> <li>3) Recognize businesses partnership annually</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Adopt an initiative by forming a community partnership with local business that will bring in a specific type of community member to service a particular need for our campus.	All staff members, Laura Quiroz(PR), Janie Mercado(Parent educator	Social media, campus website, letters inviting local businesses to be a part of our campus culture.	ongoing	Business partners participation in school events	Increment on parental and local businesses participation on virtual and/or in-person school events.	NA	NA
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>1) Recruit local businesses</li> <li>2) Develop a plan for implementing initiative</li> <li>3) Write and send letters of appreciation</li> </ul>							

<b>Goal Area: 3</b>	<b>Improve Safety, Public Support, Culture and Climate</b>	
<b>Annual Goal:</b>	Promote and develop social emotional aspect to improve the culture and climate in our campus.	
<b>Objective:</b>	Increase productivity, participation, and meet emotional needs of students and staff to facilitate the SE competency of district initiative	

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promoting the climate and culture of our campus with the community businesses.	Bertha Cantu,Principal Laura Torres(AP), Roel Luna(Counselor), Elena Hernandez(Nurse), Rebekah Valdez(Teacher), Maria Flores(Teacher), Teachers	Social Emotional resources provided from the 2020-2021 by the district. SEL initiative( Presentation, Computer application-EVER-Fl, Surveys), District Resources and Curriculum	Oct. 2021 Nov. 2021 Dec. 2021 February 2022	Sign in sheets, pre-post district surveys, EVERFI data	Attendance records, results from surveys, TAPR number of years teachers have been working in the campus, participation on campus/district activities, involvement in school committees to benefit students, committees created by interest of staff	Pre and post SEL surveys	NA
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>1) Schedule meetings during the year.</li> <li>2) Select the topics of need</li> <li>3) Collect resources(District) for implementation of topics</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure implementation of student code of conduct protocol	Bertha Cantu,Principal Laura Torres(AP), Roel Luna(Counselor), Teachers and staff	District resources from student services department (Forms, protocols, software, manuals)	ongoing	Campus SEL lessons and activities, District SEL plans and events, Activities from SEL committee, TAC reports, on site data	Campus data on file, student records, counselor's portal, updated consistency and effectiveness	NA	NA
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>1) Refresher training on district student code of conduct</li> <li>2) Review data every 3 weeks</li> <li>3) Develop intervention plans</li> </ul>							



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

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

**Annual Goal:** By May 2022, reduce staff turnover rate from 17% to 6% and have 0 mid-year hirings or personnel changes.

**Objective:** By March 2022, create a campus onboarding process that supports new hires as they acclimate to campus culture and expectations.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Create and use Schoolwide Staff Directory to help new hires onboard to campus procedures.	Bertha Cantu - Principal Laura Torres - Assistant Principal Clarissa Sanchez - PIMS Clerk Perla Rodriguez- Secretary Laura Quiroz- Librarian	Staff handbook TAC	September 2021 To August 2022	Staff Directory Roles & Responsibilities Document New Staff PD Sign-In	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs Retention rate Teacher climate survey	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Committee will create a directory of every staff member.</li> <li>Directory will consist of the staff member's picture, assigned grade level, duties and responsibilities.</li> <li>Directory will also include information about staff member including their email and room number.</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Connect new hires to peer mentor to provide instructional support and peer coaching.	Bertha Cantu - Principal Laura Torres - Assistant Principal New Teacher Institute Director CLL District HR department	New Teacher Center Tools New Teacher Support TxCEE Field Support	August-May 2021	CLL Mentor Check-In Meetings Peer Mentor Stipend Eligibility & District Mentor Session Sign-ins	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Retention rate for new teachers Teacher climate survey	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Principal shall assign peer mentor</li> <li>Ensure collaboration through PLCs or planning time</li> <li>Check in with peer mentors to verify they attend NTS trainings and are checking in with their mentees</li> <li>Monitor teacher instructional practices</li> </ul>							

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

**Annual Goal:** By May 2022, teachers will score 15 of the 17 questions on the teacher climate survey at a 3 or higher.

**Objective:** The Sunshine Committee will schedule social events on campus that will improve teacher climate.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Establish and follow consistent procedures for celebrating special events and occasions for staff to make each team member feel valued and connected.	Sunshine Committee consisting of non grade-level chair members and office staff member and administrative member	Campus calendar Staffing information	September 2021 October 2021 November 2021 December 2021 February 2022 June 2022	Integrated calendar for special staff events	Teacher climate survey	n/a	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Specialized staff become members of grade level teams</li> <li>Instructional aides will be assigned to teams</li> <li>Personal information such as birthdays and personal important events will be collected by committee</li> <li>Calendar created with information and discussed before every month</li> <li>By October 2021, the Sunshine Committee will establish consistent procedures for celebrating special events and occasions for staff.</li> <li>By May 2022, the Sunshine Committee will coordinate at least two "social" events for staff to interact and build interpersonal relationships.</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Coordinate at least two official events for staff to interact in a casual setting and build interpersonal relationships extended beyond the classroom.	Sunshine Committee	Campus calendar Campus Fundraiser	Sept-Dec 2021 Jan-May 2022	Committee members Committee agendas Attendance at the social events (sign-ins)	Teacher climate survey	n/a	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Establish Sunshine Committee</li> <li>Raise funds for Sunshine Committee</li> <li>Schedule official social events to be hosted either at school or virtually</li> </ul>							

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

**Annual Goal:** By May 2022, teachers will score 15 of the 17 questions on the teacher climate survey at a 3 or higher.

**Objective:** By May 2022 ensure specialized staff (formerly "support staff") are included and valued as important instructional team members.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Encourage staff to make interdisciplinary connections between core content and electives.	Bertha Cantu - Principal Laura Torres - Assistant Principal Andrew Wirt - CLL All Grade Level Chairs All Teachers	C&I District resources TEKS/Curricular Resources Pacing Guide	2nd, 4th, and 6th six weeks	TCLC Roadmaps and Agendas Integrated Pacing Guides for every six weeks Lesson plans	Walkthroughs Interdisciplinary collaboration	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Electives will be grouped for collaboration in T-CLCs with the Pre-K and HeadStart teachers to increase interdisciplinary connections.</li> <li>Create a master pacing guide by grade level across all subjects (core content and electives).</li> <li>Distribute comprehensive pacing guide to all teachers to increase cross-curricular connections and reinforcements.</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Include specialized staff in planning and decision-making that affects their instruction.	Bertha Cantu - Principal Laura Torres - Assistant Principal Roel Luna - Counselor Perla Rodriguez - Secretary	Campus master schedule CLC Configuration	Every six weeks beginning August 2021 ending in April 2022	Lesson plans CLC Configuration Provisional schedules Special Event Meeting Sign-ins	Teacher Climate Survey	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Differentiate lesson plan expectations for electives teachers, Special Ed teacher, reading specialist, and science lab teacher.</li> <li>Ensure all specialized staff have an assigned CLC group and grade level chair to include all staff in decision-making and administrative procedures.</li> <li>Consult specialized staff in the creation of provisional schedules for school events, good choice celebrations, awards assemblies, etc.</li> <li>Science Tech Lab and Science Lab will be linked, with the Science Lab teacher coordinating science content instruction in both the lab and tech lab.</li> </ul>							



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

**Annual Goal:** By May 2022, our campus will have: 0% "Developing" teachers and no more than 5% "Proficient" teachers. 95% of staff will earn either "Accomplished" or "Distinguished" final evaluation ratings. At least 43% of staff will maintain a "Distinguished" rating.

**Objective:** By May 2022, all staff identified as "priority" (new hires, new teachers, growth plan, Science Tech Lab) will engage in at least 3 full peer coaching cycles with Collaborative Learning Leader (CLL) and be connected to a district-approved peer mentor.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Engage priority teachers in peer coaching cycles to increase the quality of their teaching.	Andrew Wirt - CLL Peer Mentors District New Teacher Support	New Teacher Center Tools TTESS	Every 3 weeks	CLL will log hours working with priority teachers. CLL will hold confidential records of coaching conversations: collaborative assessment log, planning conversation guide, selective scripting, post-observation co-analysis, and analyzing student work.	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	Classroom observation tool Walkthroughs	
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>Train teachers on T-TESS Eval System</li> <li>CLL will work with New Teacher Support (A. Salinas-Oviedo) to implement New Teacher Center coaching cycles</li> <li>Every two weeks, CLL will meet with priority teachers to use NTC tools</li> <li>Every ten weeks, CLL will complete a full coaching cycle (collaborative assessment log, planning conversation guide, selective scripting, post-observation co-analysis, and analyzing student work) with each priority teacher</li> </ul>						

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure all peer mentors meet district and state requirements for mentor stipend.	Bertha Cantu - Principal Laura Torres - Assistant Principal Perla Rodriguez - Secretary Andrew Wirt- CLL Peer Mentors	New Teacher Support District personnel New Teacher Center Tools	September 2021- August 2022	Peer mentor eligibility for peer mentor stipend	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	Walkthroughs CLL Coaching Conversations Formative Classroom Assessment Data	
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>Secretary will reach out to New Teacher Support (A. Salinas-Oviedo) about mentor program requirements by Oct 2020</li> <li>Principal and Asst. Principal will identify peer mentors and disseminate information about mentor program requirements</li> <li>Secretary will check in every two months with New Teacher Support to verify compliance with mentor program requirements</li> <li>CLL will meet with peer mentors on a monthly basis to increase accountability and capacity to engage new teachers</li> </ul>						

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure all new hires attend all meetings for New Teacher Institute and fulfill district new teacher requirements.	Bertha Cantu - Principal Laura Torres - Assistant Principal Perla Rodriguez - Secretary Andrew Wirt- CLL	New Teacher Support New Teacher Center Tools	September 2021- August 2022	New Teacher Support attendance logs New Teacher Support comments on new teachers' participation during NTS check-ins	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	Walkthroughs CLL Coaching Conversations Formative Classroom Assessment Data	
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>Secretary will reach out to New Teacher Support (A. Salinas-Oviedo) to check on new teachers' attendance in NTS workshops</li> <li>Principal and Asst. Principal will follow-up with new teachers who are not meeting program requirements</li> </ul>						

<b>Goal Area: 4</b>	<b>Increase Staff Quality, Recruitment &amp; Retention</b>	
<b>Annual Goal:</b>	By May 2022, our campus will have: 0% "Developing" teachers and no more than 5% "Proficient" teachers. 95% of staff will earn either "Accomplished" or "Distinguished" final evaluation ratings. At least 43% of staff will maintain a "Distinguished" rating.	
<b>Objective:</b>	By May 2022, all staff shall participate in instructional rounds focused on Common Instructional Framework (CIF) strategies, behavior management, or student engagement.	

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop an instructional rounds protocol and sign-up procedure to encourage teacher choice in giving/receiving peer feedback.	Bertha Cantu - Principal Laura Torres - Assistant Principal Andrew Wirt - CLL Lead Teachers CRT	Exit ticket providing space for 3 positive observations District New Teacher Support personnel New Teacher Center Tools	September 2021- August 2022	Formal written protocol for instructional rounds Committee meeting agendas and sign-in sheets Staff Meeting rollout and sign-up	DMAC Data Progress Monitoring State Assessment Data Walkthroughs Teacher Effectiveness ratings	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	

Action Steps
<ul style="list-style-type: none"> <li>Principal shall convene a focus team to create a campus instructional rounds protocol in collaboration with New Teacher Support and NTC tools</li> <li>Focus team will present protocol to teachers prior to instructional rounds commencement</li> </ul>

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct instructional rounds for the three focus areas and debrief feedback with teachers.	Bertha Cantu - Principal Laura Torres - Assistant Principal Andrew Wirt - CLL Lead Teachers Peer Mentors	Curriculum for focus areas	September 2021- August 2022	Classroom walkthroughs Instructional Rounds Sign-in Sheet Instructional Rounds Log & Feedback Forms	DMAC Data Progress Monitoring State Assessment Data Walkthroughs Teacher Effectiveness ratings	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	

Action Steps
<ul style="list-style-type: none"> <li>Teachers sign up to give feedback or receive feedback for at least one of the three focus areas: CIF, behavior management, or student engagement.</li> <li>Principal and Assistant Principal reinforce feedback through classroom walkthroughs</li> <li>CLL reinforces feedback through peer coaching cycles</li> </ul>

<b>Goal Area: 4</b>	<b>Increase Staff Quality, Recruitment &amp; Retention</b>	
<b>Annual Goal:</b>	By May 2022, our campus will have: 0% "Developing" teachers and no more than 5% "Proficient" teachers. 95% of staff will earn either "Accomplished" or "Distinguished" final evaluation ratings. At least 43% of staff will maintain a "Distinguished" rating.	
<b>Objective:</b>	All Teacher CLC (TCLC) roadmaps shall integrate skills in technology literacy, data literacy, and analyzing student work to meet teachers' self-identified professional learning needs and PD goals.	

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase data literacy by integrating development of action plans into TCLC roadmaps.	Bertha Cantu - Principal Laura Torres - Assistant Principal Andrew Wir t-CLL Grade Level Chairs All Teachers	DMAC reports District data analysis templates Action plan/calendar templates TTESS Training TTESS teacher handbook	September 2021- August 2021	Action plans/calendars DMAC training sign-in sheet Tutoring lesson plans	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Schedule virtual DMAC training for grades K-5 to increase implementation of progress monitoring data by Dec. 2021</li> <li>Follow Irma Duran comprehensive data analysis after benchmarks for TPR/TejasiLEE, STAAR subjects, and TELPAS</li> <li>Teachers will integrate tutoring lesson plans into their action plans/action calendars</li> <li>CLL will create roadmap for data analysis which includes CLC meetings to analyze student results after each</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
TCLCs will mirror the lesson cycle and include frequent analysis of authentic student work relevant to roadmap areas.	Bertha Cantu - Principal Laura Torres - Assistant Principal Andrew Wir t- CLL Grade Level Chairs Arlene Longoria - TxCEE Field Supervisor	TxCEE SEED Blueprint	September 2021- August 2022	TCLC and CCLC roadmaps Evidence of transformation from CLCs NTC "Analyzing Student Work" completed templates	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>CLL will meet with grade level chairs and administration to develop SEED blueprint in alignment with CIP</li> <li>CLL will develop roadmaps in alignment with SEED blueprint goals with administrator's approval</li> <li>Teachers will engage in NTC "Analyzing Student Work" protocol at least once every 5-6 weeks</li> <li>Ensure staff attendance and participation in TTESS training</li> </ul>							

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Data Resources Reviewed

1. TPRI/TejasLEE (2017-19; 2021)
2. Benchmark #2 (2020-2021)
3. STAR Literacy Assessment Reports
4. State Accountability Reports (TAPR 2017-19; 2021)
5. TELPAS Report (2017-19; 2021)
6. PEIMS Report Card Failure Report
7. RTI Reports
8. PEIMS Demographic Report
9. Parental Involvement Data( 2020-2021)
10. PEIMS Attendance Report
11. On-Point Report
12. Teacher Climate Survey (2018, 2020)
13. McREL Reports ( 2020, 2021)
14. PD Goal Survey & PD Plans
15. Certification Staffing Report
16. Campus SEED Blueprint
17. Peer Coaching Aggregate Data
18. Walkthrough Data



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# - Appendices -

# SBDM Committee Procedures

SBDM Responsibility	SBDM Voting Members						Assistant Principal	Other Campus Staff
	Principal	Professional Staff Representatives	Parent Representatives	Community Representatives	Business Representatives			
1. Elect professional staff representatives to SBDM (every 2 years or if vacancy)	R						C	A
2. Select non-professional staff representatives to SBDM (every 2 years or if vacancy)	R	C					C	C
3. Collect, analyze, & organize data for CNA	R	R	I	I	I		C	C
4. Identify & prioritize problem statements for CNA	R	R	I	I	I		C	C
5. Find root causes for CNA	R	R	I	I	I		C	C
6. Write CNA summary	R	R	I	I	I		C	C
7. Develop SMART Goals for CIP for district goal areas	R	R	I	I	I		C	C
8. Write CIP objective statements by goal (sub-committees)	R	R	I	I	I		C	C
9. Complete task-analysis for each objective statement	R	R	C	C	C		C	C
10. Vet CIP draft by Title I	R	I	I	I	I	R	I	I
11. Meet to make SBDM committee amendments to CIP	R	R	R	R	R	R	I	I
12. Vote by 2/3 majority to approve CIP (principal has veto power)	A	A	A	A	A	I	I	I

R Responsible    
 A Approver    
 C Consulted    
 I Informed



13. Create PD timeline	R	C	C	C	C	C	C
14. Vote by consensus to approve PD timeline	A	A	A	A	A	I	I
15. Submit PD timeline and CIP to executive officer	R	I	I	I	I	I	I
16. Make final revisions	R	C	C	C	C	C	I
17. Hold and attend quarterly meetings and public meeting to review, revise, and assess progress in CIP	R	R	R	R	R	R	I
18. Create agenda for quarterly meetings to review, revise, and assess progress in CIP	R	C	C	C	C	C	I
19. Vote by simple majority to approve posting of meeting notes and agendas to school website	A	A	A	A	A	I	I
20. Post SBDM committee notes and agendas to school website	A	I	I	I	I	I	R

\*\*\* Full voting procedures are included in the SBDM campus by-laws. Voting members include principal and SBDM committee members. Principal has a veto power on any CIP votes, and PD timeline must be approved with full consensus (all voting members assent). For all votes, quorum of voting members must be met.

R Responsible    
 A Approver    
 C Consulted    
 I Informed