



**Dr. William Long Elementary
Improvement Plan
2021-2022**





DR. WILLIAM LONG ELEMENTARY
Pharr-San Juan- Alamo ISD
Cornie Ipiña, Principal

Executive Summary

Campus Improvement Plan: School year 2021 - 2022

Mission: The Dr. William Long Elementary Team's mission is to develop and provide the best educational opportunities through an innovative rigorous instructional program that develops our students critical thinking skills and a global perspective. We aim to create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, positive self-image and cross-cultural understanding. We will enable all students to be college ready, college connected and college complete.

Vision: Every Dr. William Long Elementary student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

Demographics Summary: The current enrollment at Dr. William Long Elementary as of October 2020 is 32 in PK3, 79 in PK4, 119 in Kinder, 127 in First Grade, 135 in Second Grade, 111 in Third Grade, 114 in Fourth Grade, and 117 in Fifth Grade. The school population at Dr. Long Elementary consists of 99% Hispanic. Our students represent a low socio-economic status of approximately 84% with 9 migrant students. Approximately 11.4% of our student's population receive special education services. The Gifted and Talented population consists of approximately 5% of the population. The English Learners population is approximately 36% where most of their home language at home is Spanish. Our students are enrolled full time, 53% of the students are on special permission and 47% are zoned to our school.

Comprehensive Needs Assessment Summary: The attendance for Dr. William Long Elementary attained an overall percentage of 82% at the approaches level in Reading and 87% in Math. The meets percentage was 49% in Reading and 62% in Math. In the masters level the percentage was 24% in Reading and 35% in Math. In Fourth Grade writing the percentage was 82% in approaches, 57% at meets, and 15% in masters level. In science the percentage was 80% in approaches, 51% at meets and 27% in masters level. In TELPAS the number of students that grew at least one level was 58% in First Grade, 73% in Second Grade, 85% in Third Grade, 85% in Fourth Grade, and 83% in Fifth Grade. The results mention above are for the year 2018 -2019. Due to the pandemic tests were not administered for 2019 - 2020. This year many of the students did not participate in testing STAAR or TELPAS, therefore there is no accurate data.

Curriculum and Instruction Assessment: Dr. William Long Elementary offers a rigorous curriculum with highly qualified staff in their assigned area, to include Bilingual and Special Education. Students at Dr. William Long can participate in the numerous clubs that are offered by the school. Some of the clubs at our school are Cheer, Soccer, Marathon Club, UIL, Art, Twirl, and UIL sponsored clubs. We offer individualized student intervention plans for ongoing academic support for students in our special programs. Students needing academic support are offered tutoring before, after-school, and during Saturday Enrichment Camps.

Summary of Goals: Dr. William Long Elementary will improve student mastery of grade level TEKS by utilizing TEKS-based, data driven instruction to increase the number of students scoring at the Meets and Masters level on STAAR. Dr. William Long Elementary will improve in the number of students advancing 1 level or more on TELPAS using strategies that are outlined in the TELPAS guide.

Students will increase by 3% in the Meets and Masters level of STAAR. Students will meet 85% of the indicators of the Closing the Gaps Domain. Dr. William Long Elementary will increase Safety, Public Support, and Culture and Climate to engage students, staff and parents to ensure the success of all students.

Academic

Cornie Ipiña Principal
Theresa Martinez Teacher Leader
Adriana Hernandez Parent



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Mission

The Dr. William Long Elementary Team's mission is to develop and provide the best educational opportunities through an innovative rigorous instructional program that develops our students critical thinking skills and a global perspective. We aim to create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, positive self-image and cross-cultural understanding. We will enable all students to be college ready, college connected and college complete.

Vision

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



2021 School Board of Education

Jorge L. Zambrano, *President*

Jesus A. "Jesse" Vela Jr., *Vice-President*

Jorge 'George' Palacios, *Secretary-Treasurer*

Cynthia A. Gutierrez, *Assistant Secretary-Treasurer*

Ricardo "Rick" Pedraza, *Member*

Carlos G. Villegas, *Member*

Jesus A. "Jesse" Zambrano, *Member*

2021 School Administration

Concepcion Ipina, *Principal*

Natividad Hernandez, *Asst. Principal*

Erica Rodriguez, *Asst. Principal*

Cristina Rodriguez, *Counselor*



Campus Goals

- Goal Area 1:** Student Achievement - The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2022.
- Goal Area 2:** Closing the Gaps - All identified student groups in the Closing the Gaps domain will meet 85% of the indicators in the Academic Achievement component by June 2022.
- Goal Area 3:** Improve Safety, Public Support, Culture and Climate - The students' perception for their physical and psychological school safety will improve by June 2022.
- Goal Area 4:** Increase Staff Quality, Recruitment and Retention -All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.



PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT 2021-2022 CIP COMMITTEE MEMBERS

Concepcion Ipina, Principal

1. STUDENT ACHIEVEMENT

Concepcion Ipina	Principal
Natividad Hernandez	Assistant Principal
Erica Rodriguez	Assistant Principal
Alma Daniel	CLL
Maria Olvera	4 th Grade Teacher
Laura Rodriguez	1 st Grade Teacher
Fernando Arellano	PE Instructional Aide
Isela Sandoval	Secretary

3. IMPROVE SAFETY, PUBLIC SUPPORT, CULTURE AND CLIMATE

Concepcion Ipina	Principal
Natividad Hernandez	Assistant Principal
Erica Rodriguez	Assistant Principal
Alma Daniel	CLL
Susanna Barbosa	4 th Grade Teacher
Cassandra Pearson	3 rd Grade Teacher
Cristina Rodriguez	Counselor
Celeste Martinez	Kinder Teacher

2. CLOSING THE GAPS

Concepcion Ipina	Principal
Natividad Hernandez	Assistant Principal
Erica Rodriguez	Assistant Principal
Alma Daniel	CLL
Marcia Ramos	PK Teacher
Irma Torres	5 th Grade Teacher
Eva Hernandez	2 nd Grade Teacher
Elsa Blanco	Librarian Instructional Aide

4. INCREASE STAFF QUALITY, RECRUITMENT AND RETENTION

Concepcion Ipina	Principal
Natividad Hernandez	Assistant Principal
Erica Rodriguez	Assistant Principal
Alma Daniel	CLL
Irma Torres	5 th Grade Teacher
Teresa Martinez	3 rd Grade Teacher
Santos Olvera	1 st Grade Teacher

School Demographics

	ALL	MALE	FEMALE	SPED	ELs	M1	M2	MIGRANT	ECD	GT	CTE	AT RISK
Number	852	456	396	97	307	6	0	9	716	43	0	692
Percent	100%	54%	46%	11.4%	36.0%	.7%	0	1.1%	84.0%	5.0%	0	81%

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian/ Other	Two or More
Number	852	844	0	0	8	0	0	0
Percent	100%	99.1%	0	0	.9%	0	0	0

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2019 ACCOUNTABILITY SUMMARY

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
Dr. William Long	83	89	83	87	B

Dr. Long - Approches Level

TELPAS										
Moved % 1 or more levels	2017	2018	2019	2021						
1st	8%	62%	58%							
2nd	78%	89%	73%							
3rd	52%	65%	35%							
4th	38%	43%	35%							
5th	63%	49%	33%							
STAAR All Students					STAAR All Students					
	2017	2018	2019	2021		2017	2018	2019	2021	
Reading	78%	80%	82%	79%	Math	89%	89%	87%	57%	
Writing	85%	79%	82%	57%	Science	92%	89%	80%	79%	
STAAR					STAAR					
Reading	2017	2018	2019	2021	Math	2017	2018	2019	2021	
3rd	75%	83%	80%	53%	3rd	85%	90%	81%	55%	
4th	77%	73%	85%	38%	4th	89%	86%	89%	33%	
5th	81%	84%	80%	54%	5th	94%	93%	93%	85%	
STAAR										
	2017	2018	2019							
Writing	84%	79%	82%	57%						
Science	92%	89%	80%	79%						



Dr. Long - Meets Level

STAAR All Students					STAAR All Students				
	2017	2018	2019	2021		2017	2018	2019	2021
Reading	46%	49%	49%	20%	Math	57%	66%	62%	13%
Writing	48%	56%	57%	14%	Science	66%	57%	54%	21%
STAAR					STAAR				
Reading	2017	2018	2019	2021	Math	2017	2018	2019	2021
3rd	46%	50%	50%	23%	3rd	58%	62%	63%	14%
4th	48%	48%	50%	5%	4th	64%	67%	56%	5%
5th	42%	50%	47%	28%	5th	50%	69%	66%	20%
STAAR									
	2017	2018	2019	2021					
Writing	48%	56%	57%	14%					
Science	66%	57%	54%	21%					



Dr. Long - Masters Level

STAAR					STAAR				
	2017	2018	2019	2021		2017	2018	2019	2021
Reading	25%	26%	24%	11%	Math	30%	34%	35%	5%
Writing	15%	20%	15%	5%	Science	32%	25%	27%	8%
STAAR					STAAR				
Reading	2017	2018	2019	2021	Math	2017	2018	2019	2021
3rd	32%	29%	24%	6%	3rd	35%	23%	33%	2%
4th	21%	22%	26%	4%	4th	34%	40%	29%	2%
5th	20%	27%	23%	23%	5th	21%	36%	41%	13%
STAAR									
	2017	2018	2019	2021					
Writing	15%	20%	15%	5%					
Science	32%	25%	27%	8%					

Campus Timeline

Objectives	Start Date	Completion Date
<p>1. Campus Leadership Team Campus Leadership Team consists of key campus leaders, responsible in developing, implementing and revising the Campus Improvement Plan Meetings to collaborate on the goals, analyze and determine academic objectives and strategies are conducted and specific adjustments and revisions are made in the plan.</p>	May 2021	June 2021
<p>2. Needs Assessment Conduct a comprehensive needs assessment addressing campus student performance on the student achievement indicators, using qualitative data (walk throughs, anecdotal notes, student & teacher surveys) and quantitative data (BM 2 data, SLO data, weekly assessment data, attendance data), and other appropriate measures of performance, that are disaggregated by all student groups served by the campus.</p>	May 2021	June 2021
<p>3. Measurable Campus Performance Objectives In collaboration with the Campus Leadership Team (SBDM) performance objectives will be developed based on the Texas Academic Performance Reports (TAPR), including objectives for special needs students and special populations (include dropout and attendance).</p>	June 2021	August 2021
<p>4. Strategies for Improving Student Performance Develop, implement and monitor instructional strategies that improve student achievement. Use instructional strategies that:</p> <ul style="list-style-type: none"> a) increase the amount and quality of learning time (extended school year, before- and after-school programs, and summer programs) b) provide enriched and accelerated curriculum c) include strategies for meeting the needs of historically underserved populations, including the incorporation of gender equitable methods and practices, and d) address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the school-wide program; and e) the integration of vocational and technical education programs. 	May 2021	June 2021
<p>5. Submit Draft of 2021-2022 Campus Improvement Plan to Executive Officer Review of Campus Improvement Plan is conducted, and feedback is provided to campus principal using a district developed rubric.</p>	June 2021	June 2021
<p>6. Finalize Campus Improvement Plan and submit for Board Approval</p>	August 2021	August 2021
<p>7. Implement, monitor and adjust the Campus Improvement Plan Campus Leadership Team will meet to monitor the implementation of the targeted areas. Reflective Questions:</p> <ul style="list-style-type: none"> • What actions have been taken to address the needs of the campus? • What data has been collected to monitor interventions? • Are you on track to meet the annual goal? • Describe the data or evidence used to determine if the goal will or won't be met? • What, if any adjustments must be made in order to meet the annual goals? 	July 2021	August 2022



Campus Goals

Goal Area 1: Student Achievement

Goal Area 2: Closing the Gaps - All identified student groups in the Closing

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Goal Area 4: Increase Staff Quality, Recruitment and Retention

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

2020-2021 ROOT CAUSE ANALYSIS

Problem & Root Cause	Annual Goal(s)	Strategy
<p><u>Problem:</u> All students regressed in academics . Areas of Concern: Math, Reading, Writing, and Science</p> <p><u>Root Cause:</u> Due to pandemic and students not being F2F all students regressed in academics.</p>	<p>- 2021- 2022 Goal is to close gaps that are present in 85% of students in all subgroups.</p>	<ul style="list-style-type: none"> - Professional development for all teachers - Enrichment camps in August before school starts and throughout the year. - Intentional planning by all teachers for all content areas. - Extended day instruction for all students.
<p><u>Problem:</u> Special Education Students STAAR Passing rates for Mathematics is 67%. There is a 20% gap compared to the All Student Group.</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for students with disabilities.</p>	<p>2019-2020 Goal among Special Education Students is to increase the STAAR passing rate in Mathematics to 70%</p>	<ul style="list-style-type: none"> - Train all special education teachers who serve students in the mathematics classrooms on the TEKS curriculum. - Special education teachers will collaborate with regular mathematics teachers during collaborative learning communities. - Implement supplemental aids for content and learning support to best meet individual student needs.
<p><u>Problem:</u> Current English Learners STAAR passing rate for ELA/Reading is 80%. There is 2% gap compared to the All Student Group.</p> <p><u>Root Cause:</u> Lack of alignment between the district Dual Language Department and district leaders on instructional plans to help support campuses with resources and instructional strategies for differentiated support to ELs.</p>	<p>2019-2020 Goal among EL Students is to increase the STAAR passing rate in ELA/Reading to 83%.</p>	<ul style="list-style-type: none"> - Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include, English Language Proficiency Standards. - Provide training through data analysis that will ensure a deep understanding of the TELPAS domains and student language proficiency level.
<p><u>Problem:</u> Current English Learners STAAR passing rate in Mathematics is 81%. There is a 6% gap compared to the All Student Group.</p> <p><u>Root Cause:</u> Lack of alignment between the district Dual Language Department and district leaders on instructional plans to help support campuses with resources and instructional strategies for differentiated support to ELs.</p>	<p>2019-2020 Goal among EL Student is to increase the STAAR/EOC passing rate in Social Studies 84%.</p>	<ul style="list-style-type: none"> - Provide professional development for teachers and campus leaders on research-based instructional strategies and content, to include, English Language Proficiency Standards. - Provide training through data analysis that will ensure a deep understanding of the TELPAS domains and student language proficiency level.
<p><u>Problem:</u> Special Education Students STAAR passing rates for ELA/Reading is 47%. There is a 35% gap compared to the All Student Group.</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for students with disabilities.</p>	<p>2019-2020 Goal among Special Education students is to increase the STAAR passing rate in English Language Arts/Reading to 50%.</p>	<ul style="list-style-type: none"> - Train all special education teachers who serve students in the ELA/Reading classrooms on the TEKS curriculum. - Special education teachers will collaborate with regular ELA/Reading teachers during learning communities. - Implement supplemental aids for content and learning support to best meet the individual student needs.

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2020-2021 ROOT CAUSE ANALYSIS CONTINUED**

Problem & Root Cause	Annual Goal(s)	Strategy
<p><u>Problem:</u> Current Special Education Students in the meets lever in Reading is at 25% a gap of 24%.</p> <p><u>Root Cause:</u> Failure to differentiate instruction for English Learners student group.</p>	<p>Goal: Increase the number of meets to 27%.</p>	<p>– Intentional planning among Regular Education Teachers and Special Education Teachers.</p>
<p><u>Problem:</u> Students’ Academic Growth in Reading is at a 69%.</p> <p><u>Root Cause:</u> Failure to differentiate instruction for the student group. (GT, EL, At-Risk)</p>	<p>Goal: Increase Academic Growth to 74%.</p>	<p>Intentional planning to challenge GT students and planning between EL and At-Risk teachers.</p> <p>Implement challenging lessons.</p>
<p><u>Problem:</u> Students’ Academic Growth in Mathematics is at a 70%.</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for students.</p>	<p>Goal: Target EL and Non-Continuously enrolled students.</p>	<p>Monitor closely the students that are Non-Continuously enrolled and EL to ensure that they are progressing.</p> <p>Intentionally plan for those students and implement challenging lessons.</p>
<p><u>Problem:</u> Students that grew by 1 in TELPAS 33.69%.</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for English Learners.</p>	<p>Goal: Increase students that grow by 1 level in TELPAS by 2%.</p>	<p>– Teachers will plan instruction and target listening, speaking, reading and writing components for TELPAS.</p>



PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Comprehensive Needs Assessment

GOAL	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	<p>Pharr-San Juan- Alamo and Campus provides the teachers with a standards-aligned Guaranteed and Viable Curriculum (GVC) and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the C & I department and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation.</p> <p>In addition:</p> <ul style="list-style-type: none"> • Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. • The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school. • Assessments that are aligned to state standards and the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence. • Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. • Professional development is provided throughout the year in response to classroom observations and formative assessments. 	<p>The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need.</p> <ul style="list-style-type: none"> • Student reading on level by third grade is an area that the campus continues to work on and monitor. • Developmental writing must be taught at all grade levels whether it is assessed at the state level or not. • Professional development for teaching writing is provided at all grade levels. • Campus schedules need to reflect a dedicated time for writing instruction at all campuses • Campus Reading, Writing and Mathematics curriculums must be monitored each year for alignment and effectiveness. • Train teachers on curriculum effectiveness.

Comprehensive Needs Assessment Continued: Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Challenges
2	Closing the Gaps	<ul style="list-style-type: none"> • A strong curriculum in ELA/Reading has resulted in student academic growth on a yearly basis by 4 percentage points in approaches level reading in the last 3 years. • The number of students performing at the Meets performance level has increased each year. Meets: 46% to 49% in 3 years for reading, 57% to 62% in 3 years for math • Teachers are receiving hands-on professional development on how to strategically improve the Growth Progress Measure and Relative Performance Domains of the State Accountability System. This allows focused planning for student growth. • Curriculum roll-outs of state assessed contents are scheduled at the beginning of the year to ensure alignment among teachers across the district. In addition, curriculum is adjusted in response to benchmark data through-out the year. • Student academic progress and relative performance is measured after each benchmark is administered and appropriate intervention measures are prescribed • Student progress is monitored after each Benchmark for each student based on his performance form 2020. 	<ul style="list-style-type: none"> • Teachers are expected to improve their overall state accountability rating • Effective support for teachers that are new or new to the grade level must be consistent with other campuses to ensure they gain expertise not only on the TEKS for their course but how they are assessed. • Instruction must be differentiated for all sub-population groups across disciplines and at all grade levels. • Campus leaders and teachers should understand that student progress is a critical component of the state accountability system and that all students must show progress each year. • Campus administrators and teachers must become very skilled working with data at their campuses to identify specific students who will be targeted to ensure they advance at least one level from the previous year • Targeted tutorial and academies must be implemented with fidelity to meet the individual needs of students. (differentiated for each group of students) • A strong tutorial curriculum must be developed at all tested levels so that teachers have the resources readily available during tutorials/academies. • Closing the Gap associated to the pandemic.



Comprehensive Needs Assessment Continued: Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Challenges
3	Improve Safety, Public Support, Culture and Climate	<ul style="list-style-type: none"> • Security Guard is on duty daily • Security Door has been installed • Emergency Team has been assembled • COVID 19 Team has been assembled • All Staff has been trained on sexual abuse and neglect, bullying, suicide, trauma, and SEL (Social Emotional Learning) • Care Room is equipped and ready • Emergency Response Team has been assembled • Partitions have been installed on desks being used by students • Sanitizing stations have been installed throughout the school • Restrooms have been equipped for proper use • Water fountains have been turned off • Masks and shields have been issued out to staff (students masks only) • Signage has been put up through out the campus on safety and hygiene • 97% of the staff has been vaccinated 	<ul style="list-style-type: none"> • Implementation of partitions for teachers, nurse and administration • Portable water dispensers • Portable sanitizing stations • Ensuring that all students and staff follow guidelines for COVID19 • Training staff on deescalating techniques (CPI) • Adjust to new CDC guidelines



Comprehensive Needs Assessment Continued: Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Challenges
4	Increase Staff Quality, Recruitment and Retention	<ul style="list-style-type: none"> • Teachers plan during CLC with CLL to ensure delivery of research-based strategies in their daily lessons • Teachers attend PD provided by the district which targets students needs • Teachers attend Region I PD and turn it around to other staff • Teachers are screened by central office to ensure that they are Highly Qualified • Teachers are trained in the TTESS Evaluation process • Teachers are encouraged to complete the required training for Bilingual and GT 	<ul style="list-style-type: none"> • Use of technology with asynchronized and synchronized teaching

Goal Area 1: Student Achievement

Goal Area 1: Objective 1

Goal Area 1: Student Achievement

Annual Goal: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2022.

Measurable Objective: The percent of students performing at meets grade level or above on STAAR reading 3-8 will increase from 49% to 54% by having access to a standards-aligned guaranteed and viable curriculum by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Strategically plan instruction to target specific needs of students	*Principal *AP's *CLL *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/Tejas Lee AVID Accelerated Instruction period	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check /Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee	*Comprehensive Needs Assessment *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

Goal Area 1 Action Steps:

- 1) Monitor formal and summative assessment by grade level and classroom teacher.
- 2) Desegregate data and identify the areas of concern.
- 3) Intentionally plan for the areas of concern.
- 4) Implement action plan to target areas of concern.

Goal Area 1: Objective 1

Goal Area 1: Student Achievement

Annual Goal: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2022.

Measurable Objective: The percent of students performing at meets grade level or above on STAAR reading 3-8 will increase from 49% to 54% by having access to a standards-aligned guaranteed and viable curriculum by June 2022.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Small group instruction will be implemented in the classroom to target areas of needs to ensure students success.	<ul style="list-style-type: none"> *Principal *AP's *CLL *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/Tejas Lee *CIF Strategies *Tutoring <ul style="list-style-type: none"> • Enrichment camps • AVID • Accelerated Instruction period 	<ul style="list-style-type: none"> *Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check /Running Record * Report Cards 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups and subjects 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *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

Goal Area 1 Action Steps:

- 1) Strategically group students for differentiated instruction.
- 2) Implement differentiated instruction.
- 3) Monitor and assess implementation of instruction.

Goal Area 1: Objective 1

Goal Area 1: Student Achievement

Annual Goal: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2022.

Measurable Objective: The percent of students performing at meets grade level or above on STAAR reading 3-8 will increase from 49% to 54% by having access to a standards-aligned guaranteed and viable curriculum by June 2022..

Strategy ³	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Technology will be implemented throughout the lessons to ensure that our students and teachers are accountable for their teaching/learning.	<ul style="list-style-type: none"> *Principal *AP's *CLL *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *Google Meets/Classroom *myOn *EduSmart *Think Central *Mackin VIA /Brain Pop *ST Math <ul style="list-style-type: none"> • AR Math • AR Reading • Accelerated Instruction period • AVID 	<ul style="list-style-type: none"> *Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups and subject areas *Increase student participation in technology reports 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *Istation Reading and Imagine Math Reports 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *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

Goal Area 1 Action Steps:

- 1) Ensure all students have access to a device.
- 2) Monitor usage of programs available to students (ISTATION, IMATH,MYON, GOOGLE CLASSROOM, AR)
- 3) Allow time for implementation of programs.

Goal Area 1: Objective 2

Goal Area 1 Student Achievement

Annual Goal: The percent of special education students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2022.

Measurable Objective: Special Education Students in the meets level will increase from 25% to 28% in STAAR in the meets category of STAAR by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
The Special Education Teacher will align their instruction with the classroom teachers to ensure that instruction is implemented effectively for student success.	<ul style="list-style-type: none"> *Principal *AP's *CLL *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *TPRI/Tejas Lee <ul style="list-style-type: none"> • ST Math • AR Math • AR Reading • Accelerated Instruction period • AVID 	<ul style="list-style-type: none"> *Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Fluency Check /Running Record 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *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

Goal Area 1 Action Steps:

- 1) Monitor formal and summative assessment by grade level and classroom teacher.
- 2) Desegregate data and identify the areas of concern.
- 3) Intentionally plan for the areas of concern.
- 4) Implement action plan to target areas of concern.

Goal Area 1: Objective 2

Goal Area 1 Student Achievement

Annual Goal: The percent of special education students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2022.

Measurable Objective: Special Education Students in the meets level will increase from 25% to 28% in STAAR in the meets category of STAAR by June 2022.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
*Use formative assessment results to differentiate instruction based on weekly progress monitoring.	*Principal *AP's *CLL *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *TPRI/Tejas Lee *Google Classroom *ST Math *AR Math <ul style="list-style-type: none"> • AR Reading • Accelerated Instruction period • AVID 	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Fluency Check /Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee *Google Forms, Quizzes/Slides/ Docs	*Comprehensive Needs Assessment *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

Goal Area 1 Action Steps:

- 1) Monitor formal and summative assessment by grade level and classroom teacher.
- 2) Desegregate data and identify the areas of concern.
- 3) Intentionally plan for the areas of concern.
- 4) Implement action plan to target areas of concern.

Goal Area 1: Objective 2

Goal Area 1 Student Achievement

Annual Goal: The percent of special education students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2022.

Measurable Objective: Special Education Students in the meets level will increase from 25% to 28% in STAAR in the meets category of STAAR by June 2022.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Small group instruction will be implemented in the classroom to ensure that our Special Education students succeed.	<ul style="list-style-type: none"> *Principal *AP's *CLL *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *TPRI/Tejas Lee *Google Classroom *ST Math *AR Math <ul style="list-style-type: none"> • AR Reading • Special Education Curriculum • Accelerated Instruction period • AVID 	<ul style="list-style-type: none"> *Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Fluency Check *Running Record 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee *Google Forms, Quizzes/Slides/Docs 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *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

Goal Area 1 Action Steps:

- 1) Intentionally group students
- 2) Intentionally plan for small group instruction.
- 3) Ensure that small group instruction is being done in classrooms.
- 4) Monitor and adjust as necessary to ensure student success.

Goal Area 1: Objective 3

Goal Area 1 Student Achievement

Annual Goal: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2022.

Measurable Objective: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Strategically plan instruction to target specific needs of Bilingual students to ensure success.	*Principal *AP's *CLL *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/Tejas Lee *Google Classroom <ul style="list-style-type: none"> • ST Math • AR Math • AR Reading • Accelerated Instruction period • AVID 	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check /Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee *Google Forms, Quizzes/Slides/ Docs	*Comprehensive Needs Assessment *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

Goal Area 1 Action Steps:

- 1) Monitor formal and summative assessment by grade level and classroom teacher.
- 2) Desegregate data and identify the areas of concern.
- 3) Intentionally plan for the areas of concern.
- 4) Implement action plan to target areas of concern.

Goal Area 1: Objective 3

Goal Area 1 Student Achievement

Annual Goal: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2022.

Measurable Objective: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2022.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be implemented in the classroom to ensure students success.	*Principal *AP's *CLL *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/Tejas Lee *Google Classroom *ST Math *AR Math <ul style="list-style-type: none"> • AR Reading • Accelerated Instruction period • AVID 	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check /Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee *Google Forms, Quizzes/Slides/ Docs	*Comprehensive Needs Assessment *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

Goal Area 1 Action Steps:

- 1) Strategically group students for differentiated instruction.
- 2) Implement differentiated instruction in all classrooms.
- 3) Monitor and assess implementation of instruction.

Goal Area 1: Objective 3

Goal Area 1 Student Achievement

Annual Goal: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2022.

Measurable Objective: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2022.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Technology will be implemented throughout the lessons to ensure that that lessons are readily available for our students.	<ul style="list-style-type: none"> *Principal *AP's *CLL *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *Google Meets/Classroom *myOn *EduSmart *Think Central *Mackin VIA /Brain Pop • Accelerated Instruction period • AVID 	<ul style="list-style-type: none"> *Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Fluency Check *Running Record 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *Istation Reading and Imagine Math Reports *Google Forms, Quizzes/Slides/ Docs 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *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

Goal Area 1 Action Steps:

- 1) Ensure all students have access to a device for asynchrony and synchronize instruction.
- 2) Monitor usage of programs available to students (ISTATION, IMATH, MYON, AR, GOOGLE CLASS).
- 3) Allow time for implementation of programs.

Goal Area 2: Closing the Gaps

Goal Area 2: Objective 1

Goal Area 2: Closing the Gaps

Annual Goal: All identified student groups in the Closing the Gaps domain will meet 85% of the indicators in the Academic Achievement component by June 2022.

Measurable Objective: All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 85% of the indicators in the Academic Achievement component 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
*Collect and assess data to monitor student progress weekly and drive interventions	*Principal *AP's *CLL *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *SLO Data *TPRI TEJAS LEE Data *CIRCLE Data *TX-KEA Data *Google Classroom/Meets *Class Kick <ul style="list-style-type: none"> • Accelerated Instruction period • AVID 	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TRPI/TEJAS LEE *CIRCLE *TX-KEA *SLOs *Google Forms, Quizzes/Slides/Docs	*Comprehensive Needs Assessment *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

Goal Area 2 Action Steps:

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

Goal Area 2: Objective 1

Goal Area 2: Closing the Gaps

Annual Goal: All identified student groups in the Closing the Gaps domain will meet 85% of the indicators in the Academic Achievement component by June 2022.

Measurable Objective: All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 85% of the indicators in the Academic Achievement component are met by June 2022.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Use formative assessment results to establish priorities or alter distribution of resources for weekly progress monitoring	*Principal *AP's *CLL *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *SLO data *TPRI/TEJAS LEE Data *CIRCLE Data *TX-KEA Data *Google Classroom/ Meets <ul style="list-style-type: none"> • Accelerated Instruction period • AVID 	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TRPI/TEJAS LEE *CIRCLE *TX-KEA *Google Forms, Quizzes/Slides/ Docs	*Comprehensive Needs Assessment *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

Goal Area 2 Action Steps:

- 1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I & II, Practice Listening and Speaking sets.)
- 2) Student groups' data will be disaggregated at the campus levels (CPR) and Teacher Level to determine student progress and towards increasing performance in the four components of Domain of Closing the Gaps.
- 3) Use assessment data to drive intervention plans and build intervention time into the day at every level.

Goal Area 2: Objective 1

Goal Area 2: Closing the Gaps

Annual Goal: All identified student groups in the Closing the Gaps domain will meet 85% of the indicators in the Academic Achievement component by June 2022.

Measurable Objective: All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 85% of the indicators in the Academic Achievement component are met by June 2022.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Provide technology resources to facilitate reading development and differentiate student learning	*Principal *AP's *CLL *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *Google Meets/ Classroom *myOn *EduSmart *Think Central *Mackin VIA /Brain Pop *Renaissance STAR Reading *Renaissnce STAAR Math *STAR Literacy (PK-K) *Word Wall *Class Kick <ul style="list-style-type: none"> • Accelerated Instruction period • AVID 	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *Istation Reading and Imagine Math Reports *Google Forms, Quizzes/Slides/ Docs	*Comprehensive Needs Assessment *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

Goal Area 2 Action Steps:

- 1) Allocate resources (e.g., Istation Reading, Imagine Math and myOn) to facilitate reading development for student groups synchronize and asynchronous.
- 2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions.
- 3) Ensure that campus schedules allow for instructional time for program implementation.

Goal Area 2: Objective 2

Goal Area 2: Closing the Gaps

Annual Goal: All student groups will meet 90% of the indicators in the four components evaluated in the Closing the Gaps domain by June 2022.

Measurable Objective: 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
*Collect and assess data to monitor student progress weekly and drive interventions with students in the subgroups that did not show growth e.g., GT, EL, non-continuously enrolled, and special education	*Principal *AP's *CLL *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *SLO data *TPRI/TEJAS LEE Data * CIRCLE Data *TX-KEA Data *Google Classroom/ Meets <ul style="list-style-type: none"> • Accelerated Instruction period • AVID 	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TRPI/TEJAS LEE *CIRCLE *TX-KEA *Google Forms, Quizzes/Slides/ Docs	*Comprehensive Needs Assessment *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

Goal Area 2 Action Steps:

- 1) Student groups' data will be desegregated at the campus levels (CPR) and Teacher level to determine student progress and towards increasing performance in the four components for Domain Closing the Gaps.
- 2) Use assessment data to drive intervention plans and build intervention time into the day at every level.
- 3) 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).

Goal Area 2: Objective 2

Goal Area 2: Closing the Gaps

Annual Goal: All student groups will meet 90% of the indicators in the four components evaluated in the Closing the Gaps domain by June 2022.

Measurable Objective: 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 ²	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Use formative assessment to establish priorities on TEKS/PK Guidelines that students are struggling with in all tested subjects	*Principal *AP's *CLL *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *SLO data *TPRI/TEJAS LEE Data * CIRCLE Data *TX-KEA Data *Google Classroom/ Meets *SLO Data <ul style="list-style-type: none"> • Accelerated Instruction period • AVID 	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TRPI/TEJAS LEE *CIRCLE *TX-KEA *Google Forms, Quizzes/Slides/ Docs *SLO's	*Comprehensive Needs Assessment *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

Goal Area 2 Action Steps:

- 1) Student groups' data will be disaggregated at the campus levels (CPR) and Teacher level to determine student progress and towards increasing performance in the four components for Domain Closing the Gaps.
- 2) Use assessment data to drive intervention plans and build intervention time into the day at every level.
- 3) 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) .

Goal Area 2: Objective 2

Goal Area 2: Closing the Gaps

Annual Goal: All student groups will meet 90% of the indicators in the four components evaluated in the Closing the Gaps domain by June 2022.

Measurable Objective: 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 ³	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Ensure that technology resources are being used and monitor student progress to assign areas of concern on learning platforms approved by the district	*Principal *AP's *CLL *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *Google Meets/ Classroom *myOn *EduSmart *Think Central *Mackin VIA /Brain Pop *Word Wall *Class Kick <ul style="list-style-type: none"> • Accelerated Instruction period • AVID 	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *Istation Reading and Imagine Math Reports *Google Forms, Quizzes/Slides/ Docs	*Comprehensive Needs Assessment *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

Goal Area 2 Action Steps:

- 1) Monitor usage of IStation, Imagine Math, and desegregate data.
- 2) Assign target skills where students struggle to ensure growth.
- 3) Adjust bi-weekly to ensure all TEKS and PK Guidelines are targeted.

Goal Area 2: Objective 3

Goal Area 2: Closing the Gaps

Annual Goal: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Growth Component by June 2022.

Measurable Objective: All identified student groups in the Closing the Gaps domain will be monitored to ensure that they meet 80% of the indicators in the Academic Growth Component by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Use small group instruction to target student groups in the Closing the Gap domain that were at the Meets and Masters level to ensure growth	<ul style="list-style-type: none"> *Principal *AP's *CLL *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/Tejas Lee *Google Classroom <ul style="list-style-type: none"> • Accelerated Instruction period • AVID 	<ul style="list-style-type: none"> *Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check /Running Record 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee *Google Forms, Quizzes/Slides/ Docs 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *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

Goal Area 2 Action Steps:

- 1) Use data to determine who the students are that we need to target.
- 2) Strategically plan to ensure that those students are in a small group and being monitored.
- 3) Use formative and summative assessments by grade level to ensure students are growing.

Goal Area 2: Objective 3

Goal Area 2: Closing the Gaps

Annual Goal: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Growth Component by June 2022.

Measurable Objective: All identified student groups in the Closing the Gaps domain will be monitored to ensure that they meet 80% of the indicators in the Academic Growth Component by June 2022.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide technology resources to target areas where students are struggling and/or to challenge those students that are scoring in the meets and masters level	<ul style="list-style-type: none"> *Principal *AP's *CLL *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *Google Meets/ Classroom *myOn *EduSmart *Think Central *Mackin VIA /Brain Pop • Accelerated Instruction period • AVID 	<ul style="list-style-type: none"> *Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *Istation Reading and Imagine Math Reports *Google Forms, Quizzes/Slides/ Docs 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *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

Goal Area 2 Action Steps:

- 1) Use ongoing district assessments and STAAR Data to determine areas of need.
- 2) Strategically assign students the TEKS they are struggling with on ISTATION, Imagine MATH.
- 3) Monitor student and adjust.
- 4) Sponsor academies for different student groups or tutorial camps.

Goal Area 2: Objective 3

Goal Area 2: Closing the Gaps

Annual Goal: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Growth Component by June 2022.

Measurable Objective: All identified student groups in the Closing the Gaps domain will be monitored to ensure that they meet 80% of the indicators in the Academic Growth Component by June 2022.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Analyzing TEKS and PK Guidelines to intentionally plan differentiated instruction for all student populations.	*Principal *AP's *CLL *Teachers *Counselor	*District Curriculum *TEKS *Unpacking document *STAAR Release Assessments (BM I & II) *Lead4Ward Guides *PK Guidelines <ul style="list-style-type: none"> • Accelerated Instruction period • AVID 	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Fluency Check *Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TRPI/TEJAS LEE *CIRCLE *TX-KEA *Google Forms, Quizzes/Slides/ Docs	*Comprehensive Needs Assessment *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

Goal Area 2 Action Steps:

- 1) Monitor formal and summative assessment by grade level and classroom teacher.
- 2) Desegregate data and identify the areas of concern.
- 3) Intentionally plan for the areas of concern.
- 4) Implement action plan to target areas of concern.

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

Goal Area 3: Objective 1

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: The students' perception for their physical and psychological school safety will improve by June 2022.

Measurable Objective: The school will implement safety and violence prevention protocols that will increase school safety by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Train all students and staff members on COVID 19 safety procedures	*Principal *AP's *CLL *Teachers *Nurse *Counselor	*District Safety Procedures Videos *Hoonuit Modules *TEA Guidelines *CDC Guidelines	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Screener for COVID19 *Signs Posted Seating *Arrangement of Classroom *Setup Modified Procedures *Social Distances	*Minimal to no cases *High Attendance *Open Campus *Low Anxiety Level	*Observation of staff wearing appropriate coverings *Unannounced Classroom Visits	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Instucion by Highly qualified Teachers a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Goal Area 3 Action Steps:

- 1) Teachers will receive training via Hoonuit on COVID 19 safety procedures.
- 2) Students will participate in a guided lesson on COVID19 safety procedures.
- 3) Safety procedures for COVID 19 will be displayed throughout the school.
- 4) Staff will monitor to ensure that safety procedures are followed.

Goal Area 3: Objective 1

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: The students' perception for their physical and psychological school safety will improve by June 2022.

Measurable Objective: The school will implement safety and violence prevention protocols that will increase school safety by June 2022.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Train selective staff in (CPI) de-escalation and restorative practices	*Principal *AP's *CLL *Teachers *Nurse *Counselor *Behavior Strategist	*District Safety Procedures Videos *Hoonuit Modules *TEA Guidelines *CDC Guidelines * CPI Training	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	<ul style="list-style-type: none"> Student managing conflict Less Student behavior referrals 	*Students working effectively Student engagement	*Classroom observation *Walk-throughs *Student interaction with peers and staff	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Instucion by Highly qualified Teachers a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Goal Area 3 Action Steps:

- 1) Selected personnel will attend CPI training.
- 2) Response team will participate in mock trainings.
- 3) Implement CPI/Document when necessary.

Goal Area 3: Objective 1

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: The students' perception for their physical and psychological school safety will improve by June 2022.

Measurable Objective: The school will implement safety and violence prevention protocols that will increase school safety by June 2022.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Training for All Staff on sexual abuse and neglect, bullying, suicide, trauma, and SEL (Social Emotional Learning).	*Principal *AP's *CLL *Teachers *Nurse *Counselor	*District Safety Procedures Videos *Hoonuit Modules *TEA Guidelines *CDC Guidelines *Teacher handbook *Sexual Abuse , neglect, bullying training video *Panorama survey	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Observation *Sign in documentation *SEL survey Lesson plans SEL activities with students	*Culture will improve *Documentation • Positive student engagement	<ul style="list-style-type: none"> • Classroom observation • Surveys 	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Instucion by Highly qualified Teachers a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Goal Area 3 Action Steps:

- 1) All staff will attend PD via Hoonuit on sexual abuse and neglect, bullying, suicide, trauma, SEL.
- 2) Staff will document and report any concerns to proper authorities.
- 3) Provide resources to students on all topics.

Goal Area 3: Objective 2

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: The schools' positive culture and climate will increase based on teachers and staff perception of staff-student relationships will increase by 3% by June 2022.

Measurable Objective: Teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase by 3% by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.	*Principal *AP's *CLL *Teachers *Nurse *Counselor	*District SEL Activities and Videos *District PP - Counselor Presentation to *Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LCP *LSSP	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations	*Positive student engagement *Inclusive community *Diversity learning *Learner variability-welcomed responses *Survey	*Classroom observation *Walkthroughs *Student interactions with peers and staff	*Comprehensive Needs Assessment *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

Goal Area 3 Action Steps:

- 1) All staff will attend PD on SEL.
- 2) Teachers will integrate SEL activities in weekly lesson plans.
- 3) Teachers will plan engaging lessons where students will be able to interact with others and teacher.

Goal Area 3: Objective 2

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: The schools' positive culture and climate will increase by 3% based on the student/staff perception of staff-student relationships by June 2022.

Measurable Objective: Teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships by June 2022.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers and staff will teach SEL in their classroom to improve teacher/student relationships..	*Principal *AP's *CLL *Teachers *Counselor	*District SEL Activities and Videos *District PP - Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LCP *LSSP	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations	*Positive student engagement *Inclusive community *Diversity learning *Learner variability-welcomed responses *Survey	*Classroom observation *Walkthroughs *Student interactions with peers and staff	*Comprehensive Needs Assessment *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

Goal Area 3 Action Steps:

- 1) Teachers will teach the SEL lessons provided by the district.
- 2) Students will participate in a guided lesson on SEL.
- 3) Staff will monitor to ensure that safety procedures are followed.
- 4) Counselor will deliver lessons to all students on SEL.

Goal Area 3: Objective 2

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: The schools' positive culture and climate will increase by 3% based on the student/staff perception of staff-student relationships by June 2022.

Measurable Objective: Teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships by June 2022.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Students will practice SEL and social skills throughout the day.	*Principal *AP's *CLL *Teachers *Counselor	*District SEL Activities and Videos *District PP - Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LCP *LSSP	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations of students	*Positive student engagement *Inclusive community *Diversity learning *Learner variability-welcomed responses *Social and emotional growth	*Classroom observation *Walkthroughs *Student interactions with peers and staff	*Comprehensive Needs Assessment *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

Goal Area 3 Action Steps:

- 1) Teachers will teach the SEL lessons provided by the district.
- 2) Students will participate in a guided lesson on SEL.
- 3) Staff will monitor to ensure that safety procedures are followed.
- 4) Counselor will deliver lessons to all students on SEL.

Goal Area 3: Objective 3

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: Family involvement and interaction with their child's school/class will increase by 5% by June 2022.

Measurable Objective: Parents participation in informational training sessions will increase by 5% by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Teachers and staff will use approved platforms to communicate with parents and address their questions and needs.	*Principal *AP's *CLL *Teachers	*School FB *Google Classroom *ClassDojo *Email , *Phone call *Via Messenger	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Weekly attendance report *Weekly Contact Parent Log *Google Classroom Posts *ClassDojo Announcements *Email Logs	*Parent communication 100% *Increase Student participation on Google Classroom *Decrease in miscommunication on assignments *Less incomplete assignments *Positive partnership between parents and staff member	*Increased parent satisfaction *Improved staff morale *Increased students' engagement	*Comprehensive Needs Assessment *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

Goal Area 3 Action Steps:

- 1) Notices will be sent out on a timely manner in English and Spanish
- 2) Parent educator, PR representative will reach out to parents to invite them to meeting and trainings.
- 3) A mass message will be sent out via Messenger and Social Media accounts.

Goal Area 3: Objective 3

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: Family involvement and interaction with their child's school/class will increase by 5% by June 2022.

Measurable Objective: Parents participation in informational training sessions will increase by 5% by June 2022.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Parents will be invited to attend social events sponsored by the school	*Principal *AP's *CLL *Teachers	*School FB *Google Classroom *ClassDojo *Email , *Phone call *Via Messenger	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Sign in Sheet for attendees *High participation in social events *Pictures, videos on school's social media	*Positive Parent involvement in social events *Student participation in special events	*High participation by parents and students *High participation by students	*Comprehensive Needs Assessment *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

Goal Area 3 Action Steps:

- 1) Notices will be sent out on a timely manner in English and Spanish
- 2) Parent educator will reach out to parents to invite them to meeting and trainings.
- 3) A mass message will be sent out via Messenger, School FB and class dojo.

Goal Area 3: Objective 3

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: Family involvement and interaction with their child's school/class will increase by 5% by June 2022.

Measurable Objective: Parents participation in informational training sessions will increase by 5% by June 2022.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Parents will be invited to attend meetings and trainings provided by the school and district.	*Principal *AP's *CLL *Teachers	*School FB *Google Classroom *ClassDojo *Email , *Phone call *Via Messenger	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Sign in Sheet for attendees *High participation in social events * pictures, videos on school's social media	*Positive Parent involvement in social events *Student participation in special events	*High participation by parents and students *High participation by students	*Comprehensive Needs Assessment *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

Goal Area 3 Action Steps:

- 1) Notices will be sent out on a timely manner in English and Spanish
- 2) Parent educator and PR representative will reach out to parents to invite them to meeting and trainings.
- 3) A mass message will be sent out via Messenger.

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Goal Area 4: Objective 1

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time by June 2022.

Measurable Objective: All teachers will increase their use of high quality, engaging lessons, and technology to increase student achievement by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All teachers will use research-based strategies in their daily lesson to increase student engagement	<ul style="list-style-type: none"> *Principal *AP's *CLL *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *Think Central *EduSmart *CIF *Google Classroom *Poll *Quizlet *Quizis *Games <ul style="list-style-type: none"> • ST Math • Accelerated Instruction period • AVID 	<ul style="list-style-type: none"> *Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *T-TESS 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *More classroom participation 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *Google Form 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Teachers will attend research based professional development offered by the district or Region I.
- 2) Teachers will turn around PD attended to other teachers so that they can learn best practices.
- 3) Teachers will implement what was learned in their professional development in their classroom.
- 4) Teachers will participate inter classroom visitations.

Goal Area 4: Objective 1

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time by June 2022.

Measurable Objective: All teachers will increase their use of high quality, engaging lessons, and technology to increase student achievement by June 2022.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Use walk-through data to monitor and support teacher effectiveness	<ul style="list-style-type: none"> *Principal *AP's *CLL *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *Think Central *EduSmart *CIF *Google Classroom/ Meets *Poll *Quizlet *Quizis *Games *ST Math <ul style="list-style-type: none"> • Accelerated Instruction period • AVID 	<ul style="list-style-type: none"> *Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *T-TESS 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *More classroom participation 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *Google Form 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Data from walk-throughs will be used to target areas of growth for teachers.
- 2) Hot and Cold Feedback will be provided for all teachers.
- 3) Monitoring of implantation will be done weekly.

Goal Area 4: Objective 1

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time by June 2022.

Measurable Objective: All teachers will increase their use of high quality, engaging lessons, and technology to increase student achievement by June 2022.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All teachers will incorporate technology into their lessons to optimize student achievement	<ul style="list-style-type: none"> *Principal *AP's *CLL *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *Think Central *EduSmart *CIF *Google Classroom *Poll *Quizlet *Games *ST Math *Smart Board <ul style="list-style-type: none"> • Learning APPS • Accelerated Instruction period • AVID 	<ul style="list-style-type: none"> *Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *T-TESS 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *More classroom participation 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR *District *Fluency Checks *Google Form, Slides, Doc, Quizzes 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Teachers and Staff will attend professional development to sharpen their use of technology..
- 2) Teachers will use technology and assist students in using technology in the classroom.
- 3) Monitoring of implantation will be done weekly.

Goal Area 4: Objective 2

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: Staff will use the evaluation systems to increase staff quality, recruitment and retention by June 2022.

Measurable Objective: Staff will develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessment by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Administration and teachers will receive training on the evaluation process	*Principal *AP's *CLL *Teachers	*TTESS Training *TEEMS Online Orientation *Calibration Certification *3 Hour TTESS Orientation for new teachers *CLL TTESS Roll Out AVID Training	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*T-TESS Evaluation Self Assessment *PD Goals Conference *BOY Goals *MOY Progress *EOY Summative Evaluation *Observation Cycle	*Growth in PD Goals *Teacher Growth *Progress/Completion of PD Goals	*Teacher announced and unannounced observation *Mid Year Conference *Summative Conference	*Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Teachers will receive professional development on the evaluation process.
- 2) Teachers will be guided on how to develop SLO's for their students.
- 3) Teachers will implement what was learned in the evaluation process and SLO's in their classroom.
- 4) Implementation will be monitored by Administration and CLL..

Goal Area 4: Objective 2

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: Staff will use the evaluation systems to increase staff quality, recruitment and retention by June 2022.

Measurable Objective: Staff will develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessment by June 2022.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback	<ul style="list-style-type: none"> *Principal *AP's *CLL *Teachers 	<ul style="list-style-type: none"> • Training *TEEMS Online Orientation *Calibration Certification *3 Hour TTESS Orientation for new teachers *CLL TTESS Roll Out • Avid Training 	<ul style="list-style-type: none"> *Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022 	<ul style="list-style-type: none"> *Pre-Conference Form *Observation Form *Post Conference Form *Teacher Classroom Inter-visitiation Form *Walkthrough Online Form *Peer Schedule Template 	<ul style="list-style-type: none"> *Teacher implementation of newly acquired feedback *Teacher participation *Incorporating vertically aligned strategies *Mid-Conference 	<ul style="list-style-type: none"> *Student engagement *Follow through of feedback *Classroom visit 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Teachers will receive observation cycle (pre., obs. & post) for the announced visit and part of observation cycle for the unannounced visit.
- 2) Teachers will receive classroom walkthrough feedback after classroom visit.
- 3) Teachers will engage in teacher classroom intervisitations.

Goal Area 4: Objective 2

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: Staff will use the evaluation systems to increase staff quality, recruitment and retention by 2022.

Measurable Objective: Staff will develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessment by June 2022.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Use data collected to provide professional development to provide growth opportunities for all staff for means of retention.	*Principal *AP's *CLL *Teachers	*Observation Cycle *Collaborative Learning Inter-visitiation *Walkthroughs *Peer Inter-visitiations *PD for area of concern AVID training	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*PD Sign In *Data Collected through walkthroughs	*Teacher implementation of newly acquired PD *Teacher participation *Student engagement	*Teacher announced and unannounced observation *Mid Year Conference *Summative Conference	*Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Teachers will receive observation cycle (pre., obs. & post) for the announced visit and part of observation cycle for the unannounced visit.
- 2) Teachers will receive classroom walkthrough feedback after classroom visit.
- 3) Teachers will receive the T-TESS Mid Year and Summative Conferences.

Goal Area 4: Objective 3

Goal Area 4: Improve Safety, Public Support, Culture and Climate

Annual Goal: All teachers will be certified to teach assigned grade level by June 2022.

Measurable Objective: All teachers will be highly qualified to teach the assigned grade level by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All Bilingual teachers will be certified	*Principal *AP's *CLL *Teachers	*State Bilingual Certification *Dual Language District Training *Bilingual District Department Resources AVID Training	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Bilingual Pairs *Bilingual Classroom Labels *Language of the Day Instruction *Bilingual resources *Bilingual library books *Display of student work in both languages	*Bilingual Pairs group work *Bilingual Classroom Labels *Students use language of the Day *Students use bilingual resources *Students have access to bilingual Library	*Walkthroughs *Observations *DL Department Observations	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) All bilingual teachers will be properly certified.
- 2) Bilingual teachers will ensure that their certification is current.

Goal Area 4: Objective 3

Goal Area 4: Improve Safety, Public Support, Culture and Climate

Annual Goal: All teachers will be certified to teach assigned grade level by June 2022.

Measurable Objective: All teachers will be highly qualified to teach the assigned grade level by June 2022.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All Bilingual teachers will receive required yearly training.	*Principal *AP's *CLL *Teachers	*Dual Language District Update Training AVID Training	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Bilingual Pairs *Bilingual Classroom Labels *Language of the Day Instruction *Bilingual resources *Bilingual library books *Display of student work in both languages	*Bilingual Pairs group work *Bilingual Classroom Labels *Students use language of the Day *Students use bilingual resources *Students have access to bilingual Library	*Walkthroughs *Observations *DL Department Observations	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Bilingual teachers will attend the mandated professional development offered by the district.
- 2) Bilingual teachers will be encouraged to attend Region I professional development.
- 3) Bilingual teachers will be encouraged to attend State Professional Development.

Goal Area 4: Objective 3

Goal Area 4: Improve Safety, Public Support, Culture and Climate

Annual Goal: All teachers will be certified to teach assigned grade level by June 2022.

Measurable Objective: All teachers will be highly qualified to teach the assigned grade level by June 2022.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus will recruit highly qualified teachers .	*Principal *AP's *CLL *Teachers	*New Teacher Job Fair *State Certification *HR Hiring Process	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Interview process *HR Criteria Review *Knowledge of Lesson plan cycle	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading/Math	*Teachers knowledgeable in content grade level area *T-TESS Evaluation Process *Reference Checks *Resume	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Campus will interview only qualified teachers for the open position.
- 2) Campus will ensure that any teacher hired is properly certified.

Appendix

Elementary Professional Development Plan for August 2021 (DRAFT as of 6/22/2021)

Date	Session	Audience	Lead Person	Location	Session Number	Time
Monday, August 16, 2021	Campus Welcome/Procedures	All Staff	Principal/ AP	Campus	Campus Based	8:00 – 11:30
	Science Curriculum Rollout	Kinder – 1 st Teachers	All Teachers	Virtual	See Workshop Numbers Below	1:00 – 4:00
	Science/Math Curriculum Rollout	2 nd -5 th Teachers	All Teachers	Virtual	See Workshop Numbers Below	1:00 – 4:00
	PK3 -PK4 Curriculum Rollout	All PK Teachers	Early Childhood Staff	Virtual	192814	1:00 – 4:00
	Fine Arts Session	Music Teachers	Jon Taylor	Campus		1:00 – 4:00
	PE Session	ALL PE Teachers	Orlando Garcia	LBJ MS	190504	1:00 – 4:00
	Instructional Technology Sessions with Leslie Fisher, Technology Consultant	Curriculum Coordinators, Strategists, Instructional Coaches, CIT, Librarians, Technology Specialists	Leslie Fisher/ Lauro Davalos	Virtual		1:00 – 4:00
Tuesday, August 17, 2021	2021 PSJAISD We Connect Virtual Technology Conference	All Staff	District Principal/AP	Virtual		8:00 – 12:00
	District Convocation Instructional Technology	All Staff	District	In-Person		1:30 – 4:00
Wednesday, August 18, 2021	Language Arts Curriculum Rollout	Kinder – 1 st Teachers	ELA Staff DL Staff	Virtual	See Workshop Numbers Below	8:00 – 11:30
	Math Curriculum Rollout/ Footsteps 2 Brilliance	Kinder – 1 st Teachers	Patty Delgado Fidencio Camacho Blanca Villarreal	Virtual	See Workshop Numbers Below	1:00 – 4:00
	Sharon Wells Math	2 nd – 5 th Teachers	Sharon Wells Consultants	Virtual	See Workshop Numbers Below	8:00 – 11:30 (2 nd /4 th) 1:00 – 4:00 (3 rd /5 th)
	Language Arts Curriculum Rollout	2 nd -5 th Teachers	ELA Staff DL Staff	Virtual	See Workshop Numbers Below	8:00 – 11:30 (3 rd /5 th) 1:00 – 4:00 (2 nd /4 th)
	Science Lab Curriculum Rollout	5 th Grade Science Lab Teachers	Maria Varela	Napper Library	192875	8:00 – 4:00
	PK3 -PK4 Curriculum Rollout	All PK Teachers	Early Childhood Staff	Virtual	192805	8:00 – 4:00
	Fine Arts Session	Music Teachers	Jon Taylor	Campus		8:00 – 4:00
PE Session	ALL PE Teachers	Orlando Garcia	LBJ MS	190506	8:00 – 4:00	
Thursday, August 19, 2021	2021 PSJAISD We Connect Virtual Technology Conference for All Administrative Support Staff	All campus secretaries, clerks, receptionists	District Principal/ AP	Virtual		8:00 – 12:00
	T-TESS	All Teachers	Principal/ AP	Campus	Campus Based	8:00 – 4:00
Friday, August 20, 2021	Staff Workday					