



John Doedyns Elementary

Campus Improvement Plan
2021-2022

Board Approved:

John Doedyns Elementary

Vision and Mission

2021-22

Our Mission is to ensure high levels of achievement for every student, every day.

Our Vision is to learn and grow together as we prepare our students to lead a diverse everchanging world.



Executive Summary
Campus Improvement Plan: School Year 2021-2022

Campus Name: John Doedyns Elementary

Mission:

Our Mission is to ensure high levels of achievement for every student, every day.

Vision:

Our Vision is to learn and grow together as we prepare our students to lead a diverse ever-changing world.

Demographic Summary: John Doedyns Elementary is an elementary school in San Juan, TX, in the Pharr-San Juan-Alamo ISD school district. In 2019-2020 school year, the campus enrolled 640 students and in 2020-21, enrollment peaked at 570 students. The demographic breakdown is 91.3% of students at risk; 44% in Dual language; 15.5% in Sped; 93.8% economically disadvantaged; 4.4% in GT and 5.8% are migrants. The demographic breakdown will be updated on October 29, 2021-snapshot date. Class size per grade is kinder-17; 1st: 20; 2nd: 23; 3rd: 18; 4th: 18; 5th: 20. There are 61 instructional staff members: 41 teachers, two administrators, one librarian, one counselor and 16 classroom aides. Sixty three percent of teachers have more than 5 years classroom experience.

Executive Summary

Campus Improvement Plan: School Year 2021-2022

Campus Name: John Doedyns Elementary

Comprehensive Needs Assessment Summary: Due to a declared state of disaster for the 2019-2020, the scores featured are 2019, Benchmark 2 2021 and STAAR 2021. For STAAR 2019 reading, 73% were at the approaches, 40% at meets, and 21% at the masters level. In math, 80% of students were at approaches, 49% at meets, and 24% at masters level. In writing, 72% of students were at approaches, 41% at meets, and 12% at masters level. In science, 77% of students were at the approaches, 48% at meets, and 24% at master's level. The campus received a B rating for the 2018-2019, 2019-20 and 2020-21 and a Distinction in science. Due to TEA declaring the latter two school years as state of disaster, the ratings have remained for the past three school years.

Curriculum, Instruction & Extracurricular activities: John Doedyns elementary offers a rigorous curriculum with a highly qualified staff of teachers. We offer a one-way Dual Language curriculum and implement project-based curriculum for gifted and talented students. Doedyns Elementary offers acceleration programs for all students utilizing research-based programs and progress monitoring systems. Doedyns Elementary offers academic and extracurricular programs such as Cheer, Choir, Drumline, World Changers, Library Ambassadors, Technology Club, Art and Drama, Flag Football, Basketball, Volleyball, Running Club, and Dance. We participate in all elementary UIL events including Chess Puzzles, Number Sense, Spanish Poetry, Oral Reading, Storytelling, Creative Writing, Music Memory, Art Appreciation, Listening Skills, Maps, Charts, and Graphs, Spelling, and Dictionary Skills.

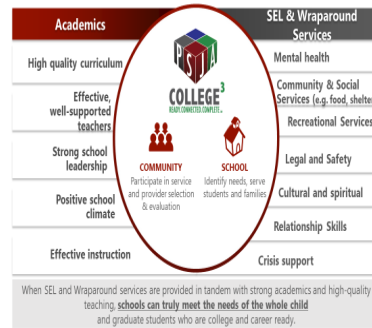
Executive Summary

Campus Improvement Plan: School Year 2021-2022

Campus Name: John Doedyns Elementary

Summary of Goals: In 2021-22, John Doedyns Elementary will improve student mastery in all subjects. Doedyns will strive to reach the goal of 90% of students scoring at the approaches, 60% at meets, and 30% at the masters level and all students reading on grade level. For Domain 2, Doedyns will increase the number of students earning growth points. Doedyns Elementary will conduct professional development to align the instructional core and to develop a strong understanding of the new TEA assessments and the changes to 2021 STAAR. The campus will continue to mentor, coach and provide collaborative time for our teachers. Doedyns will increase afterschool parent/family activities such as curriculum nights, reading nights, musical performances, and parades. We will continue to partner with community stakeholders to further establish the campus and ensure the success of all our students.

PSJA ISD believes that a coordinated SEL and Wraparound Services Model complements academics to improve outcomes by addressing challenges.



What We Believe In

Guiding Principles

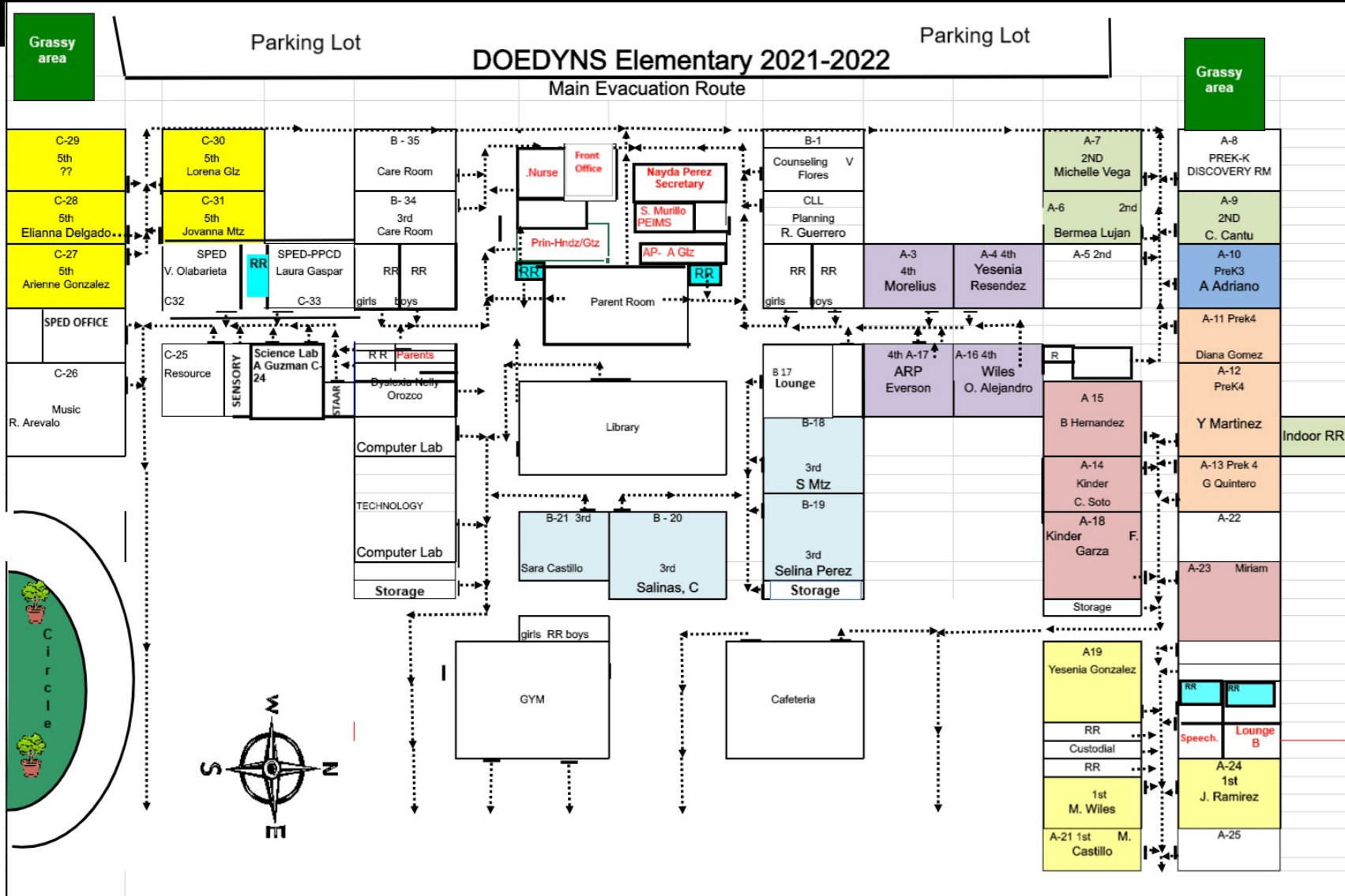
- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

What We Want to Accomplish

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



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT- JOHN DOEDYNS ELEMENTARY



**Texas Education Agency
2019 Accountability Ratings Overall Summary
JOHN DOEDYNS EL (108909106) - PHARR-SAN JUAN-ALAMO ISD**

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		81	B
Student Achievement		75	C
STAAR Performance	47	75	
College, Career and Military Readiness			
Graduation Rate			
School Progress		84	B
Academic Growth	67	67	D
Relative Performance (Eco Dis: 95.6%)	47	84	B
Closing the Gaps	61	73	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

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

**2019-20 and 2020-21
"Not Rated: Declared State of Disaster."**

CAMPUS DEMOGRAPHICS

Total Enrollment 417 – September 1, 2021

Sped	% Sped	LEP	% LEP	ECD	% ECD	GT	% GT	At Risk	%At Risk
55	13.2	153	36.7	392	94.0	18	4.3	334	80

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT- JOHN DOEDYNS ELEMENTARY

Campus Performance Objective Committee/SBDM-

COLLABORATIVE LEARNING LEADER

1. Pending hire

GRADE LEVEL CHAIRS

1. Diana Gomez
2. Cecilia Soto
3. Maria Wiles
4. Michelle Vega
5. Cynthia Salinas
6. Giselle Morelius
7. Eliana Delgado
8. Laura Gaspar

NON-TEACHING PROFESSIONAL STAFF

1. Angelita Hernandez Gutierrez – Principal
2. Anna Gonzalez – Assistant Principal
3. Raquel Duberney Guerrero– Counselor
4. Leslie Perez Cuellar– Librarian

NON-PROFESSIONAL STAFF

1. Sylvia De la Cerda– Parent Educator
2. Sandra Coronado – PEIMS Clerk
3. Joe Martinez – Head Custodian
4. Dinorah Escobedo-Nurse

BUSINESS LEADERS

1. Christine Bermea

COMMUNITY MEMBERS

1. Pending
2. Pending

PARENT

1. Sharon Winkles Cameron
2. Laura Jimenez

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

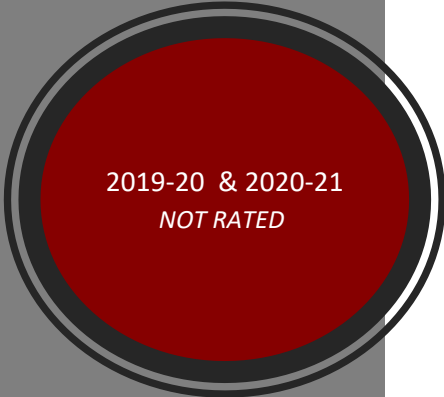
Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Comprehensive Needs Assessment

Data Resources Reviewed

- 2018-2019 STAAR/TELPAS - (2019-2020 STAAR data not available due to pandemic closure and TELPAS data is incomplete)
- 2019-20 & 2020-21 Benchmark 2 Data
- 2020-2021 Asynchronous and Synchronous attendance
- 2021-21 STAAR & TELPAS
- PEIMS Demographics
- Walk-throughs and Leadership-Walks Data
- McREL Teacher Evaluations, Professional Development Plans, SLOs
- Teacher Certifications
- Technology Inventories
- Device and Technology Needs for E Learning
- Teacher Supports for E Learning
- PBMAS
- Student, Parent and Staff Surveys





Domain I					
STAAR Performance					
2019	Reading	Mathematics	Writing	Science	Social Studies
Approaches	73	80	72	77	
Meets	40	49	41	48	
Masters	21	24	12	24	
2022 Goals					
Approaches	90	90	90	90	
Meets	60	60	60	60	
Masters	30	30	30	30	

Domain II		
Academic Growth		
	2019	2021 Goals
Points from 1/2 point	16	98
Points from 1 point	225	368

Elementary and Middle School (Domain III) STAAR 2019

Academic Achievement (Percentage at MEETS Grade Level or Above)

	All	African Amer.	Hispanic	White	Asain	Special Ed (Current)	Econ. Disadv.	ELs (Current & M4)	Special Ed (Former)	Continuously Enrolled	Non-continuously Enrolled	Total Met	Total Eval.
Reading	40	*	40	67	*	33	39	36	44	41	37		
Target	44	32	37	60	74	19	33	29	36	46	42		
Met Target	N		Y			Y	Y	Y		N	N	4	7
2021 Goals	55		55	82		48	54	51	59	54	52		
Math	49	*	49	67		33	48	49	56	48	52		
Target	46	31	40	59	82	23	36	40	44	47	45		
Met Target	Y		Y			Y	Y	Y		Y	Y	7	7
2020 Goals	64		64	82		48	63	64	74	63	67		

Academic Growth

	All	African Amer.	Hispanic	White	Asain	Special Ed (Current)	Econ. Disadv.	ELs (Current & M4)	Special Ed (Former)	Continuously Enrolled	Non-continuously Enrolled	Total Met	Total Eval.
Reading	64	*	64	75	*	61	64	56	29	66	58		
Target	66	62	65	69	77	59	64	64	65	66	67		
Met Target	N		N				Y	N	N	Y	N	2	6
2021 Goals	79	*	79	90		76	89	71	44	81	73		
Math	70	*	71			67	70	73	36	68	79		
Target	71	67	69	74	86	61	68	68	70	71	70		
Met Target	N		Y			Y	Y	Y		N	Y	5	7
2020 Goals	85		86			91	85	88	51	83	94		

English Language Proficiency

								ELs (Current)					
TELPAS								34					
Targets								36					
2021 Goals								45					

Student Achievement Domain

	All	African Amer.	Hispanic	White	Asain	Special Ed (Current)	Econ. Disadv.	ELs (Current & M4)	Special Ed (Former)	Continuously Enrolled	Non-continuously Enrolled	Total Met	Total Eval.
Domain I	45		45	50	*	31	44	43	48	45	42		
Targets	47	36	41	58	73	23	38	37	43	48	45		
Met Target	N		Y			Y	Y	Y		N	N	5	7
2021 Goals	60		60	65		49	59	58	63	60	57		

- 2020 Benchmark 2 comparison to
- 2019 STAAR

Mathematics							
Doedyns	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	App BM 2	Domain 1
Standards:	75%	75%	75%	88%	88%	53%	
3rd	52	37	52	20	17	63	44
4th	41	58	52	27	27	80	53
5th	53	47	51	15	26	86	54

Reading							
Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	App BM 2	Domain 1
Doedyns	76% (E) 71% (S)	76% (E) 71% (S)	76% (E) 71% (S)	85% (E) 82% (S)	85% (E) 82% (S)	53%(E) 50%(S)	
3rd	43	35	43	13	18	73	45
4th	34	28	44	17	16	76	45
5th	42	40	48	18	23	73	48

Writing							
Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2019	Masters BM 2 2020	App BM 2	Domain 1
Doedyns	E-72% S-69%	E-69% S-72%	E-72% S-69%	E-84% S-84%	E-84% S-81%	E-56% S-53%	
4th	41	40	41	18	20	72	44

Science							
Doedyns	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	App BM 2	Domain 1
Standards:	78%	78%	78%	89%	89%	61%	
5th	49	35	47	10	17	80	48

Domain Scores

Elementary Benchmark 2								
Campus	EcoD	Domain I Raw Score	Domain I Scale Score/Rating	Domain II Part A Raw Score	Domain II Part A Scale Score/Rating	Domain II Part B Relative Performance Scale Score	Domain II Part B Domain Rating	Domain III All Student Target
								47
Doedyns	91.64	47	75-C	73	77-C	84	B	Y

Progress Measure by Teacher (4th/5th)

Building	Campus	TeacherID	Teacher_Name	subject	Total	Points	Pct
106	Doedyns Elementary	137505	Morelius, Giselle	MATH	14	12	85.7%
106	Doedyns Elementary	137505	Morelius, Giselle	READ	12	7.5	66.7%
106	Doedyns Elementary	142133	Alejandro, Olga	MATH	22	10	45.5%
106	Doedyns Elementary	142133	Alejandro, Olga	READ	15	10	66.7%
106	Doedyns Elementary	1700	Everson, Dawn	MATH	19	17	89.5%
106	Doedyns Elementary	1700	Everson, Dawn	READ	19	14	73.7%
106	Doedyns Elementary	171288	Martinez, Jovanna	MATH	14	11.5	85.7%
106	Doedyns Elementary	171288	Martinez, Jovanna	READ	14	10	71.4%
106	Doedyns Elementary	173528	Ramirez, Arely	MATH	20	17.5	90.0%
106	Doedyns Elementary	173528	Ramirez, Arely	READ	22	22	100.0%
106	Doedyns Elementary	174683	Martinez, Ana	MATH	23	17	73.9%
106	Doedyns Elementary	174683	Martinez, Ana	READ	19	8	42.1%
106	Doedyns Elementary	175467	Gonzalez, Arienne	MATH	14	11	78.6%
106	Doedyns Elementary	175467	Gonzalez, Arienne	READ	14	10	71.4%
106	Doedyns Elementary	175467	Morelius, Giselle	MATH	1	1	100.0%
106	Doedyns Elementary	179842	Delgado, Eliana	MATH	13	8	61.5%
106	Doedyns Elementary	179842	Delgado, Eliana	READ	13	6	46.2%
106	Doedyns Elementary	179926	Gonzalez, Lorena	MATH	22	17.5	81.8%
106	Doedyns Elementary	179926	Gonzalez, Lorena	READ	22	19.5	90.9%
106	Doedyns Elementary	184049	Resendez, Yesenia	MATH	15	9	60.0%
106	Doedyns Elementary	184049	Resendez, Yesenia	READ	15	12	80.0%

English Language Learners (ELs) - Achievement Gap



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The following sources were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students.

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

- In Reading, the achievement gap between ELs and All students 2018-2019 is (-4)
- In Writing, the achievement gap between ELs and All students 2018-2019 is (+5)
- In Science, the achievement gap between ELs and All students 2018-2019 is (-2)

In TELPAS we fell below the state target OF 36% by 2% (34%).

Economically Disadvantaged-Achievement Gap

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

As evidenced in the STAAR assessments, the results show an achievement gap, at the meets level:

- In Reading, the achievement gap between Eco Dis and All students 2018-2019 is 0%.
- In Writing, the achievement gap between Eco Dis and All students 2018-2019 is 0%
- In Science, the achievement gap between Eco Dis and All students 2018-2019 is 0%
- In Math, the achievement gap between Eco Dis and All Group was -1%.



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STAAR-MEETS LEVEL

EBs

On the STAAR exam, at the Meets Level:

- The Reading rate for ELs students at Doedyns Elementary was 36%
- The Writing rate for ELs students at Doedyns Elementary was 79%
- The Science rate for ELs students at Doedyns Elementary was 75%
- The Math rate for ELs students at Doedyns Elementary was 81%

Non-Continuously Enrolled

On the STAAR exam, at the Meets Level:

The Reading rate for NCE students at Doedyns Elementary was 37%

The Writing rate for NCE students at Doedyns Elementary was 35%

The Science rate for NCE students at Doedyns Elementary was 37%

The Math rater for NCE student at Doedyns Elementary was 52%

Economically Disadvantaged

STAAR MEETS

Reading: 39%

Writing: 40%

Science: 48%

Math: 48%

Non-Continuously Enrolled (NCE)-ACHIEVEMENT GAP

Reading:

NCE (37%) and the All Group (40%): -3 pt.

Writing:

NCE (60%) and the All Group (72%): -12 pt.

Science:

NCE (37%) and the All Group (48%): -11 pts

Math:

NCE (52%) and the All Group (49%): +3 pts



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STAAR 2019/20/21

3rd Reading		
Approaches	68	
Meets	43	
Masters	26	
3rd Math		
Approaches	74	
Meets	52	
Masters	20	

4th Reading		
Approaches	69	
Meets	35	
Masters	18	
4th Math		
Approaches	78	
Meets	41	
Masters	24	
4th Writing		
Approaches	72	
Meets	41	
Masters	12	

5th Reading		
Approaches	83	
Meets	42	
Masters	18	
5th Math		
Approaches	88	
Meets	54	
Masters	29	
5th Science		
Approaches	77	
Meets	48	
Masters	24	

Student Achievement & Goals for 2021-22



Student Achievement STAAR 2019

	ALL STUDENTS	HISPANIC	ELL CURRENT & MONITORED	ELL CURRENT
ALL SUBJECTS				
Number of Tests	796	788	394	394
# at Approaches GL Standard or Above	606	598	298	298
# at Meets GL Standard or Above	356	352	171	171
# at Masters GL Standard	171	169	73	73
READING				
Number of Tests	300	297	149	149
# at Approaches GL Standard or Above	220	217	104	104
# at Meets GL Standard or Above	121	119	54	54
# at Masters GL Standard	62	61	19	19
MATHEMATICS				
Number of Tests	300	297	149	149
# at Approaches GL Standard or Above	240	237	121	121
# at Meets GL Standard or Above	147	145	73	73
# at Masters GL Standard	73	72	37	26

Will update after BOY exam and data review to set 2022 goals.

Goals STAAR 2021

Year 1	ALL Students																
Total Tests	796																
Approaches Grade level or above	606																
# Meets Grade level or above	356																
# Masters Grade level	171																
% Approaches Grade level or above	90%																
% Meets Grade level or above	60%																
% Masters Grade level	30%																
	<table border="1"> <thead> <tr> <th></th> <th>ALL STUDENTS</th> <th>HISPANIC</th> <th>ELL CURRENT & MONITORED</th> </tr> </thead> <tbody> <tr> <td colspan="4">ALL SUBJECTS</td> </tr> <tr> <td>% Met or Exceeded Progress</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>% Exceeded Progress</td> <td>35%</td> <td>35%</td> <td>35%</td> </tr> </tbody> </table>		ALL STUDENTS	HISPANIC	ELL CURRENT & MONITORED	ALL SUBJECTS				% Met or Exceeded Progress	100%	100%	100%	% Exceeded Progress	35%	35%	35%
	ALL STUDENTS	HISPANIC	ELL CURRENT & MONITORED														
ALL SUBJECTS																	
% Met or Exceeded Progress	100%	100%	100%														
% Exceeded Progress	35%	35%	35%														



2020-2021 Benchmark 2 Data

2020-2021 Benchmark 2 Data

Cumulative STAAR Performance Standards

BM#2 - 5th Grade Math English

Standard	Criteria	Students	Percent
Masters	>= 83%	8	8%
Meets	>= 72%	17	18%
Approaches	>= 50%	41	43%
Below	< 50%	55	57%

Cumulative STAAR Performance Standards

BM #2 5th grade Reading English

Standard	Criteria	Students	Percent
Masters	>= 87%	5	8%
Meets	>= 76%	8	13%
Approaches	>= 58%	20	33%
Below	< 58%	40	67%

Cumulative STAAR Performance Standards

BM #2 5th grade Reading Spanish

Standard	Criteria	Students	Percent
Masters	>= 84%	6	17%
Meets	>= 68%	10	28%
Approaches	>= 50%	20	56%
Below	< 50%	16	44%

Cumulative STAAR Performance Standards

BM 2 - 5th grade Science English

Standard	Criteria	Students	Percent
Masters	>= 89%	3	3%
Meets	>= 78%	8	9%
Approaches	>= 61%	29	31%
Below	< 61%	65	69%

2020-2021 Benchmark 2 Data

Cumulative STAAR Performance Standards

BM#2 4th Grade Math English

Standard	Criteria	Students	Percent
Masters	>= 82%	9	12%
Meets	>= 71%	19	25%
Approaches	>= 50%	39	51%
Below	< 50%	37	49%

Cumulative STAAR Performance Standards

4TH Grade Reading English

Standard	Criteria	Students	Percent
Masters	>= 86%	4	7%
Meets	>= 75%	15	25%
Approaches	>= 53%	31	51%
Below	< 53%	30	49%

Cumulative STAAR Performance Standards

BM #2 - 4TH Grade Reading Spanish

Standard	Criteria	Students	Percent
Masters	>= 86%	3	21%
Meets	>= 75%	8	57%
Approaches	>= 56%	8	57%
Below	< 56%	6	43%

Cumulative STAAR Performance Standards

BM2 4th Grade Writing English

Standard	Criteria	Students	Percent
Masters	>= 84%	1	2%
Meets	>= 72%	9	15%
Approaches	>= 56%	27	44%
Below	< 56%	34	56%

Cumulative STAAR Performance Standards

BM 2 - 4th grade Writing Spanish

Standard	Criteria	Students	Percent
Masters	>= 81%	5	31%
Meets	>= 69%	7	44%
Approaches	>= 53%	9	56%
Below	< 53%	7	44%

2020-2021 Benchmark 2 Data

Cumulative STAAR Performance Standards

BM 2- 3rd Grade Math English

Standard	Criteria	Students	Percent
Masters	>= 88%	2	3%
Meets	>= 75%	8	11%
Approaches	>= 53%	20	28%
Below	< 53%	52	72%

Cumulative STAAR Performance Standards


BM #2 3rd Grade Reading English

Standard	Criteria	Students	Percent
Masters	>= 85%	1	2%
Meets	>= 76%	8	16%
Approaches	>= 53%	24	48%
Below	< 53%	26	52%

Cumulative STAAR Performance Standards

BM #2 3rd Grade Reading Spanish

Standard	Criteria	Students	Percent
Masters	>= 82%	3	16%
Meets	>= 71%	4	21%
Approaches	>= 50%	5	26%
Below	< 50%	14	74%



2020-2021 STAAR

STAAR Demographic Longitudinal - All Subjects for PHARR-SAN JUAN-ALAMO ISD

Source: Admin Year: 2021

Test Version(s): STAAR Language(s): English Calculation Option: Approaches Gr Lvl Std Retests: First Administrations

Mathematics	03			04			05						
	2019	2020	2021	2019	2020	2021	2019	2020	2021				
All Students	83%	0%	39%	81%	0%	36%	88%	0%	45%				
Reading/ELA	03			04			05						
	2019	2020	2021	2019	2020	2021	2019	2020	2021				
All Students	79%	0%	55%	80%	0%	51%	77%	0%	63%				
Science	05												
	2019	2020	2021										
All Students	81%	0%	37%										
Writing	04												
	2019	2020	2021										
All Students	75%	0%	39%										

STAAR Demographic Longitudinal - All Subjects for PHARR-SAN JUAN-ALAMO ISD

Source: Admin Year: 2021

Test Version(s): STAAR Language(s): English Calculation Option: Meets Gr Lvl Std Retests: First Administrations

Mathematics	03			04			05						
	2019	2020	2021	2019	2020	2021	2019	2020	2021				
All Students	55%	0%	13%	48%	0%	15%	61%	0%	20%				

Reading/ELA	03			04			05			
	2019	2020	2021	2019	2020	2021	2019	2020	2021	
All Students	44%	0%	24%	48%	0%	22%	48%	0%	33%	

Science	05				
	2019	2020	2021		
All Students	55%	0%	12%		

Writing	04			
	2019	2020	2021	
All Students	42%	0%	16%	



STAAR Demographic Longitudinal - All Subjects for PHARR-SAN JUAN-ALAMO ISD

Source: Admin Year: 2021

Test Version(s): STAAR Language(s): English Calculation Option: Masters Gr Lvl Std Retests: First Administrations

Mathematics	03			04			05					
	2019	2020	2021	2019	2020	2021	2019	2020	2021			
All Students	26%	0%	4%	26%	0%	7%	37%	0%	9%			

Reading/ELA	03			04			05		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
All Students	26%	0%	9%	23%	0%	9%	24%	0%	20%

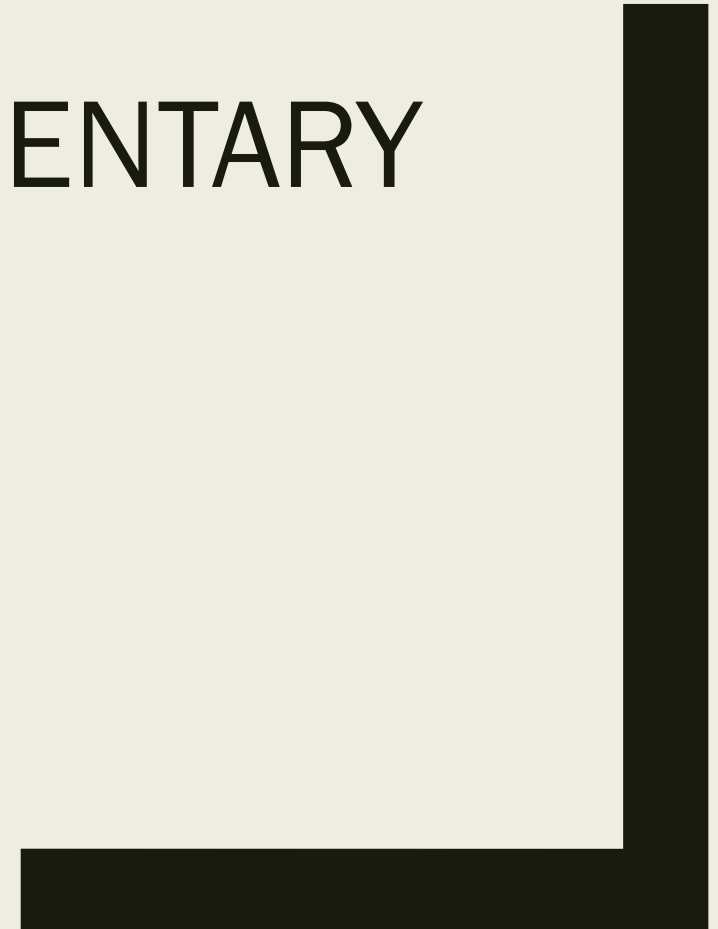
Science	05		
	2019	2020	2021
All Students	26%	0%	3%

Writing	04		
	2019	2020	2021
All Students	12%	0%	3%



JOHN DOEDYNS ELEMENTARY

Campus Improvement Plan
Goals and Objectives
2021-22



2021-2022 Campus Goals

Goal 1- Student Achievement

Goal 2- Special Population Goals & Strategies

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

Goal 4- Increase Staff Quality, Recruitment, and Retention

Goal Area 1:		Student Achievement					
Annual Goal 1:		All students will strive to achieve 90% mastery on grade level assessments by the Spring of 2022					
Objective 1:		Increase student achievement through a strong literacy foundation for all students.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Reading Academies for Teachers and administrators (HB3). Provide classroom libraries, class sets/novels, and Scholastic magazines.	Chief executive officer. Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Technology	Oct 2021-May 2022	Certificates of module completion; walkthroughs	to provide a phonics curriculum using systematic direct instruction in grades K-3 and place highly effective teachers in K-2.	Online through Region 1and Canvas training	Title I , II, III, IV State Bilingual Funds State Comp.
Action Steps							
1. Effective reading instruction will be provided for all students in grades Pk-5							
2. Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Istation, MyOn, Newsela, Accelerated Reader, Learning							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All students in grades Pre -K-2 will meet or exceed grade level expectations in reading as determined by Reading assessment.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	District and Campus Benchmark Data Reports Plan for Interventions	As per grade level assessment 2021-22 cycle	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs]	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative and summative assessments CBAs , Benchmarks STAAR TELPAS	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds
Action Steps							
1. Monitor data for TX-Kea, TPRI, Tejas Lee, Circle, BOY, interim assessments and local assessments.							
2. Monitor dyslexia/RTI/504 reading progress through weekly fluency checks, progress monitoring and RTI/504 Committee progress checks							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system and DMAC	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	Sept. 2021- Jan 2022	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Title IV
Action Steps							
1. Data will be used to identify students in need of extended learning opportunities. Collaborative Learning Communities [CLCs] will be scheduled weekly for unpacking the TEKS, data study, and							
2. Provide opportunities for parents to assist students with lessons and assessments. Parent meetings geared toward knowledge of curriculum and assessment							

Goal Area 1:	Student Achievement						
Annual Goal 1:	All students will strive to achieve 90% mastery on grade level assessments by the Spring of 2022						
Objective 2:	Assessments aligned to the curriculum will be used to monitor student progress toward meeting state standards, at the Meets Level, in 2020-21.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Measure, monitor and sustain individual student growth in order to decrease achievement gaps. We will utilize STAAR Ready, Frog Street Press, Motivation Reading, Forde Ferrier, Kamico, Education Galaxy, Voyager, Heggerty, and Read Well, Motivation Math, Forde Ferrier Ultimate Math, classroom journals, Measuring Up, Texas Coach, Time for Kids	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	District and Campus Benchmark Data Reports Plan for Interventions District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180	-Aug. 2021- Sept. 2021 Oct. 2021 -Nov. 2021 -Dec. 2021 -Jan. 2022 -Feb. 2022 -March 2022 -April 2022 -June 2022	-F5DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans Application	-Closing the achievement gap among student groups -Increase of the number of students demonstrating academic growth of all student groups in all BM, STAAR, tested subjects G5- An increase on our STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
Action Steps							
1. Provide timely intervention for students of all subgroup							
2. Small group instruction and interventions will take place inside the classroom							
3) Utilize DMAC TAG to create spiral reviews based on areas of concerns to ensure progress from BM 1 to BM 2 and from previous year to current year STAAR.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Parent conferences held to inform parents of individual student progress.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers Parent Educator	Student Reports, TEK/STAAR data, brochures, Title I funds	Nov. 2021- Jan 2022 Feb 2022 March 2022	Sign in sheets, Agendas, increased use of available resources, increased attendance to intervention classes.	Student achievement gains and increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
Action Steps							
1. Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning.							
2. Create parent workshops to support technology integration.							
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	Principal Assistant Principal Campus Leadership Team	STAAR and DMAC data reports Action Plans and timelines Tutorial Curriculum and Tutorial Student lists Plan for each student group	Oct. 2021 Nov. 2021 Jan. 2022 Feb. 2022 Mar. 2022	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs]	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student	Formative assessments CBAs Benchmarks STAAR TELPAS TPRI/TEJAS LEE	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds
Action Steps							
1) Closely monitor and intervene when students are not reading on grade level by the end of 2nd grade (fluency, comprehension).							
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-							
3) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.							
4) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							

Goal Area 1:		Student Achievement					
Annual Goal 2:		Progress levels will exceed state standards/averages for all student groups.					
Objective 1:		Doedyns Elementary will build teacher capacity through the utilization of coaching feedback protocols and the implementation of teacher collaborative learning					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
The collaborative learning leader will provide coaching support to all teachers on differentiated instruction.	Principals Assistant principals Campus leadership team Collaborative Learning Leader	Region 1, best practice research on differentiated instruction (Marzano)	Oct. 2021- Jan 2022	Agenda Sign-in sheets Data reports PowerPoints Walk-thru evidence	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Title IV
Action Steps							
1 Individual coaching sessions will occur every three weeks at minimum to ensure proper implementation of strategies coached.							
2. A special focus for intervention will include grades K-2nd grade students who showed a regression over the course of last year to ensure they meet the expected learning goals for this year							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Teachers will track individual student progress to ensure success	Principals Assistant principals Campus leadership team Collaborative Learning Leader	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -individual student tracking charts.	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds
Action Steps							
1. RTI committee review sessions.							
2. Monitor students through progress reports and report cards every 3/6 weeks.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Ongoing support for the implementation of the district created and assessed curriculum through CLCs.	Principal. - Assistant Principal. - CLL- Campus leadership team; Coordinators Coaches, Strategists	Training Material Training Agenda District Curriculum, Pacing guide, Year-at-a-Glance, Weekly Lessons State and Local Data	Weekly CCLC and TCLCs	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM 1and BM2 scores show increases in student achievement and growth Increase performance of students at Meets & Master performance level on STAAR	Formative assessments CBAs and Benchmarks STAAR TELPAS, TPRI/TL	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Support technology integration within the curriculum in order to enhance the virtual learning lessons and increased engagement.							
2) CLLs will allow for lesson planning during CLCs in order to create consistency among the classes and objectives being taught.							
3) Ensure appropriate pacing of the curriculum based on the timelines.							

Goal Area 1:	Student Achievement						
Annual Goal 2:	Progress levels will exceed state standards/averages for all student groups.						
Objective 2:	Contact parents of students who are achieving at the Approaches level or below grade level and provide parents individualized information and resources to use to help their student excel.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Students will receive small group acceleration, after school and Saturday tutoring.; and summer school.	Principal; Campus leadership team; Asst Principal; Teachers	STAAR, TELPAS. DMAC, Circle, TPRI, STAR, BOY, interim assessment data reports Action Plans and timelines Tutorial Curriculum and Tutorial Student lists Plan for each student	Oct. 2021 Nov. 2021 Jan. 2022 Feb. 2022 Mar. 2022	STUDENT sign in sheets; timesheets; lesson plans; Campus data reports	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student	Formative assessments CBAs Benchmarks STAAR TELPAS TPR/TEJAS LEE	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1 Linguistic accommodations and strategies will be used							
2. 504, RTI, SPED, LPAC will meet regularly to review data.							
3) Closely monitor and intervene when students are not performing on grade level.							
4) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Curriculum nights will be held to inform parents about accountability standards and expectations.	CLL; Principal, Asst Principal; teachers, parent educator	Assessment calendar Instructional timelines Assessed curriculum; individual student information sheets	Nov 2021 Feb. 2022	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs] Sign in sheets, agendas	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS TPR/TEJAS LEE	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1 Hold grade level meetings to inform parents on intervention and curriculum strategies.							
2. Individual conferences for students falling below grade level.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Weekly collaboration time will be embedded into daily schedule to unpack the standards and strengthen alignment of the instructional core	Principal; assistant principal; CLL; campus leadership team	STAAR and DMAC data reports Action Plans and timelines Tutorial Curriculum and Tutorial Student lists Plan for each student group	Weekly CCLs and TCLCs	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs], TEKS teacher guides, TEKS.org, student work, item analysis	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student	Formative assessments CBAs Benchmarks STAAR TELPAS TPR/TEJAS LEE	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Create a campus action plan and individual teacher plans.							
2) Contact parents of students in need to discuss intervention.							
3) Hold individual progress meeting with parents as necessary.							

Goal Area 2:	Special Populations Goals & Strategies/ Closing the achievement gap						
Annual Goal 1:	50% of English learners will advance by at least one level of the composite rating from June 2019 to June 2022						
Objective 1:	By December 2021, English Learners will receive time for authentic practice for TELPAS.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor that TELPAS writing practice is routinely implemented across all contents during instruction.	Principal, assistant principal, CLL, Grade level chairs; Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach	English Language Proficiency Standards District Curriculum Types of Writing TELPAS Educator Guide PLDs, TELPAS Curriculum Plan, Summit K12, TELPAS release tests	Dec 2021- March 2022	Writing samples TELPAS Writing Prompts Sign-In Sheets Agendas PowerPoint Presentations	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in Writing Domain	TELPAS Writing Mock TELPAS Writing Collection	-Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1. Campus level monitoring of the implementation of curriculum and strategies via walkthroughs/classroom observations.							
2. Spot check student writing journals randomly to ensure journal writing for TELPAS practice is ongoing.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide. Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking. All practices must include supplemental aids, dictionaries, Interactive word walls, and graphic organizers. The campus will increase the number of books available in Spanish, and provide the services of a Dual Language tutor. These resources and services will strengthen the TELPAS practice sessions.	Principal, assistant principal, CLL, Grade level chairs; Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach	-ELPS -District Curriculum -PLDs -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Accommodations Rubric Data Reports Region One Texas Gateway Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program	Nov 2021- Feb 2022	Student Rosters Usage Reports	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in individual Domains	TELPAS Software Program Quizzes TELPAS Benchmark TELPAS Assessment	-Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1. Use district related curriculum practice to hold practice sessions.							
2. Follow district initiative and implement Benchmark for TELPAS as schedule in 2020-2021 for Beginners and Intermediates to monitor growth/progress.							

Goal Area 2:		Special Populations Goals & Strategies					
Annual Goal 1:		English learners will advance by at least one level of the composite rating from 2019 TELPAS					
Objective 2:		By June 2021, progress in second language acquisition will occur through embedded supports in the curriculum.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide professional development training on how to strategically analyze data for student progress on composite level of TELPAS.	Principal Assistant Principal-District Directors (DL, SpEd, Migrant, 504/RTI) Language Development Specialists and Strategists English Language Development Coach	-ELPS District Curriculum -PLDs -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Accommodations Rubric Data Reports Region One Texas Gateway Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials Individualized Student TELPAS Plan	Aug. 2021-	-LEP Strategic Plans completed -EL Accommodations Rubric completed -Agendas, Sign in Sheets -Language Objectives posted and aligned -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase linguistic performance of Beg/Int students Increased progression in individual domains	-TELPAS Benchmark Assessment	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1. Provide training for teachers on how to implement TELPAS practice strategies daily throughout the curriculum.							
2. Provide training for teachers on how to provide extended practice for students on the Listening, Speaking domains.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	Principal, Assistant Principal, CLL, Campus Leadership Team, Directors (Dual, SPED, Migrant, 504) Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach	-ELPS District Curriculum -PLDs -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Accommodations Rubric Data Reports Region One Texas Gateway Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program	Sept. 2021- April 2022	Student Rosters Usage Reports	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in individual Domains	TELPAS Software Program Quizzes TELPAS Benchmark Assessment	-Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1. Collaborate with district personnel to ensure all teachers are familiar with strategies that target Beginner and intermediate students.							
2. Monitor and ensure teachers working with target group are provided differentiated instruction to meet students needs on the 4 domains.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Embed TELPAS writing practice across all contents areas.	Principal Assistant Principal, CLL, Campus Leadership Team, Directors (Dual, SPED, Migrant, 504) Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language	English Language Proficiency Standards District Curriculum Types of Writing TELPAS Educator Guide PLDs	Sept. 2020 - May 2021	Writing samples TELPAS Writing Prompts Sign-In Sheets Agendas PowerPoint Presentations	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in Writing Domain	TELPAS Writing Mock TELPAS Writing Collection	-Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1. Embed TELPAS prompts across all curriculums for student practice at least biweekly.							
2. Train teachers on the embedded writing prompts in the curriculum to explain the process of collection and feedback to students.							
3. Monitor and support teachers to ensure that writing practice is implemented in all content.							

Goal Area 2:		Special Populations Goals & Strategies					
Annual Goal 2		All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by April 2022					
Objective 1:		All identified student groups in the Academic Achievement component will meet 80% of the indicators by being provided high-quality, research-based instruction throughout the 2020-2021					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Use information collected through classroom walkthroughs, classroom data, and teacher input for individualized professional development for teachers.	Principals Assistant Principal Campus Leadership Team and Teachers	-District Curriculum -Istation Reading -Study Sync -Systems 44 -Criterion -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of English Learners on all BM , STAAR/EOC assessments	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely-Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-a,b,c
Action Steps							
1) Re-establish priorities based on data and identified student needs							
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress							
3) Provide equitable resources on a timely manner to ensure student success							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Display teacher classroom data in ELA and Mathematics in the data room. Students and teachers will set and track their progress.	Principals Assistant Principal Campus Leadership Team and Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM , STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely-Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-a,b,c
Action Steps							
1) Provide training for teachers on district curriculum, testing strategies for STAAR and online platforms							
2) Teacher will take STAAR assessment and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.							
3) Teachers will keep track of their students' academic progress to be able to target specific student needs for growth and present information on data walls.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (students and parents)	Principals Assistant Principal Campus Leadership Team and Teachers parent educator, all staff	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Nov. 2021 -Feb 2022 -March 2022 -May 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM , STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely-Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-a,b,c
Action Steps							
1) Use student academic progress monitoring forms to identify and celebrate any growth that is demonstrated.							
2) Teacher/administrator/counselor - student meetings to discuss student academic goals to achieve growth based on 2019 STAAR performance.							
3) Communicate student growth with parents after each Benchmark.							

Goal Area 2:		Special Populations Goals & Strategies					
Annual Goal 2:		All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by April 2022					
Objective 2:		All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 80% of the indicators in the Academic Achievement component are met by April 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 acceleration plans	Principals Assistant Principal Campus Leadership Team and Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely-Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Use ongoing district created formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and 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)							
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 facilitate reading development and differentiate student learning. The campus will purchase student devices. The campus will purchase toner.	Principals Assistant Principal Campus Leadership Team and Teachers, content coordinators, Technology department,	*District Curriculum *Istation Reading *Systems 44 *Read 180 *STAAR Release Assessments (BM I & II) *Criterion *Study Sync *myON	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application Student Service Logs for RTI/504/sped/Dyslexia	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM, *STAAR tested subjects	*Formative assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRI/TEJAS LEE *Program assessments options	*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
Action Steps							
1) Allocate resources (e.g., Istation, Accelerated Reading/Star software, Read 180, Systems 44, Criterion, Study Sync, and myON) to facilitate reading development for student groups							
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							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
The progress and acceleration of special education students will be monitored. Research based resources will be utilized such as Read Well, Heggerty, Herman Method and Voyager in English and Spanish.	Campus Administration Instructional Coaches Language and Math Specialists Diagnostician Resource staff	DMAC Program Istation Reading Success Maker Imagine Math Systems 44 Benchmarks Unique Benchmarks IEP Goal Progress	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022	Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists LPAC notes Lesson Plans	-Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAAR/EOC TELPAS Systems 44 Benchmarks (BOY, MOY, EOY) Unique monthly	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings
Action Steps							
1) Provide professional development in the areas of ELA/SLA, Math, Best Practices on Co-Teaching, and State Assessment Accessibility Features and Designated Supports.							
2) Provide specialized materials and supplies as per students' IEP.							
3) Provide specialized equipment and assistive technology as per students' IEP.							

Goal Area 3: Improve Safety, Public support, culture and climate (Safety & violence prevention)							
Annual Goal 1: By June 2022, Provide a school environment that promotes wellness for its students that yield increased attendance (98%) and higher academic achievement.							
Objective 1: By June 2022, Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Learning experiences will be routinely differentiated to meet the unique needs of each student through guidance lessons that build on the social emotional development.	Teachers Principals Campus Counselors Counselor Director	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	Aug. 2020 --August 2022	*Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	* Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance *District Walk Through Software/Portal	Title 1
Action Steps							
1. Monitor and evaluate Student products, lesson plans, mastery performance on district and state assessments, and classroom observation							
2. Teachers will employ effective strategies to differentiate and individualize learning for all students through purposeful planning, flexible grouping, scaffolding, and CLC planning.							
3. The administrative team will conduct classroom weekly visits to provide feedback, observe differentiation strategies, and connect and build relationships with staff and students.							
4. Teachers will engage in weekly purposeful CLC's using protocols to build common assessments, review data, increase rigor and relevance, and grow professionally to meet the needs of all students.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
In grades 3-5, all subgroups will show growth as measured by TEA.	Campus admin; teacher; content coordinators, resource staff	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II) Special education data management system Eschool Plus/COGNOS DMAC Systems 44	Aug. 2021 --April 2022	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM, *STAAR tested subjects	*Formative assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPR/TEJAS LEE *Program assessments options	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1. Teachers will collaborate with support staff, instructional coach and other experts to meet the needs of all learners.							
2. A variety of formative assessments tools such as teacher created formal and informal assessments, CBA's, district benchmarks, etc. will be used to assess current levels of performance and drive instruction for each							
3. Provide opportunity for extended day instruction, Saturday tutorials, academic academies.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities	*Principals *Teachers *Executive Officers *Counselor Director *Campus Counselors	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback	Aug. 2021 --August 2022	*Walk Through/Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	* Panorama Climate Survey *Participation and Performance * Panorama SEL Skills Screener	Title 1
Action Steps							
1) Implement and address the following skills in their lessons such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.							
2) Promote the five competencies in extra-curricular activities such as cheerleading, football, UIL academic events, Enrichment Camps, etc.							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments.							

Goal Area 3:	Improve Safety, Public support, culture and climate (Safety & violence prevention)						
Annual Goal 1:	By August 2021, implement a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.						
Objective 2:	By June 2021, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships.	Teachers Principals Campus Counselors Counselor Director	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021	*Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	* Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance *District Walk Through Software/Portal	Title 1
Action Steps							
1) Utilize the Counselor Café workshops for teachers and staff which provide social emotional learning topics							
2) Train teachers and staff on the counseling and guidance lessons and resources							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Teachers will implement and integrate social emotional learning activities with their students	*Principals *Teachers *Executive Officers *Counselor Director *Campus Counselors	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback	Aug. 2021 -August 2022	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener	Title 1
Action Steps							
1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms							
2. Survey students, staff, and families for wrap around services needs							
3) Use restorative practices and de-escalation techniques							

Goal Area 3:	Improve Safety, Public support, culture and climate (Safety & violence prevention)						
Annual Goal 2:	Build and deepen a positive school climate through social emotional learning (SEL)						
Objective 1:	Provide support to school staff, parents & community members to increase student achievement and success.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Train teachers, administrators, and parents using a comprehensive guidance program that addresses the social and emotional needs of students to better understand individual student needs .	Teachers Principals Asst Principal Campus Counselors Counselor Director	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	Aug. 2020 –August 2021	*Attendance Reports *Walk Through/Observation Reports *Timelines *PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	* Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance *District Walk Through Software/Portal	Title 1
Action Steps							
1. Provide ongoing SEL professional development.							
2. Individual Parent meetings with counselor and parent educator							
3. classroom guidance lessons, individual plans for academic success, individual counseling, crisis intervention.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collaborate with all stakeholders on interventions and strategies for students in need of support.	Teachers Principals Assistant Principal Campus Counselors Counselor Director *Parent educator	*Region 16 and State Conference Parent Materials *Research Based Best Practices *District Policy Handbook *Texas Education Agency Material *ESL/GED *Reading Material and	Aug. 2020 –May 2021 at IPR intervals	*Meeting *Invites *Agendas *Minutes *Sign-In Sheets *Power Points *Photos of Meetings *District Master Course Scheduler *Attendance Reports	*Parent Surveys *Meeting Chats *decrease in students in need of support *Course Statistics using District Dashboard	*Assessment Results *Participation *Performance	Title 1
Action Steps							
1. Provide SEL professional development via counselors café to teachers and parents.							
2. Provide information regarding available community resources							
3. Refer students to outside agencies and therapists when needed.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Attend staff development for campus administrators, security, and school district police officers on safety procedures to increase school safety	*Assistant Superintendent for Student Services *Director of Student Management Services *Director for Security and Safety Department *Chief of Police *Campus Admin *Safety representative *Custodial Staff	*Training materials *Power Point Presentation *Safe2SpeakUp App *Student Surveys *Region 1	*August 2020 *January 2021 *August 2021	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data *Drill logs	*Decrease in behavior intervention forms, ISS, OSS *Students' perception of school safety has improved	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports	Title 1
Action Steps							
1) conduct lockdown drills, fire drills, and active threat drills.							
2) Review and address security/safety audits.							

Goal Area 3:	Improve Safety, Public support, culture and climate (Safety & violence prevention)						
Annual Goal 2:	Build and deepen a positive school climate through social emotional learning (SEL)						
Objective 2:	Teach students to understand and respect themselves and others through SEL, positive reinforcement, and increased parental involvement.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide guidance lessons and other strategies to promote responsibility, respect and safety among students.	Teachers Principals Campus Counselors Counselor Director	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	August 2021 Monthly calendar	*Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	* Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance *District Walk Through Software/Portal	Title 1
Action Steps							
1. Counselor will implement SEL and growth mindset learning activities & guidance lessons (positive announcements, bucket fillers, individual counseling, etc)							
2. Counselor will implement mindfulness learning activities campus wide (journal, announcements, etc.)							
3. Implement and carry out monthly kindness activities that involve school and home.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed SEL skills into classroom practice and instruction daily.	*Principals *Teachers *Executive Officers *Counselor Director *Campus Counselors	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback	August 2021- May 2022	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener	Title 1
Action Steps							
1 Teachers will integrate EVERFI activities within the curriculum.							
2. Classroom management that is developmentally appropriate and motivating (restorative practices)							
3. Provide specific and positive feedback to students.							
4. Create instructional balance by provide opportunities for both individual and collaborative learning.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Facilitate parental sessions for parents through a collaboration between Public Relations Department, Counseling Department and Family and Community Department	*Principals *Parental Director *Counselor Director *Administrators *Parental Coordinator *Parental Educators *Site Managers *Campus Counselors	*District Social Media *Weekly Calendar *Parent Surveys *Parent Questions on Chat and One on One Meetings	Begin in August 2021 and continue with monthly meetings	*Sign-in Sheets *Invites *Agendas *Minutes *Brochure *Power-Point *Calendar Planning Dates *Counselor's Café Calendar *Video Recordings of Meetings	*Parent Surveys *Public Relations Data *Parent Feedback based on Chat and One on One Meetings *Accountability Report	*State/Local Assessments (STAAR, TELPAS, etc.) *Participation *Performance *Campus and District Assessments Reports	Title 1
Action Steps							
1) Utilize tools such as school messenger and social media outlets to promote parent participation							
2) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings							
3) Conduct meeting with campus leadership team and parent educator on ways to engage more parents.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 1:	Use the data collected from the Instructional Focus Walk through form to monitor and support teacher effectiveness.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Campus Administrators, district leaders, curriculum coordinators, directors, CLL	Instructional walk-through focus tool	Aug. 2020 - May 2021	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction	Professional growth and high-quality teaching	Weekly walk-through data	Local funds
							Title I funds
							SCE Funds
							State Bilingual funds
							Migrant funds
<p>1) Create campus walk-through schedule</p> <p>2) Complete 10 walk-throughs per week.</p> <p>3) Review walk-through data and address areas of need.</p>							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will be provided with weekly instructional feedback by campus administrators.	Campus Administrators, district leaders, curriculum coordinators, directors, CLL	Instructional walk-through focus tool	Aug. 2020 - May 2021 within two days of walkthroughs	CLC agendas Admin/teacher conferences	Professional growth and high-quality teaching	Weekly walk-through data	Local funds
							Title I funds
							SCE Funds
							State Bilingual funds
							Migrant funds
<p style="text-align: center;">Action Steps</p> <p>1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.</p> <p>2) Provide learning opportunities based on observation needs or teacher request i.e....peer observations to observed effective strategies based on areas of need, campus survey to collect teacher requests for campus PD mentor assignment</p> <p>3) Monitor and follow up with next steps</p>							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 2:	Provide professional learning opportunities for staff based on data collected from the Instructional Focus Walk-Throughs.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Campus Administrators, district leaders, curriculum coordinators, directors, CLL	Dashboard, Instructional walk-through focus tool, McREL observations, SLO data, Professional Learning Communities.	"-Aug. 2021	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local funds
			Oct-21				Title I funds
			21-Nov				SCE Funds
			Jan-22				State Bilingual funds
			22-Mar				Migrant funds
Action Steps							
1) Campus leadership will review walk-through data and identify areas of need.							
2) Campus leadership will identify staff instructional needs and develop an action plan							
3) Monitor and revise action plan.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators in collaboration with CLL and teacher will identify areas of growth by teacher	Campus Administrators, district leaders, curriculum coordinators, directors, CLL	Instructional walk-through focus tool, McREL observations, SLO data, TCLCs and CCLCs, student achievement reports	"-Aug. 2020	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local funds
			-Oct. 2020				Title I funds
			-Nov. 2020				SCE Funds
			-Jan. 2021				State Bilingual funds
			-March 2021				Migrant funds
			-April 2021				
-June 2021*							
S							
1) Campus administrators and teacher will develop and monitor professional development goals to address areas of need.							
2) Provide professional development opportunities for staff							
3) Review and monitor achievement of professional development goals.							