



Drs. Reed & Mock Elementary Campus Improvement Plan 2021-2022

Dr. Karla Montemayor, Principal

Board Approved:

Drs. Reed & Mock Elementary Executive Summary

Demographics Summary: The current enrollment of Drs. Reed & Mock Elementary as of October 2020 is 554 students. The student population at Drs. Reed & Mock Elementary consists of 99.7% Hispanic, 0.3% White. Our students represent low socioeconomic status of approximately 91.7% and 5% migrant students. Approximately 11% of our student population receive special education services, while 17% receive accommodations under 504 and or RTI. Our Gifted and Talented population accounts for approximately 4% of our student population. The bilingual population is approximately 44% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 97%. Most of our students live in the San Juan and Alamo areas and the neighborhoods which encircle our campus. We currently have 48 students who transfer into Drs. Reed & Mock Elementary from various zones and other school districts.

Comprehensive Needs Assessment Summary: Drs. Reed & Mock Elementary received an overall grade of 84 out of 100 based on performance in three different areas, or domains in 2019. In the Student Achievement domain, Drs. Reed & Mock earned a 77, which shows how much students know and can do at the end of the school year based on all subject tested assessments in STAAR. The School Progress domain, 86 for Drs. Reed & Mock, shows how students perform over time and how that growth compares to similar schools. Drs. Reed & Mock scored 78 in Closing Gaps, the domain which shows how well different student groups within a school are performing.

Curriculum/ Instruction and Assessment: Teachers utilize the fundamental 5 best practices and CIF protocols within all subject areas and daily instruction. Teachers implemented a lesson plan that aligns to the district guidelines, new ELAR/SLAR TEKS and other subject TEKS to a lesson cycle that is TEK objective driven with an appropriate gradual release. Teachers track and monitor student progress by utilizing data driven instruction strategies such as data walls, class progress monitoring and student tracking progress independently. All students participate in an Enrichment/Intervention block that ensures students that need assistance in Reading are being scheduled 4 times a week within small group and others grow the love for reading by independently sustain reading for 30min. Drs. Reed & Mock Elementary is a two-way Dual language campus in which all students participate in Dual language classroom settings and are enriched with two languages on a daily basis. All classrooms contain both ELL and non-ELL students who facilitate each other and embrace each other's native language. The mission for our campus is to set high standards for all learners in which we need to address the individual needs.

Summary of Goals: Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 5% in all subject areas and subgroups. Students in grades K-2 will show a 5% increase in the number of students performing in Tier 1 as determined by Istation reading and Imagine math. Each grade level will show a 5% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 5% increase in Domains I, II, and III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of students will participate in our campus wide PBIS and social emotional learning initiative. Increase the academic achievement of all students, in all subgroups by 5%. Close the achievement gap by 5% between the economically disadvantaged, special education and ELL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Drs. Reed & Mock Elementary will continue to partner with community stakeholders to ensure student/campus success.

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Drs. Reed & Mock Elementary

Vision

Our vision for Drs. Reed & Mock Elementary School is one where children are educated through a collaborative effort among parents, faculty, students and the community. Our school environment encourages children to become future leaders and to take risks in becoming creative producers without fear of failure by developing a firm foundation of their social emotional development. Through cooperation and unity of spirit, challenges become opportunities where achievements are recognized and celebrated.

Mission

The mission of Drs. Reed & Mock Elementary is to provide all learners a high quality, stimulating academic learning environment embedding 21st century skills with an enriched up to date educational research based curriculum and teaching methodologies with the assurance of a highly-qualified staff that will deliver the curriculum and to set high standards for all learners.



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.



BELIEFS

We believe that the purpose of education is to teach the child to become a self-directed learner in all areas: social, emotional, academic, and physical in order to be successful in life.

We believe that effective schools teach students to be self-motivated, critical thinkers, and challenge students to learn independently and cooperatively.

We believe that a successful student is able to apply his/her thinking skills, to solve problems and to communicate effectively.

We believe that excellent teachers are mentors who recognize children's individual needs, motivate and foster creativity as they prepare children to succeed in life.



GOALS

Our goals at Drs. Reed & Mock Elementary are to improve all students' academic achievement, to improve students' attendance, and to increase active participation of parents and community members in all our endeavors.

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 comparative 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.

Title I, Part A

School wide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to 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.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-needs schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

CIP PART 1: Comprehensive Needs Assessment



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Data Resources Reviewed

1. 2018-19 STAAR Campus Summary Report

2. 2018-2020 Attendance

3. Discipline Referrals

4. PEIMS Demographics

5. Walk-through Data

6. Parental Involvement Data

7. McRel Teacher Evaluations

8. Professional Development Plan

9. Teacher Certifications

10. TELPAS Scores

11. Technology Inventories

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Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following sources from across the district were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the District Education Improvement Council: 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. The BE/DL Department also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the BE/DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Needs:

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

- 4th Grade Reading passing rate for ELL students compared to All Students is -4% from 76% to 80%.
- 4th Grade Math passing rate for ELL students compared to All Students is -1% from 65% to 66%.
- 4th Grade Writing passing rate for ELL students compared to All Students is -9% from 60% to 69%.
- Reed & Mock Elementary TELPAS 3rd & 4th Grade Students that made progress at least one proficiency level were 17% and 29%.
- 3rd Grade Reading passing rates for ELL students at Reed Mock compared to the State was -7pts with 76%.
- 4th Grade Math passing rate for ELL students at Reed Mock compared to the State was -4% with an 65%.

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Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

- The Dual Language Program at Reed & Mock serves ELL students in grades PK-5.
- On the STAAR and TELPAS exams:
 - 3rd Grade Math passing rate for ELL students at Reed Mock compared to the State was +10% with an 85%.
 - 4th Grade Reading passing rate for ELL students at Reed Mock compared to the State was +12% with an 76%.
 - 4th Grade Writing passing rate for ELL students at Reed Mock compared to the State was +2% with an 60%.
 - 5th Grade Reading passing rate for ELL students at Reed Mock compared to the State was +29% with an 89%.
 - Reed & Mock Elementary TELPAS 2nd Grade Students that made progress at least one proficiency level were 68%.
 - In Reading, the achievement gap between ELL and All students 2019-2019 is 0%.
 - In Mathematics, the achievement gap between ELL and All Students 2019-2019 is +2%.
 - In Science, the achievement gap between ELL and All students 2019-2019 is +4%.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

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

- In Reading, the achievement gap between Eco Dis and All students 2018-2019 is -1%.
- In Math, the achievement gap between Eco Dis and All students 2018-2019 is -2%.
- In Writing, the achievement gap between Eco Dis and All students 2018-2019 is -2%.
- 3rd grade Reading passing rate for Eco Dis students compared to all students was -2% from 71 to 73%.
- 3rd grade Math passing rate for Eco Dis students compared to all students was -3% from 76 to 79%.
- 4th grade Reading passing rate for Eco Dis students compared to all students was -1% from 79 to 80%.
- 4th grade Math passing rate for Eco Dis students compared to all students was -3% from 63 to 66%.
- 4th grade Writing passing rate for Eco Dis students compared to all students was -3% from 66 to 69%.
- 4th grade Math passing rate for Eco Dis students at PSJAISD was 63%, 4 points less than the state.

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Comprehensive Needs Assessment



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Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- 3rd grade Reading passing rate for Eco Dis students at PSJAISD was 71% 2 points above the state.
- 3rd grade Math passing rate for Eco Dis students at PSJAISD was 76%, 4 points above the state.
- 4th grade Reading passing rate for Eco Dis students at PSJAISD was 79%, 13 points above the state.
- 4th grade Writing passing rate for Eco Dis students at PSJAISD was 66%, 9 points above the state.
- 5th grade Math passing rate for Eco Dis students at PSJAISD was 95%, 12 points above the state.
- 5th grade Reading passing rate for Eco Dis students at PSJAISD was 90%, 20 points above the state.
- 5th grade Science passing rate for Eco Dis students at PSJAISD was 87%, 21 points above the state.
- In Science, the achievement gap between Eco Dis and All students 2018-2019 is 0%.

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Comprehensive Needs Assessment Continued: Goal 1-4 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Student Achievement	<ul style="list-style-type: none"> Overall Reading 81% @ Approaches Overall Math 81% @ Approaches 4th Writing 71% @ Approaches 5th Science 85% @ Approaches 3rd Grade Math 46% @ Meets 5th Grade Reading 51% @ Meets 5th Grade Math 79% @ Meets 5th Grade Science 68% @ Meets Overall Student Achievement 77 	<ul style="list-style-type: none"> Overall Reading at Meets 42% . Overall Math at Meets 52% . Overall Writing at Meets 32% 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> 3rd Grade Reading 36% @Meets 4th Grade Reading 39% @Meets 4th Grade Math 35% @Meets 4th Grade Writing 32% @ Meets 5th Grade Science BM#2
	Instructional Technology	<ul style="list-style-type: none"> Implementation of technology in lessons. Weekly technology training for teachers. 97% of Online instruction part cipation synchronous / asynchronously learning. 	<ul style="list-style-type: none"> Integration of technology in instruction and, increase the use of student technology for instructional rigor 3% of students are still not connecting daily for virtual instruction. 	<ul style="list-style-type: none"> Provide training on the implementation of technology TEKS integration; increase on-line resource use Implement rigor and relevance in Technology lessons
2	Closing the Gaps	<ul style="list-style-type: none"> 67 % of students made progress in Math and Reading 86% of ED students made progress in Math and Reading 78 % students did close the gaps in achievement scores. 	<ul style="list-style-type: none"> 23% of students did not make progress in math and reading 14% of ED students did not make progress in math and reading 22% of students did not meet closing the gap achievement scores. EL Students had a gap in achievement by 11% in Writing and Math compared to all student performance. ED Students had a gap in achievement in Reading by 1% and 2% in Math and Writing compared to All Students. SPED students had 2 digit comparable to all students in all areas of Reading, Math, Writing and Science. 	<ul style="list-style-type: none"> Address the needs of identified students to meet the progress measure in 2020-21 in Reading and Mathematics Special population groups will receive additional support and intensive interventions in reading, writing, math, science. Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course
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Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
3	<p>Improve Safety, Public Support, Culture and Climate-including Safety& Violence</p> <ul style="list-style-type: none"> Parent Involvement 	<ul style="list-style-type: none"> Neighborhood schools Communication in both English and Spanish Parent Liaison on campus High Attendance at parent meetings 	<ul style="list-style-type: none"> More parent volunteers needed. More parent support / communication with teachers and school. 	<ul style="list-style-type: none"> Establish Monthly parent trainings, meetings for support and communication. Encourage more parent volunteers.
	<ul style="list-style-type: none"> Discipline and Social Emotional Learning 	<ul style="list-style-type: none"> Discipline referrals decline Student of the month assemblies and recognition SEL Meet and greet 	<ul style="list-style-type: none"> Consistency with discipline plan and protocols Implement SEL within lessons and curriculum 	<ul style="list-style-type: none"> Establish Discipline Plan SEL integration daily within lessons following scope and sequence.
	<ul style="list-style-type: none"> Attendance and Enrollment 	<ul style="list-style-type: none"> Enrollment consistent @560+ Enrollment increase throughout the school year Customer Service 	<ul style="list-style-type: none"> Decrease on student attendance 96.4% Follow up procedures with truancy 	<ul style="list-style-type: none"> Improve student retention Improve student attendance 98%.
4	<p>Staff Quality, Recruitment, and Retention</p>	<ul style="list-style-type: none"> Highly Qualified Staff Teacher mentors for all new teachers. 	<ul style="list-style-type: none"> Continue mentoring new teachers and all staff of the alignment of TTESS Evaluation and Walkthrough Ensure new staff members are fully certified at the end of the school year. Analyze Staff quality survey of needs 	<ul style="list-style-type: none"> Improve staff quality by coaching, pd and alignment of evaluation tools.



REED & MOCK DEMOGRAPHICS 2019-2020/2020-2021

School year 2019-2020	ALL	SPED	LEP	M1	M2	MIGRANT	ECD	GT	At Risk
Number	570	70	258	2	0	22	521	25	456
Percent		12.3%	45.3%	0.4%	0	3.9%	91.4%	4.4%	80%

School year 2020-2021	ALL	SPED	LEP	M1	M2	MIGRANT	ECD	GT	At Risk
Number	554	66	241	8	0	19	521	22	469
Percent		11.9%	43.9%	1.4%	0	3.4%	94%	4%	85%



Total Enrollment – 554

Percent	Reed & Mock
Hispanic	99.7%
Economically Disadvantaged	94%
ELL	43.9%
SPED	11.9%



Student Overall Performance 2018-2019

	Performance Target 2018	PSJA ISD 2019	REED & MOCK 2018	REED & MOCK 2019	Goals 2022
OVERALL PERFORMANCE	90 A	87 B	90 A	84 B	90 A
Domain 1 Student Performance	83	87 B	79 C	77 C	86 B
Domain 2 (Part A)	82	73 C	79 C	67 D	80 B
Domain 2 (Part B)	90	89 B	88 B	86 B	90 A
Domain 3	100	83 B	96 A	78 C	90 A

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DOMAIN I - Student Achievement

Spring STAAR 2020-2021 Report

Preliminary Report as of June 4, 2021 Grades 3-5

	Tested	Level I Approches Grade Level		Level II Meets Grade Level		Level III Masters Grade Level		Domain I Score %
		Met Std	% Met Std	Met Std	% Met Std	Met Std	% Met Std	
District	8665	3936	45%	1743	20%	733	8%	25
Mathematics	3312	1337	40%	559	17%	233	7%	21
Reading	3277	1819	56%	877	27%	420	13%	32
Writing	1055	401	38%	171	16%	43	4%	19
Science	1021	379	37%	136	13%	37	4%	18
DRS. REED AND MOCK	325	182	56%	90	28%	35	11%	31
Mathematics	125	63	50%	35	28%	9	7%	29
Reading	124	76	61%	39	31%	22	18%	37
Writing	38	21	55%	8	21%	3	8%	28
Science	38	22	58%	8	21%	1	3%	27

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DOMAIN I - Student Achievement Benchmark 2 Report 2021 Benchmark 2

	Tested	Level I Approches Grade Level		Level II Meets Grade Level		Level III Masters Grade Level		Domain I Score %
		Met Std	% Met Std	Met Std	% Met Std	Met Std	% Met Std	
District	15577	7573	49%	3593	23%	1473	9%	27
Mathematics	5835	2719	47%	1195	20%	517	9%	25
Reading	5814	3159	54%	1558	27%	674	12%	31
Writing	1968	956	49%	492	25%	173	9%	27
Science	1960	739	38%	348	18%	109	6%	20
DRS. REED AND MOCK	571	256	45%	104	18%	42	7%	23
Mathematics	214	89	42%	34	16%	17	8%	22
Reading	217	112	52%	47	22%	19	9%	27
Writing	72	33	46%	17	24%	6	8%	26
Science	68	22	32%	6	9%	0	0%	14

**3rd Grade
3 Year Comparison Report
BM#2**

		Mathematics				Reading			
Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021	Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021
Standards:	75%	75%	75%	75%	Standards:	76% (E) 71% (S)	76% (E) 71% (S)	76% (E) 71% (S)	76% (E) 71% (S)
Reed					Reed				
Mock	46	54	46	24	Mock	36	33	36	24
District	55	54	55	19	District	44	46	44	27

4th Grade 3 Year Comparison Report BM#2

Mathematics				Reading				Writing					
	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021	Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021
Standards:	74%	74%	71%	71%	E-75% S-75%	E-75% S-75%	E-75% S-75%	E-75% S-75%	Standards:	E-72% S-69%	E-69% S-72%	E-72% S-69%	E-72% S-69%
Reed									Reed				
Mock	35	39	43	12	39	36	42	19	Mock	32	30	43	24
District	48	52	51	18	48	46	45	23	District	45	49	44	25

5th Grade 3 Year Comparison Report BM#2

		Mathematics				Reading				Science			
		Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021	Campus	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021	Campus	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021	Campus
Standards:	72%	69%	72%	72%	Standards:	E-76% S-68%	E-76% S-68%	E-76% S-68%	Standards:	78%	78%	78%	78%
Reed					Reed				Reed				
Mock	78	63	38	10	Mock	51	56	22	Mock	67	35	34	9
District	61	61	55	24	District	48	52	31	District	55	45	47	18



Student Achievement Summary 2019-2021

All Students Performance Rates	Performance Target 2018	PSJA ISD	REED-MOCK 2018	REED-MOCK 2019	REED-MOCK BM#2 2021	REED-MOCK STAAR 2021	Goals 2022
Reading	60	41	45	42	22	31	50
Math	60	53	55	52	16	28	60
Writing	60	39	49	32	24	8	40
Science	60	48	54	68	9	8	60



ELL Student Achievement Summary 2019

ELL Current & Monitored Performance Rates	Performance Target 2019	PSJA ISD	REED & MOCK 2018	REED & MOCK 2019	Goals 2022
Reading	90	61	77	81	88
Math	90	80	84	83	90
Writing	90	67	74	60	80
Science	90	74	93	89	90

Student Achievement Summary 2018-2019



Special Ed Performance Rates	Performance Target 2019	PSJA ISD	REED & MOCK 2018	REED & MOCK 2019	Goals 2022
Reading	90	37	77	52	88
Math	90	60	84	61	90
Writing	90	28	74	11	80
Science	90	46	93	56	90

2021-2022 Goals



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3rd Grade Mathematics

% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 90%, 60%,30%	% of Students BM#2 TARGET: 90%, 60%,30%	Goal
	2019	2021	2022
Approaching	80	49	90
Meets	46	24	60
Masters	24	28	30

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4th Grade Mathematics

% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 90%, 60%,30%	% of Students BM#2 TARGET: 90%, 60%,30%	Goal
	2019	2021	2022
Approaching	68	36	80
Meets	35	13	45
Masters	21	19	30

5th Grade Mathematics

% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 90%, 60%,30%	% of Students BM#2 TARGET: 90%, 60%,30%	Goal
	2019	2021	2022
Approaching	97	39	90
Meets	79	10	60
Masters	44	6	30



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2021-2022 Goals

3rd Grade Reading		% of Students Passing State Assessment	% of Students BM#2	Goal
% of Items Needed to Meet State Performance Standard	TARGET: 90%, 60%, 30%	TARGET: 90%, 60%, 30%	TARGET: 90%, 60%, 30%	TARGET: 90%, 60%, 30%
	2019	2021	2022	
Approaching	73	56	80	
Meets	36	24	50	
Masters	19	32	35	

4th Grade Reading		% of Students Passing State Assessment	% of Students BM#2	Goal
% of Items Needed to Meet State Performance Standard	TARGET: 90%, 60%, 30%	TARGET: 90%, 60%, 30%	TARGET: 90%, 60%, 30%	TARGET: 90%, 60%, 30%
	2019	2021	2022	
Approaching	80	45	90	
Meets	39	19	50	
Masters	17	8	30	

5th Grade Reading		% of Students Passing State Assessment	% of Students BM#2	Goal
% of Items Needed to Meet State Performance Standard	TARGET: 90%, 60%, 30%	TARGET: 90%, 60%, 30%	TARGET: 90%, 60%, 30%	TARGET: 90%, 60%, 30%
	2019	2021	2022	
Approaching	90	54	90	
Meets	51	22	60	
Masters	23	3	30	

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2020-2021 Goals

4th Grade Writing				
	% of Students Passing State Assessment TARGET: 90%, 60%, 30%	% of Students BM#2 TARGET: 90%, 60%, 30%	% of Students Passing State Assessment TARGET: 90%, 60%, 30%	Goal TARGET: 90%, 60%, 30%
% of Items Needed to Meet State Performance Standard	2019	2021	2021	2022
Approaching	71	46	55	80
Meets	32	24	21	40
Masters	7	8	8	15



5th Grade Science				
	% of Students Passing State Assessment TARGET: 90%, 60%,30%	% of Students BM#2 TARGET: 90%, 60%,30%	% of Students Passing State Assessment TARGET: 90%, 60%,30%	Goal TARGET: 90%, 60%,30%
% of Items Needed to Meet State Performance Standard	2019	2021	2021	2022
Approaching	85	32	58	90
Meets	68	9	21	60
Masters	24	0	3	30

CIP PART 2: GOALS, OBJECTIVES, STRATEGIES 2021-2022 District Goals

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

All strategies and action steps highlighted in yellow represent our sub-populations.



GOAL 1

Student Achievement

Reading

Math

Writing

Science

Technology

Goal Area 1:	Student Achievement-Reading						
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by eight percentage points by June 2022.						
Objective 1:	The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 42% to 50% by having access to a standards-aligned guaranteed and viable curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for ELAR/SLAR based on need's assessment using data and trends will be executed.	Chief Academic Officer Executive Officers Content Coordinators Principal Assistant Principal CLL PK-5th Grade Teachers	TEKS resources Curriculum Templates Curriculum Calendar State and local student data	June 2021 – Aug. 2022	Curriculum documents Lesson plans Collaborative Learning Leader (CLL) agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative assessments CBAs Benchmarks (BMs) STAAR TELPAS Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
Action Steps							
1) Writing instruction will be provided for all students in grades PK3-5th.							
2) Depth of Knowledge (DOK) questions will be updated for each literary selection (all genres) during curriculum development sessions.							
3) 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 Ally, MackinVia, Education Galaxy for Writing and Scholastic Story Works.							
4. Resources will be provided to teachers that include reading and writing interventions, strategies and manipulatives to align with their instructional practices on day to day instruction.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Component
District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through team-up walkthroughs (Virtual and in-person).	Principals Assistant principals CLL Executive Officers Coordinators Strategists Directors Chief Academic Officer	Principals Assistant principals Executive Officers Coordinators Strategists Directors	Sep. 2021– May 2022	Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth	Formative assessments CBAs and Benchmarks STAAR/TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.							
2) Ensure appropriate pacing of the curriculum based on the timelines.							
3) Team Walks, with EO and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will receive ongoing support for the implementation of the ELAR/SLAR curriculum through CLLs.	Chief Academic Officer Executive Officers Directors for Assessment, Dual Language and Special Education 504/Dyslexia Director Coordinators Coaches Strategists Principal Assistant Principal Teachers CLL	Training Material Training Agenda District Curriculum, Pacing guide, Year- at-a-Glance, Weekly Lessons State and Local Data	Aug. 2021- Aug. 2022	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments CBAs and Benchmarks STAAR TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
8) 3) 1) 2) 1) provided support in the implementation of writing across all subjects.							
4) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.							
3) CLLs will allow for math lesson planning during CLLs in order to create consistency among the reading classes being taught.							

Student Achievement-Reading							
Goal Area 1:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by eight percentage points by June 2022.						
Annual Goal 1:	The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 42% to 50% by having access to a standards-aligned guaranteed and viable curriculum.						
Objective 2:	The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 42% to 50% by having access to a standards-aligned guaranteed and viable curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Testing calendar will be created to provide campus wide alignment of assessments and progress monitoring.	Assessment Director Executive Officers Content Coordinators (elementary) Principal, AP Teachers	Assessment calendar Instructional timelines Assessed curriculum	Sep. 2021 – Aug. 2022	Completed testing calendars and agendas and sign in sheets Progress Monitoring Recording	Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report Progress Monitoring	Formative assessments CBAs, Benchmarks (BMs) STAAR TELPAS Results Driven Accountability (RDA) Student Learning Objectives (SLOs) Pre/Post Test	Title I, II, III Special Education & Bilingual Funds, Migrant Funds
Action Steps							
1) Aligned CBAs and district Benchmarks will be administered district-wide to monitor student progress in the curriculum.							
2) Utilize DIMAC, CIRCLE, TPRI and TEJAS LEE reports (ie: Distracter analysis, item analysis, SE tutorials, quintile charts etc.) to identify areas of concern in order to prescribe appropriate resources for intervention.							
3) Utilize DIMACTAG to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA, Benchmark and BOY CL, TPRI and TEJAS LEE.	Principal Campus Leadership Team Executive Officers Teachers	STAAR and DIMAC 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 June 2022 August 2022	Student Progress Profiles, DIMAC Reports, Campus Data Reports, Campus Performance Reviews (CPRs)	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR TELPAS CIRCLE ASSMT. TPRI/TEJAS LEE	Title I, II, III State Compensatory Funds SCE (166), Migrant Funds, State Bilingual Funds, Local Funds
Action Steps							
1) Closely monitor and intervene when students are not reading on grade level by the end of 2nd grade (fluency, comprehension).							
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.							
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DIMAC reports to form tutorial groups for the Master's level on the STAAR/EOC assessment.							
5) Teachers will provide small group interventions, after-school tutorials, Saturday tutorials, enrichment camps, and Summer school to meet the needs of students that are AT risk, ARP, low performing based on data.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Following District Review Sessions (DRSs), Admin Review sessions will be held to review CBA and Benchmark data with teachers and program related staff to identify areas of concern in order to plan next steps such as accelerated instruction, spiraling and resources needed.	Chief Academic Executive Officers Directors Coordinators Principal/ Assistant Principal Teachers	District and Campus Benchmark Data Reports Plan for Interventions	Oct. 2021 Nov. 2021 Jan. 2022 Feb. 2022 Mar. 2022 June 2022 August 2022	Agendas and sign-in sheets Data Analysis documents Campus Review(CPRs) documents	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments CBAs and Benchmarks STAAR TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Teachers will be provided support in the implementation of writing across all subjects.							
2) Support intervention planning within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.							
3) CCLS will be used for teaching/lesson planning during CLCs in order to create consistency among the reading classes being taught.							
4) Resources will be provided to teacher to accelerate instruction based on student performance such as reading interventions, small group differentiated lessons, after school tutorials, Saturday tutorials, Summer School and Enrichment Camps							

Student Achievement- Reading							
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by eight percentage points by June 2022.						
Objective 3:	The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 42% to 50% by having access to a standards-aligned guaranteed and viable curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	Aug. 2021 - August 2022	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I (State Comp. - 166) Title II Title III Title IV
Action Steps							
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.							
2) Focused mini sessions on effective reading strategies by high scoring teachers for other teachers across the district. (Enrichment Camps and Reading and Writing Curriculum)							
3) Spiral Reviews (from Assessed Curriculum) will be created by ELAR/SLAR Coordinators and be provided to campuses based on areas of concern.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual instructional strategies (e.g. CIF) and data analysis.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Grade Level Chairs Librarian CIT Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	August 2021 - August 2022	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I (State Comp. - 166) Title II Title III Title IV
Action Steps							
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.							
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.							
3) Library Media Specialists provide training in various areas of technology and online resources for ELA/SLAR.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
All teachers, CLL and administration will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	District ELAR Coordinators Instructional Coaches Teachers Campus Administration CLL	Title I Title II Local Funds	Aug. 2021 - August 2022	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS	CBAs BMs STAAR TELPAS	Title I, II, III State Comp. - 166
Action Steps							
1) Training on reading development skills (state reading academies) will be conducted for K-3rd grade teachers by Region One ESC.							
2) Training on fluency and reading strategies to implement through virtual learning.							
3) Training on DOK questioning, implementation in face to face and virtual instruction and assignments.							
4) Additional resources will be purchased to provide adequate interventions that are aligned to reading and writing curriculum.							

8/31/2021

Student Achievement- Mathematics							
Goal Area 1:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase eight percentage points by June 2022.						
Annual Goal 2:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 52% to 60% by having access to a standards-aligned, guaranteed and viable curriculum.						
Objective 1:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 52% to 60% by having access to a standards-aligned, guaranteed and viable curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for mathematics based on need's assessment using data and trends will be executed.	Chief Academic Officer Executive Officers Content Coordinators Content teachers (elementary, middle and high school)	TEKS resources Curriculum Templates Curriculum Calendar State and local student data	Aug. 2021 – Aug. 2022	Curriculum documents Lesson plans Collaborative Learning Leader (CLL) agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention Results Driven Accountability Report	Formative assessments CBAs, Benchmarks [BMs] STAAR Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds State Comp. - 166
Action Steps							
1) Gradual Release Math Lessons have been identified/created, included in the curriculum and introduced to teachers during math curriculum rollouts.							
2) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Sharon Wells, PearLized Math and Imagine Math. (Summer school in-person learning.)							
3) End of Unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-weekly.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs (virtual and in-person).	Principals Assistant principals Executive Officers Coordinators Strategists Directors Chief Academic Officer	Principals Assistant principals Executive Officers Coordinators Strategists Directors	Aug. 2021 – Aug. 2022	Walk-through documentation	BMI and BMI2 scores show increases in student achievement and student performance growth	Formative assessments CBAs and Benchmarks STAAR	Title I, II, III, IV State Bilingual Funds State Comp. -166
Action Steps							
1) Observe and provide feedback to teachers on effective and rigorous instructional mathematics strategies that incorporate application.							
2) Ensure appropriate pacing of the curriculum based on the timelines.							
3) Team Walks, with EO and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.							
4) Teachers will have learning walks to decipher problem of practice and identify areas of best instructional practices to implement Math strategies to enhance in their own classrooms.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the mathematics curriculum through CLCs.	Chief Academic Officer Executive Officers Directors for Assessment, Dual Language and Special Education 504/Dyslexia Director Coordinators Coaches, Strategists	Training Material Training Agenda District Curriculum, Pacing guide, Year-at-a-Glance, Weekly Lessons State and Local Data	Aug. 2021 – Aug. 2022	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BMI and BMI2 scores show increases in student achievement and growth of students at Meets & Master performance level on STAAR/EOC	Formative assessments CBAs and Benchmarks STAAR	Title I, II, III, IV State Bilingual Funds State Comp. -166
Action Steps							
1) Teachers will be provided support in the implementation of writing across all subjects including math.							
2) Support will be provided for collaboration within the mathematics curriculum in order to enhance the virtual learning lessons.							
3) CLCs will allow for math lesson planning during CLCs in order to create consistency among the math classes being taught.							

Student Achievement-Mathematics							
Goal Area 1:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase eight percentage points by June 2022.						
Annual Goal 2:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 52% to 60% by having access to a standards-aligned guaranteed and viable curriculum.						
Objective 2:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 52% to 60% by having access to a standards-aligned guaranteed and viable curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be created to provide wide campus wide alignment of assessments and progress monitoring.	Chief Academic Officer Assessment Director Executive Officers Content Coordinators (elementary, middle and high school)	Assessment calendar Instructional timelines Assessed curriculum	Aug. 2021-Aug 2022	Completed testing calendars and timelines Agendas and sign in sheets	Student achievement gains on Benchmarks (BM1 to BM2), STAAR, Domain III, Results Driven Accountability Report	Formative assessments CBAs Benchmarks (BMs) STAAR Results Driven Accountability Student Learning Objectives (SLOs) Pre/Post Test	Title I, II, III Special Education Bilingual Funds Migrant Funds
Action Steps							
1) Aligned CBAs and district Benchmarks will be administered district-wide to monitor student progress in the curriculum.							
2) Utilize DMAC reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc.) to identify areas of concern in order to prescribe appropriate resources for intervention.							
3) Utilize DMAC TAG to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM2 and from previous year to current year STAAR.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	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 Leadership Team Executive Officers	STAAR and DMAC data reports Action Plans and timelines Tutorial Curriculum and Tutorial Student lists Plan for each student group	Oct. 2021 Nov. 2021 Jan. 2022 Feb. 2022 Mar. 2022 June 2022 August 2022	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews (CPRS)	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR	Title I, II, III State Compensatory Funds, SCE 166 Migrant Funds, State Bilingual Funds, Local Funds
Action Steps							
1) Closely monitor and intervene when students are not performing on grade level.							
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.							
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.							
5) Teachers will provide small group interventions, after-school tutorials, Saturday tutorials, enrichment camps, and Summer school to meet the needs of students that are AT risk, ARP, low performing based on data.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Following District Review Sessions (DRSS), Admin Review sessions will be held to review CBA and Benchmark data with teachers and program related staff to identify areas of concern in order to plan next steps such as instructional practices, adaptations, and resources needed to best meet the needs of students.	Chief Academic Officer Executive Officers Program Directors Coordinators Principal Assistant Principal Teachers	District and Campus Benchmark Data Reports Plan for Interventions	Oct. 2021 Nov. 2021 Jan. 2022 Feb. 2022 Mar. 2022 June 2022 August 2022	Agendas and sign-in sheets Data Analysis documents Campus Review (CPRS) documents	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments CBAs and Benchmarks STAAR	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Specialized personnel will support the academic needs of each area of need.							
2) Admin Review Sessions will occur with all teachers to discuss data points, progress monitoring and create interventions for students in tutoring.							
3) After each DRSS, individual campuses will submit Campus Action Plans (Next Steps) to respective EOs for feedback on intervention activities created by teachers and administration.							
4) Resources and personnel will be provided to teachers to enhance their instructional practices for small group differentiation, afterschool tutorials, Saturday tutorials, enrichment camps and Summer School							

Student Achievement-Mathematics							
Goal Area 1:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase eight percentage points by June 2022.						
Annual Goal 2:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 52% to 60% by having access to a standards-aligned guaranteed and viable curriculum.						
Objective 3:							
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Facilitator Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	August 2021- August 2022	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR	Title I Title II Title III Title IV State Textbook Allotment
Action Steps							
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.							
2) Focused mini sessions on math strategies by high scoring teachers for other teachers across the district.							
3) Spiral Reviews (from Assessed Curriculum) will be created by Math Coordinator and be provided to campuses based on areas of concern.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual lessons/instructional strategies (e.g. CIF) and data analysis.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Facilitator Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Aug. 2021 - May 2022	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR	Title I Title II Title III Title IV
Action Steps							
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the Megabyte Consortium.							
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.							
3) Library Media Specialists provide training in various areas of technology and online resources.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	Coordinator Instructional Coaches Teachers Campus Administration	Title I Title II Local Funds	Aug. 2021 - March 2022	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR	CBAs BMs STAAR	Title I, II, III
Action Steps							
1) Training on teaching and learning math concepts and skills will be conducted every 6 weeks in order to understand level of complexity within the SEs.							
2) Training on TEKS analysis will be conducted every six weeks prior to teaching upcoming identified TEKS.							
3) Analysis of TEKS taught will be conducted during CLCs based weekly/biweekly formative assessments.							
4) Teachers will be provided with resources aligned to their professional development to align to their instructional practices to improve student performance and utilized for math acceleration.							

Student Achievement-All Subjects							
Annual Goal 3: Objective 1:							
The percent of students who perform at meets grade level or above on STAAR All Subjects will increase eight percentage points by June 2022. The percent of students performing at meets grade level or above on STAAR Writing 4 th Grade will increase from 32% to 40% through job-embedded instructional practices.							
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the Writing curriculum through CLCs.	Executive Officers Coordinators Coaches Strategists Principal Assistant Principal Teachers CLL	Training Material Training Agenda District Curriculum, Pacing Guide, Year-at-a-Glance, Weekly Lessons State and Local Data	Sep. 2021- Aug. 2022	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments CBAs and Benchmarks STAAR TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Teachers will be provided support in the implementation of writing readers response with Reading curriculum and all subject areas across all grades PK-5 th Grade.							
2) Support technology integration within the Writing curriculum by implementing Education Galaxy for 3 rd -4 th Grades.							
3) Writing Buddy system will be implemented to enrich the peer reviews and build confidence in the writers.							
4) Teachers during CLCs will be able to analyze student writings and discuss best practices to align Writing TEKS and determine the level of writing resources needed.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, throughout the school year on the assessed curriculum and best practices and provided with testing resources to add additionally to instruction or interventions.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Campus teachers	LeadAward Region 1 DMAC State and federal accountability reports	Oct. 2021- April 2022	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Title IV
Action Steps							
1) Training will be provided by outside vendors or source, district coordinators and Region 1 to meet the needs of instructional practices.							
2) Focused mini sessions on effective writing strategies by teachers within campus and district level to share and implement.							
3) Spiral Reviews (from Assessed Curriculum) will be created by ELAR/SLAR Coordinators and be provided to campuses based on areas of concern.							
4) Additional Resources will be purchased to enhance instructional best practices, spiral TEKS, small group instruction and tutoring interventions.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	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 Leadership Team Executive Officers Teachers	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 June 2022	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews (CPRS)	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds
Action Steps							
1) Closely monitor and intervene when students are not performing on grade level.							
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.							
3) Schedule tutorials with parents following district benchmarks to inform them of students' results, progress and available interventions.							
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.							

8/23/2021

Student Achievement-All Subjects							
Annual Goal 3: The percent of students who perform at masters grade level or above on STAAR All Subjects will increase six percentage points by June 2022. (47%)							
Objective 2: The percent of students performing at masters grade level or above on STAAR Science 5 th Grade will increase from 24% to 30% through job-embedded instructional practices.							
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
Ongoing support for the implementation of the Science curriculum through CLCs and best practices embedded in the instruction.	Executive Officers Coordinators Coaches Strategists Principal Assistant Principal Teachers CLL	Training Material Training Agenda District Curriculum, Pacing guide, Year-at-a-Glance, Weekly Lessons State and Local Data	Aug 2021 Aug. 2022	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments CBAs and Benchmarks STAAR	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Teachers will be provided support in the implementation of Science best practices and alignment of TEKS across all grades PK-5 th .							
2) Support technology integration within the Science curriculum by implementing Edusmart and Think Central programs to improve instruction.							
3) CLLs will allow for Science lesson planning during CLCs in order to create consistency among the Science classes being taught.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
Training will be provided for teachers, throughout the school year on the assessed curriculum and best practices and provided with testing resources to add additionally to instruction or interventions.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Campus teachers	Leadward Region 1 DMAC State and federal accountability reports	August 2021 - June 2022	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Title IV
Action Steps							
1) Training will be provided by outside vendors or source, district coordinators and Region 1 to meet the needs of instructional practices.							
2) Focused mini sessions on effective Science strategies by teachers within campus and district level to share and implement.							
3) Spiral Reviews (from Assessed Curriculum) will be created by Science Coordinators and be provided to campuses based on areas of concern.							
4) Additional Resources will be purchased to enhance instructional best practices, spiral TEKS, small group instruction and tutoring interventions.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	Principal Campus Leadership Team Executive Officers Teachers	STAAR and DMAC data reports Action Plans and timelines Tutorial Curriculum and Tutorial Student lists Plan for each student group	Oct. 2021 Nov. 2021 Jan. 2022 Feb. 2022 Mar. 2022	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews (CPRs)	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds
Action Steps							
1) Closely monitor and intervene when students are not performing on grade level.							
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.							
3) Schedule 30-45 minutes with parents following district benchmarks to inform them of students' results, progress and available interventions.							
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.							

Student Achievement- Technology						
By June 2022, 100 percent of students will utilize technology through synchronously and asynchronously learning and utilize align to online assessment tools.						
Objective 1: Provide on going support for the implementation/integration of technology into the curriculum and campus connectivity.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Provide financial and physical resources in support for instructional staff to effectively integrate technology into the curriculum.	Principal Campus Instructional Technology Teacher Teachers Technology Dept.	Technology TEKS Google Classroom LMS MyOn, AR , Imagine Math, Istation, Education Galaxy Class dojo	August 2021- August 2022	Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology	Increased student technology usage based on reports from Google classroom, AR, MyOn, Imagine Math, Education Galaxy and Istation	Budget reviews and monthly campus visits with principals
Action Steps						
1) Teachers will attend professional development sessions from campus, district or conferences, on how to integrate technology for synchronous and asynchronous teaching.						
2) The Technology Department will provide for the delivery of online library/research resources so as to facilitate the integration of these resources in the classroom.						
3) The Technology Department will provide students with the most updated and up to date technology. New computers, Ipad's, Winbooks, Surface Pros.						
4) Teachers will receive updated and up to date technology to teach from home or from classrooms. (Laptops, Document Readers, Webcams, Interactive Boards, IPADS).						
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Identify and apply strategies for supporting the use and integration of technology in learning.	Principal Campus Instructional Technology Teacher Teachers Technology Dept.	Technology TEKS Google Classroom LMS MyOn, AR , Imagine Math, Istation, Education Galaxy Class dojo	August 2021- August 2022	<ul style="list-style-type: none"> Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology 	Increased student technology usage based on reports from Google classroom, AR, MyOn, Imagine Math, Education Galaxy and Istation	Walkthroughs Technology integration in lesson plans Student engagement and achievement increase.
Action Steps						
1) Training will be provided weekly and monthly by campus, district and region on how to apply different technology strategies.						
2) Computer programs Istation, Imagine Math, Education Galaxy, AR, MyOn will be monitored for usage and enrichment for students.						
3) During CLCS and grade level teachers will share best technology practices among each other and integrate in their google classrooms.						
4) Additional Resources will be purchased to enhance instructional best practices, spiral TEKS, small group instruction and tutoring interventions.						
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning via all means of technology possible.	Technology Dept CIT Librarian PR Representative Teachers	Campus Website TEAMS Google Classroom LMS MyOn, AR , Imagine Math, Istation, Education Galaxy Class dojo, Facebook Devices Hotspots	August 2021- August 2022	<ul style="list-style-type: none"> Increased number of teachers using technology Social Media Output reports Technology Program Usage Increase in the number of students using technology 	Increased student technology knowledge of skills. Increase parent participation and communication through social media.	Student Connectivity Student engagement and achievement increase. Technology programs Assessments
Action Steps						
1) Develop and maintain school website and social media outlets to inform and communicate with parents and students.						
2) The campus will provide informational on updates on the programs implemented and the continuous connectivity for students via synchronous/asynchronous learning and face to face.						
3) Teachers will provide synchronous and asynchronous learning based on the mandated minutes are per TEA and continuously progress monitor to assess rigor and relevance to TEKS.						
4) Additional 2021 resources and materials will be purchased to enhance internet, and technology needs for students and staff.						



GOAL 2

Special Population Goals & Strategies Closing the Achievement Gaps

Special Education

Migrant

504/RTI

English Learners

GT

Goal Area 2: Annual Goal 1: Objective 1:	Special Population Goals & Strategies- Closing the Achievement Gaps						
	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2022.						
	All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 80% of the indicators in the Academic Achievement component are met by June 2022.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
*Collect and assess data to monitor student progress weekly and drive interventions	*Executive Officers *Executive Directors *District Directors (DL, SpEd, Migrant, 504/RTI) *Title I Coordinator *Content Coordinators *Principals *Campus Leadership Team and Teachers	*District Curriculum *Istation Reading *Imagine Math *Success Maker *Systems 44 *Read 180 *STAAR Release Assessments (BMI & II)	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BIM *STAAR/EOC tested subjects	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*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) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)	Use assessment data to drive intervention plans and build intervention time into the day at every level						
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	Use assessment data to drive intervention plans and build intervention time into the day at every level						
3) Use assessment data to drive intervention plans and build intervention time into the day at every level	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)	Use assessment data to drive intervention plans and build intervention time into the day at every level						
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
*Use formative assessment results to establish priorities or alter distribution of resources for weekly progress monitoring	*Chief of Academics *Executive Officers *Executive Directors *District Directors (DL, SpEd, Migrant, 504/RTI) *Title I Coordinator *Content Coordinators *Principals	*District Curriculum *Istation Reading *Systems 44 *Read 180 *STAAR Release Assessments (BMI & II) *Criterion *Study Sync *myON	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2022 *March 2022 *April 2022 *June 2022	*Student Progress Profiles *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *Walkthroughs *CLCs	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC	*Formative assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRI/TEJAS LEE	*Title I, III,III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds
Action Steps							
1) Re-establish priorities based on data and identified student needs	Use assessment data to drive intervention plans and build intervention time into the day at every level						
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress	Use assessment data to drive intervention plans and build intervention time into the day at every level						
3) Provide equitable resources on a timely manner to ensure student success	Use assessment data to drive intervention plans and build intervention time into the day at every level						
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
*Provide technology resources to facilitate reading development and differentiate student learning	*Asst. Sup. of Technology *Executive Officers *Executive Directors *District Directors (DL, SpEd, Migrant, 504/RTI) *Title I Coordinator *Content Coordinators *Principals *Campus Leadership Team and Teachers	*District Curriculum *Istation Reading *Imagine math Education Galaxy *STAAR Release Assessments (BMI & 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	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BIM, *STAAR/EOC tested subjects	*Formative assessments *CBAs *Benchmarks *STAAR *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) Accelerated Reading/Star software, Education Galaxy, Imagine math and myON) to facilitate reading and math development for student groups	Use assessment data to drive intervention plans and build intervention time into the day at every level						
2) Monitor progress and to track student progress and adjust instructional delivery or interventions	Use assessment data to drive intervention plans and build intervention time into the day at every level						
3) Ensure that campus schedules allow for instructional time for the program implementation	Use assessment data to drive intervention plans and build intervention time into the day at every level						

Special Population Goals & Strategies- Closing the Achievement Gaps							
Goal Area 2:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2022.						
Annual Goal 1:	All identified student groups in the Academic Achievement component will meet 80% of the indicators by providing high-quality, research-based instruction throughout the 2021-2022 school year.						
Objective 2:	All identified student groups in the Academic Achievement component will meet 80% of the indicators by providing high-quality, research-based instruction throughout the 2021-2022 school year.						
Strategy 1	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component	
Ensure effective delivery of instruction remains the key focus of district improvement for student groups.	-Chief of Academics -Executive Officers -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among English Learners and the all student group	-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	
<p>1) Implement instructional programs with fidelity (e.g., Istation, Imagine Math, Education Galaxy, Edusmart, Lallie, Unique, Summit K-12, Brain Child, Star/AR, SEL and MyOh)</p> <p>2) Utilize reports to monitor student progress and identify areas of need to personalize usage across programs.</p> <p>3) Address various learning styles with clear and focused instruction</p>							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Use professional development time to address instructional needs of teachers as revealed by data	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals and Assist. -Principals	-District Curriculum -Istation Reading -Study Sync -Imagine math Education Galaxy Forde Ferrier -STAAR Release Assessments (BM I & II) Reading Academics	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 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
<p>1) Deconstruct the standards to increase content knowledge to plan and use effective instructional strategies to maximize instructional time.</p> <p>2) Allocate professional development time to coach and grow teacher efficacy.</p> <p>3) Continue to provide collaborative planning time and opportunities to share best practices through peer observations</p>							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use information from walkthrough observations to collect data trends about systemic instructional needs	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals and Assist. -Principals	-District Curriculum -Istation Reading -Study Sync Walkthrough System/Feedback Data Coaching Session -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Teacher survey results, program reports, End of Six Weeks Survey Results Walkthrough feedback McRel evaluation	-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
<p>1) Conduct instructional rounds to highlight research based instructional practices with proven student success</p> <p>2) Use the data collected through observations to coach and provide specific feedback to teachers to improve instruction</p> <p>3) Use the data collected through observations and data analysis to recommend individualized professional development for teachers</p>							

Goal Area 2:	Special Population Goals & Strategies- Closing the Achievement Gaps						
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2022.						
Objective 3:	Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2022.						
Strategy 1	Person's Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Ensure specialized departments and personnel support the academic needs of the different student groups remotely or in face to face class.	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals	District Curriculum, Istation Reading, Imagine Math, Story Works, Education Galaxy, Lailo, Unique, STAAR Release Assessments (BM I & II), Criterion, Study Sync,	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among Special Education students and the all student group	-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) Determine teacher capacity and provide targeted professional development	Special Education & English Learners						
2) Ensure teachers are trained and utilize research-based effective instruction to meet student needs remotely or in class.	Special Education & English Learners						
3) Ensure that student groups (i.e., Special Education & English Learners) are monitored and are on track to meeting their IEP, IAPs, RTI, EL accommodations	Special Education & English Learners						
Strategy 2	Person's Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Provide professional development for teachers and co-teachers assigned to determine the best way to provide on-grade level instruction for special education students.	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals and Assist. Principals ELL All Teachers	-District Curriculum -Istation Reading -Study Sync Unique Lailo -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of Special Education on all BM, STAAR assessments	-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) Ensure special education teachers are involved in common planning of ELAR/content teachers and receive the same information and resources [access to the general curriculum]	Special Education & English Learners						
2) Collaboration between special education monitoring teachers and content teachers to design lessons and include modifications and supplement aids (noted on IEPs) to reflect the needs of the students and monitor their progress	Special Education & English Learners						
3) Ensure a core content teacher is present at the ARD committee meetings, representing the special education student and advocating for their instructional and testing arrangements.	Special Education & English Learners						
4) Provide specific instructional training for general education teachers and co-teachers to best serve special education students remotely or in class	Special Education & English Learners						
Strategy 3	Person's Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Ensure there is professional development, alignment of services, instruction, and resources for English Learners throughout the district	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Diagnosticians -Sp. Ed monitoring teacher -Principals and Assist. Principals	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -ARD notes -Virtual and In-class walk-throughs	-Closing the achievement gap among special education students and all student group -Increase academic performance of special education students 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) Provide targeted professional development for all teachers	Special Education & English Learners						
2) Ensure all teachers are involved in common planning and receive the same information and resources	Special Education & English Learners						
3) Implement the English Language Proficiency Standards (ELPS) and educate the entire staff is serving the EL population	Special Education & English Learners						
4) Monitor the implementation and use of the language supports during instructional time	Special Education & English Learners						

Goal Area 2: Annual Goal 2: Objective 1:	Special Population Goals & Strategies- Closing the Achievement Gaps						
	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2022.						
	All students will demonstrate a 5% increase of academic progress in the areas of reading and mathematics by June 2022.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Monitor all student progress on a bi-weekly basis in the areas of Reading and Mathematics.	-Chief of Academics -Executive Officers -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Content Strategists -Principal -Assistant Principal -Teachers	-District Curriculum -Station Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Dec. 2021 -Jan. 2022 -Feb. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC 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/EOC tested subjects -An increase on our STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment-a,b,c -Reform Strategies- a, b, c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps:							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4) Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, academies, summer school)							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Create and display data-growth walls in the areas of Reading and Mathematics in a centralized location (e.g., data room, every classroom, CLL room) to monitor and have students set their own goals.	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principal -Assistant Principal -Teachers -CLL	-District Curriculum -Station Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LP-C 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 -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) Students assist in placing their 2019 STAAR data on designated data-growth wall so that they acknowledge their starting point and set their goals for the current school year.							
2) Students update data-growth walls after each CBA and Benchmark to acknowledge their growth, or lack of growth							
3) Teachers will keep track of their students' academic progress to be able to target specific student needs for growth							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	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)	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals -Assistant Principal -Teachers -CLL	-District Curriculum -Station Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LP-C 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 -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/8/31/2021 Student meetings to discuss student academic goals to achieve growth based on 2019 STAAR performance.							
3) Communicate student growth with parents after each Benchmark and document next steps							

Special Population Goals & Strategies: Closing the Achievement Gaps					
Goal Area 2:					
Annual Goal 2:					
Objective 2:					
<p>The progress of special education students will be monitored and appropriate academic interventions will be provided.</p>	<p>Strategy 1</p> <p>Special education personnel will support the academic needs of students with disabilities.</p>	<p>1) Provide professional development in the areas of ELA, ELA, Math, Literacy Practice on Co-Teaching, and State Assessment Accessibility Features and Designated Supports.</p> <p>2) Provide specialized materials and supplies as per students' IEP.</p> <p>3) Provide specialized equipment and assistive technology as per students' IEP.</p>	<p>Strategy 2</p> <p>Special education personnel will review teacher candidates to ensure adequate support can be provided to special education eligible students.</p> <p>1) District and campus personnel will review teacher candidates to ensure adequate support can be provided to special education eligible students.</p> <p>2) Provide specialized materials and supplies as per students' IEP.</p> <p>3) Provide specialized equipment and assistive technology as per students' IEP.</p>	<p>Strategy 3</p> <p>Collect and assess data to monitor student progress and drive interventions</p>	<p>Strategy 4</p> <p>District and campus personnel will review teacher candidates to ensure adequate support can be provided to special education eligible students.</p>
<p>At least 26% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2022. All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2022.</p>	<p>At least 26% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2022. All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2022.</p>	<p>At least 26% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2022. All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2022.</p>	<p>At least 26% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2022. All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2022.</p>	<p>At least 26% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2022. All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2022.</p>	<p>At least 26% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2022. All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2022.</p>
<p>Special EA 162, 234, 275 and 429. Title I provides Instructional Aides to support students in mainstream settings</p>	<p>Special EA 162, 234, 275 and 429. Title I provides Instructional Aides to support students in mainstream settings</p>	<p>Special EA 162, 234, 275 and 429. Title I provides Instructional Aides to support students in mainstream settings</p>	<p>Special EA 162, 234, 275 and 429. Title I provides Instructional Aides to support students in mainstream settings</p>	<p>Special EA 162, 234, 275 and 429. Title I provides Instructional Aides to support students in mainstream settings</p>	<p>Special EA 162, 234, 275 and 429. Title I provides Instructional Aides to support students in mainstream settings</p>
<p>Person Responsible: District/Campus Administration Coordinators, Directors, Instructional Coaches Language & Math Specialists, Executive Officers, Principal, Assistant Principal, Teachers</p>	<p>Resources: DMAC Program, Reading Reading Station, Success Maker, Imagine Math Systems, 44 Benchmarks, Imagine Math, Unique Progress, IEP Goal Progress</p>	<p>Evidence of Implementation: Campus Administrator Walk-throughs, Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists, LPAC notes, Lesson Plans</p>	<p>Evidence of Impact: Academic progress in Reading and Math</p>	<p>Formative Evaluation: Weekly Assessments, CBAs, BMs, STAAR/EOC, TELPAS, Systems 44 Benchmarks (BOY, MOY, EOY) Unique monthly assessments</p>	<p>Title I School-Wide Component:</p>
<p>Person Responsible: District/Campus Administration Coordinators, Directors, Instructional Coaches Language & Math Specialists, Executive Officers, Principal, Assistant Principal, Teachers</p>	<p>Resources: District Curriculum, Literacy Reading Station, Imagine Math, Success Maker, Systems 44, Read 180, STAAR Release Assessments (BM I & II)</p>	<p>Evidence of Implementation: District Review Sessions (DRS), IMAC data reports, Campus Performance Reviews (CPR), Progress Monitoring Reports, Walk-through feedback, LPAC notes, Lesson Plans, Language Acquisition Monitoring Application</p>	<p>Evidence of Impact: Closing the achievement gap among student groups, Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects</p>	<p>Formative Evaluation: Weekly Assessments, CBA I, BM I & II, STAAR/EOC, TELPAS</p>	<p>Title I School-Wide Component:</p>
<p>Person Responsible: Chief of Academics, Executive Officers, District Directors (DL, SpEd, Migrant, EOY/RT), Title I Coordinator, Content Coordinators, Principal, Assistant Principal, Teachers</p>	<p>Resources: District Curriculum, Literacy Reading Station, Imagine Math, Success Maker, Systems 44, Read 180, STAAR Release Assessments (BM I & II)</p>	<p>Evidence of Implementation: District Review Sessions (DRS), IMAC data reports, Campus Performance Reviews (CPR), Progress Monitoring Reports, Walk-through feedback, LPAC notes, Lesson Plans, Language Acquisition Monitoring Application</p>	<p>Evidence of Impact: Closing the achievement gap among student groups, Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects</p>	<p>Formative Evaluation: Weekly Assessments, CBA I, BM I & II, STAAR/EOC, TELPAS</p>	<p>Title I School-Wide Component:</p>
<p>Person Responsible: Chief of Academics, Executive Officers, District Directors (DL, SpEd, Migrant, EOY/RT), Title I Coordinator, Content Coordinators, Principal, Assistant Principal, Teachers</p>	<p>Resources: District Curriculum, Literacy Reading Station, Imagine Math, Success Maker, Systems 44, Read 180, STAAR Release Assessments (BM I & II)</p>	<p>Evidence of Implementation: District Review Sessions (DRS), IMAC data reports, Campus Performance Reviews (CPR), Progress Monitoring Reports, Walk-through feedback, LPAC notes, Lesson Plans, Language Acquisition Monitoring Application</p>	<p>Evidence of Impact: Closing the achievement gap among student groups, Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects</p>	<p>Formative Evaluation: Weekly Assessments, CBA I, BM I & II, STAAR/EOC, TELPAS</p>	<p>Title I School-Wide Component:</p>

Goal Area 2:	Special Population Goals & Strategies- Closing the Achievement Gaps						
Annual Goal 2:	At least 80% of indicator evaluated in the Academic Growth Status will be met by all student groups by June 2022.						
Objective 3:	All English Learners will demonstrate a 5% increase of academic progress in the areas of Reading and Mathematics by June 2022.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The progress of EL students academic growth in the areas of Reading and Mathematics will be monitored bi-weekly.	Coordinators Directors Strategists/Coaches Instructional Coaches Language and Math Specialists Executive Officers Principal Assistant Principal Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely-Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Use ongoing district built-formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM (I&II) and identify EL groups to address specific academic needs based on growth performance.							
2)EL student group data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3)Use assessment data to drive EL students' individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EL student group data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide specialized professional development that addresses the ELPS for Reading and Mathematics.	Coordinators Directors Strategists/Coaches Instructional Coaches Language and Math Specialists Executive Officers Principal Assistant Principal Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-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)Identify specific areas in which students are not meeting academic progress to provide specialized professional development and coaching.							
2)Provide specialized training on the ELPS to be able to support student needs based on academic progress needs							
3) Provide professional development on differentiated instruction to assist EL student groups in meeting academic progress.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Differentiate instruction for English Learners based on their individual academic growth needs.	Coordinators Directors Strategists/Coaches Instructional Coaches Language and Math Specialists Executive Officers Principal Assistant Principal Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-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) Analyze CBA and Benchmark data to identify specific areas of need for EL students.							
2) Provide differentiated instruction based on EL group needs during intervention/accelerated time (small group, Extended day tutoring, Saturday tutoring)							
3) Schedule in intervention/accelerated instruction during school hours to target EL student groups that are unable to attend extended day/Saturday tutoring.							

Special Population Goals & Strategies- Closing the Achievement Gaps						
Goal Area 2:	English learners will advance by at least one level of TELPAS composite rating from June 2021 to June 2022.					
Annual Goal 3:	By June 2022, Read-Mock will effectively implement the adopted dual language programs in PK to 5 th grade.					
Objective 1:	Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact
					Formative Evaluation	Title-I School- Wide Component
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the elementary level.	Executive Officer DL Director DL Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach	DLTI Region One Chapter 89 ELPS/SLP/TEKS Gateway Texas	August 2021 - June 2022	Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs	STAAR TELPAS CBA's Biliteracy Checks Benchmarks	-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						
Specialized personnel will offer multiple trainings throughout the year for teachers and administrators. Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.	Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact
Conduct parent trainings/meetings on the two-way dual language program model.	Dual Language Director Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach Parental Engagement Director Parent Educators	Elementary and Secondary DL Models PowerPoints Chapter 89 Grading Policy	September 2021- May 2022	Flyers, Agendas, Sign-in Sheets, Meeting Recordings	STAAR CBA's Biliteracy Checks TELPAS Benchmarks	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
Dual Language Coordinator collaborates with Parental Engagement Director to set meeting dates. Create flyers, Public Relations Department posts on Social Media Collaborate with campus Parent Educators to make contact with parents.						

Special Population Goals & Strategies- Closing the Achievement Gaps						
Annual Goal 3:	English learners will advance by at least one level on the TELPAS composite rating from June 2020 to June 2022.					
Objective 2:	By June 2022, Read-Mack staff servicing English Learners will be proficient in all dual language support systems.					
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Teachers will receive professional development on the English Language Proficiency Standards by specialized personnel.	<ul style="list-style-type: none"> -Executive Officers -District Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -LEP Strategic Plan -Linguistic Instructional Alignment Guide -Language Development Specialists -Bilingual Strategist -Content Coordinators -English Language Development Coach -Teachers 	<ul style="list-style-type: none"> -English Language Proficiency Standards -District Curriculum -Proficiency Level Descriptors -TELPAS Educator Guide -Linguistic Instructional Alignment Guide 	Aug. 2021 - June 2022	<ul style="list-style-type: none"> -Sign in Sheets -Agendas -PowerPoint Presentations -Lesson Plans -Language Objectives posted and aligned 	<ul style="list-style-type: none"> -Closing the achievement gap among student groups -Increase in student progress by domain -Increase in student progress on composite level 	<ul style="list-style-type: none"> -Weekly Assessments -TELPAS CBAs -Benchmarks
Teachers will attend multiple trainings throughout the school year.						
Teachers will implement the ELPs in the curriculum and lessons.						
Specialized personnel will monitor and support teachers with the implementation of the ELPs during instruction.						
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning and intermediate levels of TELPAS on Composite Rating.	<ul style="list-style-type: none"> -Chief of Academics -Executive Officers -District Directors (DL, SpEd, Migrant, 504/RTI) -Content Coordinators -Language Development Specialists -Bilingual Strategist -English Language Development Coach 	<ul style="list-style-type: none"> -English Language Proficiency Standards -District Curriculum -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide -EL Instructional and Assessment Accommodations Checklist -New Teacher Institute 	Aug. 2021 - June 2022	<ul style="list-style-type: none"> -LEP Strategic Plans completed -EL Accommodations Checklist completed -Agendas, Sign in Sheets -Language Objectives posted and aligned -Walk-through feedback -Lesson Plans 	<ul style="list-style-type: none"> -Closing the achievement gap among Beg/Int students -Increase linguistic performance of Level Progression 	<ul style="list-style-type: none"> -TELPAS Benchmark -Software Quizzes -TELPAS Assessment -Coaching/Mentoring Forms (plan of action)
Specialized personnel will identify new teachers and teachers who have majority of students with B and I Composite ratings.						
Specialized personnel will coach staff members on how to implement instructional learning strategies regarding the implementation of the ELPs in their content.						
Specialized personnel will follow up with staff biweekly to provide feedback, support, and next steps (plan of action).						
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Teachers and Campus Administrators will be provided with professional development training on how to strategically analyze TELPAS data for student progress on composite level of TELPAS.	<ul style="list-style-type: none"> -Chief of Academics -Executive Officers -District Directors (DL, SpEd, Migrant, 504/RTI) -Language Development Specialists and Strategists -English Language Development Coach -Campus Administration -Teachers 	<ul style="list-style-type: none"> -ELPs -PLDs -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide -EL Accommodations Checklist -Data Reports -Region One -Texas Gateway -Listening & Speaking Practice Sets -Speaking Scoring Guides -TELPAS Tutorials -Individualized Student TELPAS Plan 	Aug. 2021 - June 2022	<ul style="list-style-type: none"> -LEP Strategic Plans completed -EL Accommodations Checklist completed -Agendas, Sign in Sheets -Language Objectives posted and aligned -Walk-through feedback -Lesson Plans 	<ul style="list-style-type: none"> -Closing the achievement gap among student groups -Increase linguistic performance of Beg/Int students -Increased progression in individual domains 	<ul style="list-style-type: none"> -TELPAS Benchmark -TELPAS Assessment -Student Artifacts
Teachers will receive training by disaggregating 2020 TELPAS data and reviewing TEA updates.						
Train TELPAS data and strategists on how to analyze TELPAS student data to determine which domains to focus on for composite level progression.						
TELPAS data and teachers develop individualized TELPAS plans.						

Special Population Goals & Strategies-Closing the Achievement Gaps							
Goal Area 2:	English learners will advance by at least one level on the TELPAS composite rating from June 2020 to June 2022.						
Annual Goal 3:	By June 2022, Read-Block progress in second language acquisition will occur through embedded supports in the curriculum.						
Objective 3:	By June 2022, Read-Block progress in second language acquisition will occur through embedded supports in the curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title I School-Wide Component
Teachers will embed TELPAS writing practice across all content areas.	Executive Officers (Dual, SPED, Migrant, 504) Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach Campus Administration Teachers	English Language Proficiency Standards District Curriculum Writing Educator Guide TELPAS PLDs	Sept. 2021 -May 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 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							
Train teachers on the TELPAS writing "Types" and embed TELPAS prompts across all curriculum for student practices at least biweekly. Train teachers on the embedded writing prompts in the curriculum to explain the process of collection and feedback to students. Monitor and support teachers to ensure that writing practices is implemented in their content.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title I School-Wide Component
Teachers and campus administration will provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	Chief Academic Officer/Executive Officers Directors (Dual, SPED, Migrant, 504) Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach Campus Administration Teachers	-ELPS 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-May 2022	Student Rosters Usage Reports	Student achievement gains Closing achievement gaps increase in the 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							
TELPAS CTE/IFAC Administrators will review the TELPAS rubric and determine practice for TELPAS and to schedule the TELPAS benchmark. TELPAS CTE/IFAC Administrators will schedule English learners to practice for TELPAS Listening, Speaking, and Reading using the TELPAS Software Program and practice sets provided by the TEA. Teachers Administer the TELPAS Reading Benchmark as scheduled in the TELPAS calendar.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title I School-Wide Component
Teachers will embed ELPS across all curriculums.	Chief Academic Officer/Executive Officers Directors (Dual, SPED, Migrant, 504) Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach Campus administration Teachers	English Language Proficiency Standards District Curriculum Book Guide PLDs	Sept. 2021 -May 2022	ELPS embedded in Curriculum Included in Lesson plans posted and aligned Language Objective	Student achievement gains Closing achievement gaps increase in the percent of progress in TELPAS Composite progression in individual Domains	Curriculum Audit TELPAS Program Quizzes TELPAS Benchmark Assessment Classroom Observations/ Walkthroughs	-Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Specifics of ELPS with content coordinators to embed ELPS in curriculum and provide to teachers adequate implementation. Teachers will develop language objectives (ELPS) aligned to the content objective (TEES). Teachers will create language objectives for lessons based on the ELPS.							



GOAL 3

**Improve Safety, Public Support, Culture and
Climate**

Parental Involvement

Safety

Discipline

SEL

Attendance/ Enrollment

Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By June 2022, Reed-Mock Elementary positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff-student relationships.					
Objective 1:	By June 2022, student social and emotional learning knowledge and skills will increase by 9%.					
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
All students will be provided guidance lessons that build on the social emotional development of the student	Teachers Principals Executive Officers Campus Counselors Counselor Director	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum and Structured and intentional Timelines *Feedback Surveys	Aug. 2021 – 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
Action Steps						
1) Implement Pre-K through 5 th comprehensive counseling and guidance curriculum during advisory period						
2) Deliver virtual Social Emotional Learning Student Academies						
3) Analyze data collected from Panorama SEL skills surveys and needs assessments						
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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
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						
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus Administration and teachers will implement Social Emotional Learning morning greetings, SEL competencies within lessons and all meetings.	*Campus Administration *CLL *Grade Level Chairs *Teachers *Campus Counselors	*Campus Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Sandford Harmony Scope and Sequence *Survey Feedback	Aug. 2021–August 2022	*Walk Through/Observation Reports *Lesson Plans *Completed Surveys *Meeting Agendas	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement *Increase of student and teacher relationship.	*Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener
Action Steps						
1) Research based practices and training will be provided ongoing throughout the school year for teachers as part of Adult SEL and implemented in staff, tcics, sbdm meetings.						
2) Teachers will deliver Sandford Harmony morning greetings/greetings with students and brain breaks to integrate the SEL competencies within lessons.						
3) Teachers will deliver Sandford Harmony Scope and Sequence to implement daily SEL within their lessons virtually and in person.						

Goal Area 3: Improve Safety, Public Support, Culture and Climate						
Annual Goal 1: By June 2022, Reed-Mock Elementary's positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff-student relationships.						
Objective 2: By June 2022, 100% of Reed-Mock teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships.	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officers *Campus Principals *Campus Counselors	*PowerPoint Presentations *Timelines *Tools and resources to monitor its effectiveness	Sept. 2021 – August 2022	*Agendas *Sign in Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis *Title I: #4, #10
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						
3) Teachers will receive training on Leader in Me program (Franklin Covey Client Sales Inc) to implement SEL strategies and learned best practices to implement school wide.						
4) Consultant will be providing in-person and virtual training by (Franklin Covey Client Sales Inc) for the implementation of the Leader in Me program.						
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Teachers will implement and integrate social emotional learning activities with their students	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officers *Campus Principals *Campus Counselors	*Lessons on SEL interventions *Curriculum timeline *Tools and resources to monitor its effectiveness	Sept. 2021 – Aug 2022	*Walk Through Reports *Completed Teacher Surveys *Lesson Plans	*Increase in student participation and performance	*Side by side data analysis *Title I: #4, #10
Action Steps						
1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms						
2) Use restorative practices and de-escalation techniques						
3) Teacher will implement Leader in Me Program (Franklin Covey Client Sales Inc) best practices to support SEL program school-wide.						
4) Resources will be purchased for the implementation of SEL curriculum and programs for the instruction and activities in the day to day classroom.						

Goal Area 3: Improve Safety, Public Support, Culture and Climate							
Annual Goal 2: By June 2022, the students' perception for their physical and psychological school safety will improve from 29% to 10%.							
Objective 1: By June 2022, 100% of Reed-Mock Elementary staff will implement safety and violence prevention protocols that will increase school safety.							
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
Provide staff development for campus staff members and school community 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 Administration	*Training equipment *Power Point Presentation *Security cameras *Security/Safety audits	*Aug. 2021-Aug. 2022	*Agendas *Sign-in sheets *Security/Safety audit reports *School lockdown documentation	*No active threat situations *Improved security/safety audits	*BOY, MOY, and EOY security/safety audits	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Train on lockdown procedures and active threat situations							
2) Conduct two lockdown drills with school community.							
3) Establish Emergency Response Team and roles to establish protocols and procedures							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
Provide staff development for campus staff members on violence prevention 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 Administration	*Training materials *Power Point Presentation *Safe2SpeakUp App *Student Surveys	*Aug. 2021-Aug. 2022	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data	*Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) *Students' perception of school safety has improved	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices							
2) Conduct and collect student surveys to evaluate the students' physical and psychological school safety							

Improve Safety, Public Support, Culture and Climate						
By June 2022, Reed-Mock Elementary family involvement and their interaction with their child's school will increase 5%.						
By June 2022, 50% of parents will participate in informational and training sessions.						
Goal Area 3:	Annual Goal 3:	Objective 1:	Strategy 1	Timeline	Evidence of Implementation	Evidence of Impact
Persons Responsible	Resources	Formative Evaluation	Title-I School- Wide Component			
Host district and campus information and training sessions on a variation of topics using flexible scheduling, different days and times	<ul style="list-style-type: none"> * Parental Director * Parental Coordinator * Site Managers * Parental Educators * Community Engagement Recruiters * District Staff * South Texas College Coordinator * Region One Director 	<ul style="list-style-type: none"> * Assessment Results * Participation * Performance 	*Title I-#2,#4			
	<ul style="list-style-type: none"> *Region 16 and State Conference Parent Materials *Research Based Best Practices *District Policy Handbook *Texas Education Agency Material *ESL/GED *Reading Material and Technology Programs 	<ul style="list-style-type: none"> *Parent Surveys *Meeting Chats *Number of Parents at Meetings *Course Statistics using District Dashboard 				
	<ul style="list-style-type: none"> *Meeting *Invites *Agendas *Minutes *Sign-In Sheets *Power Points *Photos of Meetings *District Master Course Scheduler *Attendance Reports 					
Action Steps						
1) Implement PSJA Virtual and face to face Family Learning Academies on a weekly basis						
2) Provide one to one campus sessions on multiple topics (Title I, Campus Policy, Home-School Compacts, Attendance, Assessment, etc.)						
3) Schedule literacy and entrepreneurship sessions to support families						
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Facilitate parental sessions for parents through a collaboration between Public Relations Department, Counseling Department and Family and Community Department	<ul style="list-style-type: none"> *Principals *Parental Director *Counselor Director *Administrators *Parental Coordinator *Parental Educators *Site Managers *Campus Counselors 	<ul style="list-style-type: none"> *District Social Media *Weekly Calendar *Parent Surveys *Parent Questions on Chat and One on One Meetings 	August 2021-August 2022	<ul style="list-style-type: none"> *Sign-in Sheets *Invites *Agendas *Minutes *Brochure *Power-Point *Calendar Planning Dates *Counselor's Café Calendar *Video Recordings of Meetings 	<ul style="list-style-type: none"> *Parent Surveys *Public Relations Data *Parent Feedback based on Chat and One on One Meetings *Accountability Report 	<ul style="list-style-type: none"> *State/Local Assessments (STAAR, TELPAS, etc.) *Participation *Performance *Campus and District Assessments Reports
						*Title I-#2,#4
Action Steps						
1) Conduct weekly meetings with Executive Officer of Communications and Staff on ways to engage more parents to information and training sessions						
2) Utilize tools such as school messenger and social media outlets to promote parent participation						
3) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings						

Goal Area 3: Improve Safety, Public Support, Culture and Climate							
Annual Goal 3:							
Objective 2:							
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
Host a variation of campus sessions and courses which include community partners and volunteer instructors	*Parental Director *Parental Coordinator *Parent Educators *Site Managers *Region One *South Texas College *Mexican Consulate *District Recruiters *Campus Administration	*District Registration Page *Literacy Center Calendars *Technology Designated Classrooms *Community Pamphlets and Brochures	August 2021- August 2022	*Community Service Projects *Sign-in Sheets *Program Data Charts *Parent Created Artifacts *Certificate Ceremonies *Parent Feedback	*District Master Schedule Dashboard *Parent Created Projects *Mastery Rate Reports provided by Region One and South Texas College	*Accountability Reports provided by Collaborative Partners	Title-I School- Wide Component *Title I- #6
Action Steps							
1) Partner with Region One, South Texas College and Mexican Consulate to offer parent literacy courses							
2) Promote community partners such as Texas A&M, Community Partner Program , STEPS, Behavioral Solutions of South Texas, etc.							
3) Recruit volunteer instructors to teach literacy and entrepreneurship courses							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
Meet with community partners periodically to address goals and expectations	*Parental Director *Parental Coordinator *Administrator *Parental Educators *Community Partners	*MOUs *Parent Survey Results *Program Needs Assessment	August 2021- August 2022	*Meeting Notes *Mastery Rate Reports	*Program Participation *Program Completion Certificates *Program Artifacts (Parent Projects)	*Increase participation in community service projects	Title-I School- Wide Component *Title I- #6
Action Steps							
1) Analyze grant specifications and/or community program key points addressing goals and expectations							
2) Create community service projects based on parent needs/feedback/surveys							

Goal Area 3: Improve Safety, Public Support, Culture and Climate						
Annual Goal 4: By June 2022, campus attendance will increase by 2% from last years attendance rate.						
Objective 1: Monitor school attendance initiatives to ensure student academic success and increase student attendance from 96.5% to 98%.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Implement the use of an attendance committee to discuss and plan action steps to improve attendance and increase student enrollment.	Principal Assistant Principal Clerk Attendance Committee	Attendance Reports Attendance guidelines Attendance meetings Incentives	August 2021- June 2022	-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy	Increase Student Attendance and enrollment
Action Steps						
1) Dissemination of Attendance/(Non- attendance guidelines and compliance.						
2) Promote consistent admission/enrollment procedures to ensure student engagement and quality data.						
3) Provide incentives to students for meeting their attendance goals.						
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Implementation of ARP program and truancy procedures.	Principal Attendance Committee members PEIMS Clerk	Absence Report Truancy letters Attendance state and district guide and handbook Parent contact log	August 2021 August -2022	ARP Rosters Parent Liaison Mileage Roster Call Logs ARP Warning Letters Copies of Warning Letters	Students who are absent consecutively will improve their attendance.	Attendance reports Istation and Imagine Math Reports
Action Steps						
1) Teachers will keep track of attendance in parent contact log and advise when a child has been absent for 3 days virtually or in person.						
2) The parent liaison will make home visits to students who are absent consecutively.						
3) Parent conferences will be held for students who have ten absences or more.						
4) Letters for students with three, seven, and ten absences will be given to parents as a warning.						
5) Synchronous and Asynchronous Learning and Parent Contact log Documentation						

GOAL 4

Increase Staff Quality, Recruitment and Retention

High Quality Instruction

McRel/ Walkthrough Evaluations

Mentor

Certification

Professional Development

Hiring/Retention

Goal Area 4: Increase Staff Quality, Recruitment and Retention							
Annual Goal 1: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.							
Objective 1: Update and Engage Teachers on the updated Instructional Focus Walkthrough form to align to TTESS Teacher Evaluation System throughout the school year.							
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
Campus leadership team will review the current Instructional Walk-Through Focus tool and the alignment to TTESS evaluation system to continuously train teachers and provide adequate feedback in lessons.	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director, NTS Director, Professional Development Director, Director of Employee Relations, Principals, Assistant Principals, CLL	Instructional Focus Walk- Through Form McREL Evaluation tool	August 2021- May 2022	Development of revised Instructional Walk-through focus tool. Collect and review data.	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment.	Review walk-through focus tool mid-year and end of year.	Title-I School- Wide Component Local funds
Action Steps							
1) Design a calendar that focuses in walkthrough look fors aligned to TTESS to advise teachers in upcoming feedback.							
2) Calibrate as a campus leadership team and focus on observing trend of highly effective instructional delivery.							
3) Train district staff on new Instructional Focus Walk-through Form							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
Monitor and review data from the new Instructional Focus Walk-Through Form and the impact on highly effective instructional delivery.	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director, NTI Director, Professional Development Director, Director of Employee Relations, Principals, Assistant Principals	Instructional Focus walk- through form	Weekly Reviews	Walk-through Data Reports, Feedback on teacher/admin meetings	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment.	Review walk-through focus tool mid-year and end of year.	Title-I School- Wide Component Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps							
1) Collect input from teachers and teacher evaluators.							
2) Use feedback to revise and update form to meet district needs.							
3) 8/31/2021							

Goal Area 4: Increase Staff Quality, Recruitment and Retention						
Annual Goal 1: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 2: Use walk-through data to monitor and support teacher effectiveness.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Campus Administrators, district leaders, curriculum coordinators, directors	Instructional walk-through focus tool	Aug. 2021 - May 2022	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
Title-I School- Wide Component						
Local funds Title I funds SCE Funds State Bilingual funds Migrant funds						
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	Aug. 2021 - May 2022	CLC agendas Admin/teacher conferences	Professional growth and high-quality teaching	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps						
1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.						
2) Provide learning opportunities, i.e., peer observations to observed effective strategies based on areas of need.						
3) Monitor and follow up with next steps						
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title-I School- Wide Component						
Local funds Title I funds SCE Funds State Bilingual funds Migrant funds						
8/31/2021						
Action Steps						
61						

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 3: Provide professional learning opportunities for staff based on observed data using Instructional Focus Walk-Through Form.							
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Campus Administrators, district leaders, curriculum coordinators, directors	Dashboard, Instructional walk-through focus tool, TTESS observations, SLO data, Professional Learning Communities.	"-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	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	Title-I School- Wide Component Local funds Title I funds SCE Funds State Bilingual funds 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	
Campus administrators will identify areas of need by teacher	Campus Administrators, district leaders, curriculum coordinators, directors	Dashboard, Instructional walk-through focus tool, TTESS observations, SLO data, Professional Learning Communities.	"-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022"	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	Title-I School- Wide Component Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps							
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.							
4) Provide opportunities for teachers to observe master teachers in action.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
							Title-I School- Wide Component
Action Steps							
8/31/2021							
62							

Increase Staff Quality, Recruitment and Retention						
Goal Area 4:	Campus Leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2022.					
Annual Goal 2:	Develop the skills in teacher and teacher evaluators needed to complete fair, valid teacher evaluations.					
Objective 1:	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Strategy 1	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director NTS Director, Professional Development Director, Principals, Assistant Principals	Funding, professional development needs data, professional development trainers	Fall and Spring semester	More alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	Improved student performance, higher teacher retention rate	Progress monitoring, CBA, STAAR, SLO's, TTESS
Action Steps						
1) Collect evidence of teacher PD needs.						
2) Review academic reports for district and campus needs						
3) Plan, schedule and hold trainings.						
Strategy 2	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director, NTS Director, Professional Development Director, Principals, Assistant Principals	Funding, professional development needs data, professional development trainers, calibration trainings opportunities	Quarterly	More alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	Data showing increase alignment between teacher evaluation and student performance	TTESS evaluation data, student performance data
Action Steps						
1) Schedule quarterly meetings for teacher evaluation Calibrations						
2) Hold quarterly principal and assistant principal team walk-through and evaluation talks.						
3) Review teacher evaluations and compare to student performance.						

Increase Staff Quality, Recruitment and Retention							
Goal Area 4:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2022.						
Annual Goal 2:	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback using TTESS evaluation system twice per year.						
Objective 2:	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback using TTESS evaluation system twice per year.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All campus administrators will use a high-quality evaluation system (TTESS) to increase staff quality,	Executive Officers, Campus principal, assistant principal, CLL,	TTESS Evaluation Tool, Materials	August 2021 - May 2022	TTESS evaluations, ERO Numbers Sign-in sheets Coaching logs and schedules	Increase student achievement Higher teacher retention Higher School report card based on TAPR	TTESS Evaluations	Local
Action Steps							
1) Professional development for teachers and campus leadership is provided at the beginning of the school year and continue as needed.							
2) Identify areas of need and provide professional development.							
3)							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Continue providing annual TTESS calibration certification training	-TXCEE, HR Dept. and Executive Officers Principal, Assistant Principal	TTESS Evaluation Tool, Materials	August 2021- May 2022	"TTESS evaluations, ERO Numbers	Continue providing annual TTESS calibration certification training	-TXCEE, HR Dept. and Executive Officers	TTESS Evaluation Tool, Materials
Action Steps							
1) Create opportunities for collaborative instructional review, i.e.: Instructional Rounds.							
2) Monitor and evaluate data gathered during instructional rounds.							
3) Provide support in areas of need.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Action Steps							
8/31/2021							
64							

Increase Staff Quality, Recruitment and Retention							
Goal Area 4:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2022.						
Annual Goal 2:	Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by a TTESS evaluation tool.						
Objective 3:							
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide training for staff on the Spirit of PSJA Evaluation Tool.	Asst. Supt of Talent Development, NTS Director, Professional Development Director, Data Director, PR Director Principal, Assistant Principal	Spirit of PSJA training materials	Fall, Spring	Use of the Evaluation tool, two evaluations entered per staff member	Improved customer service, increased efficiency and happier employees	Spirit of PSJA Evaluation tool	Local T1 #3, #5
Action Steps							
1) Schedule the fall training.							
2) Monitor and review professional development goals to create training based on needs and goals							
3) Schedule Spirit of PSJA Categories and behaviors trainings							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Staff will create clear professional development goals and expectations.	Employees being evaluated, supervisor Principal, Assistant Principal	Spirit of PSJA Evaluation	Fall, Spring	Evaluations entered into the system	Improved customer service, increased efficiency and happier employees	Goals entered into evaluation system	Local T1 #3#5
Action Steps							
1) Train staff on evaluation tool							
2) Give staff timeline to complete the self-evaluation and goal setting							
3) Offer growth opportunities to staff							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Action Steps							
8/31/2021							
							65

Increase Staff Quality, Recruitment and Retention							
District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2022.							
Use data collected in the evaluation system to offer professional growth opportunities for all staff as means of recruitment and retention.							
Goal Area 4:							
Annual Goal 2:							
Objective 4:							
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use data to identify district wide areas of Needs and create professional development opportunities for staff.	Talent Development Dept., NTS Dept., EOs, Director, Principal, Assistant Principal	PD funds	Quarterly	Professional development offered	Improved staff moral, and customer service	PD surveys	T1, #3, #5
Action Steps							
1) Conduct PD goals survey							
2) Work with staff to create trainings							
3) Schedule and hold training							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Offer career pathway professional leadership growth opportunities	Talent Development, Professional Development, NTS Principal, Assistant Principal	Funds, time to develop trainings	Quarterly	Career pathways PD trainings	Improved staff moral, and customer service, increase retention rate	PD feedback survey	T1, #3, #5
Action Steps							
1) Conduct survey to identify areas of interest							
2) Create trainings based on data collected							
3) Conduct trainings and evaluate results							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Action Steps							

Goal Area 4: Increase Staff Quality, Recruitment and Retention Annual Goal 3: All teachers will be certified for teaching assignment by May 2022. Objective 1: All Elementary Bilingual teachers will be certified by May 2022.							
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
New teachers sign a Need to complete certification letter when signing contract	Human Resources, Dual Lang. Dept Teacher Principal, Assistant Principal	Letter	During Onboarding	Letter on file	All bilingual teacher certified	Complete Fed/State requirement	-Title I: #3 and #5
Strategy 2 1) Advertise the vacancy requesting the bilingual certification 2) Monitor testing opportunities for success 3) Staff that complete testing may be considered for continued employment							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development opportunities to improve bilingual lesson delivery and instruction.	Talent Development, Dual Lang. Dept., Professional Development Dept. NTS Dept. Principal, Assistant Principal	Funding, materials for PD delivery, PD preparation time	Fall, Spring	Meeting the bilingual students academic needs	Improved scores for the bilingual students	STAAR	-Title I: #3 and #5
Strategy 3 1) Review student performance data to determine areas needing support 2) Develop trainings and schedule the PD for teachers 3) Monitor and adjust as needed to support the teachers							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Action Steps							

Reed-Mock Elementary Professional Development Plan

PD Dates	PD Format	PD Topic	Resources	CIP Goal Alignment
Aug 13	Campus PD Reading / Writing	Reading and Writing Forde Ferrier Best Practices	Forde Ferrier	Goal 1
Aug. 16	Campus – All Departments	Teambuilding; curriculum planning	2021-2022	Goal 1, Strategy 1-3
Aug. 17	Campus – All Depts.	Social Emotional Learning	Presenter Powerpoint	Goal 3, Strategy 1
Aug. 18	Campus – All Departments	Curriculum Rollouts Year-at-a-Glance Doc. Six Weeks Pacing Guide Weekly Lesson	2021-2022 District Curriculum Rollouts Content Coordinators	Goal Area 1, Strategy 1-3
Aug. 19	Campus-Based Professional Development-All Departments	Data Driven Plans Strategize for the Monitoring of Academic Growth	Data Document Domain II, III Campus Goals	Goal Area 1, 2 Strategy 1-3
Aug 21/ Aug 28	Campus Based PD	SEL – Leader in Me Core 1	7 Habits of Effective People	Goal 3

8/31/2021



SBDM COMMITTEE

<p><u>School Administration</u> Dr. Karla Montemayor/ Principal KM Dr. Cynthia Gonzales/ Assistant Principal CG</p> <p><u>Pupil Service personnel</u> Alma Cepeda / Counselor AC</p> <p><u>Para-Professional</u> Karina Balderas- KB Gloria Moreno- GM</p> <p><u>Community Member</u> Yahira Almanza</p> <p><u>Business Representative</u> Maricruz Rodriguez</p>	<p><u>Professionals</u> Carolina Cavazos PK- CC Mayra Dominguez- Kinder- MD Karla Reyna- 1st Grade- KR Melissa Contreras- 2nd Grade- MC Ana Warkentine- 3rd Grade- AW Dennise Garcia -4th Grade-DG Lacinda Rosas - 5th Grade LC Maricelda Garza- Resource -MC</p> <p><u>Resource</u> Lorena Cardenas-CLL- LC</p> <p><u>Special Education Staff</u> Martha Chapa</p> <p><u>Parent</u> Maricruz Gonzales</p> <p><u>Head Custodian</u> Jose Rodriguez</p>
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**Drs. Reed-Mock Elementary
2021-2022
SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN**



August 31, 2021

By May 2021, Drs. Reed-Mock Elementary will have established procedures to continuously provide, promote, maintain, and up-grade personal, professional, technical, and managerial growth opportunities for all personnel.

Call Meeting to order

Review Campus Plan

Make revisions

Approve/Disapprove Campus Plan

Initial by name

Adjourn meeting by Administrator

**Drs. Reed-Mock Elementary
2021-2022
SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN
August 31, 2021**



Meeting was called to order by Dr. Karla Montemayor, Principal. Presentation of campus plan rough draft was conducted Dr. Karla Montemayor and leadership team. Mission, vision and goals were presented based on 2021-2022 school years data and needs. Site Based Committee Members had previously met within their grade level and revised, edited, and agreed on corrections made. Site Based Decision Making Council members approved the corrections and additions to the Campus Plan and initialed by their name. Any typing errors or corrections will be brought to Dr. Karla Montemayor. Principal thanked all staff members for their continuous effort and dedication in making our campus plan a better instructional tool that reflects the excellence and success we are experiencing in our campus.