



John McKeever Improvement Plan 2021-2022

Board Approved:

2020-2021 Executive Summary



Executive Summary

Campus Improvement Plan: School Year 2021-2022

Campus Name: John McKeever Elementary

Mission: At John McKeever, we are committed to provide students with safe, nurturing environment in which all students can reach their fullest social, emotional, and academic potential. Our goal is to empower life-long learners to become responsible and productive citizens.

Demographics Summary: The current enrollment at John McKeever Elementary as of June 2021 is 707 students. The student population at John McKeever consist of 98.7% Hispanic, 0.8% White, 0.5% Black. Approximately 9% of our student population receive special education services, while 2.12% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 2.12% of our student population. The bilingual population is approximately 40% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained at 98%. Most of our students live in the Alamo area and west side of Donna neighborhoods under special permission. We currently have 351 students who transfer into McKeever from various zones.

Comprehensive Needs Assessment Summary: John McKeever Elementary received an overall grade of 83 out of 100 based on performance in three different areas, or domains. In the Student Achievement domain, McKeever earned 78, which shows how much students now and can do at the end of the school year. The School Progress domain, 86 for McKeever, shows how students perform over time and how that growth compares to similar schools. McKeever scored 77 in Closing Gaps, the domain which shows how well different student groups within a school are performing.

Curriculum/ Instruction and Assessment: Teachers utilize the Balanced Literacy approach for language arts instruction with a focus on reader's and writer's workshop and guided reading. All students participate in a project-based learning approach where students inquire tops related to instruction and aligned to teacher's rubric. McKeever is a one-way Dual Language Program Campus. The mission for our campus is to align our instruction to district goals and campus needs. Our main goal is that all students be grade-level fluent readers.

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. 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. McKeever will continue to partner with community stakeholders to ensure student/campus success.

A handwritten signature in black ink, appearing to read 'Susan M. Allen', written over a horizontal line.

Principal Signature

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Linda Uribe, *Executive Director for College Readiness*

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John McKeever Leadership Team

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Rene Trevino, Assistant Principal

Emily Alegria, Counselor

Michelle Garcia, Librarian

Dina Yoder, CLL

District Vision

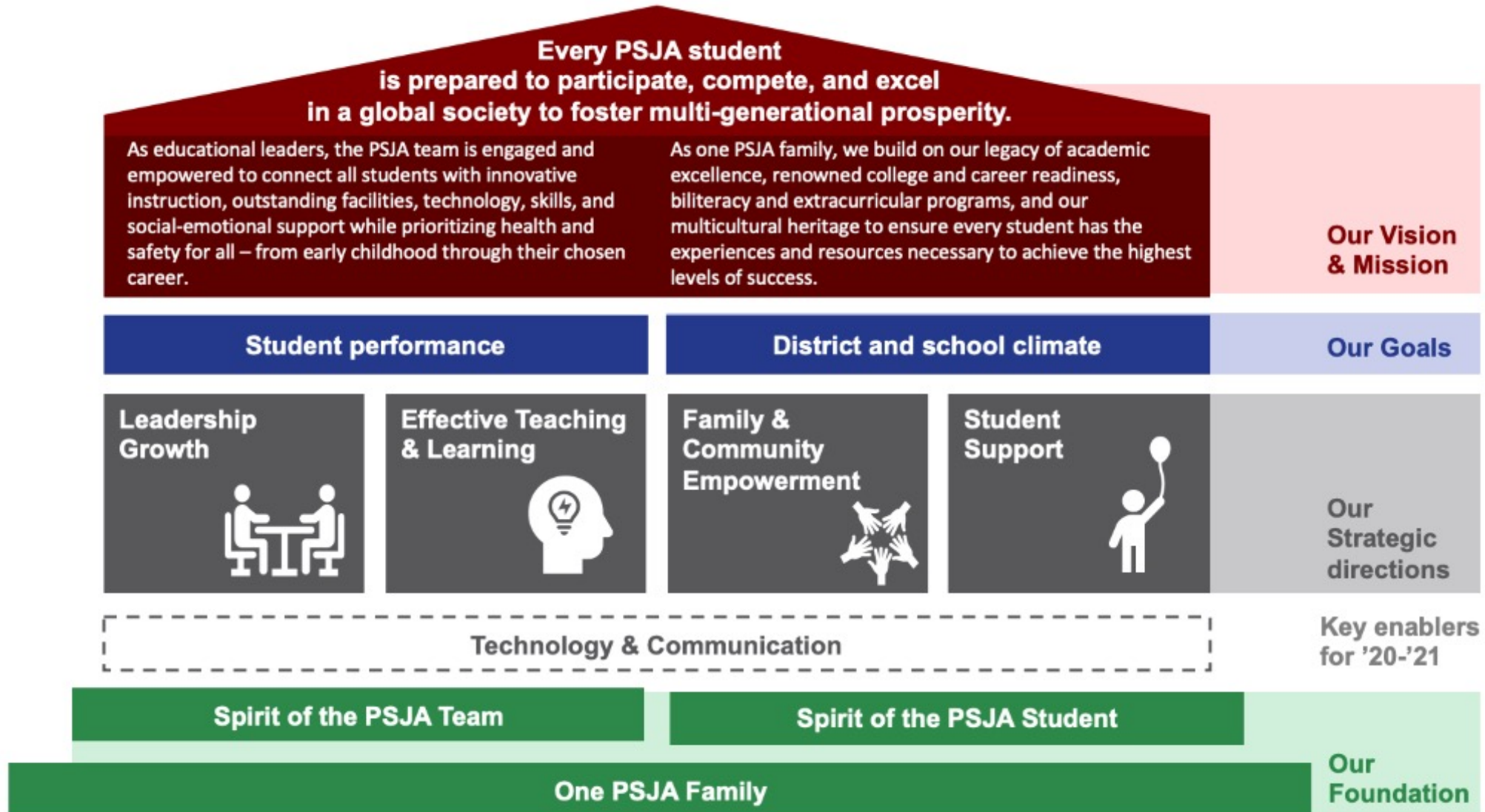
Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

District Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career. As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

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

2020-2021 Strategic Planning Framework



John McKeever Mission Statement

At John McKeever, we are committed to providing students with a safe, nurturing environment in which all students can reach their fullest social, emotional, and academic potential. Our goal is to empower life-long learners to become responsible and productive citizens.

What We Believe In

The John McKeever Elementary family believes that all their students can academically grow, learn and reach their full potential in classrooms, their community and beyond. Through collaboration from administrators, teachers, parents, students and the community we can accomplish our campus goals.

What We Want to Accomplish

We are committed to provide a nurturing and distinguished campus to the community where all students are valued and welcomed, feel safe, and have the opportunity to reach their full potential.

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.

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-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literary 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.**

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2019-2020 & 2020-2021 STAAR Campus Summary STAAR Report
2. 2019-2020 & 2020-2021 Domains Data
3. 2019-2020 & 2020-2021 Distinctions Designation Summary
4. 2019-2020 & 2020-2021 Attendance
5. PEIMS Demographics
6. Walk-through Data
7. Parental Involvement Data
8. McRel Teacher Evaluations
9. Professional Development Plan
10. TELPAS Scores
11. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from the campus were used to review the Special Education data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS), and system safeguards indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Personnel Needs:

The McKeever Elementary Administration must work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Professional Development Needs:

McKeever Elementary must work closely with the Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

All Students

- Reading Academic Achievement Status was met with a 5% above the target goal.
- All students received a 44% at Meets Level.

- Math Academic Achievement Status was met with a 7% above the target goal.
- All students received a 53% at Meets Level.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

- Reading Academic Achievement Status was met with a 31% above the target goal (2019).
- Sp. Ed students received a 50% at Meets Level in 2019 & 0% Meets Level in 2021.
- Math Academic Achievement Status was met with a 30% above the target goal.
- Sp. Ed students received a 53% at Meets Level in 2019 & 6% Meets Level in 2021.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Learners (EL):

Strengths:

- The Dual Language Program at PSJAISD serves EL students in grades PK-12 at PSJAISD. Here at McKeever Elementary we service grades PK – 5th.

On the STAAR exam at MEETS Level:

- 3rd grade Reading, passing rate at MEETS for EL students at McKeever was 41% (2019) & 25% (2021)
- 3rd grade Math, passing rate at MEETS for EL students at McKeever was 41% (2019) & 15% (2021).
- 4th grade Reading, passing rate at MEETS for EL students at McKeever was 25% *below target (2019) & 13% (2021)
- 4th grade Math, passing rate at MEETS for EL students at McKeever was 38% *below target (2019) & 10% (2021)
- 4th grade Writing, passing rate at MEETS for EL students at McKeever was 28% (2019) & 11% (2021)
- 5th grade Reading, passing rate at MEETS for EL students at McKeever was 43% (2019) & 31% (2021)
- 5th grade Math, passing rate at MEETS for EL students at McKeever was 53% (2019) & 26% (2021)
- 5th grade Science, passing rate for EL students at McKeever was 48% (2019) & 15% (2021)

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Learners (EL):

The following sources from the campus were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students. The McKeever Elementary Administration 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 Learners and Spanish Language Development coach to enhance bi-literacy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our EL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of EL students.

Needs:

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

- In Reading, the achievement gap between EL and All students in 2019 - 2020 was 13%.
- In Mathematics, the achievement gap between EL and All students in 2019 - 2020 was 10%.
- In Writing, the achievement gap between EL and All students in 2019 - 2020 was 6%.
- In Science, the achievement gap between EL and All students in 2019 - 2020 was 4%.
- All subjects combined, the achievement gap between EL and All students in 2019 - 2020 was 8%.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued: Economically Disadvantaged

Strengths:

Our economically disadvantaged students received free meals, tutoring, and can apply for grants and scholarships as they advance their education.

Needs:

On the STAAR exam at MEETS Level:

- In Reading, the passing rate for Eco Dis students at McKeever was 47%. All students received 49%.
- In Math, the passing rate for Eco Dis students at McKeever was 50%. All students received 53%.
- In Writing, the passing rate for Eco Dis students at McKeever was 31%. All Students received 34%.
- In Science, the passing rate for Eco Dis students at McKeever was 50%. All students received 52%.

Student Achievement Summary 2019 & 2021



	2019 PSJA ISD	2019 McKeever	Goals 2021	2021 McKeever
Domain I STAAR Performance	87	78	90	21
Domain II Part A Student Growth	89	67	85	
Domain II Part B Relative Performance	83	86	91	
Domain III Closing the Gap (subgroups)	53	77	100	

Post-Secondary Readiness Data Table 2019



All Students	2019 PSJAISD	2019 McKeever	2021 McKeever
2019 STAAR % Meeting Post Readiness Standard	53	77	

2019 & 2021 Accountability Results



Domains:		2019	2021
Domain I Achievement	Student	78	21
Domain II Part A Growth	Student	67	
Domain II Part B Performance	Relative	86	
Domain III Gap	Closing the	77	
Overall Campus Rating		83	

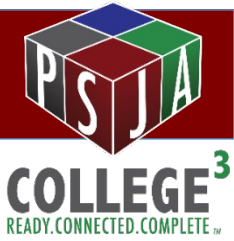
2019 Distinctions



4 Distinctions:

1. Academic Achievement in ELA Reading	5 out of 6 = 83%
2. Academic Achievement in Mathematics	3 out of 5 = 60%
3. Academic Achievement in Science	2 out of 2 = 100%
4. Post Secondary Readiness	2 out of 2 = 100%

English Language Proficiency Status



ALL Students	2019 PSJA	2019 McKeever	Goal	2021 McKeever
2019 TELPAS % Making Progress	36	36	50	23

2022 TELPAS Data – Composite Scores



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McKeever	Listening 2020			Listening 2021			Speaking 2020			Speaking 2021			Reading 2020			Reading 2021			Writing 2021			AH or Progress on Comp Rating		
	Progress		%	Progress		%	Progress		%	Progress		%	Progress		%	Progress		%	Progress		%	Progress		%
1 st				0	1	0%				0	1	0%				0	1	0%	0	1	0%	0	0	0%
2 nd	27	42	64%	7	11	64%	11	42	26%	1	4	25%	23	42	55%	2	6	33%	1	5	20%	0	4	0%
3 rd	35	57	61%	23	33	70%	25	57	44%	6	32	19%	33	57	58%	9	33	27%	6	7	86%	0	0	0%
4 th	13	51	25%	7	44	16%	18	51	35%	10	44	23%	26	51	51%	16	45	36%	8	9	89%	4	5	80%
5 th	31	50	62%	24	45	53%	21	50	42%	4	45	9%	35	51	69%	22	45	49%	22	22	100%	11	11	100%
Totals	106	200	53%	61	134	46%	75	200	38%	21	126	17%	117	201	58%	49	130	38%	37	44	84%	15	20	75%

McKeever	Listening 2021				Speaking 2021				Reading 2021				Writing 2021				Writing 2021											
	No Change		%	Decrease	%	No Change		%	Decrease	%	No Change		%	Decrease	%	No Change		%	Decrease	%	B	I	A	H				
1 st	1	1	100%	0	1	0%	1	1	100%	0	1	0%	1	1	100%	0	1	0%	1	1	100%	0	1	0%	47	2	0	0
2 nd	3	11	27%	1	11	9%	3	4	75%	0	4	0%	3	6	50%	1	6	17%	3	5	60%	1	5	20%	21	23	4	1
3 rd	6	33	18%	4	33	12%	17	32	53%	9	32	28%	19	33	58%	5	33	15%	1	7	14%	0	7	0%	4	13	20	6
4 th	10	44	23%	27	44	61%	16	44	36%	18	44	41%	16	45	36%	13	45	29%	1	9	11%	0	9	0%	7	29	21	8
5 th	13	45	29%	8	45	18%	28	45	62%	13	45	29%	16	45	36%	7	45	16%	0	22	0%	0	22	0%	3	15	10	22
Totals	33	134	25%	40	134	30%	65	126	52%	40	126	32%	55	130	42%	26	130	20%	6	44	14%	1	44	2%	82	82	55	37

McKEEVER DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	655	331	324	47	267	1	1	14	12	576	29	0
Percent	100%	51%	49%	7%	41%	0.002%	0.002%	2%	1.8%	88%	4.4%	0

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	655	641	0	4	10	0
Percent	100%	98%	0%	0.6%	1.4%	0%

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

No.	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain I STAAR Performance	<ul style="list-style-type: none"> McKeever Elementary met was higher than the target score in 7 of the 7 areas – All students, Hispanics, Special Education, Economically Disadvantaged, Els, Continuously Enrolled, and Non-continuously enrolled 	<p>There was a drop in Els category in the areas of Reading and Writing in 3rd and 4th Grades. There was also a drop in the area of 5th Grade Science for all students.</p>	<p>Maintain and Improve in the Areas of Reading, Writing, and Science. Keep improving in all pops.</p> <p>Improve student learning outcomes in : Reading Writing</p>
2	Domain II School Progress	<p>McKeever Elementary 5th grade students continued to show significant progress. Part B continues to be our strong area with a score of 90.</p>	<ul style="list-style-type: none"> Part A (student progress) scaled score was 83 in 2018 and it dropped to a 67 in 2019. <p>In the area of student progress we went from a score of 90 in 2018 to a score of 77 in 2019 due to our 4th grade students not showing significant growth.</p>	<p>Group students by ability and deliver differentiated instruction so that all students can continue to have academic growth.</p>
3	Domain III Closing the Gaps	<ul style="list-style-type: none"> McKeever Elementary is at 77% Post Readiness. 	<p>We dropped from 100% to a 77% in Closing the Gap due to our EL students not showing significant progress in Reading.</p>	<p>Implementation of Sustainability activities for 2021-2022.</p>
4	T.E.A. Distinctions Designations	<p>McKeever Elementary obtained 4 distinctions for the following areas:</p> <p style="text-align: center;">Reading/Ela Math Science Post Readiness</p>	<p>We went from 6 distinctions in 2018 to 4 in 2019.</p>	<ul style="list-style-type: none"> Provide Professional development to ensure teachers are prepared to include rigor and relevance in their lessons. Include Sustainability Skills. Assess and Monitor frequently through common formative assessments

Summary of Findings

No.	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • PK/K Orientations, Meet the Teacher, Curriculum Nights, Open House, Festivals, and Fundraisers • Communication in both English and Spanish • Parent Liaison • PAC meetings • Business Partnerships 	<ul style="list-style-type: none"> • Parent Volunteers 	<ul style="list-style-type: none"> • Build up the number of parent volunteers.
6	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Special Purpose Campuses to address special needs, i.e. attendance recovery, discipline • Collaborative Learning Communities • Customer Service • School-wide Behavioral Strategies/contracts 		
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McRel Evaluation Tool 		<ul style="list-style-type: none"> • Professional Development in all Areas • Availability of Resources

2021-2022 Campus Goals

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

2021-2022 Goal 1 - Student Achievement

Goal Area: 1	Student Achievement						
Annual Goal:1	The percent of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2021.						
Objective:1	The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 44% to 47% by having access to a standards-aligned curriculum.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement of writing curriculum for 4th grade as assessed in HB5.	Principal Asst. Princ. SPED Teachers QLL Reg. Ed Teachers	Title I 211, Local funds 199 SCE 166 Title III 263 Special edu 224	August 2021 - May 2022	Completed curriculum documents Action Plans Lesson Plans Sped. Accomodations	Increased student Progress for all students to incude sub-population as measured on CBA's, BMs, STAAR	District Assessments mini assessments CBAs, BMs, STAAR TELPAS	Title 1-#1,2
Implement Writing Rubrics, throughout all grade levels. Use Thinking Maps, Graphic Organizers, butcher paper, as visual aids bordette, envelopes, bins to organize intructional material for students. Duplicating paper, construction paper, colored paper, colored tag, notebooks, pencils, highlighters, markers, crayons, pens, craft sticks, composition /spiral notebooks, writing pads, <u>blue sentence strips</u> , <u>white tag</u> , <u>chart table</u> , <u>poster boards</u> , <u>Teaching reinforcements</u> , <u>Games</u> , <u>Wall charts</u> , <u>calculators</u> , <u>pocket charts</u> , <u>magnetic letters/numbers</u> . Commercially bought/reproduce ELA Teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation Depth of Knowledge Questions will be implemented for each library piece/all genres during Collaborative Learning Communities (CLCs)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement Reading and Mathematics curriculum for K-5 using DOK Levels	Principal Asst. Princ. QLL CLF GLC	Local Funds 199, Title 1 Funds 211, State Comp 166, Title III 263, Special Education 224	August 2021 - May 2022	Walk - Throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind, Go Math, Weekly Assts, Classroom Reading Libraries, Student Performance	Increased student Progress for all students to incude sub-population as measured on CBA's, BMs, STAAR	District Assessments CBAs, BMs, STAAR, TELPAS	Title 1- #2, 4
Action Steps Implement curriculum using DOK and CLF activities Administer Weekly Assessments to build endurance for STAAR test. Differentiated Instruction, small groups, Role Play/Readers Theater, Narrative/Expository, Interactive Reading, Group Rotations, Reading Shields (DMR) to daily lessons, Online learning and its applications. Google platform and its extension.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers will be trained on the state standards, indexes, depth and complexity of the TEKS The use of data to adapt the districts curriculum to meet the student's needs.	Principal Asst. Princ. QLL CLF GLC	Local Funds Title 1 Funds	August 2021 - May 2022	Agendas Sgn In Sheets	Benchmark scores, student achievement gains. TPR ,BOY, MOY, EOY Progress Monitor	District Assessments CBAs, BMs, STAAR, TELPAS	Title 1- #4
Action Steps Consultants like Bill McDonald, Rbger Gomez, Noe Grande Summit K12, Victoria Forde, Forde Ferrier LLC will be hired to assist teachers in comprehending the TEKS DMR, RGV, Science Association, Pearlized Mathematics, Renaissance (AR) Mentoring Minds and use their workbooks, handouts, software, to incorporate TEKS in their lessons.							

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2021-2022 Goal 2 – Closing the Gaps

Goal Area 2: Closing the 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 2021.							
Objective 1: All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at least 80% of the indicators in the Academic Achievement component are met by June 2021							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Data Meetings will take place once a week to analyze results from weekly assessments.	Principal Asst. Principal QL QFs	Weekly Math and Reading tests Fluency Checks ARreports	September 2021 to May 2022	Teachers will bring all required data to weekly meetings.	Students will perform at the MEETS Level in STAAR.	CBAs BMs STAAR TELPAS TPRI/Tejas Lee TX-KEA QJ	Title I, II, III
Action Steps							
Closely monitor and intervene when students are not reading on grade level by the end of 2nd grade (fluency, comprehension).							
Campus leadership team along with teachers will analyze data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups.							
Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMACreports to form tutorial groups for the Meet's Level on the STAARassessment.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Students writing samples will be turned in weekly to assigned administrator for review.	Principal Asst. Principal QL	Writing Journals Compositions	September 2021 to May 2022	Entry/Exit Tickets Sentence Structure Journals Compositions	Students will perform at the MEETSlevel in STAARand at the Advance High in TELPAS for ELs.	CBAs BMs STAAR TELPAS TPRI/Tejas Lee TX-KEA QJ	Title I, II, III
Action Steps							
Writing instruction will be provided for all students in grades PK - 5.							
Students will write daily in all core contents via an entry/exit ticket, short answer responses to open ended questions, reflective journal, or composition.							
Teachers will follow a weekly schedule to turn in writing samples to assigned administrator for feedback.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide technology resources to facilitate reading development and to differentiate student learning.	Principal Asst. Principals QL	District Curriculum Istations Reading STAARRelease (BM1 & BM 2) Assessments MyOn Accelerated Reader	September 2021 to May 2022	DMACdata reports Progress Monitoring Reports STARReports ARreports Istation Reports Walk-throughs Feedback Lesson Plans	Usage reports will show an increase in participation and successrate. Fluency and comprehension rates will also increase by 10%.	CBAs BMs STAAR TELPAS TPRI/Tejas Lee TX-KEA QJ	Title I, II, III
Action Steps							
Provide training on the different technology programs, implementation, and on how to retrieve reports.							
Allocate resources such as electronic devices, Istation, Accelerated Reader, MyOn, and websites.							
Monitor usage by meeting weekly to go over reports and plan interventions.							

Please double click on the information to access all the tabs with the different objectives.

2020-2021 Goal 3 - Improve Safety, Public Support, Culture and Climate

Goal Area 3: Improve Safety, Public Support, Culture and Climate							
Annual Goal: The district's positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff relationships.							
Objective 1: By June 2021, student social and emotional learning knowledge and skills will increase by 9%							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Teachers will have access to Social Emotional Learning on-line lessons.	All Teachers	Local Funds , Title 1 Funds	August 2021- May 2022	Increased of social emotial and learning skills in students.	Decrease personal social confrentations between students and staff.	Verbal and observation.	
Action Steps							
Teachers will use Ever-Fi On-line lessons with students to teach various compassion components once a month. Each student will need to pass the quiz with a 80% or better. The classroom with all students completing the compassion lessons on a monthly basis will get a pizza party.							
Teachers will post SEL lessons from Class Dojo into the parent platform for parents to use at their leisure. Teachers will also use this component once a week with their students.							
Teachers will also use the district SEL lessons on Sharepoint.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide staff training on SEL skills that will promote positive relationships with students.	Counselor, District LPC, Director of Counseling and Guidance, Principal and Assistant Principals.	Local Funds, District SEL Curriculum for Staff, Title 1	August 2021- May 2022	Teacher Sign-ins	Increase in positive relations between students and staff.	Exit tickets, Polls	
Action Steps							
District LPC's will be invited to train staff on various topics such as resiliency, coping, anxiety, etc...							
Counselor will provide guidance lesson on a bi-weekly basis on various social emotional topics. Provide and invite differnt presenters to aid in the education of career awareness, drug and violence awareness, fire prevention and							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Students will receive guidance lessons on social emotional lessons., Individual counseling and group. counseling.	Teachers, Counselor	District Counseling Curriculum, EVER-FI, District LPC's, Community Presenters	August 2021- May 2022	Teacher signatures, Emails, post on social media, Post on Google classroom	Increase in positive interactions amongst students	Side by side data	Title 1
Action Steps							
Counselor will provide guidance lesson on a bi-weekly basis on various social emotional topics. Provide and invite differnt presenters to aid in the education of career awareness, drug and violence awareness, fire prevention and safety, etc...							
Promote Act of Kindness Challenges on a weekly basis, school wide via intercom, and on Google classroom							
School will have an Act of Kindness club that will meet as needed to promote kindness on camus. Kindness shirts will be made and passed out to students based on criteria set by Kindness club.							

Please double click on the information to access all the tabs with the different objectives.

2020-2021 Goal 4 - Increase Staff Quality, Recruitment and 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		All teachers will use research-based strategies in their daily lesson to increase student engagement.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Teachers will share effective best practices during planning time	Principal Asst. Princ. CL CLF GLC	Title I Local funds	August 2021- May 2022	Lesson Plans	Student's performance and mastery will increase	Weekly Assessments District Assessments CBAs, BMs, 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
Action Steps							
Teachers will model lessons during planning time.							
Effectively check for understanding by differentiating instruction.							
Analyze weekly data to identify effective best practices.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Instructional coaching support New teacher Training Other teachers needing support Rounds	Principal Asst. Princ. CL CLF GLC	Title I Local funds	August 2021- May 2022	Sign-In Sheets	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	District Assessments CBAs, BMs, 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							
New teachers will be part of the mentoring program by an administrator or CLL							
Rounds will be scheduled at least once a month to identify best practices on colleagues classes.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Teachers will use question stems and vertical alignment document to stay within the scope.	Principal Asst. Princ. CL CLF GLC	Title I Local funds	August 2021- May 2022	Lesson Plans	Students will show mastery on weekly assessment, which are STAAR Formated	Weekly Assessments, CBAs, BMs, STAAR	"-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c- Teacher Decision Making Regarding Assessments- a,b,c- Effective & Timely - Assistance to students experiencing difficulty- a,b,c- Integration of Fed., State, & Local Services, Programs and
Action Steps							
Teachers will use the STAAR release questions to identify the question stems.							
Use Lead4ward document (resources) to support the TEK.							
Use the TEKS Guide (teksguide.org)							

Please double click on the information to access all the tabs with the different objectives.



Knowledge, Pride, and Success

