



**Campus Improvement Plan
202-2022**

Executive Summary

Mission: We are in supportive partnership with parents and the community and are committed to providing all students with a strong foundation for life-long learning that will produce responsible and productive citizens.

Demographic Summary: The current enrollment at Santos Livas Elementary as of September 2021 is 449 students. The student population at Santos Livas Elementary consists of 99.3% Hispanic, 0.7% White, 0.0% Black and 0.0% American Indian. Our students represent a low socio-economic status of approximately 89.8%. Approximately 6.6% of our student population receive special education services. Our Gifted and Talented population accounts for approximately 9.8% of our student population. The bilingual population is approximately 36.1%. The attendance rate for the campus has consistently maintained between 92-93.5%.

Comprehensive Needs Assessment Summary: We have used the Spring 2019 data to reflect on the following findings. Santos Livas Elementary received an overall score of 90 based on their performance in the three domains of accountability. In Student Achievement, this domain takes into consideration all tests and all students, Livas Elementary received a score of 82. In School Progress, this domain takes into consideration a comparison group of schools like Livas Elementary, Livas Elementary received a score of 90. The third domain is Closing the Gaps, this domain measures the campus results in reading and math of your sub-groups with an established standard, Livas Elementary received a score of 89. **In analyzing our STAAR 2021 data we see a big decrease in our results. One of the biggest factors outside the obvious, COVID 19, is that only 106 of our students participated in the Spring 2021 administration of STAAR. We did consider our BMII data and that too had many factors as we administered that BM virtually and teachers felt that students received parent assistance during the test as not all students had their cameras on during the administration of the test.**



Executive Summary

Curriculum and Instruction and Assessment: Teachers utilize the Balance Literacy approach for all core subjects with a focus in integrating daily writing activities, guided reading, and CIF teaching strategies. All students participate in the Istation Reading and Imagine Math online curriculum. This curriculum is designed to provide lessons based on each student needs as well as increasing their knowledge in the use of technology. Our English Learners participate in the Summit K12-TELPAS online and the REACH program to ensure that they grow and attain English proficiency. Our mission for our campus is to provide our students with a meaningful and purposeful learning environment by including a well-balanced curriculum with rigor and relevance.

Summary of Goals: Improve student mastery of grade level TEKS by utilizing TEKS based curriculum, data driven instruction to increase the number of students scoring at the MEETS and MASTERS level on STAAR by 7% in all subject areas and subgroups. Students in grades K-5th will show progress in TIER 1 as determined by TPRI/Tejas Lee, STAAR, and Istation Reading/Imagine Math. Each student in TIER 2, who are not on grade level, 80% must show progress which will help close the learning gap. Campus state data will reflect a 5% increase in DOMAINS I, II, and III. All students (100%) will participate in campus/district wide social emotional initiatives.

Rodrigo Hernandez, Principal *Rodrigo Hernandez*

Herlinda A. Salazar, Assistant Principal *Herlinda A. Salazar*

Fabiola Alfaro, Teacher *Fabiola Alfaro*

Edna Cepeda, Parent *Edna Cepeda*



Board of Trustees	
Jorge L. Zambrano	President
Jesus “Jesse” Vela Jr.	Vice-President
Jorge “George” Palacios	Secretary-Treasurer
Cynthia A. Gutierrez	Assistant Secretary-Treasurer
Ricardo “Rick” Pedraza	Member
Carlos G. Villegas	Member
Jesus A. “Jesse” Zambrano	Member
Superintendent’s Cabinet	
Dr. Jorge Arredondo Ed. D.	Superintendent of Schools
Juan Alvarez	Chief of Staff
Janet Robles	Chief Financial Officer
Rolando “Rudy” Trevino Ed. D.	Chief Academic Officer
Melissa Aguero-Ramirez	Chief of Human Resources



Senior Staff	
Rebeca Garza, Ed. D.	Assistant Superintendent for Human Capital Development
Orlando Noyola, Ed. D.	Assistant Superintendent for Student Services
Lauro Davalos, Ed. D.	Assistant Superintendent for Technology
Nora Cantu	Executive Officer for High Schools
Nora Rivas-Garza	Executive Officer for Middle Schools
Iris Alvarez	Executive Officer for Middle Schools
Corina Ramirez	Executive Officer for Elementary Schools
Claudia Gonzalez	Executive Officer for Elementary Schools
Joe Garza	Executive Officer for Elementary Schools
Linda Uribe	Executive Officer for College Readiness
Rebecca Gonzales	Executive Director for Budget and Finance

VISION

We believe Santos Livas should commit itself to the fundamental principle that "All Students Can Learn." We can make the difference through positive actions. In the course of our endeavor as professional educators, we must afford all students the opportunity to excel to their fullest. Furthermore, we believe that our top priority should be for students to attain academic recognition in all areas of the curriculum. Commitment for administrators, teachers, parents, and students should become an integral part in accomplishing our school vision.

MISSION

We are in supportive partnership with parents and the community and are committed to providing all students with a strong foundation for life-long learning that will produce responsible and productive citizens.

Campus Improvement Plan Committee

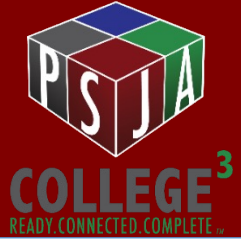
Rodrigo Hernandez, Principal
Herlinda Salazar, Assistant Principal
Santos Duran, CLL
Melissa Lopez, PreK Teacher
Dora Porrás-García, Kinder Teacher
Vanessa Gonzalez, 1st Grade Teacher
Erica Ramos, 2nd Grade Teacher
Nancy Gonzalez, 3rd Grade Teacher
Reyna Arauza, 4th Grade Teacher
Fabiola Alfaro, 5th Grade Teacher
Stephanie Casares, SPED Teacher
Edna Cepeda, Parent

What We Believe In

Guiding Principles “Lion Paws”

- Prepare self
- Act respectfully
- Work together
- Safety first

Comprehensive Needs Assessment

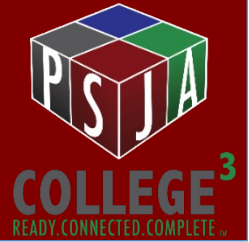


Data Resources Reviewed

1. 2018-2019 STAAR Campus Summary STAAR Report
2. 2018-2019 System Safeguards
3. 2018-2019 Distinctions Designation Summary
4. 2020-2021 Attendance (Data collection as allowed by TEA due to COVID-19)
5. Discipline Referrals
6. PEIMS Demographics
7. Walk-through Data
8. Parental Involvement Data
9. MCREL Teacher Evaluations
10. Professional Development Plan
11. Teacher Certifications
12. TELPAS Scores
13. Technology Inventories
14. TPRI/Tejas Lee/TX-KEA/CLI Engage Reports
15. Voyager Reports

Comprehensive Needs Assessment

(All state Assessment Data was Spring 2019 Data)



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.

Needs:

System Safeguards Data: No results available for Special Ed.

***In analyzing Spring 21 STAAR Data, our math scores reflect a 32% approaches level.**

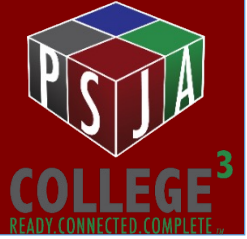
Personnel Needs:

The Santos Livas 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:

The Santos Livas Elementary Staff 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

Special Education:

Strengths:

- In STAAR Writing, Approaches Grade Level for EL students at Livas was 88%.
- In STAAR Math, Approaches Grade Level for All students at Livas was 91%.

Needs:

- In STAAR ELA/Reading, Approaches Grade Level for Special Education students at Livas was 68%.
- In STAAR Science, Approaches Grade Level for EL students at Livas was 72%.

*In Spring 2021 only 9 of our students took the STAAR and none of our students met the approaches level.

Personnel Needs:

Campus Administrators will work closely with Human Resources (HR) to ensure the selection of highly qualified employee(s) holding valid state issued certification.

Professional Development Needs:

- Special Ed teacher will attend Professional Development offered to general education teachers.
- The Special Education Department will work closely with the Campus and provide PD in the area of co-teaching to implement the inclusion model effectively.
- Special Ed teacher will co-teach in 3rd, 4th, and 5th Grade classrooms where Sp. Ed. Students are enrolled.
- Special Ed teacher will use the Depth of Knowledge questioning techniques throughout her lessons

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

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 ELL students. The Santos Livas 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 Language 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 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.

As evidence in the STAAR assessments, the results are as follows:

Reading	80% (85% All Students)	* Spring 2021 Data (106 students tested)	43% (51% All Students)
Mathematics	92% (91 % All Students)		27% (32% All Students)
Science	72% (80% All Students)	*Spring 2021 Data (30 students tested)	10% (20% All Students)
Writing	88% (83% All Students)		

Needs:

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

- In Reading, the achievement gap in 2018-2019 between ELL and All student is -5% *Spring 2021 Data Reading Achievement Gap -8%
- In Science, the achievement gap in 2017-2018 between ELL and All students is -8%. Science Achievement Gap -10%

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

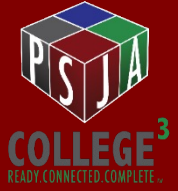
Needs:

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

Reading	83%	(85% All Students)	*Spring 2021 Data (106 Students Tested)	47%	(51% All Students)
Math	91%	(91% All Students)		28%	(32% All Students)
Writing	82%	(83% All Students)			
Science	78%	(80% All Students)	* Spring 2021 Data (30 Students Tested)	20%	(20% All Students)

- In Reading, the achievement gap between Eco Dis and All students 2018-2019 is -2%. ***Spring 2021 Data showed a -4% achievement gap in Math and Reading**
- In Writing, the achievement gap between Eco Dis and All students 2018-2019 is -1%.
- In Science, the achievement gap between Eco Dis and All students 2018-2019 is -2%

Comprehensive Needs Assessment



Demographics

Demographics Summary

All students

Needs:

In 2018-2019, attendance rate was 97.2 %, there was an increase when compared to 2017-2018 (97.5%).

***In 2020-2021 during our Virtual Learning school year our attendance rate decreased to a 92%.**

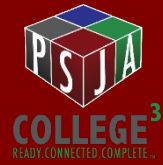
Interventions:

- Campus Leadership Team will create a calendar for Parent Meetings that will inform them of the importance of attendance to include curriculum nights, STAAR parent meetings, monthly calendars and use of Class Dojo.
- Classroom teachers will present to students the same information that parents receive as well as incentives such as weekly Lions Arcade and teacher classroom incentives.
- Announce weekly attendance on Mondays (top class per grade level.)
- Identify students who are frequently absent by grade level and create an action plan for intervention.
- Students with 7 or more absences will participate in the Attendance Recovery Program.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Goal Area 1: Student Achievement	<ul style="list-style-type: none"> Campus received a scale score of 82. 	<ul style="list-style-type: none"> All students decreased in 5th grade science. Target was 85% , ALL students achieved a 80% STAAR Math: All students decreased in the number of master level. The target was 30%. All Students achieved a 22%. Economically Disadvantaged students had a passing percentage of 54% overall. 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> 5th grade science SMART Goal: 85% or Higher Address the needs of identified students to meet the progress measure in 2019-2020 in Reading and Mathematics SMART Goal 2019-2020 Reading 80% or higher Math 75% or higher
2	Goal Area 2: Closing the Gaps	<p>Campus exceeded the state target for Domain 3 of 44% with a 89%.</p>	<ul style="list-style-type: none"> Increase the percentage of students either reaching meets or Masters level in math and reading 	<ul style="list-style-type: none"> Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course Revise curriculum Assess and Monitor frequently through common formative assessments SMART Goal 2019-2020 85 % or above for Reading 85% or above for Math
3	Goal Area 3: School Culture and Climate	<ul style="list-style-type: none"> Good student attendance Collaborative Learning Communities with common morning Team meetings (weekly) CLF implementation CLL Customer Service College for All Culture 	<ul style="list-style-type: none"> Small decrease in student enrollment Daily Attendance ARP 	<ul style="list-style-type: none"> Build public relations Improve student retention Communicate more through class Dojo with parents
4	Goal Area 4: Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> Highly Qualified Staff New Teacher Academy McRel Evaluation Tool Staff collaboration through CLC's Leadership opportunities for teachers 	<ul style="list-style-type: none"> Improve knowledge of the instructional process and TEKS curriculum –assessment alignment. 	<p>15</p>

CAMPUS DEMOGRAPHICS

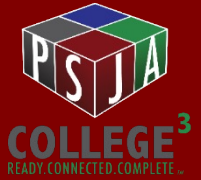


	ALL	SPED	LEP	MIGRANT	ECD	GT
Number	449	26	186	5	403	25
Percent	100%	5.8%	41.4%	1.1%	89.8%	5.6%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	449	446	0	0	3	0
Percent	100%	99.3%	0%	0%	0.7%	0%

Accountability System Summary and Goals 2021

(Spring 2019 STAAR Data)



Domain 1	Student Achievement						
	Reading		Mathematics		Writing	Science	
Approaches	85%	51%	91%	32%	83%	80%	20%
Meets	53%	23%	53%	7%	63%	47%	0%
Masters	24%	8%	24%	1%	15%	19%	0%
2021 Goals							
Approaches	90%		95%		88%	85%	
Meets	60%		60%		60%	60%	
Masters	30%		30%		20%	30%	

*Spring 2021 Data reflects 106 students tested in Math and Reading and 30 students tested in Science.

Accountability System Summary and Goals 2021

(Spring 2019 STAAR Data)



Domain 2 School Progress	Part A: Academic Growth		
	2019		2021 Goals
Points from 1/2 Point	17		30
Points from 1 Point	192		220
Domain 2 Relative Performance	Part B: Relative Performance		
% Economically Disadvantaged	STAAR Performance	Rating	2021 Goal
86.3	54	A	A

Accountability System Summary and Goals 2021

(Spring 2019 STAAR Data)



Academic Achievement (Percentage at MEETS Grade Level or Above)

Domain 3		Closing the Gaps											
	All	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current and M4)	Special Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Elig.
Reading	53		53			52	48	46		57	31	6	7
Targets	44	32	37	60	74	19	33	29	36	46	42		
2021 Goals	60		60			55	55	60		60	50	7	7
Math	53		53			68	50	46		54	48	7	7
Targets	46	31	40	59	82	23	36	40	44	47	45		
2021 Goals	60		65			70	60	60		65	60	7	7

Accountability System Summary and Goals 2021

(Spring 2019 STAAR Data)

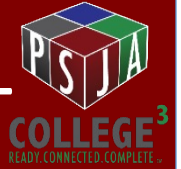


Academic Growth

Domain 3			Closing the Gaps										
	All	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current and M4)	Special Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Elig.
Reading	70/Y		70/Y				70/Y	70/Y		66/Y	66/N	5	6
Targets	66	62	65	69	77	59	64	64	65	66	67		
2021 Goals	75		75			65	75	75		75	70	6	6
Math	73/Y		73/Y				74/Y	71/Y		73/Y	74/Y	6	6
Targets	71	67	69	74	86	61	68	68	70	71	70		
2021 Goals	75		75				75	75		75	80	6	6

Accountability System Summary and Goals 2021

(Spring 2019 STAAR Data)

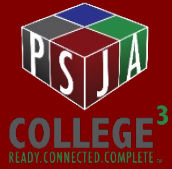


Student Achievement Domain and Student Success Status

Domain 3		Closing the Gaps											
	All	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current and M4)	Special Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Elig.
Domain 1	54		54				52	51		56	46	7	7
Targets	47	36	41	58	73	23	38	37	43	48	45		
2021 Goals	60		60			35	60	60		60	55	7	7

Campus Overall Rating Calculation

(Spring 2019 STAAR Data)



Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	82				
School Progress, Part A	74				
School Progress, Part B	90	90	90	70%	63.7%
Closing the Gaps	89			30%	25.5%
				Overall Score	90
2019 Campus Overall Rating					Met Standard

Goal Area 1

Student Achievement

Goal Area 1: Student Achievement

Annual Goal 1: The Percent of Students who perform at meets grade level or above on the STAAR Reading will increase by seven percentage points by August 2022

Objective 1: The percent of students performing at meets grade level or above on STAAR reading 3rd grade will increase from 50% to 55% through data-driven instruction.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the effectiveness of the curriculum and delivery of instruction.	Dept. Directors, Coordinators, Principal, Asst. Principal, CLL, Teachers	Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVAS, Think Up, IXL, Storyworks	September 2021- August 2022.	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs	Increase in student achievement	Weekly Assessments, BMs, STAAR, TELPAS	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan

2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.

3. Administration team will conduct intervisitation visits by grade level

4. Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Closely monitor and provide interventions when students are not reading on grade level.	Principal, Assisntant Principal, Counselor, CLL, Librarian, 3rd Grade teachers	Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVAS, Think Up, IXL, Storyworks	October 2021-May 2022	DMAC Data reports Imagine Reading data reports Voyager monitoring reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, TELPAS. TPRI/Tejas Lee Assessments	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Data anlysis will be conducted by teachers to identify students in need for extended learning opportunities.

Goal Area 1:	Student Achievement						
Annual Goal 1:	The Percent of Students who perform at meets grade level or above on the STAAR Reading will increase by seven percentage points by August 2022						
Objective 1:	The percent of students performing at meets grade level or above on STAAR reading 3rd grade will increase from 50% to 55% through data-driven instruction						
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the implementation of District Curriculum in the lower levels to increase fluency and reading comprehension as an alignment to upper grade level TEKS.	Principal, Assistant Principal, Counselor, CLL, Librarian, teachers	Title 1 -211/ CSE-166 , Local-199, Sp-Ed-224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVAS, Think Up, IXL, Storyworks, Frog Street, Sing, Spell, Read, and Write,	September 2021- August 2022.	DMAC Data reports Imagine Reading data reports Voyager monitoring reports TPRI/Tejas Lee data reports Fluency/Comprehension Checks TX-KEA data reports CLI Engage data reports	Increase in student achievement	TPRI/Tejas Lee assessments, TELPAS, BM's, TX-KEA, CLI Engage,	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan							
2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.							
3. Teachers will use intentional grouping for intervention sessions.							

Goal Area 1: Student Achievement Santos Livas Elem. 121

Annual Goal 1: The Percent of Students who perform at meets grade level or above on the STAAR Reading will increase by seven percentage points by August 2022

Objective 2: The percent of students performing at meets grade level or above on STAAR reading 4th grade will increase from 57% to 60% through data-driven instruction.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the effectiveness of the curriculum and delivery of instruction.	Dept. Directors, Coordinators, Principal, Asst. Principal, CLL, Teachers	Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVES, Think Up, IXL, Storyworks P-SJ-A ISD WAREHOUSE (Supplies and copier paper) CARDSTOCK CIELO OFFICE SUPPLY	September 2021- August 2022.	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs	Increase in student achievement	Weekly Assessments, BMs, STAAR, TELPAS	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan
2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.
3. Administration team will conduct intervisitation visits by grade level
4. Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Closely monitor and provide interventions when students are not reading on grade level.	Principal, Assisstant Principal, Counselor, CLL, Librarian, 3rd Grade teachers	Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVES, Think Up, IXL, Storyworks	October 2021-May 2022	DMAC Data reports Imagine Reading data reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, TELPAS.	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Data analysis will be conducted by teachers to identify students in need for extended learning opportunities.
2. Teachers will develop spiraling activities for low performing TEKS.

Goal Area 1:	Student Achievement						
Annual Goal 1:	The Percent of Students who perform at meets grade level or above on the STAAR Reading will increase by seven percentage points by August 2022						
Objective 3:	The percent of students performing at meets grade level or above on STAAR reading 5th grade will increase from 44% to 50% through data-driven instruction.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the effectiveness of the curriculum and delivery of instruction.	Dept. Directors, Coordinators, Principal, Asst. Principal, CLL, Teachers	Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVES, Think Up, IXL, Storyworks	September 2021- August 2022.	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs	Increase in student achievement	Weekly Assessments, BMs, STAAR, TELPAS	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan
2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.
3. Administration team will conduct intervisitation visits by grade level
4. Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Closely monitor and provide interventions when students are not reading on grade level.	Principal, Assisstant Principal, Counselor, CLL, Librarian, 3rd Grade teachers	Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVES, Think Up, IXL, Storyworks	October 2021-May 2022	DMAC Data reports Imagine Reading data reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, TELPAS.	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Data analysis will be conducted by teachers to identify students in need for extended learning opportunities.

Goal Area 1:	Student Achievement						
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase by seven percentage points by August 2022						
Objective 1:	The percentage of students who perform at meets grade level or above on 3rd Grade STAAR Mathematics will increase from 46% to 51% through data-driven instruction.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the effectiveness of the curriculum and delivery of instruction.	Principal, Assistant Principal, CLL, Teachers,	Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	September 2021-August 2022	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan							
2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.							
3. Administration team will conduct intervisitation visits by grade level							
4. Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Closely monitor and provide interventions when students are not showing mastery of the student expectation.	Principal, Assistant Principal, CLL, Teachers,	Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	September 2021-August 2022	Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Data analysis will be conducted by teachers to identify students in need for extended learning opportunities.							
2. Teachers will develop spiraling activities for low performing TEKS.							
3. Teachers will use intentional grouping for intervention sessions.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implementation of a Problem Solving Model that will be vertically aligned 2nd through 5th grade utilizing the Sharon Wells Curriculum.	Principal, Assistant Principal, CLL, Teachers,	Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	September 2021-August 2022	Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Acrtion Steps							
1. During CLC meetings, math teachers will collaborate and reach a consensus on the problem solving model that will be used campus wide.							
2. Math anchor charts will be created of our Problem Solving Model							
3. Monitoring of implementation							

Goal Area 1:	Student Achievement						
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase by seven percentage points by August 2022						
Objective 2:	The percentage of students who perform at meets grade level or above on 4th Grade STAAR Mathematics will increase from 57% to 62% through data-driven instruction.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the effectiveness of the curriculum and delivery of instruction.	Principal, Assistant Principal, CLL, Teachers,	Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	September 2021-August 2022	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan							
2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.							
3. Administration team will conduct intervisitation visits by grade level							
4. Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Closely monitor and provide interventions when students are not showing mastery of the student expectation.	Principal, Assistant Principal, CLL, Teachers,	Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	September 2021-August 2022	Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. Data analysis will be conducted by teachers to identify students in need for extended learning opportunities.							
2. Teachers will develop spiraling activities for low performing TEKS.							
3. Teachers will use intentional grouping for intervention sessions.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implementation of a Problem Solving Model that will be vertically aligned 2nd through 5th grade utilizing the Sharon Wells Curriculum.	Principal, Assistant Principal, CLL, Teachers,	Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	September 2021-August 2022	Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Acrion Steps							
1. During CLC meetings, math teachers will collaborate and reach a consensus on the problem solving model that will be used campus wide.							
2. Math anchor charts will be created of our Problem Solving Model							

Goal Area 1:	Student Achievement						
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase by seven percentage points by August 2022						
Objective 3:	The percentage of students who perform at meets grade level or above on 5th Grade STAAR Mathematics will increase from 46% to 51% through data-driven instruction.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the effectiveness of the curriculum and delivery of instruction.	Principal, Assistant Principal, CLL, Teachers,	Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	September 2021-August 2022	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan							
2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.							
3. Administration team will conduct intervisitation visits by grade level							
4. Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Closely monitor and provide interventions when students are not showing mastery of the student expectation.	Principal, Assistant Principal, CLL, Teachers,	Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	September 2021-August 2022	Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. Data analysis will be conducted by teachers to identify students in need for extended learning opportunities.							
2. Teachers will develop spiraling activities for low performing TEKS.							
3. Teachers will use intentional grouping for intervention sessions.							

Goal Area 1:	Student Achievement
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase by seven percentage points by August 2022
Objective 3:	The percentage of students who perform at meets grade level or above on 5th Grade STAAR Mathematics will increase from 46% to 51% through data-driven instruction.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implementation of a Problem Solving Model that will be vertically aligned 2nd through 5th grade utilizing the Sharon Wells Curriculum.	Principal, Assisstant Principal, CLL, Teachers,	Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	September 2021-August 2022	Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Acron Steps							

1. During CLC meetings, math teachers will collaborate and reach a consensus on the problem -solving model that will be used campus wide.
2. Math anchor charts will be created of our Problem -Solving Model
3. Monitoring of implementation

Goal Area 1:	Student Achievement						
Annual Goal 3:	The percent of students who perform at meets grade level or above on STAAR Writing and Science will each increase by five percentage points by August 2022						
Objective 1:	The percentage of students who perform at meets grade level or above on 4th Grade STAAR Writing will increase from 57% to 62% through data-driven instruction.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the effectiveness of the curriculum and delivery of instruction.	Dept. Directors , Principal, Assisstant Principal, CLL, Teachers	Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVAS, Think Up, Education Galaxy	September 2021- August 2022.	DMAC Reports, Data Walls Walk throughs	Increase in student achievement	Writing Samples, BMs, STAAR, TELPAS	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan							
2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.							
3. Implement the district writing process model through vertical alignment.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Closely monitor and provide interventions when students are not mastering the writing process.	Dept. Directors , Principal, Assisstant Principal, CLL, Teachers	Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVAS, Think Up, Education Galaxy	September 2021- August 2022.	DMAC Reports, Data Walls Walk throughs	Increase in student achievement	Writing Samples, BMs, STAAR, TELPAS	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. Data anlysis will be conducted by teachers to identify students in need for extended learning opportunities.							
2. Teachers will develop spiraling activities for low performing TEKS.							
3. Teachers will use intentional grouping for intervention sessions.							

Goal Area 1:	Student Achievement
Annual Goal 3:	The percent of students who perform at meets grade level or above on STAAR Writing and Science will each increase by five percentage points by August 2022
Objective 1:	The percentage of students who perform at meets grade level or above on 4th Grade STAAR Writing will increase from 57% to 62% through data-driven instruction.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the implemetation of District Curriculum in the lower levels to vertically align the writing process.	Principal, Assisitant Principal, CLL, Teachers	Title 1- 211/ SCE-166 Frog street, SAAVAS,	September 2021- August 2022	Writing Samples, Walk-throughs,	Increase in student achievement	Writing Samples	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Acron Steps							
1. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations							
2. Teachers will be provided with grade level appropriate trainings to prepare them to deliver instruction on the writing process.							
3. Writing samples will be collected every six weeks to gauge student growth.							

Goal Area 1:	Student Achievement						
Annual Goal 3:	The percent of students who perform at meets grade level or above on STAAR Writing and Science will each increase by five percentage points by August 2022						
Objective 2:	The percentage of students who perform at meets grade level or above on 5th Grade STAAR Science will increase from 47% to 52% through data-driven instruction.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the effectiveness of the curriculum and delivery of instruction.	Principal, Assistant Principal, CLL, Teachers,	Title 1 - 211/ SCE-166, Science Pilot, Forde Ferrier, Fusion, EduSmart, Think Up, Kamico	September 2021-August 2022	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs	Increase in student achievement	Weekly Assessments, BMs, STAAR	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan							
2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.							
3. Administration team will conduct intervisitation visits by grade level							
4. Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Closely monitor and provide interventions when students are not showing mastery of the student expectation.	Principal, Assistant Principal, CLL, Teachers,	Title 1 - 211/ SCE-166, Science Pilot, Forde Ferrier, Fusion, EduSmart, Think Up, Kamico	September 2021-August 2022	Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs	Increase in student achievement	Weekly Assessments, BMs, STAAR,	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Data analysis will be conducted by teachers to identify students in need for extended learning opportunities.							
2. Teachers will develop spiraling activities for low performing TEKS.							
3. Teachers will use intentional grouping for intervention sessions.							

Goal Area 2

Closing the Gap

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement Component by August 2022.						
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored monthly to ensure that at least 90% of the indicators in the Academic Achievement component are met by June 2022.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the progress of all students including special population students, i.e. SPED, ELs, migrant, 504, etc. through formal and informal assessments.	Campus Administrator, CLL, teachers, Resources account Directors	-Weekly Assessments -DMAC reports -TPRI/Tejas LEE reports Title 1 -211 / SCE - 166 Local Funds 199, Special Ed 224, Title III-263	Sept. 2021 - May 2022	DMAC disaggregated data reports utilized in district templates for meeting the system safeguards and shared during district review sessions. -Walk-throughs -ARD's -Teacher's disaggregating data during their weekly lesson planning periods.	Decrease in the student achievement gap among all student population.	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments,	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Monitor usage of programs to track student progress and adjust instructional delivery							
2. Student group data will be disaggregated at the campus level to determine student progress.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Campus Administrator, CLL, Teachers Resources account Directors	- RTI documentation - IAP's and IEP's Title 1-211/ SCE-166, Local 199, Special Ed- 224, Title III-263	September 2021-May 2022	Walk-throughs, ARDs, Accomodations, monitoring of the IEP's, and Lesson Plans	Decrease in the student achievement gap among all student population.	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments,	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Ensure each teacher is provided with student's current accommodations.							
2. Porvide in depth understanding of the various accomodations to our staff							

Goal Area 2:	Closing the Gaps Santos Livas Elementary
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement Component by August 2022.
Objective 2:	All identified student groups in the Academic Achievement component will meet 90% of the indicators by being provided high-quality, research-based instruction throughout the 20-21 school year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Provide professional development to staff on implementation of supplemental aids, ELPS strategies, and effective use of data.	Principal, AP, CLL, Teachers, Resource s account Directors	- TEA Accommodations Resouce documents -English Lanuage Proficiency documents -DMAC reports Title I -211/SCE-166, Local-199, Title III 263, Special Ed -224	September 2021-August 2022	-ELPS Strategies are implemented in the classroom -Walk Through documentation - Lesson Plans Professional development (Early childhood conference)	Narrowing the stdent acheivement gap among all student populations	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments	Title I, Part A- Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Monitor the use of supplemental aids by students during instruction.
2. Plan out a PD calendar to provide up to date information on TEA's approved supplemental aids.
3. Monitor the implementation of ELPS strategies.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Teachers will incorporate learned strategies from Research Based professional development into their curriculum guides.	Principal, AP, CLL, Teachers, Rescouces accout Directors	Dictionaries, paper, pencils, non-linguistic representations activities--laminating machine, graphic organizers, voyager program, Istation/Learning .com, Think Up, SAVVAS Pearson, TPRI/Tejas Lee, Unique Learning, Tutoring/Part time Professional tutors, Science Fusion, REACH Adoption materials, STAAR Ready Countdown, Think Through Math, Student instructional materials(Lakeshore, central supply, gateway, canon copiers, copy graphics, staples).	September 2021-August 2022	Strategies are implemented in the classroom -Walk Through documentation -Lesson Plans	Narrowing the student acheivement gap among all student populations	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments	Title I, Part A- Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10

1. During weekly curriculum planning teachers will include research-based strategies to enhance instruction
2. Monitor of implementation of new strategies during walk throughs

Goal Area 2:	Closing the Gaps
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement Component by August 2022.
Objective 3:	Non-continuously enrolled students in the Academic Achievement component will meet the performance target in the area of reading by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identification of our students in the non-continuous group and analyze their trend data in the area of reading.	Principal, AP, CLL, Teachers, PEIMS clerk	- PEIMS REPORT -TPRI/TEJAS LEE REPORTS DMAC REPORTS Title I 211/ SCE 166, Local - 199, SpEd-224, Title III-263	September 2021 - -August 2022	-TPRI/Tejas LEE data results -DMAC data results -weekly assessments -progress monitoring reports	Seeing an increase in the non-continuous student group academic growth	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							

1. Use PEIMS data reports to identify non-continuous student group and create rosters per teacher
2. Analyze data and set intermittent goals for the identified students.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor data for non-continuous student group of both implementation of strategies and individual intervention plan	Principal, AP, CLL, Teachers, PEIMS clerk	-District/Campus Pre-Assessment -DMAC REPORTS -DMR curriculum/graphic organizers Title I 211/ SCE 166, Local - 199, SpEd-224, Title III-263	September 2021 - August 2022	-Pre -Assessment data results -DMAC data results -Intervention Plans from teachers	Seeing an increase in the non-continuous student group academic growth	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							

1. Once data has been analyzed an individual intervention plan with research-based strategies will be developed.
2. Implement and monitor the individual intervention plans.

Goal Area 2: Closing the Gaps

Annual Goal 2: At least 90% of indicators evaluated in the Academic Growth Status will be met by all student groups by August 2022.

Objective 1: All students will demonstrate a 5% increase of academic progress in the areas of reading and mathematics by August 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus goals specific for each subgroup will be implemented and shared with each staff member	Principal, AP, Grade Level Chairs, CLL, Teachers	-DMAC Reports -TPRI/Tejas Lee Reports Migrant Funds 212 SPED Funds 224, Tittle III Funds Bilingual 263	september 2021 - May 2022	Data walls in Data room will be updated after each assessment	Narrowing the student acheivement gap among all student populations	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Data will be analyzed from state and distrct level assessments.

2. Goals will be established for each subgroup

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus administrators will prepare campus level binders with data related to students in each of their subgroups such as ELs, SPED, Migrant, Eco Disadvantage, Hispanic, White, etc.	Principal, AP, Grade Level Chairs, CLL, Teachears	Migrant Funds 212 SPED Funds 224, Tittle III Funds Bilingual 263	August 2021 May 2022	Data walls in Data room will be updated after each assessment	Narrowing the student acheivement gap among all student populations	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Data will be collected and organzied by subgroup for each staff member

2. Teachers will update binders after each formal assessment in binder and data wall

3. Administration along with teachers will monitor growth after each assessment.

Goal Area 2:	Closing the Gaps
Annual Goal 2:	At least 90% of indicators evaluated in the Academic Growth Status will be met by all student groups by August 2022.
Objective 2:	All English Learners will demonstrate a 5% increase in academic progress in the areas of reading and mathematics by August 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Review English Learners student performance and progress to provide interventions.	Principal, AP, Grade Level Chairs, CLL, Teachers	-TPRI/TEJAS LEE REPORTS -DMAC REPORTS -WEEKLY /DISTRICT ASSESSMENTS -TELPAS /STAAR REPORTS Title I 211/ SCE 166, Local - 199, SpEd-224, Title III-263	September 2021 - August 2022	Data walls in Data room will be updated after each assessment	Narrowing the student achievement gap among all student populations	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments, CBA's	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Action Steps

1. Following any state/district assessment, teachers will analyze data and develop an action plan.
2. Implement and monitor the interventions from action plans

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide extended learning opportunities for students not mastering the curriculum through Saturday academies, tutorials and enrichment period.	Principal, AP, Grade Level Chairs, CLL, Teachers	-TPRI/TEJAS LEE REPORTS -DMAC REPORTS -WEEKLY /DISTRICT ASSESSMENTS -TELPAS /STAAR REPORTS Title I 211/ SCE 166, Local - 199, SpEd-224, Title III-263	September 2021 - August 2022	-Tutorial Sign in sheets -Tutorial Schedule -Intervention Plans -Tutorial Calendar -Tutorial Lesson Plans	Narrowing the student achievement gap among all student populations	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments, CBA's	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Action Steps

1. Create a calendar for these extended learning opportunities
2. Establish the resources that will be used to efficiently run these extended learning opportunities
3. Create the groups based on student needs to focus on the individual student needs

Goal Area 2:	Closing the Gaps						
Annual Goal 3:	English Learners will advance by at least one level of TELPAS composite rating from September 2021 to August 2022.						
Objective 1:	By August 2022, we will effectively implement the adopted dual language program in PK to 5th grade.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Teachers will adhere to the recommended schedule presented by the Bilingual Department ensuring that the correct number of minutes are allotted	Principal, AP, Bilingual Director, Teachers	- English Language Proficiency Standard Document Title III Bilingual 263	September 2020 - August 2021	Teacher Schedules Lesson plans Walk throughs	Engaging activities that reflect the four domains of TELPAS	TELPAS tutorials, TELPAS BM and TELPAS	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Teacher schedules will reflect their understanding of the dual language program							
2. Planning will be closely monitored for effective implementation of Dual Language program							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Professional development will be provided to all bilingual staff on TELPAS to better understand strategies that could be incorporated into classroom instruction.	Principal, AP, Bilingual Director, Teachers	- TELPAS Resources - 4 domains -English Language Proficiency Standards document -Title III Bilingual 263	September 2020 - August 2021	Lesson Plans will reflect focus strategies, walk-throughs, CLC agendas, Content and Language Objectives visible to students	-Engaging activities that reflect the Speaking, Reading, Listening, and Writing component of TELPAS -Student Achievement gains on all four TELPAS Domains	TELPAS tutorials, TELPAS BM and TELPAS	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Professional development will be scheduled with the assistance of Bilingual Program Coordinator							
2. Implementation of the ELPS strategies in daily instruction.							

Goal Area 2:	Closing the Gaps
Annual Goal 3:	English Learners will advance by at least one level of TELPAS composite rating from August 2021 to September 2022.
Objective 2:	By August 2022, our Speaking component of TELPAS will see a 12-point percentage growth from 24% to 36%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Staff will unpack the Speaking component of TELPAS to get a better understanding of the Speaking domain assessment.	Dual Language Director, Principal, AP, CLL, Teachers	Title 1/ 166 SCE, ELPS Booklet, TELPAS release assessments	September 2021 - August 2022	Lesson Plans will reflect the strategies that address the speaking component of TELPAS, walk-throughs,	Communication level of students in their second language will be observable	TELPAS tutorials, TELPAS BM, TELPAS, Summit K-12	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							

1. Unpacking the Speaking component of TELPAS
2. Use the learning to incorporate Speaking activities into our lesson plans

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
ELPS Speaking strategies will be embedded in the lesson plans to ensure that speaking opportunities are part of the daily instruction.	Principall, AP, Teachers, CLL	Title 1/ 166 SCE, TELPAS release assessments, English Language Proficiency Standards document, TELPAS data report	September 2021 - August 2022	Lesson Plans will reflect the strategies that address the speaking component of TELPAS, walk-throughs,	Communication level of students in their second language will be observable	TELPAS tutorials, TELPAS BM, TELPAS, Summit K-12	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							

1. Embedd speaking opportunites/activities into the lesson plans during grade level CLC meetings.
2. Monitor the implementation of these activities in the classrooms.

Goal Area 2:	Closing the Gaps
Annual Goal 3:	English Learners will advance by at least one level of TELPAS composite rating from August 2020 to September 2022.
Objective 3:	By August 2022, our Listening component of TELPAS will see a 7-point percentage growth from 58% to 65%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Staff will unpack the Listening component of TELPAS to get a better understanding of the Listening domain assessment.	Dual Language Director, Principal, AP, CLL, Teachers	Title 1/ 166 SCE, ELPS Booklet, TELPAS release assessments	September 2021 - August 2022	Lesson Plans will reflect the strategies that address the Listening component of TELPAS, walk-throughs,	Communication level of students in their second language will be observable	TELPAS tutorials, TELPAS BM, TELPAS, Summit K-12	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Unpacking the Listening domain of TELPAS
2. Use the learning to incorporate Listening activities into our lesson plans

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
ELPS Listening strategies will be embedded in the lesson plans to ensure that refleciion on listening opportunities are part of the daily instruction.	Principall, AP, Teachers, CLL	Title 1/ 166 SCE, TELPAS release assessments, English Language Proficiency Standards document, TELPAS data report	September 2021 - August 2022	Lesson Plans will reflect the strategies that address the listening component of TELPAS, walk-throughs,	Communication level of students in their second language will be observable	TELPAS tutorials, TELPAS BM, TELPAS, Summit K-12	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Embedd reflection oportunites/activities on the listening component into the lesson plans during grade level CLC meetings.
2. Monitor the implementatiion of these activities in the classrooms.

Goal Area 3

School Culture and Climate

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By August 2022, the campus attendance rate will increase by 3%.						
Objective 1:	Provide a school environment that promotes wellness for its students that yield increased attendance.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide a school environment free of drugs and violence. Red Ribbon Week, Veteran's Day, Parental Involvement Monthly Meetings, Book/Character Parade	Principal, AP, Counselor, Teachers	Texas tropical Behavioral Centers, PSJA PD, Security Guard,	September 2021- August 2022	Impairment assessments by nurse	Resource referral issued to every student at risk for drug use or violent behavior	Data	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Develop partnerships with parents to establish the responsibilities of each							
2. Promote community activities that showcase our students							
3. Incorporate Drug Free and Anti-Bullying presentations into our assemblies							
4. Open House							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote the development of each student as a whole person.	Principal, AP, Counselor, Teachers, PE Coach	Counselor, Nurse End of the year Awards: medals, trophies, certificates. Participate in extra-curricular activities: Running Club, Folklorico Dance, Cheerleading, Destination Imagination Team, Techie Club, Chess, UIL, Softball, Basketball, Volleyball, Readers Theatre.	September 2021 - August 2022	Ongoing one to one assistance of emotional needs. Counselor Presentations, Nurse will develop a nurturing relationship with students	Clinic Visits	Data	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Strengthen personal growth, self-esteem and responsible behavior.							
2. Encourage participation in extracurricular activities							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	By August 2022, the campus attendance rate will increase by 3%.
Objective 1:	Provide a school environment that promotes wellness for its students that yield increased attendance.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Review and revise campus monitoring systems to implement effective accountability measures of attendance and address program evaluation.	Principal, AP, Counselor, Teachers	Locul Funds and Campus Activity Funds Promote attendance in a positive reward system: Game Room in the gym area, Movie/popcorn, painting, tye-dye shirts. Six weeks incentives- fruit cups, banana splits, root beer floats, snow cones, nachos, hot cheetos with cheese, hotdogs, Play Day at the park, Picnic at the park	September 2021 - August 2022	Attendance Reports	Increase in Student Attendance	Attendance Data Reports	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Acron Steps							

1. School Messenger will be utilized weekly to promote attendance.
2. Personal Phone Calls on a daily basis to students with an absence.
3. ARP participation will be closely monitored

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By August 2022, our campus attendance rate will increase by 3%.						
Objective 2:	By August 2022, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
De-escalating techniques-- training staff on proper confrontational management techniques	Principal, AP, Counselor, Behavior strategist	Local Funds	September 2021 - August 2022	Less incidents of improper force used by De-escalation techniques	Decrease in security and safety incidents	Side by Side Data	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. Provide training to staff members on a yearly basis							
2. Establish protocols for de-escalating situations							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Training all staff to always be professional and courteous to all students, staff, and parents.	Principal, AP, Counselor	Local Funds	September 2021 - August 2022	Sign in Sheets Agendas	Reduction in the number of student referrals and increase in student attendance and extra-curricular activities	Side by Side Data	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. Establishing campus procedures for disciplinary actions by students.							
2. Continue to promote the Lion PAWS campus wide.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 2:	By August 2022, the students' perception for their physical and psychological school safety will improve to a positive percent.						
Objective 1:	By August 2022, 100% of the campus will implement safety and violence prevention protocols that will increase school safety.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase the safety of all students and staff Identify and resolve health issues that affect the ability of students and staff to attain optimal health status and school success.	Principal, AP, Nurse, Counselor	Emergency medical services from PSJA area Local Funds Telemedicine	September 2021 - August 2022	School Nurse conducts impairment assessments as needed and generates medical referrals based on health issue.	Staff and students will be healthy and in the classroom.	Side by Side Data	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Emergency response plan/team will be revised and modified yearly							
2. Training for all staff for managing students while an emergency is taking place.							
3. Promote telemedicine services throughout the campus and community.							
4. Train all school staff on fire drill and lock down procedures.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide support services including determent of bullying/emotional abuse, and suicide risk	Principal, AP, Nurse, Counselor	Local Funds	September 2021 - August 2022	School Nurse conducts impairment assessment as needed. Counselor's schedule	Help increase student attendance and higher academic achievement.	Side by Side Data	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Students will continue to use the bullying/suicide box.							
2. Counselor will provide guidance lessons for students who are experiencing difficult times--Social Emotional Learning.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 3:	By August 2022, family involvement and their interaction with their child's school will increase by 5%.						
Objective 1:	By August 2022, 50% of parents will participate in informational and training sessions.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct Parent meetings geared toward knowledge of STATE standardized testing and accountability system.	Principal, AP, Counselor, Parent Educator	Campus STAAR Report Title I-211 / SCE - 166, Local-199,	September 2021 - August 2022	Sign-In Sheets Agendas	Parent Surveys Increase in the areas of: Student Performance and Attendance	STAAR Assessments TELPAS, TPRI/Tejas Lee, TX-KEA, Cli Engage , District assessments	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. PAC meeting presentations will be geared to informing parents about state assessments (STAAR and TELPAS)							
2. During PAC meetings, provide activities/strategies to parents which will allow them to help their child with homework.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Parent orientations to inform parents in the areas of: literacy development, attendance, and share Reading/Math curriculum	Principal, AP, Counselor, Parent Educator	Campus STAAR Report Title I-211 / SCE - 166, Local-199,	September 2021 - August 2022	Sign-In Sheets Agendas	Parent Surveys Increase in the areas of: Student Performance and Attendance	STAAR Assessments TELPAS, TPRI/Tejas Lee, TX-KEA, Cli Engage , District assessments	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. During the first Title I PAC we will present the Parent Involvement Policy							
2. Each grade level will conduct a curriculum night for parents.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 3:	By August 2022, family involvement and their interaction with their child's school will increase by 5%.						
Objective 2:	By August 2022, 20% of our parents will be connected with community partners and resources.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Modify adult volunteering services programs to include student supervision at all levels.	Principal, AP, Parent Educator, Organization sponsors	Title I - 211/ SCE- 166 , Local 199, Activity Fund: Techie Club, Choir, UIL Competition, Cheerleading parade, Say NO to Drug parade	September 2021- august 2022	Volunteer Sign In Sheets	Increase in Parent Volunteer Hours	Volunteer Sign In Sheets	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. Review the District policy on roles of parent volunteers							
2. Incorporate the district required protocol for adult volunteers at the instructional level.							
3. Recruitment Fair to increase the number of parent volunteers.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Host at least 2 major events at primary campus: curriculum night, meet the teacher, Veteran's Day, Awards Ceremony, Graduation Ceremony, School Pep Rally, Student of the Six Weeks Celebration	Principal, AP, Parent Educator, Organization sponsors	Title I - 211 / SCE-166 , Local- 199, Activity	September 2021 - august 2022	Volunteer Sign In Sheets, Student/Parent/Teacher Compact	Increase in Parent Volunteer Hours	Volunteer Sign In Sheets	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. Establish the support needed at these events							
2. Create a calendar for volunteers to sign up							

Goal Area 4

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
Provide instructional coaching support and research based strategies to new teachers and experienced teachers.	Principal, Assistant Principal, New Teacher Institute, CLL	Title I - 211 / SCE-166 , Local- 199, Sp Ed- 224, Title III - 263	September 2021- August 2022	Coaching Logs, calendar of sessions, New Teacher Trainings	MCREL Teacher Evaluation Proficiency Level will Increase	McRel Observations Walk Throughs	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. Teachers will be provided the latest in research based training and curriculums to best serve our student needs.							
2. Monthly intravisitations by grade level cohort.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Teachers will use the latest technology tools to best engage their students such as: Google Classroom, Google Meets,	Principal, Assistant Principal, CIT, CLL	Title 1 - 211 / SCE - 166 , Local-199 , Sp Ed - 224, Title III - 263	September 2021- August 2022	Sign in sheets, Meeting agendas	Teachers/students will be well versed in the use of various technology applications.	Usage Data Reports	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. District wide technology training will be available for teachers to incorporate the latest technology applications into their instruction.							
2. Campus wide technology trainings will be available from our CIT.							

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:	Walk through data will be utilized to monitor and support teacher effectiveness.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Walkthrough data will be reviewed with administration within 5 days of such walkthrough and teachers and administration will reflect on best ideas moving forward.	Principal, Assistant Principal, CLL, Teachers	Title 1, Local Funds	September 2021- August 2022	Walk-throughs Post-meetings	Teachers will improve on the efficiency of instructional time.	Walkthroughs, McRel Evaluations	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Administration will provide teachers feedback from walkthroughs on a timely manner.							
2. Teachers will reflect on growth opportunities based on feedback from walkthroughs and intravisitations.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional Development will be provided on the walkthrough instrument.	Principal, Assistant Principal, CLL	Title 1, Local Funds Walkthrough Document	September 2021- August 2022	Agendas Sign in Sheets	Teachers will be more comfortable with the feedback	Walkthrough reports	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Action Steps							
1. Schedule trainings during CLCs for each component of the walkthrough document							
2. Create agenda which will guide the components that will be covered each session							
3. Provide examples and non-examples of each component							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	Use evaluation system to increase staff quality, recruitment and retention.
Objective 1:	Develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessments.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Administrative team will complete district trainings and assessment on the MCREL evaluation tool.	Principal, Asst. Principal, CLL	Local - 199 , Title I - 211 / SCE-166 , Sp Ed - 224 , Title III - 263	September 2021- October 2022	Sign In Sheets, Meeting Agendas	Calibration Assesment	McRel Evaluation Tool	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Administrative Team will attend District provided Professional Development
2. Administrative Team will pass the calibration assessment
3. Administrative team will do team walkthroughs to continue to calibrate.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be trained on the three MCREL components: Self-Evaluation, PD Goals, SLOs, and Observation Rubric.	Principal, Asst. Principal, CLL, TXCEE Team	Local - 199 , Title I - 211 / SCE-166 , Sp Ed - 224 , Title III - 263	September 2021- October 2022	Sign In Sheets, Meeting Agendas	Completion of all components on a timely manner.	MCREL Summative Report	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Provide trainings on MCREL components through CLC meetings.
2. Provide training one component at a time and determine timeline with due dates.

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	Use evaluation system to increase staff quality, recruitment and retention.						
Objective 2:	Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide self-reflection opportunities on data from MCREL self-evaluation instrument.	Principal, Asst. Principal, CLL, Teachers	Title 1- 211/ SCE- 166, Local-199, SpEd-224, Title III-263	September 2021- October 2022	Completion of self-evaluation documented via TEEMS website, -walk-throughs	Positive growth on self-evaluation instrument	MCREL Summative Report	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. During MCREL orientation we will provide a brief overview on the self-evaluation tool							
2. Teachers will have an opportunity to reflect with administrator when filling out their self-evaluation							
3. Administration will assist in goal setting once self-assessment is complete.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will use data from previous year evaluation tool and summative conference to create their PD goals.	Principal, Asst. Principal, CLL, Teachers	Title 1- 211/ SCE- 166, Local-199, SpEd-224, Title III-263	September 2021- May 2022	Completion of PD goals documented via TEEMS website -walkthroughs	Positive growth in the areas identified for PD goals.	MCREL Summative Report	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. During MCREL orientation we will provide a brief overview on PD goals							
2. Teachers will have an opportunity to reflect with administrator when creating their PD goals							
3. Administration will offer support in teacher PD goals							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 3:	Use evaluation system to increase staff quality, recruitment and retention.						
Objective 1:	Establish a system to recruit a highly qualified staff.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Participate in district job fairs to promote the successful learning environment at our campus.	Principal, Asst. Principal, Counselor, Nurse, CLL, Teachers	Title 1-211 / SCE-166, Local-199, Sp Ed-224, Title III-263	September 2021-August 2022	Job Fair Flyers, Attendance Sign In Sheets,	Highly Qualified Staff with appropriate certifications	Interviewee Resumes, Application/Advertisement Records	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. Form a campus interviewing committee							
2. Create a campus brochure to share our accolades							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Interview committee will be familiar with the hiring process.	Principal, Assistant Principal, CLL, Counselor, Nurse, Teachers	Title 1-211 / SCE-166, Local-199, Sp Ed-224, Title III-263	September 2021-August 2022	Schedule of interviews, applicant resumes, interviewee questions, hiring protocols,	Better selection of teachers	Campus Interview Committee Protocols	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							
1. Selection of Interview Committee							
2. Training will be provided on the interview process and documentation.							

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal 3: Use evaluation system to increase staff quality, recruitment and retention.

Objective 2: Establish a system to retain 100% of our highly qualified staff.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Recognize staff member for their excellence in providing a positive learning environment on our campus.	Principal, Asst. Principal, CLL, Counselor, Librarian, Nurse, Teachers	Title 1-211/ SCE-166, Local-199, Sp Ed-224, Title III-263	September 2021-May 2022	Postings on Social Media, Voting Ballots, District Recognitions,	Low turn-over rate	Organizational Chart	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Establish the various recognitions and criteria for selection--award to be given.

2. Calendar with the various recognitions and nomination process.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will receive the support required for continual professional growth.	Principal, Asst. Principal, CLL, Teachers	Title 1-211/ SCE-166, Local-199, Sp Ed-224, Title III-263	September 2021-August 2022	PD Calendar, CLC Agendas, Coaching Logs, Mentoring Logs,	Low turn-over rate, increase in student achievement	Organizational Chart, Higher retention rate of highly qualified staff	Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10
Action Steps							

1. Provide research-based resources and professional development for their instructional needs

2. Mentor teachers will be provided on a as needed basis.