PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

# Sgt. Leonel Treviño Elementary

# Campus Improvement Plan

# 2021-2022

PSJA COLLEGE 3 READY.CONNECTED.COMPLETE™

# Sergeant Leonel Treviño Elementary

## Vision

Sergeant Leonel Treviño Elementary School is a learning environment where all students will achieve academic and social success through the collaboration of dedicated educators, families, and community members through the effective implementation of research-based education pedagogy.

## Mission

To prepare all students to be successful in life by providing quality instruction in a motivated educational environment conducive to helping students learn and excel academically in order to be globally competitive.

# Sergeant Leonel Treviño Elementary
# Guiding Principles

## *What We Believe In*

### *Guiding Principles*

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

## *What We Want to Accomplish*

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

# Sergeant Leonel Treviño Elementary
# Executive Summary

**Mission:** It is the Mission of Sergeant Leonel Treviño, to prepare all students to be successful in life by providing quality instruction in a motivated educational environment conducive to helping students learn and excel academically in order to be globally competitive.

**Demographics Summary:** The current enrollment of Sergeant Leonel Treviño Elementary as of September 2021 is **400** students. The student population at Sergeant Treviño Elementary consists of 99.4% Hispanic and 0.6% White. Our students represent low socio-economic status of approximately 96.4% with a small number of migrant students. Approximately 9% of our student population receive special education services, while 2.89% receive accommodations under 504. We currently do not have students identified Gifted and Talented. The bilingual population is approximately 65.9% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 95.5-95.97%. Most of our students live in the surrounding areas of Sergeant Treviño.

**Comprehensive Needs Assessment Summary: (2018-2019 TAPR Data)** Sergeant Leonel Treviño received an overall grade of 80 out of 100 based on performance in three different domains. In Domain I, which is Student Achievement, Sergeant Treviño earned 72 which measures how much a student knows and can do at the end of the school year. In Domain II Part A, which is Academic Growth, Treviño scored a 74, this measured how students perform over time and how that growth compares to similar schools. In Domain II Part B, which evaluates the overall student's performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, was an 80. Treviño scored a 79 on Domain III, Closing the Gaps, the domain which shows how well different student groups within a school are performing. Domain III is the domain in which Treviño received a Distinction Designation.

**Curriculum and Instruction and Assessment:** Sergeant Leonel Treviño teachers utilize the Balanced Literacy approach for language arts instruction. Teachers also incorporate the Common Instructional Framework which focuses on instructional strategies which facilitate the engagement of all students in learning. Guided Reading is implemented with all students in PK3 to Second grade. Guided Reading helps students develop greater control over the reading process through the development of reading strategies which assist decoding and construct meaning. Reading Specialist will target students in kindergarten, first grade and second grade to develop early literacy skills. Our campus follows the one-way Dual Language Program. Sergeant Treviño will also focus on the subject of Writing as part of literacy instruction in order for students to be able to compose their thoughts and target handwriting skills too.

**Summary of Goals:** In summary, the goal of Sergeant Treviño is to improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students through all performance levels; approaches, meets and masters levels on STAAR. Our goal is to increase by 5% in all three performance levels and all subjects by June 2022. 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. Provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of students will participate in our campus wide PBIS and social emotional initiative. 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. We will continue to partner with community stakeholders to ensure student/campus success.

# Sergeant Leonel Treviño Elementary School Based Decision-Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Maria Rubio-Villescas | Principal |
| Administrator | Liza Garcia | Assistant Principal |
| Teacher | Rosario Palacios | Pre-Kindergarten |
| Teacher | Araceli Gutierrez | Kindergarten |
| Teacher | Rosalinda Martinez | 1st grade |
| Teacher | Osvaldo Gonzalez | 2nd grade |
| Teacher | Robin Watts | 3rd grade |
| Teacher | Norma Cardenas | 4th grade |
| Teacher | Monica Juarez-Pimentel | 5th grade |
| Non-Classroom Professional | Marisa Rubio | Counselor |
| Non-Classroom Professional | Erica Cantu | Science Lab |
| Non-Classroom Professional | Belinda Rodriguez | Support Staff |
| Community Representative | Joann Molina | Community Member |

# Sergeant Leonel Treviño Elementary
# CAMPUS DEMOGRAPHICS

## Total District Enrollment – 32,051

## Total Campus Enrollment – 400 (2021 data)

Total Campus Enrollment as of September 1, 2021

| Percent | Sgt. Trevino EL | PSJA ISD | STATEWIDE |
|---|---|---|---|
| **Hispanic** | **99%** | 98.89% | 51.34% |
| **Economically Disadvantaged** | **96.4%** | 89.00% | 60.26% |
| **ELL** | **65.9%** | 41.04% | 17.04% |

# Sergeant Leonel Treviño Elementary
# CAMPUS DEMOGRAPHICS

| | ALL TESTS | SPED | LEP | MIGRANT | ECD |
|---|---|---|---|---|---|
| Number | 555 | 38 | 383 | 4 | 527 |
| Percent | 100 | 7 | 69 | 1 | 95 |

| | ALL TESTS | HISPANIC | ASIAN | BLACK | WHITE | AMERICAN INDIAN/ALASKAN |
|---|---|---|---|---|---|---|
| Number | 555 | 550 | 0 | 0 | 5 | 0 |
| Percent | 100 | 99 | 0 | 0 | 0 | 0 |

# Sergeant Leonel Treviño Elementary
# Student Academic Achievement Summary

2019 Accountability Rating: B overall scaled score of 80
TEA Status: Met Standard

Distinction Designations:
- Top 25 Percent: Comparative Closing the Gaps

Domain I - Student Achievement - Our scaled score equaled to 72.
Domain II, Part A - Academic Growth - Our scaled score equaled to 74.
Domain II, Part B - Relative Performance - Our scaled score equaled to 80.
Domain III - Closing the Gaps - Our scaled score equaled to 79.

Our overall 2021 Benchmark II test results are shown :

| 2019 STAAR | ALL STUDENTS APPROACHES | ALL STUDENTS MEETS | ALL STUDENTS MASTERS |
|---|---|---|---|
| 3RD GRADE READING | 63% | 27% | 11% |
| 3RD GRADE MATH | 73% | 54% | 21% |
| 4TH GRADE READING | 65% | 29% | 9% |
| 4TH GRADE MATH | 79% | 36% | 23% |
| 4TH GRADE WRITING | 68% | 31% | 6% |
| 5TH GRADE READING* | 77% | 43% | 14% |
| 5TH GRADE MATH* | 90% | 50% | 29% |
| 5TH GRADE SCIENCE | 68% | 36% | 17% |
| 3RD-5TH GRADE READING TOTAL | 70% | 33% | 11% |
| 3RD-5TH GRADE MATH TOTAL | 82% | 47% | 25% |

# BM II Performance Levels 2021 (All Students)

| All Students Performance Rates | Approaches | Meets | Masters | Campus Goals 2024 |
|---|---|---|---|---|
| **ELA/Reading** | 70 | 33 | 11 | 90/60/30 |
| Math | 82 | 47 | 25 | 90/60/30 |
| **Writing** | 71 | 31 | 6 | 90/60/30 |
| **Science** | 67 | 36 | 17 | 90/60/30 |

# Performance Levels 2021

| | All Subject | ELA/Reading | Mathematics | Writing | Science |
|---|---|---|---|---|---|
| 2018 | 74 | 70 | 82 | * | 69 |
| 2019 | 74 | 70 | 82 | 71 | 67 |
| Difference | 0 | 0 | 0 | * | -2 |

# Sgt. Leonel Treviño Elementary
# Performance Levels 2021

| | Domain I | Domain II Part A | Domain II Part B | Domain II Overall | Domain III | Campus Overall Rating | Label Rating |
|---|---|---|---|---|---|---|---|
| 2018-2019 | 72 | 74 | 80 | 80 | 79 | 80 | B |

# Sgt. Leonel Treviño Elementary
# TELPAS 2019-2020

| Trevino | Listening | | Speaking | | Reading | | Writing | | Yearly Progress Composite Rating | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2019 | 2020 | 2019 | 2020 | 2019 | 2020 | 2019 | 2020 | 2019 | 2020 |
| 2nd | 17/34=50% | 34/39=87% | 9/34=26% | 15/39=38% | 25/34=74% | 22/39=56% | 10/34=29% | | 18/34=53% | |
| 3rd | 34/40=85% | | 14/40=35% | | 17/40=43% | 20/36=56% | 10/40=25% | | 15/39=38% | |
| 4th | 8/59=14% | | 15/59=25% | | 27/59=46% | 23/44=52% | 28/59=47% | | 13/59=22% | |
| 5th | 20/46=43% | 38/61=62% | 17/46=37% | 27/61=44% | 24/46=52% | 42/61=69% | 24/46=52% | | 17/44=39% | |
| | 79/179=44% | 72/100=72% | 55/179=31% | 42/100=42% | 93/179=52% | 107/180=59% | 72/179=40% | | **77/204=38%** | |

# Sgt. Leonel Treviño Elementary
# Benchmark 2 Data

## 3rd Grade

### Mathematics

| Campus | STAAR Meets 2019 | Meets BM 2 2019 | Meets BM 2 2020 | Masters BM 2 2019 | Masters BM 2 2020 | Domain 1 |
|---|---|---|---|---|---|---|
| Standards: | 75% | 75% | 75% | 88% | 88% | |
| Anaya | 79 | 84 | 79 | 31 | 52 | 77 |
| Garza | 71 | 71 | 71 | 53 | 54 | 71 |
| Farias | 68 | 72 | 68 | 42 | 34 | 65 |
| Escobar | 63 | 70 | 63 | 39 | 41 | 64 |
| Trevino | 54 | 54 | 54 | 31 | 48 | 62 |
| Ford | 59 | 60 | 59 | 39 | 34 | 61 |
| Cantu | 65 | 63 | 65 | 39 | 27 | 59 |
| Sorensen | 62 | 60 | 62 | 46 | 33 | 59 |
| Palmer | 65 | 58 | 65 | 32 | 20 | 57 |
| Clover | 65 | 49 | 65 | 27 | 25 | 55 |
| Livas | 51 | 60 | 51 | 22 | 29 | 54 |
| Palacios | 58 | 62 | 58 | 38 | 18 | 54 |
| Kelly Pharr | 62 | 51 | 62 | 17 | 22 | 54 |
| Long | 63 | 50 | 63 | 26 | 17 | 53 |
| McKeever | 50 | 33 | 50 | 15 | 32 | 53 |
| Ramirez | 53 | 44 | 53 | 20 | 18 | 52 |
| Chavez | 41 | 34 | 41 | 16 | 22 | 52 |
| Garcia | 48 | 47 | 48 | 10 | 16 | 50 |
| Reed Mock | 46 | 54 | 46 | 26 | 19 | 50 |
| Guerra | 55 | 57 | 55 | 28 | 17 | 50 |
| Garza-Pena | 60 | 64 | 60 | 39 | 17 | 50 |
| Longoria | 50 | 57 | 50 | 33 | 14 | 47 |
| Carman | 40 | 43 | 40 | 16 | 22 | 45 |
| Doedyns | 52 | 37 | 52 | 20 | 17 | 44 |
| Arnold | 54 | 25 | 54 | 11 | 13 | 44 |
| District | 55 | 54 | 55 | 29 | 26 | 54 |

### Reading

| Campus | STAAR Meets 2019 | Meets BM 2 2019 | Meets BM 2 2020 | Masters BM 2 2019 | Masters BM 2 2020 | Domain 1 |
|---|---|---|---|---|---|---|
| Standards: | 76% (E) 71% (S) | 76% (E) 71% (S) | 76% (E) 71% (S) | 85% (E) 82% (S) | 85% (E) 82% (S) | |
| Anaya | 57 | 62 | 57 | 36 | 46 | 66 |
| Palacios | 56 | 56 | 56 | 31 | 30 | 59 |
| Garza | 45 | 59 | 45 | 34 | 37 | 57 |
| Escobar | 52 | 46 | 52 | 28 | 33 | 57 |
| Palmer | 67 | 51 | 67 | 30 | 24 | 56 |
| Chavez | 50 | 39 | 50 | 12 | 22 | 52 |
| Farias | 55 | 57 | 55 | 32 | 21 | 51 |
| Ford | 52 | 63 | 52 | 45 | 16 | 51 |
| Garcia | 47 | 45 | 47 | 19 | 22 | 50 |
| Livas | 44 | 58 | 44 | 30 | 24 | 50 |
| Ramirez | 46 | 40 | 46 | 18 | 18 | 50 |
| Reed Mock | 36 | 33 | 36 | 19 | 26 | 49 |
| Clover | 54 | 46 | 54 | 28 | 19 | 49 |
| Sorensen | 45 | 49 | 45 | 28 | 25 | 47 |
| Cantu | 46 | 57 | 46 | 39 | 19 | 46 |
| McKeever | 44 | 32 | 44 | 15 | 32 | 46 |
| Guerra | 40 | 35 | 40 | 17 | 16 | 46 |
| Garza-Pena | 47 | 49 | 47 | 17 | 21 | 46 |
| Long | 49 | 32 | 49 | 17 | 15 | 46 |
| Trevino | 27 | 55 | 27 | 37 | 27 | 45 |
| Doedyns | 43 | 35 | 43 | 13 | 18 | 45 |
| Longoria | 37 | 55 | 37 | 38 | 20 | 44 |
| Carman | 38 | 32 | 38 | 12 | 17 | 42 |
| Kelly Pharr | 49 | 46 | 49 | 21 | 10 | 42 |
| Arnold | 42 | 30 | 42 | 14 | 9 | 38 |
| District | 44 | 46 | 44 | 25 | 22 | 48 |

# Sgt. Leonel Treviño Elementary
# Benchmark 2 Data

| 4th Grade | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mathematics | | | | | | | Reading | | | | | | | | Writing | | | | | | | |
| Campus | STAAR Meets 2019 | Meets BM 2 2019 | Meets BM 2 2020 | Masters BM 2 2019 | Masters BM 2 2020 | Domain 1 | Campus | STAAR Meets 2019 | Meets BM 2 2019 | Meets BM 2 2020 | Masters BM 2 2019 | Masters BM 2 2020 | Domain 1 | Campus | STAAR Meets 2019 | Meets BM 2 2019 | Meets BM 2 2020 | Meets BM 2 2019 | Masters BM 2 2020 | Domain 1 |
| Standards: | 74% | 74% | 71% | 85% | 82% | | Standards: | E-75% S-75% | E-75% S-75% | E-75% S-75% | E-86% S-86% | E-86% S-86% | | Standards: | E-72% S-69% | E-69% S-72% | E-72% S-69% | E-84% S-84% | E-84% S-81% | |
| Trevino | 36 | 37 | 78 | 17 | 55 | 77 | Arnold | 43 | 54 | 65 | 26 | 48 | 67 | Arnold | 44 | 54 | 65 | 22 | 36 | 64 |
| Garza | 52 | 61 | 73 | 36 | 56 | 73 | Trevino | 29 | 27 | 61 | 14 | 43 | 65 | Anaya | 67 | 83 | 63 | 40 | 31 | 60 |
| Anaya | 71 | 80 | 73 | 57 | 49 | 73 | Kelly Pharr | 55 | 56 | 49 | 27 | 42 | 58 | Trevino | 31 | 36 | 61 | 8 | 33 | 59 |
| Garza-Pena | 39 | 60 | 68 | 36 | 44 | 67 | Anaya | 75 | 75 | 55 | 45 | 23 | 56 | Kelly Pharr | 75 | 62 | 60 | 18 | 20 | 54 |
| Arnold | 48 | 46 | 72 | 25 | 39 | 66 | Garza | 43 | 51 | 59 | 24 | 22 | 56 | Garza-Pena | 49 | 43 | 54 | 12 | 22 | 53 |
| Ramirez | 31 | 42 | 66 | 21 | 33 | 60 | Chavez | 56 | 60 | 48 | 26 | 29 | 55 | Chavez | 59 | 51 | 57 | 14 | 16 | 52 |
| Clover | 47 | 43 | 57 | 18 | 44 | 60 | Palmer | 51 | 41 | 48 | 21 | 28 | 53 | Ford | 43 | 64 | 48 | 20 | 22 | 49 |
| Chavez | 61 | 62 | 53 | 30 | 28 | 55 | Cantu | 48 | 61 | 52 | 38 | 27 | 53 | Clover | 44 | 37 | 48 | 15 | 22 | 48 |
| Cantu | 48 | 58 | 54 | 41 | 28 | 55 | Ramirez | 33 | 38 | 52 | 17 | 20 | 52 | Garza | 39 | 54 | 46 | 18 | 8 | 46 |
| Kelly Pharr | 71 | 60 | 49 | 33 | 27 | 53 | Clover | 40 | 41 | 46 | 22 | 37 | 51 | Escobar | 51 | 44 | 43 | 17 | 20 | 45 |
| Escobar | 60 | 58 | 51 | 30 | 27 | 53 | Garza-Pena | 36 | 43 | 44 | 23 | 21 | 49 | Palacios | 38 | 45 | 46 | 21 | 14 | 45 |
| Doedyns | 41 | 58 | 52 | 27 | 27 | 53 | Garcia | 63 | 64 | 47 | 45 | 18 | 49 | Ramirez | 36 | 49 | 41 | 21 | 24 | 44 |
| Palacios | 43 | 53 | 46 | 26 | 31 | 53 | Escobar | 47 | 45 | 45 | 25 | 18 | 47 | Cantu | 52 | 59 | 47 | 21 | 12 | 44 |
| Long | 56 | 47 | 46 | 22 | 28 | 51 | Reed Mock | 39 | 36 | 42 | 14 | 20 | 46 | Reed Mock | 32 | 30 | 43 | 8 | 18 | 44 |
| Reed Mock | 35 | 39 | 43 | 14 | 21 | 49 | Ford | 40 | 41 | 36 | 21 | 18 | 46 | Doedyns | 41 | 40 | 41 | 18 | 20 | 44 |
| Ford | 43 | 68 | 46 | 39 | 22 | 49 | Palacios | 38 | 43 | 43 | 28 | 18 | 45 | Livas | 64 | 71 | 44 | 28 | 16 | 43 |
| Carman | 51 | 53 | 50 | 28 | 24 | 48 | Doedyns | 34 | 28 | 44 | 17 | 16 | 45 | Long | 57 | 52 | 43 | 16 | 10 | 41 |
| Garcia | 64 | 65 | 44 | 42 | 17 | 47 | Farias | 31 | 35 | 48 | 22 | 16 | 45 | Garcia | 58 | 69 | 41 | 30 | 11 | 40 |
| Farias | 34 | 39 | 50 | 22 | 15 | 46 | Long | 50 | 48 | 44 | 24 | 19 | 45 | Sorensen | 51 | 54 | 38 | 24 | 21 | 40 |
| Palmer | 51 | 48 | 38 | 23 | 25 | 46 | Carman | 51 | 51 | 43 | 26 | 26 | 45 | Palmer | 51 | 40 | 36 | 14 | 8 | 39 |
| Guerra | 41 | 28 | 41 | 14 | 19 | 44 | Longoria | 38 | 46 | 40 | 15 | 21 | 44 | Farias | 34 | 29 | 36 | 18 | 9 | 38 |
| Livas | 60 | 66 | 38 | 48 | 20 | 43 | Livas | 58 | 68 | 39 | 43 | 14 | 43 | Carman | 31 | 53 | 30 | 17 | 6 | 34 |
| Longoria | 54 | 45 | 35 | 22 | 19 | 42 | Sorensen | 50 | 49 | 33 | 24 | 18 | 39 | Longoria | 30 | 44 | 32 | 21 | 4 | 33 |
| McKeever | 45 | 36 | 33 | 22 | 19 | 39 | Guerra | 38 | 36 | 33 | 15 | 8 | 34 | McKeever | 34 | 42 | 29 | 12 | 9 | 31 |
| Sorensen | 50 | 51 | 31 | 28 | 13 | 36 | McKeever | 48 | 43 | 26 | 19 | 12 | 34 | Guerra | 35 | 33 | 22 | 7 | 4 | 27 |
| District | 48 | 52 | 51 | 28 | 28 | 53 | District | 48 | 46 | 45 | 24 | 22 | 48 | District | 45 | 49 | 44 | 18 | 16 | 44 |

# Sgt. Leonel Treviño Elementary
# Benchmark 2 Data

**5th Grade**

| Campus | Mathematics STAAR Meets 2019 | Meets BM 2 2019 | Meets BM 2 2020 | Masters BM 2 2019 | Masters BM 2 2020 | Domain 1 |
|---|---|---|---|---|---|---|
| Standards: | 72% | 69% | 72% | 83% | 83% | |
| Chavez | 83 | 81 | 85 | 49 | 51 | 77 |
| Garcia | 83 | 74 | 70 | 43 | 49 | 71 |
| Garza | 59 | 70 | 68 | 38 | 46 | 69 |
| Ford | 57 | 55 | 68 | 20 | 38 | 66 |
| Palmer | 74 | 73 | 63 | 30 | 41 | 65 |
| Palacios | 54 | 33 | 69 | 11 | 33 | 63 |
| Anaya | 88 | 73 | 58 | 40 | 38 | 61 |
| Ramirez | 63 | 76 | 60 | 41 | 29 | 60 |
| Arnold | 62 | 56 | 56 | 26 | 35 | 60 |
| Livas | 49 | 70 | 60 | 28 | 34 | 60 |
| Kelly Pharr | 59 | 48 | 57 | 20 | 33 | 59 |
| Escobar | 65 | 75 | 56 | 47 | 33 | 58 |
| Longoria | 51 | 50 | 55 | 21 | 33 | 57 |
| Trevino | 50 | 47 | 56 | 26 | 32 | 57 |
| Long | 66 | 60 | 56 | 29 | 31 | 57 |
| Guerra | 63 | 44 | 53 | 17 | 28 | 55 |
| Garza-Pena | 55 | 65 | 52 | 30 | 30 | 55 |
| Doedyns | 53 | 47 | 51 | 15 | 26 | 54 |
| Sorensen | 66 | 71 | 49 | 30 | 27 | 53 |
| Cantu | 63 | 68 | 45 | 33 | 28 | 50 |
| Carman | 61 | 59 | 42 | 25 | 29 | 48 |
| Farias | 64 | 52 | 39 | 24 | 14 | 45 |
| McKeever | 62 | 65 | 41 | 37 | 19 | 45 |
| Reed Mock | 78 | 63 | 38 | 21 | 14 | 42 |
| Clover | 69 | 66 | 35 | 24 | 14 | 42 |
| District | 61 | 61 | 55 | 29 | 31 | 57 |

| Campus | Reading STAAR Meets 2019 | Meets BM 2 2019 | Meets BM 2 2020 | Masters BM 2 2019 | Masters BM 2 2020 | Domain 1 |
|---|---|---|---|---|---|---|
| Standards: | E-76% S-68% | E-74% S-68% | E-76% S-68% | E-87% S-84% | E-87% S-84% | |
| Anaya | 63 | 72 | 77 | 23 | 46 | 72 |
| Chavez | 52 | 43 | 72 | 16 | 38 | 67 |
| Escobar | 63 | 67 | 57 | 35 | 39 | 61 |
| Arnold | 47 | 55 | 65 | 22 | 23 | 59 |
| Ford | 60 | 50 | 56 | 21 | 31 | 57 |
| Kelly Pharr | 54 | 51 | 55 | 15 | 24 | 56 |
| Garza | 51 | 58 | 54 | 26 | 29 | 56 |
| Palmer | 62 | 55 | 53 | 28 | 29 | 56 |
| Livas | 57 | 56 | 55 | 25 | 27 | 54 |
| Sorensen | 61 | 60 | 54 | 32 | 29 | 54 |
| Long | 47 | 52 | 58 | 23 | 33 | 54 |
| Cantu | 60 | 49 | 53 | 24 | 30 | 53 |
| Garcia | 52 | 58 | 49 | 22 | 30 | 53 |
| Guerra | 40 | 43 | 45 | 19 | 26 | 52 |
| Reed Mock | 51 | 56 | 52 | 24 | 18 | 52 |
| Longoria | 60 | 44 | 49 | 16 | 24 | 49 |
| Doedyns | 42 | 40 | 48 | 18 | 23 | 48 |
| Garza-Pena | 48 | 37 | 37 | 18 | 21 | 45 |
| Carman | 60 | 56 | 45 | 24 | 23 | 45 |
| Clover | 58 | 58 | 43 | 32 | 19 | 43 |
| Palacios | 45 | 48 | 38 | 23 | 15 | 42 |
| Ramirez | 46 | 47 | 33 | 17 | 15 | 40 |
| McKeever | 56 | 54 | 37 | 26 | 17 | 39 |
| Trevino | 43 | 39 | 31 | 21 | 12 | 37 |
| Farias | 51 | 51 | 28 | 25 | 11 | 35 |
| District | 48 | 52 | 50 | 23 | 25 | 51 |

| Campus | Science STAAR Meets 2019 | Meets BM 2 2019 | Meets BM 2 2020 | Masters BM 2 2019 | Masters BM 2 2020 | Domain 1 |
|---|---|---|---|---|---|---|
| Standards: | 78% | 78% | 78% | 89% | 89% | |
| Chavez | 78 | 59 | 60 | 22 | 37 | 62 |
| Garcia | 67 | 46 | 58 | 20 | 33 | 58 |
| Livas | 47 | 47 | 56 | 19 | 29 | 58 |
| Longoria | 63 | 66 | 59 | 35 | 26 | 56 |
| Anaya | 69 | 71 | 58 | 26 | 24 | 55 |
| Ford | 55 | 35 | 59 | 13 | 23 | 55 |
| Escobar | 59 | 48 | 56 | 26 | 22 | 54 |
| Arnold | 54 | 47 | 53 | 16 | 28 | 54 |
| Sorensen | 66 | 57 | 56 | 26 | 23 | 54 |
| Long | 54 | 53 | 58 | 20 | 18 | 52 |
| Guerra | 51 | 38 | 51 | 9 | 24 | 52 |
| McKeever | 52 | 42 | 51 | 26 | 22 | 50 |
| Doedyns | 49 | 35 | 47 | 10 | 17 | 48 |
| Cantu | 53 | 36 | 44 | 19 | 17 | 47 |
| Garza | 67 | 54 | 50 | 23 | 15 | 46 |
| Palmer | 65 | 45 | 38 | 14 | 24 | 45 |
| Ramirez | 53 | 61 | 43 | 29 | 24 | 45 |
| Palacios | 45 | 28 | 42 | 9 | 8 | 41 |
| Trevino | 36 | 42 | 38 | 22 | 14 | 41 |
| Reed Mock | 67 | 35 | 34 | 7 | 16 | 40 |
| Kelly Pharr | 53 | 36 | 34 | 14 | 10 | 40 |
| Garza-Pena | 47 | 42 | 32 | 16 | 16 | 37 |
| Carman | 55 | 41 | 33 | 24 | 17 | 35 |
| Clover | 67 | 43 | 26 | 15 | 7 | 30 |
| Farias | 51 | 20 | 25 | 4 | 5 | 29 |
| District | 55 | 45 | 47 | 19 | 20 | 48 |

# Pharr-San Juan-Alamo Independent School District 2019-2020 District and Board Goals

**Goal 1:** The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2024.

Goal Progress Measure 1.1: The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2024.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2024.

Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2024.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2024.

# Pharr-San Juan-Alamo Independent School District 2019-2020 District and Board Goals

- **Goal 2:** The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2024.
- Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2024.
- Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2024.
- Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2024.
- Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2024.

# Pharr-San Juan-Alamo Independent School District 2019-2020 District and Board Goals

**Goal 3:** The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2024.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2024.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2024.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2024.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2024.

# Pharr-San Juan-Alamo Independent School District
# 2019-2020 District and Board Goals

**Goal 4:** The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2024.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2024.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2024.

Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2024.

# THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

**GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.**
**GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.**
**GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.**
**GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.**

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

**Objective #1: Parents will be full partners with educators in the education of their children.**
**Objective #2: Students will be encouraged and challenged to meet their full educational potential.**
**Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.**
**Objective #4: A well-balanced and appropriate curriculum will be provided to all students.**
**Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.**
**Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.**
**Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.**
**Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.**
**Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.**

# Title I, Part A
# School wide Components:

**1. A comprehensive needs assessment of the entire school(including considering 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.**

# Sgt. Leonel Treviño Elementary
# Comprehensive Needs Assessment

**Data Resources Reviewed**

1. 2020-2021 Benchmark II Campus Summary Report
2. 2020-2021 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McRel (2020-2021)/TTESS (2021-2022) Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories
12. PBMAS

# Sgt. Leonel Treviño Elementary
# Comprehensive Needs Assessment

## Demographics Summary

## Special Education:

The following sources from across the district were used to review the Special Education data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) 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:**

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

- In Reading, the achievement gap between Special Education and All students 2018-2019 is 49%.
- In Mathematics, the achievement gap between Special Education and All students 2018-2019 is 32%.

**Personnel Needs:**

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

**Strengths:**

- Majority of student being mainstreamed in the regular classroom.

# Sgt. Leonel Treviño Elementary
# Comprehensive Needs Assessment

**Demographics Summary Continued:**

**English Language Learners (ELL):**

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

**Needs:**

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

- In Reading, the achievement gap between ELL and the campus goal for 2018-2019 is 14%.
- In Mathematics, the achievement gap between ELL and the campus goal 2018-2019 is 6%.
- In TELPAS, the Yearly Progress Composite Rating will increase by 2% or more to reach the goal.

**Strengths:**

- The Dual Language Program at PSJAISD serves ELL students in grades K-12 at PSJAISD
- In Reading, the ELL students are outperforming all students by 6%.
- In Mathematics, the ELL students are outperforming all students by 2%.
- ELL students in all assessments scored 78% at approaches, 39% at meets and 17% at master level.

# Sgt. Leonel Treviño Elementary
# Comprehensive Needs Assessment

**Demographics Summary Continued:**

**Economically Disadvantaged**

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

**Needs:**

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

- In Reading, the achievement gap between Economically Disadvantaged (96.4) of the student population) and All students 2018-2019 is 1%.
- In Mathematics, the achievement gap between Economically Disadvantaged (96.4) of the student population) and All students 2018-2019 is 1%.

**Strengths:**

- In Math, for Economically  Disadvantaged students at the campus 24% mastered target in the assessment.

# Sgt. Leonel Treviño Elementary
## Goal Area 1: Student Achievement

### Annual Goals

- By June 2022, All Students will increase by 5% in Reading in each performance standard, approaches meets & masters in Domain 1.
- By June 2022, All Students will increase by 5% in Math in each performance standard, approaches meets & masters in Domain 1.
- By June 2022, All Students will increase by 5% in Writing in each performance standard, approaches meets & masters in Domain 1.
- By June 2022, all identified student groups in the Student Achievement domain will improve Science in all standards (approaching, meets, and masters) by 5%.

**Focus Areas**

- Reading, Language Arts and Literacy
- Mathematics
- Writing
- Science
- Enrichment Block
- AVID
- Accountability standard or domain
- Instructional Technology
- Technology Educator Training and Support

# Sgt. Leonel Treviño Elementary
## Goal Area 2: Closing the Gaps

### Annual Goals

- By June 2022, 75% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet STAAR performance targets in Reading and Math.

- By June 2022, 75% of our identified student groups in Academic Growth Status component in the Closing the Gaps domain will meet the required growth targets in reading and math.

- By June 2022, 85% of Emergent Bilingual will advance by at least one level of the TELPAS composite rating from June 2021 to June 2022.

**Focus Areas:**

- Special Education Program
- Gifted & Talented Program
- Migrant
- Dyslexia
- Emergent Bilinguals
- STAAR/EOC Performance/Participation
- TELPAS-Listening, Speaking, Reading and Writing and Composite Scores
- Special Education Placement in Instructional Setting All Student Groups (All, His., SE, EL, ECD, Con. Enrolled, NCE,

# Sgt. Leonel Treviño Elementary
# Goal Area 3: Improve Safety, Public Support, Culture, and Climate

## Annual Goals

- By June 2022, Treviño Elementary will provide a school environment that promotes wellness for students, parents and the community in a variety of areas and in return, parental involvement rate will be at 50% or more.
- Throughout the 2021-2022 school year, 100% of the staff will be committed to providing a school environment that promotes wellness for its students, parents, and the community in a variety of areas (SEL).
- By June 2022, attendance will increase from 97.3% to 98.3% by providing a positive culture and climate for all students.

**Focus Areas:**

- Attendance
- Bullying Prevention
- Child Abuse & Sexual Abuse Prevention
- Suicide Prevention
- Discipline Management – Safe Environments
- Parent and Community Involvement
- Social Emotional Learning (SEL)/Mental Health

# Sgt. Leonel Treviño Elementary
# Goal Area 4: Increase Staff Quality, Recruitment and Retention

## Annual Goals

- By June 2022, 100% of teachers will deliver high quality, engaging lessons maximizing the instructional time with the implementation of the TTESS Evaluation System.

- Throughout the 2021-2022 school year, we will use the TTESS evaluation systems to increase staff quality and retain highly qualified and high performing teachers.

- By June 2022, we will decrease personnel turnaround by 5% by improving recruitment process.

- By June 2022, the campus positive culture and climate will increase.

**Focus Areas:**

- Analysis of TTESS Evaluations
- Bilingual Certified Teachers
- Professional Development Trainings
- Number of Hours of Instructional Coaching and Support
- Teacher Mentors
- Number of Teachers:  Developing, Proficient, Accomplished, Distinguished
- Process for Effective Staff Interviews
- Screening of Staff
- Job Fairs

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| **Goal Area: 1** | Student Achievement |
| **Annual Goal:1** | By June 2022 all identified student groups in the Student Achievement domain will improve ELA/ Reading in all standards (approaching, meets, and masters) by 5%. |
| **Objective:1 Reading** | By June 2022 all identified student groups in the Student Achievement domain will be monitored to ensure an increase of 5% in all standards. |

| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School- wide Component** |
|---|---|---|---|---|---|---|---|
| Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions based on data. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Reading Specialist | DMAC<br>DMAC Reports<br>STAAR released test<br>STAAR question stems<br>Progress monitoring template<br>Pearson<br>DMR resources<br>Istation | -Aug. 2021<br>-Oct. 2021<br>-Nov. 2021<br>-Jan. 2022<br>-March 2022<br>-April 2022<br>-June 2022<br>-July 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |

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| 1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets) |
| 2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments |
| 3)Use assessment data to drive intervention plans and build intervention time into the day at every level |
| 4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., STAAR academies, Daily Enrichment Block , and tutoring) |

| Strategy 2 (Reading) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS) | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Reading Specialist | DMAC<br>DMAC Reports<br>STAAR released test<br>STAAR question stems<br>Progress monitoring template<br>Curriculum / Pearson | -Aug. 2021<br>-Oct. 2021<br>-Nov. 2021<br>-Jan. 2022<br>-March 2022<br>-April 2022<br>-June 2022<br>-July 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | -Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings. | | | | | | | |
| 2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards. | | | | | | | |
| 3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies | | | | | | | |
| 4)Align TEKS activities and materials to meet the needs of all student subgroups in Language Arts. | | | | | | | |

| Strategy 3 (Reading) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Develop a fluency intervention & acceleration plan to address reading student Lexile levels. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Reading Specialist | -DMAC<br>DMAC Reports<br>Fluency progress monitoring template<br>Curriculum / Pearson (TPRI)/Tejas Lee<br>Checklists Pre-K and Kinder<br>Imagine Learning Reports<br>Campus Based Assessments<br>Fluency Testing<br>AR Reports<br>STAR Reports (Library)<br>Istation<br>CLI Reports | -Aug. 2021<br>-Oct. 2021<br>-Nov. 2021<br>-Jan. 2022<br>-March 2022<br>-April 2022<br>-June 2022<br>-July 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Fluency Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | -Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Support instructional program in reading through the implementation of: DEAR time, Peer tutoring, Cooperative learning strategies, Reading Intervention Kits, Rising Star Readers, Intervention Strategies Schedule additional computer time before/ after school | | | | | | | |
| 2) Implement fluency intervention blocks for all grade levels with support from Reading Specialist. | | | | | | | |
| 3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies | | | | | | | |
| 4)Implement a continuous monitoring program to ensure continuity and consistency of reading fluency checks | | | | | | | |

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| **Goal Area: 1** | Student Achievement |
| **Annual Goal:2** | By June 2022 all identified student groups in the Student Achievement domain will improve ELA/ Reading in all standards (approaching, meets, and masters) by 5 %. |
| **Objective: 2 Reading** | All identified student groups in the Academic Achievement component will increase in all standards by 5% by improving fluency throughout the 2021-2022 school year. |

| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School- wide Component** |
|---|---|---|---|---|---|---|---|
| Create, collect and assess data to monitor student fluency progress weekly and biweekly and drive interventions based on data. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Reading Specialist | DMAC<br>DMAC Reports<br>Fluency progress monitoring template<br>SAAVAS | --Aug. 2021<br>-Oct. 2021<br>-Nov. 2021<br>-Jan. 2022<br>-March 2022<br>-April 2022<br>-June 2022<br>-July 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | -Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Support instructional program in reading through the implementation of: DEAR time, Peer tutoring, Cooperative learning strategies, Reading Intervention Kits, Rising Star Readers, Intervention Strategies Schedule additional Enrichment time before/ after school. | | | | | | | |
| 2) Implement fluency intervention blocks for all grade levels with support from Reading Specialist. | | | | | | | |
| 3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies. | | | | | | | |
| 4)Implement a continuous monitoring program to ensure continuity and consistency of reading fluency checks. | | | | | | | |

| Strategy 2 (Reading) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Create a fluency block across all grade levels. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Reading Specialist | Fluency schedule<br>DMAC Reports<br>Fluency progress monitoring template<br>Curriculum / Pearson (TPRI)/Tejas Lee<br>Checklists Pre-K and Kinder<br>Imagine Learning Reports<br>Campus Based Assessments<br>Fluency Testing<br>AR Reports<br>Star Reports<br>Istation | -Aug. 2021<br>-Oct. 2021<br>-Nov. 2021<br>-Jan. 2022<br>-March 2022<br>-April 2022<br>-June 2022<br>-July 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Fluency progress monitoring reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments.<br>-Increase in WPM (words per minute) | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | -Title I<br>− Title II<br>− Title III<br>− Special Ed. & Bilingual Funds<br>− Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Teachers will analyze data and create fluency groups. | | | | | | | |
| 2) Implement fluency strategies that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards. | | | | | | | |
| 3) Provide multiple opportunities for development of research-based fluency skills and strategies with support from Reading Specialist and CLL. | | | | | | | |
| 4) All grade levels will align schedules to implement fluency/enrichment blocks. | | | | | | | |

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| **Goal Area: 1 (Math)** | Student Achievement |
| **Annual Goal: 3** | By June 2022 all identified student groups in the Student Achievement domain will improve Math in all standards (approaching, meets, and masters) by 5%. |
| **Objective: 1 (Math)** | By June 2022 all identified student groups in the Student Achievement domain will be monitored to ensure an increase of 5% in all standards. |

| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School- wide Component** |
|---|---|---|---|---|---|---|---|
| Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions based on data. | Principal<br>Assistant Principal<br>CLL<br>Teachers | DMAC<br>DMAC Reports<br>STAAR released test<br>STAAR question stems<br>Progress monitoring template<br>Sharon Wells<br>Pearlized math | -Aug. 2021<br>-Oct. 2021<br>-Nov. 2021<br>-Jan. 2022<br>-March 2022<br>-April 2022<br>-June 2022<br>-July 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR | -Title I<br>− Title II<br>− Title III<br>− Special Ed. & Bilingual Funds<br>− Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly Sharon Wells, Pearlized Math, unit, CBA, BM I&II) | | | | | | | |
| 2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments | | | | | | | |
| 3)Use assessment data to drive intervention plans and build intervention time into the day at every grade level | | | | | | | |
| 4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., STAAR academies, Enrichment Block, and tutoring) | | | | | | | |

| Strategy 2 (Math) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS) | Principal<br>Assistant Principal<br>CLL<br>Teachers | DMAC<br>DMAC Reports<br>STAAR released test<br>STAAR question stems<br>Progress monitoring template<br>Sharon Wells<br>Pearlized math<br>Imagine Math | -August 2021-September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR | -Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings. | | | | | | | |
| 2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards. | | | | | | | |
| 3) Provide multiple opportunities for development of research-based Math skills and strategies | | | | | | | |
| 4)Align TEKS activities and materials to meet the needs of all student subgroups in Math. | | | | | | | |

| Strategy 3 (Math) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Develop a Math fluency intervention & acceleration plan to address basic Math arithmetic. | Principal<br>Assistant Principal<br>CLL<br>Teachers | DMAC<br>DMAC Reports<br>STAAR released test<br>STAAR question stems<br>Progress monitoring template<br>Sharon Wells<br>Pearlized Math<br>Imagine Math | -Aug. 2021 to September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Weekly Math fluency<br>-Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format<br>-Walk-through feedback<br>-Lesson Plans | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR | -Title I<br>-Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format | | | | | | | |
| 2) Implement basic facts lessons across all grade levels | | | | | | | |
| 3) Provide multiple opportunities for development of research-based Math skills and strategies | | | | | | | |
| 4)Implement a continuous monitoring program to ensure continuity and consistency of math fluency checks | | | | | | | |

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| **Goal Area: 1** | Student Achievement |
| **Annual Goal: 4** | By June 2022 all identified student groups in the Student Achievement domain will improve Math in all standards (approaching, meets, and masters) by 5%. |
| **Objective: 2 (Math)** | By June 2022 all identified student groups in the Student Achievement domain will be monitored to ensure an increase in Category 2 by 5%. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions based on data. | Principal<br>Assistant Principal<br>CLL<br>Teachers | DMAC<br>DMAC Reports<br>STAAR released test<br>STAAR question stems<br>Progress monitoring template<br>Sharon Wells<br>Pearlized math<br>**Education Galaxy** | -Aug. 2021 to September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR | -Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly Sharon Wells, Pearlized Math, unit, CBA, BM I&II) | | | | | | | |
| 2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments | | | | | | | |
| 3)Provide instruction with supplemental materials to tutor, reinforce identified students on the priority for services report | | | | | | | |
| 4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., STAAR academies, daily Enrichment Blocks, and tutoring (after school & Saturdays). | | | | | | | |

| Strategy 2 (Math) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS) | Principal<br>Assistant Principal<br>CLL<br>Teachers | DMAC<br>DMAC Reports<br>STAAR released test<br>STAAR question stems<br>Progress monitoring template<br>Sharon Wells<br>Pearlized math<br>Imagine Math | August 2021 to September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR | -Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings. | | | | | | | |
| 2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards. | | | | | | | |
| 3) Provide multiple opportunities for development of research-based Math skills and strategies for Category 2. | | | | | | | |
| 4)Align TEKS activities and materials to meet the needs of all student subgroups in Math. | | | | | | | |

| Strategy 3 (Math) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Develop a Math fluency intervention & acceleration plan to address basic Math arithmetic. | Principal<br>Assistant Principal<br>CLL<br>Teachers | DMAC<br>DMAC Reports<br>STAAR released test<br>STAAR question stems<br>Progress monitoring template<br>Sharon Wells<br>Pearlized Math<br>Imagine Math<br>Education Galaxy | August 2021-September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Weekly Math fluency<br>-Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format<br>-Walk-through feedback<br>-Lesson Plans | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR | Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Daily problems aligned with HB3906 questions will be developed as spiraled/warm-up activities in STAAR format | | | | | | | |
| 2) Exit tickets will be developed aligned to the skill of the day with an emphasis on Category 2 | | | | | | | |
| 3)Provide additional computer time in the classroom as needed before and after school using Imagine Math and Education Galaxy | | | | | | | |
| 4)Implement a continuous monitoring program to ensure continuity and consistency of math fluency checks | | | | | | | |

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| **Goal Area: 1** | Student Achievement |
| **Annual Goal: 5** | By June 2022 all identified student groups in the Student Achievement domain will improve Writing in all standards (approaching, meets, and masters) by 5%. |
| **Objective: 1 (Writing)** | By June 2022 all identified student groups in the Student Achievement domain will be monitored to ensure an increase of 5% in all standards. |

| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School- wide Component** |
|---|---|---|---|---|---|---|---|
| Create, collect, and assess data to monitor student progress weekly and biweekly and drive interventions based on data. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Librarian<br>Counselor | Mentoring Minds<br>DMAC Reports<br>STAAR released test<br>STAAR aligned writing prompts<br>Progress monitoring template<br>Pearson<br>Forde Ferrier<br>Write From the Beginning<br>Education Galaxy | August 2021 to Sept. 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created writing prompts<br>-Student product | - Increase in Student Achievement in the level of writing.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Bi-Weekly Writing Compositions<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | -Title I<br>Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) | | | | | | | |
| 2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments | | | | | | | |
| 3)Create a writing committee that will review and provide feedback on student writing samples | | | | | | | |
| 4)Provide extra reinforcement in the area of elaboration, vocabulary, spelling, grammar, composition, voice, revising & editing | | | | | | | |

| Strategy 2 (Writing) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS) | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Librarian<br>Counselor | Mentoring Minds<br>DMAC Reports<br>STAAR released test<br>STAAR aligned writing prompts<br>Progress monitoring template<br>Pearson<br>Forde Ferrier<br>Write From the Beginning<br>Education Galaxy | August 2021 to Sept. 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created writing prompts<br>-Student product | - Increase in Student Achievement in the level of writing.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | -Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings. | | | | | | | |
| 2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards. | | | | | | | |
| 3) Provide multiple opportunities for development of research-based writing skills and strategies. | | | | | | | |
| 4)-Thinking Maps, proof reading activities, teacher/student conferencing, grammar and spelling, keep a composition portfolio, writing timelines, and daily oral language activities. | | | | | | | |

| Strategy 3 (Writing) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Develop a plan to support writing skills across all grade levels. | Principal<br>Assistant Principal<br>CLL<br>Teachers | Mentoring Minds<br>DMAC Reports<br>STAAR released test<br>STAAR aligned writing prompts<br>Progress monitoring template<br>SAVVAS<br>Forde Ferrier<br>Education Galaxy<br>Write From the Beginning | August 2021 to Sept. 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created writing prompts<br>-Student product | -Increase in Student Achievement in the level of writing.<br><br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | -Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Support instructional program in reading through the implementation of: Teacher created writing prompts, writing block, and implementation of writing committee | | | | | | | |
| 2) Implement TELPAS writing block | | | | | | | |
| 3) Provide multiple opportunities for development of research-based Writing skills and strategies | | | | | | | |
| 4)Implement a continuous monitoring program to ensure continuity and consistency of writing student sample checks | | | | | | | |

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| **Goal Area: 1** | Student Achievement |
| **Annual Goal: 6** | By June 2022 all identified student groups in the Student Achievement domain will improve Writing in all standards (approaching, meets, and masters) by 5%. |
| **Objective: 2 (Writing)** | By June 2022 75% of all students will be writing on grade level or above for all grade levels |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Create, collect and assess data to monitor student progress biweekly based on data from student product. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Librarian<br>Counselor | Mentoring Minds<br>DMAC Reports<br>STAAR released test<br>STAAR aligned writing prompts<br>Progress monitoring template<br>Pearson<br>Forde Ferrier<br>Education Galaxy<br>Write From the Beginning | August 2021 to September 2021 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created writing prompts<br>-Student product | - Increase in Student Achievement in the level of writing.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Bi-Weekly Writing Compositions<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | -Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Use teacher created writing prompts aligned to HB3906 to help produce authentic student writing samples | | | | | | | |
| 2) Use collaborative learning community (CLC) meetings and after school meetings to plan interventions, analyze student data, and create assessments | | | | | | | |
| 3)Create a writing committee that will review and provide feedback on student writing samples | | | | | | | |
| 4)Use data to reinforce the areas of elaboration, vocabulary, spelling, grammar, composition, voice, revising & editing | | | | | | | |

| Strategy 2 (Writing) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Use best instructional practices to improve delivery of classroom writing lessons. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Librarian<br>Counselor | Mentoring Minds<br>DMAC Reports<br>STAAR released test<br>STAAR aligned writing prompts<br>Progress monitoring template<br>Pearson<br>Forde Ferrier<br>Education Galaxy<br>Write From the Beginning | August 2021 to Sept. 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created writing prompts<br>-Student product | - Increase in Student Achievement in the level of writing.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | -Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings. | | | | | | | |
| 2) Implement campus wide SGM's to improve writing instructional practices. | | | | | | | |
| 3) Provide multiple opportunities for development of research-based writing skills and strategies. | | | | | | | |
| 4)-Thinking Maps, proof reading activities, teacher/student conferencing, grammar, and spelling, keep a composition portfolio, writing timelines, and daily oral language activities. | | | | | | | |

| Strategy 3 (Writing) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Develop a plan to support writing skills across all grade levels. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Reading Specialist | Mentoring Minds<br>DMAC Reports<br>STAAR released test<br>STAAR aligned writing prompts<br>Progress monitoring template<br>SAVVAS<br>Forde Ferrier<br>Education Galaxy<br>Write From the Beginning | August 2021 to Sept. 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created writing prompts<br>-Student product | - Increase in Student Achievement in the level of writing.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | -Title I<br>– Title II<br>– Title III – Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESER Funds |
| **Action Steps** | | | | | | | |
| 1)Support instructional program in reading through the implementation of: Teacher created writing prompts, writing block, and implementation of writing committee | | | | | | | |
| 2) Implement TELPAS writing block | | | | | | | |
| 3)Provide extra reinforcement in the area of elaboration, vocabulary, spelling, grammar, composition, voice, revising & editing | | | | | | | |
| 4)Implement a continuous monitoring program to ensure continuity and consistency of writing student sample checks | | | | | | | |

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| **Goal Area: 1** | Student Achievement |
| **Annual Goal: 7** | By June 2021, all identified student groups in the Student Achievement domain will improve Science in all standards (approaching, meets, and masters) by 10%. |
| **Objective: 1 (Science)** | By June 2021, all students will increase by 10% in all standards. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Create, collect and assess data to monitor student progress biweekly based on data from student product. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Counselor<br>District Science Coordinator | • Mentoring Minds<br>• DMAC Reports<br>• STAAR released test<br>• STAAR aligned Science<br>• Question Stems<br>• Progress monitoring template<br>• Forde Ferrier<br>• Fusion<br>• Education Galaxy<br>• Science Lab Essential Resources<br>• Summit K12 | August 2021 to Sept. 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created lab lessons<br>-Student product<br>-Science Fairs<br>-Student Projects | - Increase in Student Achievement in the level of Science.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Bi-Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR | -Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |

1)Create and use teacher created lab activities/lessons.

2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments .

3)Provide a Science enrichment block aligned with HB3906 (Summit K-12 and Education Galaxy)

4)Use data to reinforce specific areas to develop Science vocabulary.

| Strategy 2 (Science) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Use best instructional practices to improve delivery of classroom science lessons. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Counselor<br>District Science Coordinator | • Mentoring Minds<br>• DMAC Reports<br>• STAAR released test<br>• STAAR aligned Science<br>• Question Stems<br>• Progress monitoring template<br>• Forde Ferrier<br>• Fusion<br>• Education Galaxy<br>• Science Lab Essential Resources<br>• Summit K12 | August 2021-Sept. 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created lab lessons<br>-Student product<br>-Science Fairs<br>-Student Projects | - Increase in Student Achievement in the level of Science.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Bi-Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR | -Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings. | | | | | | | |
| 2) Implement campus wide Science trainings by Science lab teacher (in person or virtual). | | | | | | | |
| 3) Provide multiple opportunities for development of research-based Science strategies during planning periods and afterschool. | | | | | | | |
| 4) Use of technology (Summit K-12 and Education Galaxy) to enhance and develop vocabulary in all students. | | | | | | | |

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| **Goal Area: 1** | Student Achievement |
| **Annual Goal: 8** | By June 2022, all identified student groups in the Student Achievement domain will improve Science in all standards (approaching, meets, and masters) by 5%. |
| **Objective: 2 (Science)** | By June 2022, all students will be monitored to ensure a 5% increase in all Science STAAR standards. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Create, collect and assess data to monitor student progress biweekly based on data from student product. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Counselor<br>District Science Coordinator | • Mentoring Minds<br>• DMAC Reports<br>• STAAR released test<br>• STAAR aligned Science<br>• Question Stems<br>• Progress monitoring template<br>• Forde Ferrier<br>• Fusion<br>• Education Galaxy<br>• Science Lab Essential Resources<br>• Summit K12 | August 2021 to Sept. 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created lab lessons<br>-Student product<br>-Science Fairs<br>-Student Projects | - Increase in Student Achievement in the level of Science.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Bi-Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR | -Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |

1)Create and use teacher created lab activities/lessons.

2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments .

3)Provide a Science enrichment block (Summit K12 and Education Galaxy).

4)Use data to reinforce specific areas to develop Science vocabulary.

| Strategy 2 (Science) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Use best instructional practices to improve delivery of classroom science lessons. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Counselor<br>District Science Coordinator | • Mentoring Minds<br>• DMAC Reports<br>• STAAR released test<br>• STAAR aligned Science<br>• Question Stems<br>• Progress monitoring template<br>• Forde Ferrier<br>• Fusion<br>• Education Galaxy<br>• Science Lab Essential Resources<br>• Summit K12 | August 2021 to September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created lab lessons<br>-Student product<br>-Science Fairs<br>-Student Projects | - Increase in Student Achievement in the level of Science.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Bi-Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR | -Title I<br>– Title II<br>– Title III<br>– Special Ed. & Bilingual Funds<br>– Migrant Funds<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings. | | | | | | | |
| 2) Implement campus wide Science trainings by Science lab teacher (in person or virtual). | | | | | | | |
| 3) Provide multiple opportunities for development of research-based Science strategies. | | | | | | | |
| 4) Use of technology (Summit K-12 and Education Galaxy) to enhance and develop vocabulary in all students. | | | | | | | |

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| **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 2022. |
| **Objective: 1** | Special Education students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets 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 all student progress on a monthly basis in the areas of Reading and Mathematics | Principal<br>Assistant Principal<br>CLL<br>Teachers | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Sharon Wells<br>SAVVAS<br>DMR Resources<br>Pearlized Math<br>Istation Reading<br>Imagine Math<br>Learning Ally<br>Education Galaxy | August 2021 to September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | − Title I/Title II/Title III<br>− Local Funds 199<br>− State Bilingual<br>− Migrant 212<br>− Special Ed 12<br>-SCE<br>-ESSER Funds |
| **Action Steps** | | | | | | | |

1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)

2)Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels

3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.

4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, Enrichment Blocks, academies, summer school)

| Strategy 2 (Rdg./Math-Sped) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Provide professional development for teachers and instructional aides assigned to the areas of reading and math to deliver high quality instruction. | Principal<br>Assistant Principal<br>CLL<br>Teachers | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Sharon Wells<br>SAVVAS<br>DMR Resources<br>Pearlized Math<br>Imagine Math<br>Istation Reading<br>Education Galaxy | August 2021 to Sept. 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | − Title I/Title II/Title III<br>− Local Funds 199<br>− State Bilingual<br>− Migrant 212<br>− Special Ed 12<br>-SCE<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Provide training for teachers on district curriculum and testing strategies. | | | | | | | |
| 2)Peer coaching and observation opportunities to enhance instructional practices | | | | | | | |
| 3)Provide trainings on the implementation of interventions for RTI, 504, and IEP's plans | | | | | | | |
| 4)Provide specific instructional training for instructional aides to best serve special education students remotely or in class. | | | | | | | |

| Strategy 3 (Rdg./Math Sped) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Ensure the general ed teacher, LPAC committee member, campus testing coordinator or any other program representative is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Counselor<br>Special Ed teacher | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Sharon Wells Pearson<br>DMR Resources<br>Pearlized Math<br>Imagine Math<br>Istation Reading | August 2021 to September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | – Title I/Title II/Title III<br>– Local Funds 199<br>– State Bilingual<br>– Migrant 212<br>– Special Ed 12<br>-SCE<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Special Education teacher and teacher of record will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students | | | | | | | |
| 2)Collaborate with all general education teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student. | | | | | | | |
| 3)Monitor the implementation and use of supplemental aides as noted on IEP during instructional time. | | | | | | | |
| 4) Monitor bi-weekly lesson plans for implementation of IEP accommodations to accelerate student progress. | | | | | | | |

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| **Goal Area 2:** | Closing the Gaps |
| **Annual Goal 2:** | All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2022. |
| **Objective: 1** | English Language Learner (ELL) students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets 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 all student progress monthly in the areas of Reading and Mathematics | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>LPAC | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Sharon Wells<br>SAVVAS<br>DMR Resources<br>Pearlized Math<br>Istation Reading<br>Imagine Math<br>Summit K12<br>Education Galaxy | August 2021 to September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - All ELL identified student groups will increase in Student Achievement.<br>-Increase academic performance of all ELL student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | – Title I/Title II/Title III<br>– Local Funds 199<br>– State Bilingual<br>– Migrant 212<br>– Special Ed12<br>-SCE<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) | | | | | | | |
| 2)ELL student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels | | | | | | | |
| 3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark. | | | | | | | |
| 4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment blocks, academies, summer school) | | | | | | | |

| Strategy 2 (ELL) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Provide professional development for teachers with ELL students in the areas of reading and math to deliver high quality instruction. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>LPAC | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Sharon Wells<br>SAVVAS<br>DMR Resources<br>Pearlized Math<br>Imagine Math<br>Istation Reading<br>Summit K12<br>Education Galaxy | August 2021 to September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - All ELL identified student groups will increase in Student Achievement.<br>-Increase academic performance of all ELL student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | – Title I/Title II/Title III<br>– Local Funds 199<br>– State Bilingual<br>– Migrant 212<br>– Special Ed12<br>-SCE<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Provide training for teachers on district curriculum and testing strategies. | | | | | | | |
| 2)Peer coaching and observation opportunities to enhance instructional practices | | | | | | | |
| 3)Provide continuous staff development in: Data analysis to identify language proficiency levels, Dual Language strategies/methodologies, Second language acquisition methodologies, Primary language instruction, and Region One consultants. | | | | | | | |
| 4)Provide specific instructional training on: supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instruction, Istation reports ,Frayer model, Interactive Word Walls, Thinking Maps, Graphic Organizers ,TPRI/Tejas LEE Strategies | | | | | | | |

| Strategy 3 (ELL) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Ensure the teachers serving ELL students, LPAC committee member, campus testing coordinator, or any other program representative is present at the LPAC meetings representing the ELL students and advocating for their instructional and testing arrangements. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Counselor<br>Special Ed teacher | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Sharon Wells<br>SAVVAS<br>DMR Resources<br>Pearlized Math<br>Imagine Math<br>Istation Reading<br>Summit K12<br>Education Galaxy | August 2021 to September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - All ELL identified student groups will increase in Student Achievement.<br>-Increase academic performance of all ELL student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | – Title I/Title II/Title III<br>– Local Funds 199<br>– State Bilingual<br>– Migrant 212<br>– Special Ed12<br>-SCE<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)ELL teachers will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students | | | | | | | |
| 2)Collaborate with grade level to discuss effective teaching strategies and align support structures that are proven to work for the student. | | | | | | | |
| 3)Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions. | | | | | | | |
| 4) Monitor bi-weekly lesson plans for implementation of linguistic accommodations to accelerate student progress. | | | | | | | |

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| **Goal Area 2:** | Closing the Gaps |
| **Annual Goal :3** | All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2022. |
| **Objective: 2** | English Language Learner (ELL) students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets by providing high-quality research-based instruction throughout the 2021-2022 school year. |

| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School- wide Component** |
|---|---|---|---|---|---|---|---|
| Monitor all student progress monthly in the areas of Reading and Mathematics | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>LPAC | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Sharon Wells<br>SAVVAS<br>DMR Resources<br>Pearlized Math<br>Istation Reading<br>Imagine Math<br>Summit K12<br>Education Galaxy | August 2021 to September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - All ELL identified student groups will increase in Student Achievement.<br>-Increase academic performance of all ELL student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | – Title I/Title II/Title III<br>– Local Funds 199<br>– State Bilingual<br>– Migrant 212<br>– Special Ed12<br>-SCE<br>-ESSER Funds |
| **Action Steps** | | | | | | | |

1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)

2)ELL student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels

3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.

4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

| Strategy 2 (ELL) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Provide professional development for teachers with ELL students in the areas of reading and math to deliver high quality instruction. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>LPAC | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Sharon Wells<br>SAVVAS<br>DMR Resources<br>Pearlized Math<br>Imagine Math<br>Istation Reading<br>Summit K12<br>Education Galaxy | August 2021 to September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - All ELL identified student groups will increase in Student Achievement.<br>-Increase academic performance of all ELL student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | – Title I/Title II/Title III<br>– Local Funds 199<br>– State Bilingual<br>– Migrant 212<br>– Special Ed12<br>-SCE<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Provide training for teachers on district curriculum and testing strategies. | | | | | | | |
| 2)Peer coaching and observation opportunities to enhance instructional practices | | | | | | | |
| 3)Provide continuous staff development in: Data analysis to identify language proficiency levels, Dual Language strategies/methodologies, Second language acquisition methodologies, Primary language instruction, and Region One consultants. | | | | | | | |
| 4)Provide specific instructional training on: supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instruction, Istation reports, Frayer model, Interactive Word Walls, Thinking Maps, Graphic Organizers, TPRI/Tejas LEE Strategies | | | | | | | |

| Strategy 3 (ELL) | 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 and math development to differentiate student learning. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Counselor | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Sharon Wells<br>SAVVAS<br>DMR Resources<br>Pearlized Math<br>Imagine Math<br>Istation Reading<br>Summit K12<br><br>Education Galaxy | August 2021 to Sept. 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - All ELL identified student groups will increase in Student Achievement.<br>-Increase academic performance of all ELL student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | − Title I/Title II/Title III<br>− Local Funds 199<br>− State Bilingual<br>− Migrant 212<br>− Special Ed12<br>-SCE<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)ELL teachers will provide students with digital E-books in both English and native language to support the acquisition of language 2 (L2). | | | | | | | |
| 2) Allocate resources (e.g., Istation, Imagine Math, Mackenvia, Accelerated Reading/Star software, Summit K12, and myON, Education Galaxy) to facilitate Reading and Math development for student groups | | | | | | | |
| 3)Ensure that campus schedules allow for instructional time for program implementation | | | | | | | |
| 4) Monitor usage of programs to track student progress and adjust instructional delivery or interventions | | | | | | | |

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| **Goal Area 2:** | Closing the Gaps |
| **Annual Goal:4** | All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2022. |
| **Objective: 1 (Sped & ELL)** | Special Education and ELL students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets 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 all student progress monthly in the areas of Reading and Mathematics | Principal<br>Assistant Principal<br>CLL<br>Teachers | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Sharon Wells<br>SAVVAS<br>DMR Resources<br>Pearlized Math<br>Istation Reading<br>Imagine Math<br>Education Galaxy | August 2021 to Sept. 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | – Title I/Title II/Title III<br>– Local Funds 199<br>– State Bilingual<br>– Migrant 212<br>-Special Ed 12<br>-SCE<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) | | | | | | | |
| 2)Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels | | | | | | | |
| 3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark. | | | | | | | |
| 4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school) | | | | | | | |

| Strategy 2 (Sped & ELL) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Provide professional development for teachers and instructional aides assigned to the areas of reading and math to deliver high quality instruction. | Principal<br>Assistant Principal<br>CLL<br>Teachers | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Sharon Wells<br>SAVVAS<br>DMR Resources<br>Pearlized Math<br>Imagine Math<br>Istation Reading<br>Education Galaxy | August 2021 to September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | − Title I/Title II/Title III<br>− Local Funds 199<br>− State Bilingual<br>− Migrant 212<br>-Special Ed 12<br>-SCE<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Provide training for teachers on district curriculum and testing strategies. | | | | | | | |
| 2)Peer coaching and observation opportunities to enhance instructional practices | | | | | | | |
| 3)Provide trainings on the implementation of interventions for Dual Language Model, RTI, 504, and IEP's plans | | | | | | | |
| 4)Provide specific instructional training for instructional aides to best serve special education and ELL students remotely or in class. | | | | | | | |

| Strategy 3 (Sped & ELL) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Well-planned tutorials that respond to the CBA and Benchmark data will be scheduled after-school, on Saturdays, and during the day through learning academies. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Counselor<br>Special Ed teacher | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Sharon Wells<br>SAVVAS<br>DMR Resources<br>Pearlized Math<br>Imagine Math<br>Istation Reading<br>Education Galaxy | August 2021 to September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | – Title I/Title II/Title III<br>– Local Funds 199<br>– State Bilingual<br>– Migrant 212<br>-Special Ed 12<br>-SCE<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Provide additional support to students identified at-risk of failing K-5th grade with tutoring after school/before school. | | | | | | | |
| 2)During CLC's teachers of ELL students and special education teacher will collaborate to discuss effective teaching strategies and align support structures. | | | | | | | |
| 3)Create and implement spiraling activities based on student needs. | | | | | | | |
| 4) Monitor monthly tutoring or enrichment lesson plan calendars that target high needed skills. | | | | | | | |

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|---|---|---|---|---|---|---|---|
| **Goal Area: 2** | Closing the Gaps | | | | | | |
| **Annual Goal : 5** | 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: 2** | All English Language Learners will advance by at least one level of TELPAS composite ratings by June 2021. | | | | | | |
| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School- wide Component** |
| Effectively implement and monitor adopted Dual Language program across all grade levels. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Dual Language department | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Pearson<br>DMR Resources<br>Istation Reading | -Aug. 2020<br>-Oct. 2020<br>-Nov. 2020<br>-Jan. 2021<br>-March 2021<br>-April 2021<br>-June 2021 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance in all TELPAS domains. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS<br>- District TELPAS benchmark | – Title I/Title II/Title III<br>– Local Funds 199<br>– State Bilingual<br>– Migrant 212<br>– Special Ed12<br>-SCE |
| **Action Steps** | | | | | | | |
| 1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) | | | | | | | |
| 2)Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels | | | | | | | |
| 3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA,TELPAS benchmark and Benchmarks. | | | | | | | |
| 4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school) | | | | | | | |

| Strategy 2 (TELPAS) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking. | Principal<br>Assistant Principal<br>CLL<br>Teachers | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Sharon Wells<br>Pearson<br>DMR Resources<br>Pearlized Math<br>Imagine Math<br>Istation Reading | -Aug. 2020<br>-Oct. 2020<br>-Nov. 2020<br>-Jan. 2021<br>-March 2021<br>-April 2021<br>-June 2021 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance in all TELPAS domains. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | – Title I/Title II/Title III<br>– Local Funds 199<br>– State Bilingual<br>– Migrant 212<br>– Special Ed12<br>-SCE |
| **Action Steps** | | | | | | | |
| 1)Provide training for teachers on ELPS and testing strategies. | | | | | | | |
| 2)Create and implement a TELPAS block across all grade levels. | | | | | | | |
| 3)Provide trainings on the implementation of language acquisition strategies. | | | | | | | |
| 4)Create and implement TELPAS progress monitoring practices | | | | | | | |

| Strategy 3 (TELPAS) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Monitor that TELPAS writing practice is routinely implemented across all contents during instruction. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Counselor<br>Special Ed teacher | DMAC<br>DMAC Reports<br>Progress monitoring template<br>Sharon Wells<br>SAVVAS<br>DMR Resources<br>Pearlized Math<br>Imagine Math<br>Istation Reading<br>Education Galaxy | August 2021 to September 2022 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-ARD notes<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance in all TELPAS domains. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | − Title I/Title II/Title III<br>− Local Funds 199<br>− State Bilingual<br>− Migrant 212<br>− Special Ed12<br>-SCE<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Using data room, principals will monitor assessment results, and lead data analysis discussions with stakeholders | | | | | | | |
| 2)Create a calendar of writing samples for all grade level to align and support TELPAS writing structures. | | | | | | | |
| 3)Create and implement spiraling activities based on student needs. | | | | | | | |
| 4) Monitor monthly writing calendars that target TELPAS writing skills. | | | | | | | |

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| **Goal Area: 3** | Improve Safety, Public Support, Culture, and Climate | | | | | | |
| **Annual Goal: 1** | Throughout the 2021-2022 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas. | | | | | | |
| **Objective: 1** | By June 2022, the campus will have 50% of parental participation (once COVID clears). | | | | | | |
| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School- wide Component** |
| Provide a welcoming environment by extending invitations for school events and activities. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Parent Liaison<br>Counselor | Sgt. Leonel Treviño Facebook<br>Sgt. L. Treviño School website<br>Class Dojo<br>Google Classroom<br>PSJA ISD website<br>Action Plan<br>Campus data | September 2021 to September 2022 | Invitations<br>Flyers<br>Social media posts<br>Sign in sheets<br>Agendas | Parent involvement will increase by 10%.<br>Parent participation will increase across all school activities and events. | Sign in sheets<br>Agendas<br>Parental surveys | Title I: #2, #4, and #10<br>-ESSER Fudns |
| **Action Steps** | | | | | | | |
| 1) Hold teacher parent conferences after assessments such as TPRI/TEJAS Lee, CLI, TXKEA, CBA, Benchmarks, STAAR, TELPAS, campus-based progress monitoring virtually or in person during assigned period. | | | | | | | |
| 2) Create a parent survey that will provide feedback as to what activities or events they would like to participate in. | | | | | | | |
| 3) Invite parents to a monthly Parent Café. | | | | | | | |

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Staff ensures every interactions and engagement with parents is positive and valuable. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Parent Liaison<br>Counselor | -Sgt. Leonel Treviño Facebook<br>-Sgt. L. Treviño School website<br>-Class Dojo<br>-Google Classroom<br>-PSJA ISD website<br>-Action Plan<br>-Campus data | September 2021 to September 2022 | Invitations<br>Flyers<br>Social media posts<br>Sign in sheets<br>Agendas | Parent involvement will increase by 10%.<br>Parent participation will increase across all school activities and events. | Sign in sheets<br>Agendas<br>Parental surveys | Title I: #2, #4, and #10<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Teacher invite parents to visit their classrooms, volunteer, and to share valuable information about their children's learning. | | | | | | | |
| 2)Create a parent survey that will provide feedback as to what activities or events they would like to participate in. | | | | | | | |
| 3)Provide professional development trainings on how to improve communication with all stakeholders | | | | | | | |

| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Communication with parents is timely and is provided through a variety of communication methods. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Parent Liaison<br>Counselor | -Sgt. Leonel Treviño Facebook<br>-Sgt. L. Treviño School website<br>-Class Dojo<br>-Google Classroom<br>-PSJA ISD website<br>-Action Plan<br>-Campus data | September 2021 to September 2022 | Invitations<br>Flyers<br>Social media posts<br>Sign in sheets<br>Agendas | Parent involvement will increase by 10%.<br>Parent participation will increase across all school activities and events. | Sign in sheets<br>Agendas<br>Parental surveys | Title I: #2, #4, and #10<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Share a monthly calendar of events through digital and / or hard copy. | | | | | | | |
| 2)Provide an extension of conference time minimum once a six weeks to teachers so teachers can communicate with parents. | | | | | | | |
| 3) Provide important information to parents through our various online platforms such as but not limited to: Class Dojo, Facebook, School Messenger, Email, Text, and School website. | | | | | | | |

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| **Goal Area: 3** | Improve Safety, Public Support, Culture, and Climate |
| **Annual Goal: 2** | Throughout the 2021-2022 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas. |
| **Objective:2** | By August 2022, the campus will monitor the effectiveness of staff responding to parent concerns and complaints to ensure student academic needs are met. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| School staff and parents ensure mutual support for each other's roles as partners to increase student success. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Parent Liaison<br>Counselor | -Sgt. Leonel Treviño Facebook<br>-Sgt. L. Treviño School website<br>-Class Dojo<br>-Google Classroom<br>-PSJA ISD website<br>-Action Plan<br>-Campus data | September 2021 to September 2022 | -Invitations<br>-Flyers<br>-Social media posts<br>-Sign in sheets<br>-Agendas | -Parent involvement rate will be at 50% or more<br>-Parent participation will increase across all school activities and events. | Sign in sheets<br>Agendas<br>Parental surveys | Title I: #2, #4, and #10<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Hold timely parent conferences after parent concern has been communicated. | | | | | | | |
| 2) Implement and monitor an effective response system for parents to facilitate communication between both parties. | | | | | | | |
| 3) Invite parents to a monthly informative Parent Café sessions | | | | | | | |

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Staff ensures every interactions and engagement with parents is positive and valuable. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Parent Liaison<br>Counselor | • Sgt. Leonel Treviño Facebook<br>• Sgt. L. Treviño School website<br>• Class Dojo<br>• Google Classroom<br>• PSJA ISD website<br>• Action Plan<br>• Campus data | September 2021 to September 2022 | • Invitations<br>• Flyers<br>• Social media posts<br>• Sign in sheets Agendas | • Parent involvement rate will be at 50% or more<br>• Parent participation will increase across all school activities and events. | Sign in sheets<br>Agendas<br>Parental surveys | -Title I: #2, #4, and #10<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Teacher invite parents to visit their classrooms, volunteer, and to share valuable information about their children's learning. | | | | | | | |
| 2)Create a parent survey that will provide feedback as to what activities or events they would like to participate in. | | | | | | | |
| 3)Provide professional development trainings on how to improve communication with all stakeholders | | | | | | | |

| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Communication with parents is timely and is provided through a variety of communication methods. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Parent Liaison<br>Counselor | • Sgt. Leonel Treviño Facebook<br>• Sgt. L. Treviño<br>• School website<br>• Class Dojo<br>• Google Classroom<br>• PSJA ISD website<br>• Action Plan<br>• Campus data<br>• Blackboard | September 2021 to September 2022 | • Invitations<br>• Flyers<br>• Social media posts<br>• Sign in sheets<br>• Agendas | • Parent involvement rate will be at 50% or more<br>• Parent participation will increase across all school activities and events. | Sign in sheets<br>Agendas<br>Parental surveys | -Title I: #2, #4, and #10<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Share a monthly calendar of events through digital and / or hard copy. | | | | | | | |
| 2)Provide an extension of conference time minimum once a six weeks to teachers so teachers can communicate with parents. | | | | | | | |
| 3) Provide important information to parents through our various online platforms such as but not limited to: Class Dojo, Facebook, Blackboard School Messenger, Email, Text, and School website. | | | | | | | |

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| **Goal Area: 3** | Improve Safety, Public Support, Culture, and Climate |
| **Annual Goal: 3** | Throughout the 2021-2022 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas. |
| **Objective: 1 (SEL)** | By August 2022 we will foster a school environment that promotes wellness for all students and recognizes good health and safety, fosters consistent attendance, increases attentiveness and higher academic achievement. |

| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School- wide Component** |
|---|---|---|---|---|---|---|---|
| Prepare and deliver classroom lessons and provide small group counseling to promote a positive school culture and address campus issues such as cyberbullying, bullying, social media, and emotional abuse. | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>Security personnel<br>All campus staff | • Curriculum<br>• Behavioral Centers<br>• PSJA LPC<br>• Curriculum Anti-bullying Materials<br>• Positive Promotions<br>• Oriental Trading<br>• Amazon | August 2021 to September 2022 | • Ongoing one to one assistance of emotional needs.<br>• Counselor develops a trusting relationship and rapport with student.<br>• Drills run yearly throughout district | • Feedback from team after drill is completed<br>• Successful use of actual plan implemented for emergencies<br>• Counselor Calendar | Surveys<br>Questioning and discussions.<br>Safe to Speak Up application data | Title I: #2, #4, and #10<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Continued use of the bullying/suicide support app | | | | | | | |
| 2) Monthly counseling and guidance lessons targeting bullying / cyberbullying for students | | | | | | | |
| 3) Integrate district policy on bullying/ cyberbullying | | | | | | | |
| 4) Provide information on the use of Safe to Speak Up application | | | | | | | |

| Strategy 2 | 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 by providing support services including determent of bullying, cyberbullying, emotional abuse, and suicide risk. | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>Security personnel<br>All campus staff | • Curriculum Behavioral Centers<br>• PSJA LPC Curriculum Anti-Bullying Materials<br>• Positive Promotions<br>• Oriental Trading<br>• Amazon | August 2021 to September 2022 | • Ongoing one to one assistance of emotional needs.<br>• Nurse develops a trusting relationship and rapport with student.<br>• Drills run yearly throughout district | • Feedback from team after drill is completed<br>• Successful use of actual plan implemented for emergencies<br>• Counselor Calendar | Surveys<br>Questioning and discussions.<br>Safe to Speak Up application data | • Title-I School<br>• -ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Training staff on the Emergency Response Team Plan | | | | | | | |
| 2)Update emergency kits placed around campus and train appropriate staff on the use and location of kits | | | | | | | |
| 3) Revise and modify the Emergency Response Team as needed throughout the school year | | | | | | | |
| 4) Provide a training for **COVID-19** Team members and implement plan as needed throughout the school year | | | | | | | |

| Strategy 3 | 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<br>Asst. Principal<br>Teachers<br>Counselor<br>Security personnel<br>All campus staff | • Curriculum Behavioral Centers<br>• PSJA LPC<br>• Curriculum Anti- Bullying Materials<br>• Positive Promotions<br>• Oriental Trading<br>• Amazon | August 2021 to September 2022 | • Ongoing one to one assistance of emotional needs.<br>• Counselor develops a trusting relationship and rapport with student.<br>• Drills run yearly throughout district | • Feedback from team after drill is completed<br>• Successful use of actual plan implemented for emergencies<br>• Counselor Calendar | • Surveys Questioning and discussions.<br>• Safe to Speak Up application data | -Title-I School<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Strengthen personal growth, self- esteem, responsible behavior, youth development and citizenship. | | | | | | | |
| 2)Encourage the participation rate in extracurricular activities. | | | | | | | |
| 3) Staff will promote daily positive messages, promote kindness through daily interactions and different means of communication | | | | | | | |

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|---|---|---|---|---|---|---|---|
| **Goal Area: 3** | Improve Safety, Public Support, Culture, and Climate | | | | | | |
| **Annual Goal: 4** | Throughout the 2021-2022 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas. | | | | | | |
| **Objective: 2 (SEL)** | Throughout the school year we will implement a discipline management plan to maintain a positive school environment that is safe and conducive to learning. | | | | | | |
| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School- wide Component** |
| Identify and implement a school wide common set of rules and consequences. | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>Security personnel<br>All campus staff | • Curriculum<br>• Behavioral Centers<br>• PSJA LPC<br>• Curriculum Anti-Bullying Materials<br>• Positive Promotions<br>• Oriental Trading<br>• Amazon | August 2021 to September 2022 | • Ongoing one to one assistance of emotional needs.<br>• Counselor develops a trusting relationship and rapport with student.<br>• Drills run yearly throughout district | • Feedback from team after drill is completed<br>• Successful use of actual plan implemented for emergencies<br>• Counselor Calendar | Surveys<br>Questioning and discussions.<br>Safe to Speak Up application data | -Title-I School<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Teacher will develop, implement, and post in their classroom a list of rules | | | | | | | |
| 2) Integrate a campus wide set of rules and display campus rules in main traffic areas | | | | | | | |
| 3) Communicate our school wide rules through daily school announcements | | | | | | | |
| 4) Implement a reward system as an incentive for positive behavior | | | | | | | |

| Strategy 2 (SEL) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Provide professional development training on behavior management. | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>Security personnel<br>All campus staff | • Curriculum Behavioral Centers<br>• PSJA LPC<br>• Curriculum Anti-Bullying Materials<br>• Positive Promotions<br>• Oriental Trading<br>• Amazon | August 2021 to September 2022 | • Ongoing one to one assistance of emotional needs.<br>• Nurse develops a trusting relationship and rapport with student.<br>• Drills run yearly throughout district | • Feedback from team after drill is completed<br>• Successful use of actual plan implemented for emergencies<br>• Counselor Calendar | Surveys<br>Questioning and discussions.<br>Safe to Speak Up application data | -Title-I School<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Provide behavior management trainings within the district, campus, or other. | | | | | | | |
| 2)Teachers will share behavior management strategies during CLC meetings. | | | | | | | |
| 3) Teachers will participate in peer observations to acquire classroom management ideas from one another | | | | | | | |
| 4) CLL with administration support, will model appropriate classroom management and provide ideas or strategies. | | | | | | | |

| Strategy 3 (SEL) | 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<br>Asst. Principal<br>Teachers<br>Counselor<br>Security personnel<br>All campus staff | • Curriculum Behavioral Centers<br>• PSJA LPC<br>• Curriculum Anti Bullying Materials<br>• Positive Promotions<br>• Oriental Trading<br>• Amazon | August 2021 to September 2022 | • Ongoing one to one assistance of emotional needs.<br>• Counselor develops a trusting relationship and rapport with student.<br>• Drills run yearly throughout district | • Feedback from team after drill is completed<br>• Successful use of actual plan implemented for emergencies<br>• Counselor Calendar | Surveys<br>Questioning and discussions.<br>Safe to Speak Up application data | -Title-I School<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Strengthen personal growth, self- esteem, responsible behavior, youth development and citizenship. | | | | | | | |
| 2)Encourage the participation rate in extracurricular activities; before school, after school and/or weekends. | | | | | | | |
| 3) Staff will promote daily positive messages, promote kindness through daily interactions and different means of communication | | | | | | | |

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|---|---|---|---|---|---|---|---|
| **Goal Area: 3** | Improve Safety, Public Support, Culture, and Climate | | | | | | |
| **Annual Goal: 5** | By June 2022, the campus positive culture and climate will increase | | | | | | |
| **Objective: 1 (Attendance)** | Increase school attendance from a 97.3% (based on 2019 data) to a 98.3 % attendance rate to ensure student academic success. | | | | | | |
| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School- wide Component** |
| Develop a campus attendance reward system for students and staff. | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>CLL<br>PEIMS clerk | • Campus Data<br>• Eschool Report<br>Substitute<br>System Report | August 2021 to August 2022 | • Daily attendance monitoring<br>• Eschool Data<br>• PEIMS Update Trainings<br>• Monthly Incentive Calendar | • Improvement in student academic scores<br>• Improvement in student attendance rate<br>• Improvement in staff retention | Eschool Report<br>Campus, district, and state data | -Title 1--#10<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) As a grade level teacher will create a system to reward classroom student attendance | | | | | | | |
| 2) Campus will reward students at the end of every marking period | | | | | | | |
| 3) Campus will reward and recognize staff with perfect attendance by marking period | | | | | | | |

| Strategy 2 (Attendance) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Develop an interactive curriculum to engage students in hand on activities. | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>CLL | State Standards (TEKS)<br>STEM Resources<br>GT Department<br>District Adoptions<br>Teacher Created Material Postive Promotions<br>Oriental Trading<br>Amazon | August 2021 to August 2022 | Student Product display<br>Student Product Presentation<br>STEM Activities<br>Final Products | Increase on the level of Identified Gifted and Talented students<br>Increase in attendance<br>Increase in student achievement | Classroom Fair<br>STEM Parade<br>Gifted and Talented assessment<br>Campus, District, or State assessment. | -Title 1--#10<br><br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Provide professional development training on how to integrate STEM activities to daily lessons | | | | | | | |
| 2)During CLC's teachers will collaborate, plan, and create hands on activities that are aligned to state standards (TEKS) | | | | | | | |
| 3)Provide opportunities for student choice of projects, presentations and activities | | | | | | | |

| Strategy 3 (Attendance) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|---|---|---|---|---|
| Utilize technology resources to enhance curriculum instruction and increase student engagement. | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>CLL | • State Standards (TEKS)<br>• STEM Resources<br>• GT Department<br>• District Adoptions<br>• Teacher Created Material<br>• Google Classroom<br>• Class Dojo<br>• Google Meets<br>• Amazon | August 2021 to August 2022 | • Student Product display<br>• Student Product Presentation<br>• STEM Activities<br>• Final Products<br>• Google Meets Video<br>• Google Classroom | • Increase on the level of Identified Gifted and Talented students<br>• Increase in attendance Increase in student achievement | Classroom Fair<br>STEM Parade<br>Gifted and Talented assessment<br>Campus, District, or State assessment. | -Title 1--#10<br><br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Utilize Google Classroom or any other digital platform to enhance learning | | | | | | | |
| 2) Increase usage of Imagine Learning program for Reading and Math | | | | | | | |
| 3) Embed technology within teacher lessons to make learning interactive and engaging (Power Points, games, internet homework assignments, online grading systems, IPAD's) | | | | | | | |

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|---|---|---|---|---|---|---|---|
| **Goal Area: 4** | Increase Staff Quality, Recruitment and Retention | | | | | | |
| **Annual Goal: 1** | Throughout the 2021-2022 school year, all teachers will deliver high quality, engaging lessons maximizing the instructional time. | | | | | | |
| **Objective: 1 (Lessons)** | All teachers will use research-based strategies in their daily lessons to increase engagement at least 95% of the instructional time. | | | | | | |
| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School- wide Component** |
| Provide professional development training on research based instructional strategies. | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>CLL<br>Support Staff | • Mentoring Minds<br>• DMAC Reports<br>• STAAR released test<br>• Progress monitoring template<br>• Pearson<br>• Forde Ferrier<br>• Write from the Beginning | August 2021 to August 2022 | • DMAC data reports<br>• Campus Performance Reviews (CPR)<br>• Progress Monitoring Reports<br>• Walk-through feedback<br>• Lesson Plans<br>• Teacher created writing prompts<br>• Student product | • Increase in Student Achievement across all grade levels.<br>• Increase academic performance of all student groups in all BM and STAAR assessments. | Weekly Assessments<br>CBA I<br>BM I & II<br>STAAR<br>TELPAS | - Title 1--#5<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) During CLC meetings teachers will learn how to align learning objectives to state standards (TEKS) | | | | | | | |
| 2) Campus based training on the implementation of interactive journals | | | | | | | |
| 3) Provide training on communication to help teacher deliver clear and effective feedback to individual students | | | | | | | |
| 4) Teachers will implement higher level questioning in all lessons across all subjects | | | | | | | |

| Strategy 2 (Lessons) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Use collaborative learning strategies in all lessons across all grade levels to promotes interactions, responsibilities, accountability, and social skills. | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>CLL<br>Support Staff | • Mentoring Minds<br>• DMAC Reports<br>• STAAR released test<br>• Progress monitoring template<br>• Pearson<br>• Forde Ferrier<br>• Write from the Beginning | August 2021 to August 2022 | • DMAC data reports<br>• Campus Performance Reviews (CPR)<br>• Progress Monitoring Reports<br>• Walk-through feedback<br>• Lesson Plans<br>• Teacher created writing prompts<br>• Student product | • Increase in Student Achievement across all grade levels.<br>• Increase academic performance of all student groups in all BM and STAAR assessments. | Weekly Assessments<br>CBA I<br>BM I & II<br>STAAR<br>TELPAS | -Title 1--#5<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Heterogenous grouping that builds trust and promotes open communication | | | | | | | |
| 2) Set the rules and assign a role to each member of the group during collaborative group work | | | | | | | |
| 3) During CLC meetings, teacher will plan and create collaborative learning strategies to implement in their classroom | | | | | | | |
| 4)Set guidelines and expectations on classroom discussions, group work, and interactions. | | | | | | | |

| Strategy 3 (Lessons) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Promote strategies that encourage higher order thinking, problem solving, and critical thinking skills. | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>CLL<br>Support Staff | • Mentoring Minds<br>• DMAC Reports<br>• STAAR released test<br>• Progress monitoring template<br>• Pearson<br>• Forde Ferrier<br>• Write From the Beginning | August 2021 to August 2022 | • DMAC data reports<br>• Campus Performance Reviews (CPR)<br>• Progress Monitoring Reports<br>• Walk-through feedback<br>• Lesson Plans<br>• Teacher created writing prompts<br>• Student product | • -Increase in Student Achievement across all grade levels.<br>• Increase academic performance of all student groups in all BM and STAAR assessments. | Weekly Assessments<br>CBA I<br>BM I & II<br>STAAR<br>TELPAS | Title 1--#5<br>ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Teachers will use scaffolding strategies during lessons | | | | | | | |
| 2) Use graphic organizer to map out thinking | | | | | | | |
| 3) Implement higher order thinking question stems | | | | | | | |
| 4) Use big idea questions at the beginning of lessons and guiding questions to check for understanding | | | | | | | |

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| **Goal Area: 4** | Increase Staff Quality, Recruitment and Retention |
| **Annual Goal: 2** | Throughout the 2021-2022 school year, all teachers will deliver high quality, engaging lessons maximizing the instructional time. |
| **Objective: 2 (Lessons)** | Monitor teachers in the use research-based strategies in their daily lessons to increase engagement at least 95% of the instructional time. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-Wide Component |
|---|---|---|---|---|---|---|---|
| Monitor professional development training on research based instructional strategies. | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>CLL<br>Support Staff | • Mentoring Minds<br>• DMAC Reports<br>• STAAR released test<br>• Progress monitoring template<br>• Pearson<br>• Forde Ferrier<br>• AVID<br>• Write from the Beginning | August 2021 to August 2022 | • DMAC data reports<br>• Campus Performance Reviews (CPR)<br>• Progress Monitoring Reports<br>• Walk-through feedback<br>• Lesson Plans<br>• Teacher created writing prompts<br>• Student product | • Increase in Student Achievement across all grade levels.<br>• Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | Title 1--#5<br>ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Monitor and assist during CLC meetings as teachers learn how to align learning objectives to state standards (TEKS) | | | | | | | |
| 2) Administration supports and monitors campus-based training and the implementation of interactive journals | | | | | | | |
| 3) Monitor and adjust teacher communications feedback to individual students | | | | | | | |
| 4) Review of lesson plans during grade level meetings to ensure higher order thinking questions are implemented | | | | | | | |

| Strategy 2 (Lessons) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Monitor the use collaborative learning strategies in all lessons across all grade levels to promotes interactions, responsibilities, accountability, and social skills. | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>CLL<br>Support Staff | • Mentoring Minds<br>• DMAC Reports<br>• STAAR released test<br>• Progress monitoring template<br>• Pearson<br>• Forde Ferrier<br>• AVID<br>• Write from the Beginning | August 2021 to August 2022 | • DMAC data reports<br>• Campus Performance Reviews (CPR)<br>• Progress Monitoring Reports<br>• Walk-through feedback<br>• Lesson Plans<br>• Teacher created writing prompts<br>• Student product | • Increase in Student Achievement across all grade levels.<br>• Increase academic performance of all student groups in all BM and STAAR assessments. | Weekly Assessments<br>CBA I<br>BM I & II<br>STAAR<br>TELPAS | -Title 1--#5<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Model and assist during CLC meetings on how to create heterogenous grouping | | | | | | | |
| 2) Help teachers implement student roles in classroom lessons | | | | | | | |
| 3) Monitor the implementation of creation of collaborative learning strategies | | | | | | | |
| 4) Support teacher input on guidelines and expectations on classroom discussions, group work, and interactions | | | | | | | |

| Strategy 3 (Lessons) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Monitor and support the use of strategies that encourage higher order thinking, problem solving, and critical thinking skills. | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>CLL<br>Support Staff | • Mentoring Minds<br>• DMAC Reports<br>• STAAR released test<br>• Progress monitoring template<br>• Pearson<br>• Forde Ferrier<br>• Kamico<br>• Write from the Beginning | August 2020 to August 2022 | • DMAC data reports<br>• Campus Performance Reviews (CPR)<br>• Progress Monitoring Reports<br>• Walk-through feedback<br>• Lesson Plans<br>• Teacher created writing prompts<br>• Student product | • Increase in Student Achievement across all grade levels.<br>• Increase academic performance of all student groups in all BM and STAAR assessments. | Weekly Assessments<br>CBA I<br>BM I & II<br>STAAR<br>TELPAS | Title 1--#5<br>ESSER Funds |
| **Action Steps** | | | | | | | |
| 1)Continuous feedback and support on the delivery of scaffolding strategies during lessons | | | | | | | |
| 2) Monitor the use of authentic student created work in hallways and classrooms that promotes higher order thinking. | | | | | | | |
| 3) Facilitate the use of higher order thinking question stems | | | | | | | |
| 4) Review and revise lesson plans on big idea questions that will be implemented to check for understanding. | | | | | | | |

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|---|---|---|---|---|---|---|---|
| **Goal Area: 4** | Increase Staff Quality, Recruitment and Retention | | | | | | |
| **Annual Goal: 3** | Throughout the 2021-2022 school year, use evaluation systems to increase staff quality and retain highly qualified and high performing teachers. | | | | | | |
| **Objective:1 (Evaluation)** | Throughout the 2021-2022 school year, use evaluation systems to improve staff quality, recruitment that will increase teacher retention rate by 4%. | | | | | | |
| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School- wide Component** |
| Use different components of TTESS evaluating system to provide low inference data to teachers | Principal<br>Assistant Principal<br>CLL<br>Teachers | • TTESS Evaluation System<br>• District Resources District<br>• Walkthrough Form | August 2021 to August 2022 | • MCREL Observation Tool<br>• Walkthroughs Feedback Sessions<br>• CLC<br>• Peer to Peer Observation Schedule<br>• Campus Data | • Increase of teacher retention<br>• Higher TTESS teacher rating<br>• Increase in Student Achievement<br>• Teacher Attendance<br>• Student Enrollment | Increase in student achievement<br>Increase in proficiency levels in MCREL | Title 1--#5<br>ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Create a supportive management environment | | | | | | | |
| 2) Provide training on standards and strands of the TTESS evaluation system. | | | | | | | |
| 3) Peer to peer classroom observations with constructive feedback | | | | | | | |
| 4) Model expectations for different proficiency levels | | | | | | | |

| Strategy 2 (Evaluation) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | 6<br>Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Establish and maintain a mentoring program for first- and second-year teachers. | Principal<br>Assistant Principal<br>CLL<br>Teachers | • TTESS Evaluation System<br>• District Resources<br>• District Walkthrough Form | August 2021 to August 2022 | • TTESS Observation Tool<br>• Walkthroughs<br>• Feedback Sessions<br>• CLC<br>• Peer to Peer Observation Schedule<br>• Campus Data | • Increase of teacher retention Higher TTESS teacher ratings.<br>• Increase in Student Achievement<br>• Teacher Attendance<br>• Student Enrollment | • Increase in student achievement<br>• Increase in proficiency levels in TTESS | Title 1--#5<br>ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Assign a mentor to first- and second-year teachers | | | | | | | |
| 2) District mentoring program | | | | | | | |
| 3) MCREL development sessions with first- and second-year teachers | | | | | | | |
| 4) Create a support group that provides professional insights and development to ensure growth | | | | | | | |

| Strategy 3 (Evaluation) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Teacher will become certified for their teaching assignment. | Principal<br>Assistant Principal<br>CLL<br>Teachers | • TTESS Evaluation System<br>• District Resources<br>• District Walkthrough Form | August 2021 to August 2022 | • TTESS Observation Tool<br>• Walkthroughs<br>• Feedback Sessions<br>• CLC<br>• Peer to Peer Observation<br>• Schedule<br>• Campus Data | • Increase of teacher retention<br>• Higher TTESS teacher ratings<br>• Increase in Student Achievement<br>• Teacher Attendance<br>• Student Enrollment | • Increase in student achievement<br>• Increase in proficiency levels in TTESS | Title 1--#5<br>ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Trainings on certification exam | | | | | | | |
| 2) Teachers will develop a better understanding of the correlation between state standards and TTESS | | | | | | | |
| 3) Aware of assessment dates and certification process | | | | | | | |
| 4) Explore test requirements | | | | | | | |

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| **Goal Area: 4** | Increase Staff Quality, Recruitment and Retention |
| **Annual Goal: 4** | Throughout the 2021-2022 school year, use evaluation systems to increase staff quality and retain highly qualified and high performing teachers. |
| **Objective: 2 (Evaluation)** | Throughout the 2021-2022 school year, the campus will decrease personnel turnaround by 10% by improving recruitment process. |

| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School-Wide Component** |
|---|---|---|---|---|---|---|---|
| Campus will develop recruitment campaigns and networking opportunities. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Counselor<br>All Staff | • School Pamphlet<br>• Facebook<br>• Class Dojo<br>• District Website<br>• School Website<br>• Social Media | August 2021 to August 2022 | • Sign-In Sheets<br>• Social Media Visits<br>• School Calendar Events<br>• Campus Presentations<br>• Campus Tours | • Increase of social media audience<br>• Increase in number of job applicants<br>• Increase in retention rate of staff | • Increase in student achievement<br>• Increase in highly qualified staff<br>• Positive images and stories will be publicized on social media highlight to successes | Title 1--#5<br>ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Campus will host in house job fairs and develop URL link for recruitment purposes will be included in our school website | | | | | | | |
| 2) Campus will work on events to promote school name | | | | | | | |
| 3) Promotion of school events and accomplishments through various social media platforms | | | | | | | |
| 4) Create, post, and distribute pamphlets that highlight campus accomplishments. | | | | | | | |

| Strategy 2 (Evaluation) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Opportunities for growth within the school organization. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Counselor<br>All Staff | • School Pamphlet<br>• Facebook<br>• Class Dojo<br>• District Website<br>• School Website<br>• Social Media | August 2021 to August 2022 | • Sign In Sheets<br>• Social Media Visits<br>• School Calendar Events<br>• Campus Presentations<br>• Campus Tours | • Increase of social media audience<br>• Increase in number of job applicants<br>• Increase in retention rate of staff | • Increase in student achievement<br>• Increase in highly qualified staff<br>• Positive images and stories will be publicized on social media to highlight successes. | Title 1--#5<br>ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Assign a mentor to first- and second-year teachers | | | | | | | |
| 2) Provide leadership opportunities (peer assistance, teacher coaches, planners, administrative interns) | | | | | | | |
| 3) Provide opportunities for conferences outside of the district | | | | | | | |
| 4) Create partnership with universities to support any staff member who is interested in pursuing or continuing their education | | | | | | | |

| Strategy 3 (Evaluation) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-Wide Component |
|---|---|---|---|---|---|---|---|
| Use best hiring practices to recruit highly qualified staff. | Principal<br>Assistant Principal<br>CLL<br>Teachers<br>Counselor<br>All Staff | • School Pamphlet<br>• Facebook<br>• Class Dojo<br>• District Website<br>• School Website<br>• Social Media<br>• Oriental Trading<br>• Amazon | August 2021 to August 2022 | • Sign-In Sheets<br>• Social Media Visits<br>• School Calendar Events<br>• Campus Presentations<br>• Campus Tours | • Increase of social media audience<br>• Increase in number of job applicants<br>• Increase in retention rate of staff | • Increase in student achievement<br>• Increase in highly qualified staff<br>• Positive images and stories will be publicized on social media to highlight successes. | -Title 1--#5<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Gather hiring data and analyze why staff leaves and address any concern areas that may arise. | | | | | | | |
| 2)Use the MCREL Evaluating System to align and create focused interview questions. | | | | | | | |
| 3) Establish a prescreened that aligns to campus mission and vision statement . | | | | | | | |
| 4) Create a hiring committee consisting of several stakeholders such as but not limited to Administration, Teachers, CLL, Counselor and School Liaison. | | | | | | | |

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| **Goal Area: 4** | Increase Staff Quality, Recruitment and Retention | | | | | | |
| **Annual Goal: 5** | By June 2022, the campus positive culture and climate will increase | | | | | | |
| **Objective: 1 (Culture)** | By June 2022, the campus positive culture and climate will increase staff retention by 10% | | | | | | |
| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School-Wide Component** |
| Create a culture of value in which all staff feel a sense of being accepted, valued, welcomed, and supported in all school settings. | Principal<br>Assistant Principal<br>Teachers<br>Counselor<br>CLL<br>All Campus Staff | • Campus vision and mission statement<br>• Sprit of PSJA Themes<br>• School Social Media<br>• Kindness<br>• Humor<br>• Music<br>• Oasis Game Room | August 2021 to August 2022 | • Surveys<br>• Weekly CLC<br>• Meetings<br>• Committee<br>• Agendas<br>Sign In Sheets | • Positive School Culture<br>• Retention of Staff<br>• Higher Staff Attendance<br>• Higher Student Attendance | • Increase of Student Achievement<br>• Increase in teacher overall MCREL ratings<br>• Positive images and stories will be publicized on social media to highlight successes. | Title 1--#5<br>ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Staff is part of campus decision making | | | | | | | |
| 2) Staff input to develop cultural practices in school | | | | | | | |
| 3) Survey on staff needs and areas of improvement | | | | | | | |
| 4) Promote and model great character | | | | | | | |

| Strategy 2 (Culture) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Staff motivation | Principal<br>Assistant Principal<br>Teachers<br>Counselor<br>CLL<br>All Campus Staff | • Campus vision and mission statement<br>• Sprit of PSJA Themes<br>• School Social Media<br>• Kindness<br>• Humor<br>• Music<br>• Oasis Game Room<br>• Oriental Trading<br>• Amazon<br>• Wal-Mart<br>• HEB | August 2021 to August 2022 | • Surveys<br>• Weekly CLC Meetings<br>• Committee Agendas Sign In Sheets | • Positive School Culture<br>• Retention of Staff<br>• Higher Staff Attendance<br>• Higher Student Attendance | • Increase of Student Achievement<br>• Increase in teacher overall TTESS ratings<br>• Positive images and stories will be publicized on social media to highlight successes | Title 1--#5<br>ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Recognizing accomplishments and personal celebrations | | | | | | | |
| 2) Publicly praise staff members in all social media platforms | | | | | | | |
| 3) Encourage collaboration | | | | | | | |
| 4) Creating and implementing a reward system for all staff | | | | | | | |

| Strategy 3 (Culture) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Promote and apply a positive atmosphere. | Principal<br>Assistant Principal<br>Teachers<br>Counselor<br>CLL<br>All Campus Staff | • Campus vision and mission statement<br>• Sprit of PSJA Themes<br>• School Social Media<br>• Kindness<br>• Humor<br>• Music<br>• Oasis Game Room<br>• Positive Promotions<br>• Oriental Trading<br>• Amazon | August 2021 to August 2022 | • Surveys<br>• Weekly CLC<br>• Meetings<br>• Committee Agendas<br>• Sign In Sheets | • Positive School Culture<br>• Retention of Staff<br>• Higher Staff<br>• Attendance<br>• Higher Student<br>• Attendance | • Increase of Student Achievement<br>• Increase in teacher overall TTESS ratings<br>• Positive images and stories will be publicized on social media highlight successes | Title 1--#5<br>ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Empower staff to give input in the school decision making process | | | | | | | |
| 2) Team building activities | | | | | | | |
| 3) Creating and implementing a reward system for all staff | | | | | | | |
| 4) Celebrate staff members through STAAR of the month and Sprit of PSJA Awards | | | | | | | |

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| **Goal Area: 4** | Increase Staff Quality, Recruitment and Retention |
| **Annual Goal: 6** | By June 2022, the campus positive culture and climate will increase |
| **Objective:2 (Culture)** | By June 2022, the campus positive culture and climate will increase student attendance and retention by 2% |

| **Strategy 1** | **Persons Responsible/Title** | **Resources** | **Timeline** | **Evidence of Implementation** | **Evidence of Impact** | **Formative/ Summative Assessment** | **Title-I School- wide Component** |
|---|---|---|---|---|---|---|---|
| Create a culture of value in which all students feel a sense of being accepted, valued, welcomed, and supported in all school settings. | Principal<br>Assistant Principal<br>Teachers<br>Counselor<br>CLL<br>All Campus Staff | • Campus vision and mission statement<br>• School Social Media<br>• Kindness<br>• Humor<br>• Music<br>• Oasis Game Room | August 2021 to August 2022 | • Surveys<br>• Student feedback<br>• Individual Student Conferencing<br>• Counseling and Guidance Lessons<br>• Teacher student conferences | • Positive School Culture<br>• Increase Student Attendance<br>• Meeting Attendance Goals<br>• Decrease of Student Discipline Referrals | • Increase of Student Achievement<br>• Positive images and stories will be publicized on social media to highlight successes | Title 1--#5<br>ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Students and family take part in campus decision making | | | | | | | |
| 2) Student and family provide input to develop cultural practices in school | | | | | | | |
| 3) Campus provides a climate of support for academic learning and social emotional learning | | | | | | | |
| 4) Promote and model great character | | | | | | | |

| Strategy 2 (Culture) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Campus will provide different opportunities to increase student motivation | Principal<br>Assistant Principal<br>Teachers<br>Counselor<br>CLL<br>All Campus Staff | • Campus vision and mission statement<br>• School Social Media<br>• Kindness<br>• Humor<br>• Music<br>• Oasis Game Room<br>• Oriental Trading<br>• Amazon<br>• Wal-Mart<br>• HEB<br>• Sam's | August 2021 to August 2022 | • Surveys<br>• Student feedback<br>• Individual Student Conferencing<br>• Counseling and Guidance Lessons<br>• Teacher student conferences | • Positive School Culture<br>• Increase Student Attendance<br>• Meeting Attendance Goals<br>• Decrease of Student Discipline Referrals | • Increase of Student Achievement<br>• Positive images and stories will be publicized on social media to highlight successes | -Title 1--#5<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Recognizing accomplishments and personal celebrations (birthdays, etc.) | | | | | | | |
| 2) Publicly praise students in all social media platforms | | | | | | | |
| 3) Celebrate student achievement with a Super Star Parade every six weeks | | | | | | | |
| 4) Creating and implementing a reward system for all students to celebrate achievements | | | | | | | |

| Strategy 3 (Culture) | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|---|---|---|---|---|
| Promote and apply a positive atmosphere in a classroom setting | Principal<br>Assistant Principal<br>Teachers<br>Counselor<br>CLL<br>All Campus Staff | • Campus vision and mission statement<br>• School Social Media<br>• Kindness<br>• Humor<br>• Music<br>• Oasis Game Room<br>• Oriental Trading<br>• Amazon<br>• Wal-Mart<br>• HEB<br>• Sam's | August 2021 to August 2022 | • Surveys<br>• Student feedback<br>• Individual Student Conferencing<br>• Counseling and Guidance Lessons<br>• Teacher student conferences | • Positive School Culture<br>• Increase Student Attendance<br>• Meeting Attendance Goals<br>• Decrease of Student Discipline Referrals | • Increase of Student Achievement<br>• Positive images and stories will be publicized on social media to highlight successes | - Title 1--#5<br>-ESSER Funds |
| **Action Steps** | | | | | | | |
| 1) Empower students to be active participants | | | | | | | |
| 2) Providing a safe and inclusive classroom environment | | | | | | | |
| 3) Creating and implementing classroom rules | | | | | | | |
| 4) Celebrate student academic achievements every marking period and daily personal celebrations | | | | | | | |