



# Vida N. Clover Elementary School

## Campus Improvement Plan

### 2021-2022



## Executive Summary

### Campus Improvement Plan: School Year 2021-2022

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#### **Campus Name:** Clover Elementary School

**Mission:** It is the mission of the staff at Clover Elementary is to develop the academic, cultural, and social potential of all students by implementing an instructional program focused on excellence. We will accomplish this through collaborative efforts between the school, home, and community.

**Demographics Summary:** The current enrollment for Clover Elementary on June 2021 is 467 students. The student population at Clover Elementary consists of 99.2% Hispanic and 0.4% White. Our students represent low-socioeconomic status of 96.1% with 1.7% of Migrants and a high mobility rate. Approximately, 9.9% of our student population receive special education services, while 6.0 % receive accommodations under 504. Our Gifted and Talented population accounts for approximately 6.0% of our student population. The bilingual population is approximately 46.0%, where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 96.5 – 96.7%. Most of our students live in the Pharr-San Juan-Alamo area, with the majority coming from the neighborhoods that encircle our campus. We currently have 29 students who transfer into Clover Elementary from other school districts.

**Comprehensive Needs Assessment Summary:** Clover Elementary received an overall grade of 85 out of 100 based on performance in three different areas, or domains. In Domain I: Student Achievement, Clover earned an 85 (B), which shows how much students know and can do at the end of the school year. In Domain II: Part A (Academic Growth), Clover scored a 60 (D), which shows how students performed from 3<sup>rd</sup> to 4<sup>th</sup> and from 4<sup>th</sup> to 5<sup>th</sup> in reading and math. In Domain II: Part B (Relative Performance), Clover received a 90 (A), when compared to schools of similar low-socio-economic status. In summation, Clover scored a 73 (C) in Closing the Gap, the domain which shows how different student groups within a school are performing.

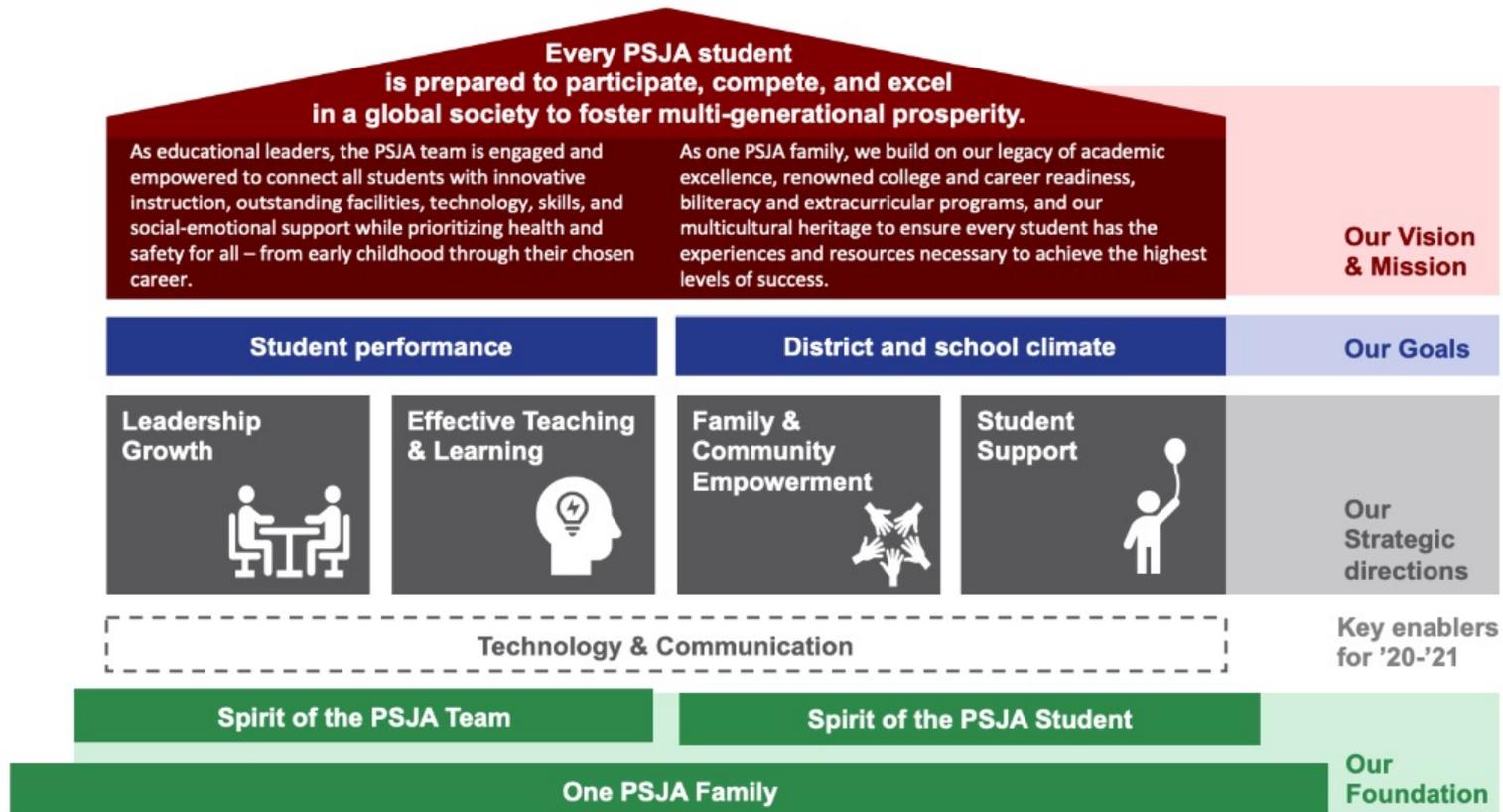
**Curriculum/ Instruction and Assessment:** Teachers utilize SAVVAS Realize and DMR strategies for reading and Forde Ferrier writing. There is also a student Online component that is interactive and allows the student to become more engaged with the material...lessons come alive so to speak! Also, our campus offers Dual Language classrooms to develop a culture of readers with the goal of engaging students in authentic reading and meaningful practice to promote the love of reading and writing.

For mathematics, K-1<sup>st</sup> use Pearlized Math, while 2<sup>nd</sup>-5<sup>th</sup> use Sharon Wells. These mathematics programs are very structured and interactive. Teachers use manipulatives to teach mathematics along with student-centered instruction. At the end of the unit, students are assessed on lessons taught.

**Summary of Goals:** Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by at least 5% in all subject areas and subgroups. 90% of students in grades K-3 will read on grade-level at the end of the school year as reflected on End of Year TPRI and Tejas Lee Class Summary Reports. Also, Clover will increase the Overall Score on STAAR by 5% in reading, math, writing, and science combined. Most importantly, Clover will increase Domain II: Academic Growth (Part A) scores by 30% to ensure an A in Academic Growth, which, in turn, will help ensure an A in Closing the Achievement Gap.

**Principal Signature**

# 2021-2022 Strategic Planning Framework



# VIDA N. CLOVER ELEMENTARY SCHOOL

## **Vision**

Through real-world issues and hands-on activities, our students will acquire knowledge and skills necessary to live a sustainable, productive life!

## **Mission**

Clover Elementary School's mission is to develop the academic, cultural, and social potential of all students in an environment that is conducive to learning by implementing a curriculum that is child-centered with an emphasis on higher order thinking skills, creativity, and self-motivation. The curriculum is supported by resources provided by dedicated and committed administrators, staff members, parents, and community members. Thus, Clover Elementary School will ultimately foster students who are able to solve problems, be self-sufficient, and demonstrate positive self-esteem.



## ***What We Believe In***

### ***Guiding Principles***

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

## ***What We Want to Accomplish***

- Every student will obtain skills in sustainability.
- Every student will be prepared for the next grade.
- Every student will obtain foundational skills to eventually be college ready, college connected, and college complete.

## **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 taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).**
- 2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.**
- 3. Instruction by highly qualified teachers.**
- 4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.**
- 5. Strategies to attract high-quality teachers to high-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

# Comprehensive Needs Assessment



1. 2020 - 2021 STAAR District Summary Report
2. 2020 – 2021 Attendance
3. 2019 – 2020 Domains I, II, III Data
4. Teacher Evaluations
5. PEIMS Demographics
6. Parental Involvement Data
7. Professional Development Plan
8. Teacher Certifications
9. TELPAS Scores
10. Technology Inventories



# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### Special Education:

The following sources from across the campus were used to review the Special Education data by the CPOC: State of Texas Assessments of Academic Readiness (STAAR) results, Results Driven Accountability (RDA) data system to determine strengths and needs of our Special Education students.

#### Needs:

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

- In Reading, the achievement gap between SPED and All students 2019 - 2020 is 11%.
- In Mathematics, the achievement gap between SPED and All students 2019 - 2020 is 21%.
- In Writing, the achievement gap between SPED and All students 2019 - 2020 is 41%.
- In Science, the achievement gap between SPED and All students 2019 - 2020 is 6%.

#### Personnel Needs:

Clover Elementary 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.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### Special Education:

- Reading Academic Achievement Status was met with a 25% above the target goal.
- Sp. Ed students received a 44% at Meets Level.
  
- Math Academic Achievement Status was met with a 25% above the target goal.
- Sp. Ed students received a 48% at Meets Level.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### English Learners (EL):

##### Strengths:

- The Dual Language Program at Clover Elementary serves EL students in grades PK-5<sup>th</sup>.

##### On the STAAR exam at MEETS Level:

- 3<sup>rd</sup> grade Reading at MEETS for EL students is 43%
- 3<sup>rd</sup> grade Math at MEETS for EL students is 41%
- 4<sup>th</sup> grade Reading at MEETS for EL students is 25%
- 4<sup>th</sup> grade Math at MEETS for EL students is 31%
- 4<sup>th</sup> grade Writing at MEETS for EL students is 41%
- 5<sup>th</sup> grade Reading at MEETS for EL students is 67%
- 5<sup>th</sup> grade Math at MEETS for EL students is 76%
- 5<sup>th</sup> grade Science, passing rate for EL students is 75%

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### English Learners (EL):

The following sources from our campus were used to review the English Language Learners data results by the Campus Performance Objectives Council: State of Texas Assessments of Academic Readiness (STAAR) results, Results Driven Accountability (RDA) data system and TELPAS indicators to determine strengths and needs of our EL students.

#### Needs:

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

- In Reading, the achievement gap between EL and All students 2019 - 2020 is 0% (same).
- In Mathematics, the achievement gap between EL and All students 2019 - 2020 is 0 (same).
- In Writing, the achievement gap between EL and All students 2019 - 2020 is +1%.
- In Science, the achievement gap between EL and All students 2019 - 2020 is 1%.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

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

#### Needs:

As evidenced in the STAAR assessments, the results show the following:

- In Reading, the passing rate for Eco Dis students is 50%. All students received 49%.
- In Math, the passing rate for Eco Dis students is 60%. All students received 59%.
- In Writing, the passing rate for Eco Dis students is 44%. All Students received 43%.
- In Science, the passing rate for Eco Dis students is 67%. All students received 67%.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

##### Strengths:

- The Reading passing rate (Approaches or Higher) for Eco Dis students at Clover Elementary is 77%.
- The Math passing rate for ELL students at Clover Elementary is 80%.
- The Writing the passing rate for Eco Dis students at Clover Elementary is 68%.

# VIDA N. CLOVER ELEMENTARY SCHOOL

## 2021 – 2022 Campus Performance Objective Council (CPOC) Members

Guadalupe Garcia	Principal
Christina Telles	Assistant Principal
Jose Martinez	Counselor
OPEN	Collaborative Learning Leader
Carmen Muzquiz-Cantu	PK4 Bilingual Teacher/Grade-Level Chair
Odette Perez	Kinder Grade Teacher/Grade-Level Chair
Diana De Luna	1 <sup>st</sup> Grade Teacher/Grade-Level Chair
Monica Garcia	2 <sup>nd</sup> Grade Teacher/Grade-Level Chair
Rebecca Osuna	3 <sup>rd</sup> Grade Teacher/Grade-Level Chair
Maria Briseño	4 <sup>th</sup> Grade Bilingual Teacher/Grade-Level Chair
Maricela Romero	5 <sup>th</sup> Grade Teacher/Grade-Level Chair
Veronica Gomez	Special Education Teacher
Diana Duran	Instructional Aide/Computer Lab Manager
OPEN	Parent Educator
Perla Madrigal	Parent
Luz Sanchez	Parent
Luz Lopez	Community Member

# VIDA N. CLOVER ELEMENTARY SCHOOL

## 2019 Accountability Summary

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
<b>Clover</b>	<b>83</b>	<b>90</b>	<b>73</b>	<b>85</b>	<b>B</b>

# Student Achievement Summary 2019



Domains	Clover	Goals 2021
Domain I STAAR Performance	83 (B)	86 (B)
Domain II Part A Student Growth	60 (D)	80 (B)
Domain II Part B Relative Performance	90 (A)	93 (A)
Domain III Closing the Gap (subgroups)	73 (C)	85 (B)
<b>Overall Rating</b>	<b>85 (B)</b>	<b>90 (B)</b>

# Distinctions



## 4 Distinctions Earned

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

# English Language Proficiency Status



<b>ALL Students</b>	<b>PSJA</b>	<b>Clover</b>	<b>Goal</b>
<b>2019 TELPAS Progress Rate</b>	<b>36</b>	<b>49</b>	<b>52</b>

# 2019 TELPAS – Composite Scores



	Kinder	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Beginners</b>	<b>97%</b>	<b>0%</b>	<b>8%</b>	<b>2%</b>	<b>3%</b>	<b>9%</b>
<b>Intermediate</b>	<b>3%</b>	<b>33%</b>	<b>47%</b>	<b>42%</b>	<b>47%</b>	<b>32%</b>
<b>Advance</b>	<b>0</b>	<b>65%</b>	<b>37%</b>	<b>42%</b>	<b>33%</b>	<b>45%</b>
<b>Advance High</b>	<b>0</b>	<b>0</b>	<b>8%</b>	<b>14%</b>	<b>17%</b>	<b>1%</b>

# CAMPUS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number	<b>460</b>	246	214	41	201	0	0	11	435	13	0
Percent	100	53.4	46.5	8.9	43.7	0	0	2.4	94.6	2.8	0

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	460	456	0	0	4	0
Percent	100	99.1	0	0	0.9	0

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



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain I STAAR Performance	<ul style="list-style-type: none"> <li>3<sup>rd</sup> Grade Math (91 %)</li> <li>3<sup>rd</sup> Grade Reading – Eng. (92 %)</li> <li>5<sup>th</sup> Grade Reading – Eng. (86 %)</li> <li>5<sup>th</sup> Grade Reading – Span. (93 %)</li> <li>5<sup>th</sup> Grade Math (93 %)</li> <li>5<sup>th</sup> Grade Science (90 %)</li> </ul> <p><b>Mastery of 80 % or Higher</b></p>	<ul style="list-style-type: none"> <li>3<sup>rd</sup> Grade Reading – Span. (70 %)</li> <li>4<sup>th</sup> Grade Reading – Eng. (77 %)</li> <li>4<sup>th</sup> Grade Reading – Span. (56 %)</li> <li>4<sup>th</sup> Grade Math (77 %)</li> <li>4<sup>th</sup> Grade Writing – Eng. (74 %)</li> <li>4<sup>th</sup> Grade Writing – Span. (72 %)</li> </ul> <p><b>Mastery of 79 % or Lower</b></p>	<ul style="list-style-type: none"> <li>4<sup>th</sup> Rdg. – Span. (56 %)</li> <li>3<sup>rd</sup> Rdg. – Span. (70 %)</li> <li>4<sup>th</sup> Rdg. – Eng. (77 %)</li> <li>4<sup>th</sup> Rdg. – Span. (56 %)</li> <li>4<sup>th</sup> Math (77 %)</li> <li>4<sup>th</sup> Writing–Eng.(74 %)</li> <li>4<sup>th</sup> Writing–Span(72 %)</li> </ul> <p><b>SMART Goal: 80 % or Higher</b></p>
2	Domain II School Progress	<ul style="list-style-type: none"> <li>5<sup>th</sup> Reading and Math in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>4<sup>th</sup>/5<sup>th</sup>-Domain of 61 (58 – F)</li> <li>4<sup>th</sup>/5<sup>th</sup>-Domain of 66 (65 – D)</li> </ul>	<ul style="list-style-type: none"> <li>4<sup>th</sup>/5<sup>th</sup>-Domain of 61</li> <li>4<sup>th</sup>/5<sup>th</sup>-Domain of 66</li> </ul>
3	Domain III Closing the Gaps	<ul style="list-style-type: none"> <li>Academic Achievement (14/14)</li> <li>Student Achievement Domain (7/7)</li> <li>English Language Proficiency Status (49%) (1/)</li> </ul>	<p>Academic Growth (2/12)</p> <ul style="list-style-type: none"> <li>4<sup>th</sup>/5<sup>th</sup>-Domain of 61 (58 – F)</li> <li>4<sup>th</sup>/5<sup>th</sup>-Domain of 66 (65 – D)</li> </ul>	<ul style="list-style-type: none"> <li>4<sup>th</sup>/5<sup>th</sup>-Domain of 61</li> <li>4<sup>th</sup>/5<sup>th</sup>-Domain of 66</li> </ul>
4	T.E.A. Distinction Designations	<p>4 distinctions in the following areas:</p> <p>Reading/Ela Math Science Post Readiness</p>	<p>6 distinctions in 2018 4 Distiction Designations in 2019.</p>	<ul style="list-style-type: none"> <li>Provide Professional development to ensure teachers are prepared to include rigor and relevance in their lessons.</li> <li>Include Sustainability Skills.</li> <li>Assess and Monitor frequently through common formative assessments</li> </ul>

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



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>PK/K Orientations, Meet the Teacher, Curriculum Nights, Open House, Festivals, and Fundraisers</li> <li>Communication in both English and Spanish</li> <li>Parent Liaison</li> <li>PAC meetings</li> <li>Business Partnerships</li> </ul>	<ul style="list-style-type: none"> <li><b>Parent Volunteers</b></li> </ul>	<ul style="list-style-type: none"> <li>Build up the number of parent volunteers.</li> </ul>
6	Technology	<ul style="list-style-type: none"> <li>Availability of technology resources for students, teachers, and staff</li> </ul>	<ul style="list-style-type: none"> <li>Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor</li> </ul>	<ul style="list-style-type: none"> <li>Provide training on the implementation of technology integration; increase on-line resource use</li> </ul>
7	School Culture and Climate	<ul style="list-style-type: none"> <li><b>Collaborative Learning Communities with common planning periods</b></li> <li>Most of the staff sponsors a club</li> <li>Customer Service</li> <li>College for ALL mindset</li> </ul>	<ul style="list-style-type: none"> <li>Increase student attendance</li> <li>More collaboration among grade-levels</li> <li>Decrease in student enrollment</li> </ul>	<ul style="list-style-type: none"> <li>Build public relations</li> <li>Improve communication among staff</li> </ul>
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>Highly Qualified Staff</li> <li>New Teacher Academy</li> <li>McREL Evaluation Tool</li> </ul>	<ul style="list-style-type: none"> <li>Retain effective teachers</li> </ul>	<ul style="list-style-type: none"> <li>Increase student enrollment</li> </ul>

# VIDA N. CLOVER ELEMENTARY SCHOOL

## Campus Timeline

Date	Event(s)
May 14, 2021	– The Campus Performance Objective Council (CPOC) met to discuss Focus Area 4: Family and Community Involvement to review and make necessary revisions to the Campus Improvement Plan. Focus of Conversation: topics & presenters for upcoming school year Parent Advisory Council (PAC).
May 17, 2021	– The Campus Performance Objective Council (CPOC) met to discuss Focus Area 6: Increased Learning Time and Focus Area 7: School Culture and Climate to review and make necessary revisions to the Campus Improvement Plan. Focus of Conversation: how do we bring PSJA Family concept to Clover Family (Centennial Ideas and Dress up Days).
June 3, 2021	– The Campus Performance Objective Council (CPOC) met to discuss Focus Area 8: Staff Quality, Recruitment, & Retention met with our campus to review and make necessary revisions to the Campus Improvement Plan. Focus of Conversation: building relationships & staff recognitions.
Aug. 12, 2021 Aug. 16, 2021	– The Campus Performance Objective Council (CPOC) met to discuss Focus Area 1: Student Achievement and Focus Area 3: Closing the Achievement Gap to review and make necessary revisions to the Campus Improvement Plan. Focus of Conversation: getting students to Meets Level (on grade-level).
June 3, 2021	– The Campus Performance Objective Council (CPOC) met to discuss Focus Area 2: School progress, Academic Growth, and Relative Performance to review and make necessary revisions to the Campus Improvement Plan. Focus of Conversation: what strategies/interventions are needed to ensure student growth based on state formula.
May 7, 2021	– The Campus Performance Objective Council (CPOC) met to discuss Focus Area 5: Technology to review and make necessary revisions to the Campus Improvement Plan. Focus of Conversation: upgrading technology to support classroom instruction.

## Root Cause Analysis

Problem & Root Cause	Annual Goal(s)	Strategy
<p><b>Problem:</b> The Academic Growth score in 4<sup>th</sup> and 5<sup>th</sup> grade STAAR Reading is 61 (58 - F). There is a 7-point Domain Score difference (69 – D) compared to the State. And a 5-point Domain Score difference compared to our district (65 – D).</p> <p><b>Root Cause:</b> Not enough differentiation of instruction for all students.</p>	<p>2021-2022 Goal is to increase the STAAR Reading Academic Growth score for 4<sup>th</sup> and 5<sup>th</sup> grade combined to a 75 Domain Score, or an 80 % - B.</p>	<ul style="list-style-type: none"> <li>- Create and implement Skills Crates using last year’s STAAR Item Analysis report to tailor instruction for individual students.</li> <li>- Group students by Performance Standard on Tuesday and Thursday tutoring sessions.</li> <li>- Bring in potential Master’s Students for Saturday Academies, where to address questions with a lower percentage rate.</li> <li>- While students are working independently in the classroom, the teacher is working with a small group in the back table.</li> </ul>
<p><b>Problem:</b> The Academic Growth score in 4<sup>th</sup> and 5<sup>th</sup> grade STAAR Math is 66 (65 D). There is a 4-point Domain Score difference (72 – C) compared to the state and to our district.</p> <p><b>Root Cause:</b> Not enough differentiation of instruction for all students.</p>	<p>2021-2022 Goal is to increase the STAAR Math Academic Growth score for 4<sup>th</sup> and 5<sup>th</sup> grade combined to a 75 Domain Score, or an 80 % - B.</p>	<ul style="list-style-type: none"> <li>- Use Depth of Knowledge Questions [DOK] to challenge students’ thinking.</li> <li>- Provide Differentiation of Instruction Professional Development and literature through our Collaborative Learning Communities (CLC’s) and change teacher’s mindset.</li> <li>- More complex skills for meets and masters; more attainable skills for Did Not Meet/Approaches students</li> </ul>
<p><b>Problem:</b> Passing rate for 4<sup>th</sup> grade STAAR is 70%. There is an 8% decrease compared to the campus’s 2017-2018 4<sup>th</sup> grade STAAR writing test (78%) percentage.</p> <p><b>Root Cause:</b> Two new teachers to 4<sup>th</sup> grade with limited experience teaching writing.</p>	<p>2021-2022 Goal is to increase the STAAR Writing Student Achievement score in 4<sup>th</sup> grade to 80 % - B.</p>	<ul style="list-style-type: none"> <li>- Provide professional development for teachers and campus leaders on researched-based instructional strategies for writing a composition through the Writing Process.</li> <li>- Provide training through data analysis that will ensure a deep understanding of student needs and areas of concern.</li> <li>- Implement the Team-Teaching concept, where experienced teachers work with new or less experienced teachers.</li> </ul>



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

Goal Area: 1		Student Achievement					
Annual Goal 1:		The percent of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2021.					
Objective 1:		The percent of ALL students performing at meets grade level or above on STAAR Reading 3-5 will increase from 77% to 80% by having access to a standards-aligned guaranteed and viable curriculum.					
Strategy1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a Quality TEKS aligned instructional reading curriculum to meet the needs of all students.	-District Coordinators -Highly Qualified -Teachers	-Local Funds, -Title 1 Funds	Aug. 2021 - June 2022	-Lesson Plans	-Progress Monitoring -CBA -Benchmark scores, -Student Achievement Gains	-Weekly Assessment  s, -CBAs, BMs, STAAR,	Title 1- #2, 3, 5, 9
ActionSteps							
1) Our teachers will be trained by our district coordinators, TOT, outside consultants, etc. to ensure that they understand the TEKS and to ensure that our curriculum is aligned.							
2) Supplemental material will be revised to ensure that it is aligned to our TEKS before it is implemented to enhance and enrich our curriculum.							
Strategy2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Tutor or provide reinforcement during extended school day in identified area of need	-Highly Qualified Teachers	-Local Funds, -Title 1 Funds	Aug. 2021 - June 2022	-Tutoring/Intervention Lesson Plans -Attendance -Action Plan	-Progress Monitoring -CBA Benchmark scores, -Student Achievement Gains	-Weekly Assessments  -CBAs, -BMs, -STAAR	Title 1- #2, 3, 5, 9
ActionSteps							
1) Create an afterschool/ Saturday Tutoring schedule where students can receive instruction on material that they have not yet mastered.							
2) Recruit additional teachers for afterschool/Saturday Tutoring to ensure that groups are small.							
3) Teachers create a list of students to target during extended school days based on teacher data, benchmarks, CBA's etc.							
Strategy3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Utilize the TEKS to guide instruction and prepare for STAAR. Unpack TEKS	-CLL -Highly Qualified Teachers	-Local Funds -Title 1 Funds -SCE Funds	Aug. 2021 - June 2022	-Lesson Plans -Action Plan	-Benchmark scores, -Student Achievement Gains- -Progress Reports -Report Cards	-Weekly Assessments  s -CBAs, -BMs, -STAAR -TELPAS	Title 1-#1, 3
ActionSteps							
1) All teachers receive training on analyzing the TEKS to determine depth and complexity of student expectations.							
2) Teachers generate questions ahead of time for genres covered to ensure that they cover DOK questions.							

Goal Area 1:		Student Achievement					
Annual Goal 1:		The percent of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2021.					
Objective 2:		The percent of EL students performing at meets grade level or above on STAAR Reading 3-5 will increase from 69% to 72% through data-driven instruction.					
Strategy1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Depth of Knowledge Questions [DOK] will be updated for each literary selection [all genres] during curriculum development sessions	-G. Garcia, Principal -C. Telles, Assist. Prin. -E. Vega, (CLL) – -Teachers	-Title I -Local Funds	Sept. 2020 - June 2021	-Lesson Plans -Walk-throughs	-Increased progress for ALL... -Increased progress sub populations...  ...on CBAs, BMs, STAAR, TELPAS	-CBAs -BMs -STAAR -TELPAS	-Title I
ActionSteps							
1) Embed DOK questions, CIF strategies, and Sustainability activities into the curriculum							
2) Conduct weekly assessments to check comprehension and build reading stamina.							
3) Use hands-on manipulatives, while scaffolding instruction to ensure that EL students are able to grasp the material and deepen their understanding of the content.							
Strategy2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Create, implement, and update Skills Crates using last year’s STAAR Item Analysis report to tailor instruction for individual students.	-G. Garcia, Principal -C. Telles, Assist. Prin. -E. Vega, (CLL) – -Teachers	-Title I -Local Funds	Aug. 2021 - June 2022	-Lesson Plans -Walk-throughs	-Increased progress for ALL... -Increased progress sub populations...  ...on CBAs, BMs, STAAR, TELPAS	-STAAR	-Title I
ActionSteps							
1) Run a DMAC report to generate a list of skills that students may need more practice doing.							
2) Bring in grade-level teachers in the summer to update/add to skills crates.							
Strategy3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Implement the Team-Teaching concept where experienced teachers coach and model instructional strategies for new/less experienced teachers.	-G. Garcia, Principal -C. Telles, Assist. Prin. -E. Vega, (CLL) – -Teachers	-Title I -Local Funds	August 2021 and on-going	-Lesson Plans -Walk-throughs	-Increased progress for ALL... -Increased progress sub populations...  ...on CBAs, BMs, STAAR, TELPAS	-CBAs -BMs -STAAR -TELPAS -Bi-Weekly Assessment s	-Title I
ActionSteps							
1) Identify high-performing teachers and pair them up with new/less experienced teachers so that they have the same planning time.							
2) Allow time to have new/less experienced teachers conduct classroom visits of high-performing teachers.							
3) Schedule a time for coaching sessions between experienced teacher and new/less experienced teacher (once a week).							

Goal Area 1:		Student Achievement					
Annual Goal 1:		The percent of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2021.					
Objective 3:		The percent of Special Education students who perform at meets grade level or above on STAAR Reading will increase from 72% to 75% by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Monitor the data of students in the special education program after every CBA's and BM's.	-G. Garcia, Principal -C. Telles, A.P. -CLL -Grade-Level Chairs -Highly Qualified Teachers	-Title 1 211 -Local Funds 199 -SCE 166  -Training on DMAC	Aug. 2021 - June 2022	-Agendas and Sign-in Sheets  -Hands on Products	-Increased progress for SPED students  ...on CBAs, BMs, STAAR, TELPAS	-Agendas and Sign-in Sheets -Hands on Products	Title 1 - #4
ActionSteps							
1) Chart SPED student progress after every CBA and benchmarks.							
2) Teachers will partake in Professional Development that will target specific researched based instructional strategies focused on differentiation							
Strategy2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Incorporate Differentiated Instructional Strategies into the learning opportunities: Sheltered Instruction Observation Protocol, English Language Proficiency Standards and Cooperative Learning	-G. Garcia, Principal -C. Telles, A.P. -CLL -Grade-Level Chairs -Highly Qualified Teachers	-Title 1 211 -Local Funds 199 -SCE 166  -Training on Differentiation of Instruction	Aug. 2021 - June 2022	-Agendas and Sign-in Sheets  -Hands on Products	-Increased progress for SPED students  ...on CBAs, BMs, STAAR, TELPAS	-Agendas and Sign-in Sheets -Hands on Products	Title 1 - #4
ActionSteps							
1) Teachers will select 3-4 new protocols / strategies from the given list that they will use fluidly.							
2) Professional Development that will target specific researched based instructional strategies focused on differentiation							
Strategy3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
K-3 <sup>rd</sup> grade teachers will go through a reading academy program.	-G. Garcia, Principal -C. Telles, AP -CLL -K-3 <sup>rd</sup> Grade Teachers	-Region One Program	Aug. 2020 - June 2022	-Artifacts -Walk-throughs	-Increased scores on STAAR assessments, local assessments, etc.	-Agendas/Logs	
ActionSteps							

Goal Area 1:		Student Achievement					
Annual Goal 2:		The percent of students who perform at meets grade level or above on STAAR Math will increase by three percentage points by June 2021.					
Objective 1:		The percent of 4 <sup>th</sup> grade students who perform at meets grade level or above on STAAR Mathematics will increase from 72% to 75% by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Utilize the TEKS to guide instruction and prepare for STAAR – Unpack TEKS	-Highly Qualified Teachers	-Local Funds -Title 1 Funds	Aug. 2021 - June 2022	-Lesson Plans -Action Plan	-Benchmark scores, -Student Achievement Gains	-Weekly Assessments -CBAs -BMs -STAAR	Title 1-#1, 3
Action Steps							
1) Teachers will receive training on unpacking the math TEKS and analyzing math data. Leap Forward, Field Guides, Released state assessment (STAAR) .							
2) Two aligned CBAs and two district Benchmarks will be administered district-wide.							
3) Data will be used to review tutorial lessons and to identify spiraled skills.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Enhance Math Curriculum	-G. Garcia, Principal -C. Telles, A.P. -CLL -Grade-Level Chairs -Highly Qualified Teachers	-Title 1 211 -Local Funds 199 -SCE 166  -Training on TEKS -Analysis of DMAC Data	Aug. 2021 - June 2022	-Lesson Plans -Action Plan -Tutoring plans -Sign-Ins	-Mastery of Math TEKS -Tutoring Sign-Ins	-Daily/Weekly Assessments -CBA' -BM's -STAAR -TELPAS	Title 1-#1, 3, 9
Action Steps							
1) Data will be used to review tutorial lessons and to identify spiraled skills.							
2) Implement Reading and Mathematics curriculum for K-5 using: CIF strategies, Frog Street, Pearlized Math & Sharon Wells, TTM, & Manipulatives.							
3) Implement TEKSing Towards STAAR, Sharon Wells, Forde Ferrier, STAAR Ready/Curriculum Associates, Measuring Up, Kamico, Pearlized Math, Mentoring Minds, Explore Learning Reflex Math							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Data will be used to identify students in need of extended learning opportunities.	-G. Garcia, Principal -C. Telles, A.P. -CLL -Grade-Level Chairs -Highly Qualified Teachers	-Title 1 211 -Local Funds 199 -SCE 166  -Training on TEKS -Analysis of DMAC Data	Aug. 2021 - June 2022	-Lesson Plan -Action Plan -Tutoring plans -Sign-Ins	-Increased progress for ALL... -Increased progress sub populations...  ...on CBAs, BMs, STAAR, TELPAS	-Daily/Weekly Assessments -CBA' -BM's -STAAR -TELPAS	Title 1-#1, 3, 9
Action Steps							
1) Action Plans and Spiraling calendars will be developed							
2) Daily problems of the day will be implemented/developed as spiraled/warm-up activities in STAAR format by utilizing: Multiple Representation Charts, Graphic Organizers, Counters, Anchor Charts, etc.							

Goal Area 1:	Student Achievement						
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2021.						
Objective 2:	The percent of ALL students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from Domain Score of 60 to 63 through data-driven instruction.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation Unpacking the TEKS.	-G. Garcia, Principal -C. Telles, A.P. -CLL -Grade-Level Chairs -Highly Qualified Teachers	-Title 1 211 -Local Funds 199 -SCE 166  -Training on TEKS Analysis of DMAC Data	Aug. 2021 - June 2022	-Agendas and Sign-in Sheets  -Hands on Products	-Increased progress for ALL... -Increased progress sub populations...  ...on CBAs, BMs, STAAR, TELPAS	-Agendas and Sign-in Sheets -Hands on Products	Title 1 - #4
Action Steps							
1) Teachers will receive training on unpacking the math TEKS and analyzing Math data. Leap Forward, Field Guides, Previous STAAR Tests							
2) Two aligned CBAs and two district Benchmarks will be administered district-wide.							
3) Data will be used to review tutorial lessons and to identify spiraled skills.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Data will be used to identify students in need of extended learning opportunities.	-G. Garcia, Principal -C. Telles, A.P. -CLL -Grade-Level Chairs -Highly Qualified Teachers	-Title 1 211 -Local Funds 199 -SCE 166  -Training on TEKS Analysis of DMAC Data	Aug. 2021 - June 2022	-CLC Agendas -Sign-In Sheets -Tutorials	-Increased progress for ALL... -Increased progress sub populations...  ...on CBAs, BMs, STAAR, TELPAS	-CBA's -BM's -STAAR -TELPAS	Title 1 - #4
Action Steps							
1) Action Plans and Spiraling calendars will be developed.							
2) Daily problems of the day will be implemented/developed as spiraled/warm-up activities in STAAR format.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Provide Sharon Wells training 3rd - 5th  Pearalized Math training on effective teaching strategies and also for Kinder and 1st grade teachers.	-G. Garcia, Principal -C. Telles, A.P. -CLL -Grade-Level Chairs -Highly Qualified Teachers	-Title 1 211 -Local Funds 199 -SCE 166  -Training on TEKS Analysis of DMAC Data	Aug. 2021 - June 2022	-CLC Agendas -Sign-In Sheets -Tutorials	-Increased progress for ALL... -Increased progress sub populations...  ...on CBAs, BMs, STAAR, TELPAS	-CBA's -BM's -STAAR -TELPAS	Title 1 - #4
Action Steps							
1) Data will be used to review tutorial lessons and to identify spiraled skills.							
2) Implement Reading and Mathematics curriculum for K-5 using CIF strategies.							
3) Implement Go Math, Capstone, TEKSing Towards STAAR, Sharon Wells ,Forde Ferrier, STAAR Ready/Curriculum Associates, Measuring Up, Kamico, Pearalized Math, and Mentoring Minds.							
3) Index Cards will be used to keep track of assessments taken before the STAAR assessments.							

Goal Area 1:		Student Achievement					
Annual Goal 2:		The percent of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2021.					
Objective 3:		Student subgroups will decrease by 3% to lessen the educational achievement gaps in STAAR Reading.					
Strategy1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Professional development specific to the state assessed curriculum will be provided for all campus stakeholders.	-District Coordinators -G. Garcia, Principal -C. Telles, A.P. -CLL -Grade-Level Chairs -Highly Qualified Teachers	-Title 1 211 -Local Funds 199	Aug. 2021 and On-Going	-Agendas -Sign-in Sheets -Walk-throughs -Master Schedules	-Benchmark Scores - -Student Achievement Gains -Closing Achievement Gaps	-CBA's -BM's -STAAR -TELPAS	Title 1-#4
ActionSteps							
1) Collaborative Learning Communities [CLCs] will be scheduled weekly for unpacking the TEKS and lesson plan collaboration with sharing of ideas. CLL teacher will also provide assistance and guidance. Weekly meetings will be scheduled during the week.							
2) Teachers will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group							
3) Teachers will be trained on how to unpack the TEKS for each course assessed on HB5							
Strategy2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Common Instructional Framework (CIF) strategies will be required to be taught in the classrooms by ALL teachers.	-District Coordinators -G. Garcia, Principal -C. Telles, A.P. -CLL -Grade-Level Chairs -Highly Qualified Teachers	-Title 1 211 -Local Funds 199	Aug. 2021 and On-going	-Agendas and Sign-in Sheets -Walk throughs -Master Schedules	-Benchmark Scores - -Student Achievement Gains -Closing Achievement Gaps	-CBA's -BM's -STAAR -TELPAS	Title 1-#4
ActionSteps							
1) Schedule all meetings for the year in the school calendar and send out monthly schedule of vents to all parents via paper flyer, and by posting it on our school's social media.							
2) CLL teacher will provide professional development and teachers will be allowed to attend Region One Trainings, other schools, teachers from their grade levels.							
Strategy3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Common Instructional Framework (CIF) strategies will be required to be taught in the classrooms by all teachers.	-District Coordinators -G. Garcia, Principal -C. Telles, A.P. -CLL -Grade-Level Chairs -Highly Qualified Teachers	-Title 1 211 -Local Funds 199	Aug. 2021 and On-Going	-Agendas and Sign-in Sheets -Walk throughs -Master Schedules	-Benchmark Scores -Student Achievement Gains -Closing Achievement Gaps	-CBA's -BM's -STAAR -TELPAS	Title 1-#4
ActionSteps							
1) Tutoring dates and school calendar are sent home to notify parents of tutoring dates.							
2) Teachers will hold academic conferences with students and parents.							

Goal Area 2:		Closing the Gap					
Annual Goal 1:		All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.					
Objective 1:		All identified student groups in the Growth Status component will be monitored weekly to ensure that at least 80% of the indicators in the Growth Status component are met by June 2021.					
Strategy1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor student progress weekly and drive interventions	- G. Garcia, Principal - C. Telles, AP - Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -CBA's -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the Gap among ALL Student Groups -Increase academic performance of all student groups in all BM & STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
ActionSteps							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and increase performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
Strategy2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Use formative assessment results for weekly progress monitoring	- G. Garcia, Principal - C. Telles, AP - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Istation Reading -myON Systems 44 -Read 180 -CBA's -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Student Progress Profiles -DMAC Reports -Campus Data Reports -Weekly assessments -Walkthroughs	-Student Achievement -Gains -Closing Achievement -Gaps -Increase % of Meets and Masters on STAAR	-Formative assessments -CBAs -Benchmarks -STAAR -TELPAS -TPRI/TEJAS LEE	-Title I , II,III -State Compensatory Funds -Migrant Funds -State Bilingual Funds -Local Funds
ActionSteps							
1) Re-establish priorities based on data and identified student needs							
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress							
3) Provide equitable resources on a timely manner to ensure student success							
Strategy3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Provide technology resources to facilitate reading development and differentiate student learning.	- G. Garcia, Principal - C. Telles, AP - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Istation Reading -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II) -myON	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, - STAAR/EOC tested subjects	-Formative assessments -CBAs -Benchmarks -STAAR -TELPAS -TPRI/TEJAS LEE	-Comprehensive Needs Assessment -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
ActionSteps							
1) Allocate resources (e.g., Istation, Accelerated Reading/Star software, Read 180, Systems 44, and myON) to facilitate reading development for student groups							
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions							
3) Allow for instructional time for program implementation							

Goal Area 2:		Closing the Gap					
Annual Goal 1:		All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.					
Objective 2:		All identified student groups in the Growth Status component will meet 80% of the indicators by being provided 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
-Use information collected through classroom walkthroughs and data analysis for individualized professional development for teachers.	- G. Garcia, Principal -C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Istation Reading -Imagine Math -Systems 44 -STAAR Release Assessments (BM I & II) -NewsELA	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the Achievement Gap among English Learners and the ALL Student Group	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Admin team, along with the CLL, will coach teachers with proven practices where they may have areas of opportunities/growth based on walk-through data, etc.							
2) Content for TCLC's will come as a result of information collected from walkthroughs and data analysis, etc.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
-Use information collected through classroom walkthroughs and data analysis for individualized professional development for teachers.	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Istation Reading -Systems 44 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Teacher survey results -End of Six Weeks Survey Results	-Increase academic performance of English Learners on ALL BM and STAAR Assessments	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Provide training for teachers on district curriculum, testing strategies for assessments.							
2) Teacher will take STAAR released test and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Include supplemental aids, ELPS strategies in Reading, Math, Writing and Science to enhance the overall instructional program.	-G. Garcia, Principal -C. Telles, Assist. Principal -CLL -Grade-Level Chairs -Teachers	- Interactive Word Walls - Thinking Maps /WFTB - Graphic Organizers - Istation - TPRI/Tejas LEE - Intervention Strategies - Story & Selection Maps - ELPS	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Strategies embedded in the campus lesson plans.	-Narrowing the Achievement Gap among all contents.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Provide training for teachers on differentiation of instruction for reading, math, writing, and science.							
2) Provide ELPS training for all teachers.							

Goal Area 2:	Closing the Gap						
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.						
Objective 3:	Special Education students and English Learners will meet the performance targets in the area of reading by increasing 9% by June 2021.						
Strategy1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Special Education students and EL's will have an enrichment period where they will work with a tutor to learn test-taking strategies.	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Istation Reading -Imagine Math -Systems 44 -STAAR Release Assessments (BM I & II) –NewsELA	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2021 -April 2022 -June 2022	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among Special Education students and the EL student group	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
ActionSteps							
1)							
2)							
Strategy2	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 co-teachers assigned to the areas of reading to deliver instruction at the meets and masters level	- G. Garcia, Principal - C. Telles, AP - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Istation Reading -Systems 44 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of Special Education on all BM, STAAR assessment	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
ActionSteps							
1) Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms							
2) Teacher will take End of Course assessment and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.							
3) Conduct survey for English I End of Course teachers to inform further professional development opportunities of preference.							
4) Provide specific instructional training for co-teachers to best serve special education students remotely or in class.							
Strategy3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
-Ensure the English teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Istation Reading -Imagine Math -Systems 44 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -ARD notes -Virtual and In-class walk-throughs	-Closing the achievement gap among special education students and all student group -Increase academic performance of special education students in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/ -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
ActionSteps							
1) Special Education monitoring teacher and English 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 content area 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 aids as noted on IEP during instructional time.							

Goal Area 2:		Closing the Gap					
Annual Goal 2:		At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.					
Objective 1:		All students will demonstrate a 5% increase of the Growth Status component in the areas of reading and mathematics by June 2021.					
Strategy1	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 bi-weekly basis in the areas of Reading and Mathematics.	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Istation Reading -Imagine Math -Systems 44 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
Strategy2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
-Create and display data-growth walls in the areas of Reading and Mathematics in a centralized location (e.g., data room, every classroom, CLL room) to monitor and have students set their own goals.	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Istation Reading -Imagine Math -Systems 44 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Teachers calculate student growth for current 4 <sup>th</sup> and 5 <sup>th</sup> grade students using the previous years' data.							
2) Teachers will calculate growth gains/losses after benchmarks and adjust the growth cards based on most recent data.							
Strategy3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
-Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (students and parents)	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Istation Reading -Imagine Math -Systems 44 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Use student academic progress monitoring forms to identify and celebrate any growth that is demonstrated.							
2) Teachers will send notice home communicating growth.							

Goal Area 2:	Closing the Gap						
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.						
Objective 2:	All Economically Disadvantaged students will be monitored after every district benchmark to demonstrate a minimum of 3% growth on the Growth Status component in the areas of Math & Reading by June 2021.						
Strategy1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
All Economically Disadvantaged students are monitored and appropriate academic interventions provided.	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	DMAC Program Istation Reading Imagine Math Systems 44 Benchmarks Unique Benchmarks IEP Goal Progress	-Aug. 2021 -Oct. 2021 -Nov. 2022 -Jan. 2022 -March 2022 -April 2022 -June 2022	Campus Administrator Walk-throughs, Coordinators and Teacher Strategists  Lesson Plans	-Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAA R TELP AS Systems 44 Benchmarks (BOY, MOY, EOY)	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings
Action Steps							
1) Provide professional development in the areas of ELA/SLA, Math, and Best Practices.							
2) Provide educational material for the students' homes (reading books) and supplies to meet the Economically Disadvantaged students' needs at home as well as in the classroom.							
Strategy2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
All teachers of record will support the academic needs of students with disabilities.	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	Special education data management system EschoolPlus/COGNOS DMAC Systems 44	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists Special education teacher service schedules Student daily service logs Completed student IEP progress reports	-Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAA R TELP AS Systems 44 Benchmarks (BOY, MOY, EOY)	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings
Action Steps							
1) District and campus personnel will review teacher caseloads to ensure adequate support can be provided to special education eligible students.							
2) Provide consultation to campus staff and parents to ensure student needs are met.							
3) Provide specialized materials and supplies as per students' IEP.							
4) Provide specialized equipment and assistive technology as per students' IEP.							
Strategy3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress and drive interventions	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Istation Reading -Imagine Math -Systems 44 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects	-Weekly Assessments CBAs -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							

Goal Area 2:	Closing the Gap						
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.						
Objective 3:	All English Learners will demonstrate a 5% increase of academic progress in the area of Mathematics by June 2021.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
The progress of EL students academic growth in the area of Mathematics will be monitored monthly by all stakeholders. (teachers, administrators, Dual Lang. coordinators/strategies/coaches).	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Istation Reading -Imagine Math -Systems 44 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment-a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Dual Language teachers will disaggregate data from weekly tests, CBA's , and benchmarks to plan instruction and incorporate spiraling activities to close the gap.							
2) Dual Language teachers will provide hands-on activities, along with visuals to provide relevant instruction to our students and to help them make connections.							
3) Dual Language teachers will reteach and clarify misconceptions to ensure that EL students are able to solve problems and internalize the information.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Use data to identify the needs for extended learning opportunities	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Bilingual Teachers	-District Curriculum -Istation Reading -Imagine Math -Systems 44 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment-a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Dual Language teachers will offer extended day instruction for dual language students who are not demonstrating the 5% increase.							
2) Dual Language teachers will create lesson plans that incorporate the ELPS to target areas of need.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
-Differentiate instruction for English Learners based on their individual academic growth needs.	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Istation Reading -Imagine Math -Systems 44 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment-a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Dual Language teachers will use CBA, benchmark, observational data, etc. to plan instruction that is tailored for their individual needs.							
2) Dual Language teachers will assess assignments and continue to differentiate instruction based on new data.							
3) Dual Language teachers will use hands-on activities, along with visuals, to differentiate the instruction for EL's.							

Goal Area 2:		Closing the Gap					
Annual Goal 3:		English learners will advance by at least one level of TELPAS composite rating from June 2020 to June 2021.					
Objective 1:		The campus will effectively implement the adopted dual language programs in PK to 5th grade by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Specialized personnel will facilitate professional development on the English Language Proficiency Standards.	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Dual Language Model	Aug. 2021 –June 2022	-Lesson Plans -Daily Schedules	-Grades -Success on daily class assignments	-CBA's -TELPAS -Benchmarks -Walk-Throughs	-State Bilingual -Title I -Title III
Action Steps							
1) Set dates for professional development on ELPS.							
2) Set dates to Provide DMAC training on accessing TELPAS data.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning and intermediate levels of TELPAS on Composite Rating.	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Dual Language Model	Aug. 2021 – June 2022	-Lesson Plans -Daily Schedules	-Grades -Success on daily class assignments	-CBA's -TELPAS -Benchmarks -Walk-Throughs	-State Bilingual -Title I -Title III
Action Steps							
1) CLL will create schedules to provide coaching and modeling to novice teachers on how to effectively work with EL students.							
2) Novice Bilingual teachers will do inter-visitations to better equip themselves with strategies and effective delivery methods.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Provide professional development training on how to strategically analyze data for student progress on composite level of TELPAS.	- G. Garcia, Principal - C. Telles, Assist. Principal - CLL - Grade-Level Chairs - Teachers	-District Curriculum -Dual Language Model	Aug. 2021 –June 2022	-Lesson Plans -Daily Schedules -Walk-Throughs	-Grades -Success on daily class assignments	-CBA's -TELPAS -Benchmarks -Walk-Throughs	-State Bilingual -Title I -Title III
Action Steps							
1) Set dates for professional development training on how to strategically analyze data for student progress.							
2) Set dates to Provide DMAC training on accessing TELPAS data.							

Goal Area 2:		Closing the Gap					
Annual Goal 3:		English learners will advance by at least one level of TELPAS composite rating from June 2020 to June 2021.					
Objective 2:		Staff servicing English Learners will be proficient in all dual language support systems by June 2021.					
Strategy1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
New Dual Language teachers will participate in the Dual Language Institute (3 days).	-G. Garcia, Principal -C. Telles, AP -Bilingual Director -Dual Language Teachers	Dual Language Model	Aug. 2021	-Daily Schedule -Lesson Plans -Classroom labeling -Word Walls -Centers -Language of the day -Language of Instruction	Teachers' schedules will reflect all subjects and correct times for their assigned grade level. Classroom will a Dual Language Classroom. Lessons will be planned accordingly too.	TELPAS	SCE State Bilingual Title I Tittle III
Action Steps							
1) New Dual Language Teachers will be certified and service Bilingual students.							
2) New Dual Language Teachers will participate in the Bilingual Training Institute to learn and implement the Dual Language Model.							
3) New Dual Language Teachers will be trained in the ELPS.							
Strategy2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
All Dual Language teachers will participate in the Yearly Updates for all components of the Dual Language Program.	-G. Garcia, Principal -C. Telles, AP -Bilingual Director -Dual Language Teachers	Dual Language Model	Aug. 2021 to June 2022	-Daily Schedule -Lesson Plans -Classroom labeling -Word Walls -Centers -Language of the day -Language of Instruction	Teachers' schedules will reflect all subjects and correct times for their assigned grade level. Classroom will a Dual Language Classroom. Lessons will be planned accordingly too.	TELPAS	SCE State Bilingual Title I Tittle III
Action Steps							
1) All Dual Language Teachers will be certified and service Bilingual students.							
2) All Dual Language Teachers will be current with Bilingual Institute updates, ELPS, and program implementation guidelines.							
3) All Dual Language Teachers will know the program model, how to implement it, and where the resources can be found.							
Strategy3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Teachers will receive staff development on developing second language acquisition, on all 4 language domains, usage of various strategies, and resources.	-G. Garcia, Principal -C. Telles, AP -Bilingual Director -Dual Language Teachers	ELPS Trainings Bilingual Institute Training TELPAS strategies and Activities Folder Summit K-12	Aug. 2021 – June 2022	Content Language Obj. Posted and Visible to Students Summit K-12 reports Daily Schedule Notes in TELPAS Binder	Teacher's lessons will include activities for all 4 domains - listening, speaking, reading, and writing.	TELPAS	SCE State Bilingual Title I Tittle III
Action Steps							
1) Dual Language teachers will receive annual training on TELPAS and TELPAS strategies and activities.							
2) Dual Language teachers will receive training on using the Summit K12 program.							
3) Teachers will follow schedule to use TELPAS activities provided by the district along with Summit K12 during oral language development.							

Goal Area 3: Improve Safety, Public Support, Culture and Climate							
Annual Goal 1: The district's positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff-student relationships by June 2021							
Objective 1: Student social and emotional learning knowledge and skills will increase by 9% by June 2021.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Teachers will have access to Social Emotional Learning on-line lessons.	-G. Garcia, Principal -C. Telles, AP -Bilingual Director -Dual Language Teachers	Local Funds , Title 1 Funds	Aug. 2021 – June 2022	Increased of social emotional and learning skills in students.	Decrease personal social confrontations between students and staff.	Verbal and observation.	
Action Steps							
1) Teachers will use Ever-Fi On-line lessons with students to teach various compassion components once a month. Each student will need to pass the quiz with a 80% or better.							
2) Teachers will post SEL lessons from Class Dojo into the parent platform for parents to use at their leisure. Teachers will also use this component once a week with their students.							
3) Teachers will also use the district SEL lessons on SharePoint.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Provide staff training on SEL skills that will promote positive relationships with students.	-J. Martinez, Counselor -District LPC -Director of Counseling and Guidance, -G. Garcia, Principal -C. Telles, AP	Local Funds, District SEL Curriculum for Staff. Title 1	Aug 2021 – June 2022	Teacher Sign-ins	Increase in positive relations between students and staff.	Exit tickets, Polls	
Action Steps							
1) District LPC's will be invited to train staff on various topics such as resiliency, coping, anxiety, etc...							
2) Counselor will provide guidance lesson on a bi-weekly basis on various social emotional topics. Provide and invite different presenters to aid in the education of career awareness, drug and violence awareness, fire prevention and safety, etc...							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Students will receive guidance lessons on social emotional lessons, Individual counseling and group. counseling.	-J. Martinez, Counselor -Teachers	District Counseling Curriculum, EVER-FI, District LPC's, Community Presenters	Sept. 2020 – June 2021	Teacher signatures, Emails, post on social media, Post on Google classroom	Increase in positive interactions amongst students	Side by side data	Title 1
Action Steps							
1) Counselor will provide guidance lesson on a bi-weekly basis on various social emotional topics. Provide and invite different presenters to aid in the education of career awareness, drug and violence awareness, fire prevention and safety, etc...							
2) Promote Act of Kindness Challenges on a weekly basis. school wide via intercom, and on Google classroom							
3) School will have an Act of Kindness club that will meet as needed to promote kindness on campus. Kindness shirts will be made and passed out to students based on criteria set by Kindness club.							

Goal Area 3:		Improve Safety, Public Support, Culture and Climate					
Annual Goal 1:		The district's positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff-student relationships by June 2021.					
Objective 2:		100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships by June 2021.					
Strategy 1	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.	-Director of Health Services -Y. Castillo, Nurse -J. Martinez, Counselor -G. Garcia, Principal -C. Telles, AP -All Staff	Counseling sessions, Videos, books, Presentations, Weekly Acts of Kindness challenges.	Aug. 2021 - June 2022	Ongoing one to one assistance of emotional needs. Staff development trusting relationship and rapport with student.	Less discipline reports, PEIMS reports,	side by side data analysis	Title 1-#10
Action Steps							
1) Strengthen personal growth, self-esteem, responsible behavior, Career Awareness lessons, 5th graders will participate in the districts Career Fair, youth development and citizenship through Guidance lessons, individual and group counseling sessions. Have Fire department Presentations to assist with citizenship topic.							
2) Announce weekly Act of Kindness Challenges and have all staff and students participate. Encourage students to participate in extracurricular activities by promoting all UIL activities and clubs.							
3) All 5th grade student s will engage with feeder schools . HS and MS students will present and perform to all students for means of recruitment and retention. 5th grade student will visit feeder schools and take tour get to meet teachers and find out about all clubs, organizations and elective classes offered.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Train staff on de-escalation techniques.	G. Garcia, Principal C. Telles, AP J. Martinez, Counselor	Local Funds,	Aug. 2021 - June 2022	Less incidents of improper force use by de-escalation techniques	Decrease insecurity and safety incidents	Side by side data analysis	Title 1-#6, 7,10
Action Steps							
1) Provide training for all staff on proper de-escalation techniques. Send staff to annual CPI training for staff that may need it.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Provide staff training on SEL skills that will promote positive relationships with students.	-M. Martinez, Counselor -District LPC -Director of Counseling and Guidance -G. Garcia, Principal C. Telles, AP	Local Funds, District SEL Curriculum for Staff. Title 1	Aug. 2021 - June 2022	Teacher Sign-ins	Increase in positive relations between students and staff.	Exit tickets, Polls	
Action Steps							
1) District LPC's will be invited to present to all staff on various Social Emotional Topics. Counselor will also provide training for teachers monthly on various social emotional skills needed for a positive personal social relationship between student and teacher.							
2)							

Goal Area 3: Goal Area 3: Improve Safety, Public Support, Culture and Climate							
Annual Goal 2: The students' perception for their physical and psychological school safety will improve from 29% to 10% by June 2021.							
Objective 1: 100% of the district will implement safety and violence prevention protocols that will increase school safety by June 2021.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Maintain staff with the most up to date information on discipline protocols.	-G. Garcia, Principal -C. Telles, AP	Local funds	Aug. 2021 - June 2022	Agenda, Sign In sheets, PEIMS discipline data	Decrease in discipline referrals.	PEIMS reports on discipline referrals	Title-I School - #10
Action Steps							
1) A committee will be formed to include Principal, Assistant principals and all Grade level chairs to come up with a discipline plan to implement and follow. A reward system with incentives for students will be added.							
2) Principal and Assistant Principals will provide all teachers and staff with the steps to follow and process needed to address discipline issues on campus. A Flow chart of Procedures to follow will be included.							
3) Provide training for all teachers on the topics of referral protocols, de-escalation and restorative practices.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Maintain Faculty and staff with the most up to date information on student sexual abuse and neglect, bullying, and suicide.	- G. Garcia, Principal -C. Telles, AP	Local funds	Aug. 2021 - June 2022	Agenda, Sign In sheets, PEIMS discipline data, Certificates	Increase in cases reported for assistance with sexual abuse and neglect, suicide ideation and decrease in bullying reports	PEIMS reports on discipline referrals	Title-I School - #10
Action Steps							
1) All other staff members will get the yearly update at the BOY teacher inservice days.							
2) New teachers will complete training Modules via Hoonuit and receive a certificate that will be turned in to their electronic training folder.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Provide school environment free of drugs and violence.	-Director of Health Services -Y. Castillo, Nurse -J. Martinez, Counselor -G. Garcia, Principal -C. Telles, AP -All Staff	Texas Tropical , Behavior Centers, District Police Department, Palmer Drug Abuse Center, District Wrap Around Services, Blue book services	Aug. 2021 - June 2022	Nurse conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Visual and oral assessment	Title 1-#10
Action Steps							
1) Counselor will provide guidance lessons on Drug Awareness and Preention. Drug Awareness Week activities, bring presenters to speak to parents , students and staff.							
2) Develop partnership with parents to establish the responsibilities of the school and the parents. to parents ,students and staff.							
3) The school will have a security guard on campus looking over the safety of all students and staff. Security will be ready to assist in a drug search if needed. District Police Department and Student Services office will be notified.							

Goal Area 3:		Improve Safety, Public Support, Culture and Climate					
Annual Goal 3:		Family involvement and their interaction with their child's school will increase from 5% to 10% by June 2021.					
Objective 1:		50% of parents will participate in informational and training sessions by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Hold meetings to inform parents on various types of checklist, screeners and standardized testing available and administered in every grade level.	-G. Garcia, Principal, -Teachers -Parent Educator	Local Funds, Title I Funds	Aug. 2021 - June 2022	Parent contact logs, Sign in Sheets	Parent surveys, EOY results of all checklist, screeners and standardized test taken by students.		
<b>Action Steps</b>							
1) Parent Educator, staff, and administrators will make contact with parents and invite them to meetings via all means available: phone calls, flyers, voice messages, Facebook, Class Dojo, marquee, personal invitations, notes going home, monthly school calendar.							
2) Teachers will present to parents about upcoming checklist, test to be administered to students throughout the year. Give parents a list of EOY expectations of student achievements.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Provide parents with: 1. Parental Involvement Policy 2. Parent/Teacher/Student compact 3. STAAR campus reports 4. Counselor Cafe 5. PAC meetings 6. Curriculum Night 7. Meet the Teacher Night 8. Open House 9. Parent conferences 10. Virtual Coffee/Tea	-G. Garcia, Principal -C. Telles, AP -Teachers -Parent Educator, -J. Martinez, Counselor -E. Vargas, CLL	Title 1 Funds	Aug. 2021 - June 2022	Sign-In Sheets, Parent contact logs, Pictures and Announcements on social media	More parent involvement, Parent surveys, Improved scores	STAAR assessment	
<b>Action Steps</b>							
1) Schedule all meetings for the year in the school calendar and send out monthly schedule of events to all parents via paper flyer, and by posting it on our school's social media. Event decoration and food items needed.							
2) Campus administration and staff will make themselves available to assist in any way possible.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Increase parent volunteer participation. Identify and delineate activities which will maximize involvement of parents. Provide opportunities for parents to visit our campus: Grandparents day Reading day, Million Father March, Donuts for DAD, Muffins for Mom, Veterans program, Mother's Day Program, Kinder Graduation, Pre-K and Kinder Orientations, Military Family Awareness.	-Parent Educator -G. Garcia, Principal -Teachers	Local Funds , Title 1 Funds	Aug. 2021 - June 2022	Parent Sign-In, pictures, videos	More parent involvement, Parent surveys, Improved scores		
<b>Action Steps</b>							
1) Schedule all meetings for the year in the school calendar and send out monthly schedule of events to all parents via paper flyer, and by posting it on our school's social media. Event decoration and food items needed.							
2) Campus administration and staff will make themselves available to assist in any way.							

Goal Area 3:		Improve Safety, Public Support, Culture and Climate					
Annual Goal 3:		Family involvement and their interaction with their child's school will increase from 5% to 10% by June 2021.					
Objective 2:		20% of our parents will be connected with community partners and resources by June 2021.					
Strategy1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
New SEL Wrap Around Services. Parent will be connected to LPC Counselors.	-G. Garcia, Principal -Teachers -Parent Educator, -J. Martinez, Counselor	Local Funds, Title I Funds, LPC, Wrap Around Services.	Aug. 2021 - June 2022	Parent contact logs, Sign in Sheets	Parent surveys, EOY results of all checklist , screeners and standardized test taken by students.		
ActionSteps							
1) Parent Educator will have meetings and orientations for parents to New SEL wrap around services. Parent educator will also present and hold parent orientation to connect parents to services.							
2) Teachers will present to parents about upcoming checklist, test to be administered to students throughout the year. Give parents a list of EOY expectations of student achievements.							
Strategy2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Entice parents to participate and attend our Parent Advisory Committee (PAC) meetings.	-G. Garcia, Principal -C. Telles, AP -Parent Educator -Teachers	Local Funds, Title 1 Funds	Aug. 2021 - June 2022	Parent Sign In Sheets, Pictures, videos	Teachers have less things to do during conference (copies, laminate, cut, etc...), Teachers will have more time to conference with parents and students. Sign in sheets,	Parent surveys, Teacher surveys	
ActionSteps							
1) Create calendar with dates.							
2) Create agendas with engaging topics.							
Strategy3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
The campus will create opportunities for parental and community involvement.	-G. Garcia, Principal -C. Telles, AP -J. Martinez, Counselor -Parent Educator -Teachers	Title 1 Funds	Sept. 2021-May 2022	Sign-In Sheets, Parent contact logs, Attendance logs, Pictures and Announcements on social media, Teacher irregular time sheets,	Parent surveys, Improved students' grades (Report cards & Progress reports), less students needing tutoring, benchmark scores, CBA	STAAR assessment, TELPAS, TPRI/Tejas Lee, EOC	
ActionSteps							
1) Ensure all students needing tutoring attend by providing parents a list of tutoring dates ahead of time via flyers going home, school calendar, social media post. Teachers will hold academic conferences with students and parents.							
2) Partner with community members to create opportunities for parents to become involved in children's education.							

Goal Area 4: Increase Staff Quality, Recruitment and Retention							
Annual Goal 1: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.							
Objective 1: All teachers will use research-based strategies in their daily lesson to increase student engagement.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Teachers will share effective best practices during planning time	-G. Garcia, Principal -C. Telles, AP -CLL -Grade-Level Chairs	Title I Local funds	August 2021 - May 2022	Lesson Plans	Student's performance and mastery will increase	Weekly Assessments District Assessments CBAs, BMs, STAAR, TELPAS"	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Teachers will model lessons during planning time.							
2) Effectively check for understanding by differentiating instruction.							
3) Analyze weekly data to identify effective best practices.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
"Instructional coaching support New teacher Training Other teachers needing support Rounds"	-G. Garcia, Principal -C. Telles, AP -CLL -Grade-Level Chairs	Title I Local funds	August 2021 - May 2022	Sign-In Sheets	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	District Assessments CBAs, BMs, STAAR, TELPAS"	"-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1) New teachers will be part of the mentoring program by an administrator or CLL.							
2) Rounds will be scheduled at least once a month to identify best practices on colleagues classes.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Teachers will use question stems and vertical alignment document to stay within the scope.	-G. Garcia, Principal -C. Telles, AP -CLL -Grade-Level Chairs	Title I Local funds	August 2021 - May 2022	Lesson Plans	Students will show mastery on weekly assessment, which are STAAR Formated	Weekly Assessments, CBAs, BMs, STAAR	"-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1) Teachers will use the STAAR release questions to identify the question stems.							
2) Use Lead4ward document (resources) to support the TEK.							
3) Use the TEKS Guide (teksguide.org)							

Goal Area 4: Increase Staff Quality, Recruitment and Retention							
Annual Goal 1: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.							
Objective 2: Use walk-through data to monitor and support teacher effectiveness.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Administration will debrief to identify areas of need on a weekly basis.	-G. Garcia, Principal -C. Telles, AP -CLL	Title I Local funds	Sept. 2021 - June 2022	Campus roadmaps	Teacher's will apply the best practices shared/modeled during CLC.	CLC aligned to campus needs	Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Principal, Assistant Principals and CLL will meet once a week to identify areas of need.							
2) CLCs will be aligned to campus needs							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Areas of need will become part of the campus road maps during CLC	-G. Garcia, Principal -C. Telles, AP -CLL	Title I Local funds	Aug. 2021 - June 2022	Sign in Sheets. Improve student performance	Teacher's will apply the best practices shared/modeled during CLC.	CLC aligned to campus needs. Weekly Assessment results.  Exit Tickets	Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) During walkthrough we will verify that the lesson includes best practices							
2) Continue to monitor material implemented during CLC's (Transformation piece).							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Instructional walks will be scheduled	-G. Garcia, Principal -C. Telles, AP -CLL -Grade-Level Chairs	Title I Local funds	Aug. 2021 - June 2022	Sign in Sheets. Improve student performance	Teacher's will apply the best practices shared/modeled during CLC.	Instructional walk tool will be completed	Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Teachers will be scheduled to be part of instructional walks with the guidance of CLL and administration.							
2) Constructive criticism will be provided.							
3) Teachers will be provided with guidance to apply knowledge gained.							

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 2:		Use evaluation systems to increase staff quality, recruitment and retention.					
Objective 1:		Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback.					
Strategy1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Feedback will be provided at least once a week to teachers that need immediate assistance	-G. Garcia, Principal -C. Telles, AP -CLL	Title I Local funds	Aug. 2021 - June 2022	Sign in sheet	Performance on areas of need will be improved	Student engagement, participation, and performance	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Collaborative Learning Leader will set up dates and times to provide support to teachers who need immediate assistance.							
2) Collaborative Learning Leader will model effective lessons as needed to support teachers who need immediate assistance.							
3) Administrators will conduct walk-throughs on a weekly basis and provide timely feedback.							
Strategy2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
TOT will be identified to provide support to teachers in need of assistance.	-G. Garcia, Principal -C. Telles, AP -CLL -Grade-Level Chairs	Title I Local funds	Aug. 2021 - June 2022	Sign in sheet	Performance on areas of need will be improved	PD will be provided during planning time.	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) TOT will be selected to participate on Professional Development and roll out to the rest of the grade level.							
2) Collaborative Learning Leader will model effective lessons as needed to support teachers who need immediate assistance.							
Strategy3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
A mentor will be assigned to teachers that need assistance.	-G. Garcia, Principal -C. Telles, AP -CLL	Title I Local funds	Aug. 2021 - June 2022	Sign in sheet	Lesson Plans	Walkthrough McREL	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,
Action Steps							
1) Mentor will collaborate with mentee during planning time to share best practices as needed.							
2) A schedule will be created to structure these meetings.							

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 2:		Use evaluation systems to increase staff quality, recruitment and retention.					
Objective 2:		Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by a McREL evaluation tool.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Thoroughly explain the Spirit of PSJA Evaluation to all staff not using McREL.	-G. Garcia, Principal -C. Telles, AP -CLL	Title I Local funds	Aug. 2021 - Jan. 2022	Sign in sheets	Artifacts will be used to support implementation	Spirit of PSJA Evaluations	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Administration will be trained by Central Office Staff on the Spirit of PSJA Evaluation Tool.							
2) Ongoing training will be provided for staff.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Guide Staff to identify artifacts to support performance.	-G. Garcia, Principal -C. Telles, AP -CLL	Title I Local funds	monthly	Sign in sheets	Staff will upload artifacts to a folder on one drive	Check for artifacts to be aligned to the Spirit of PSJA Evaluation	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Teachers will analyze their 2020 McREL Summative results to identify areas that they will be working on this school year.							
2) The last week of every month staff members will submit artifacts to support their performance.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Action Steps							

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 2:		Use evaluation systems to increase staff quality, recruitment and retention.					
Objective 3:		Use data collected in the evaluation system to offer professional growth opportunities for all staff for means for recruitment and retention.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Administrators will calibrate once a month	-G. Garcia, Principal -C. Telles, AP	Title I Local funds		McREL ratings	Administration will rate teachers fairly with enough evidence	McREL Walkthroughs	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Administrators will schedule 2 walkthroughs together every Monday for the entire 2nd marking period.							
2) Administrators will use the McREL rubric to do such walkthrough.							
3) Senior staff will align the walkthrough template to the McREL rubric.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Administrators will debrief weekly on patterns identified during walkthroughs	-G. Garcia, Principal -C. Telles, AP	Title I Local funds		Weekly walkthroughs	Same/similar ratings are given	Walk-throughs	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Administrators will meet every Monday after calibration to debrief.							
2) Administrators will meet every Thursday to continue calibration process.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Administrators will plan with teachers to identify all areas of McREL Tool and artifacts will be provided as evidence.	-G. Garcia, Principal -C. Telles, AP	Title I Local funds		Weekly walkthroughs. McREL	Artifacts are being provided by teachers	Artifacts	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Teachers will upload artifacts at least once a month to provide evidence that all areas that are not demonstrated during the visitation can be supported.							
2) Admin will be available for questions on artifacts, etc.							

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 3:		All teachers will be certified for teaching assignment by June 2021.					
Objective 1:		100% Bilingual teachers will be certified.					
Strategy1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Identify the teachers in each grade level that will be getting bilingually certified	-G. Garcia, Principal -C. Telles, AP CLL	Title I Title III Local funds	Aug. 2021 - June 2022	Registration for exam	Implement ELPS strategies effectively	Certification	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
ActionSteps							
1) An analysis of student enrollment to identify the number of students that are in the Bilingual Program will be done.							
2) It will be determined which grade levels require mix classes.							
3) A meeting will be conducted to determine which teacher in each grade level would be challenging the assessment.							
Strategy2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Provide review sessions for teachers that will be getting bilingually certification	Bilingual Department	Title I Title III Local funds	Aug. 2021 - June 2022	Sign in sheets	Teacher will pass certification exam	Certification	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
ActionSteps							
1) Talk to Bilingual Department for availability of study sessions for these teachers.							
2) Teachers will look for additional support sessions that may be available through Region One.							
Strategy3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
ActionSteps							

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 3:		All teachers will be certified for teaching assignment by June 2021.					
Objective 2:		100% of our teachers will be motivated to stay.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Recognition of teacher's/staff's hard work will be acknowledged	G. Garcia, Principal C. Telles, Assist. Prin. CLL	Title I Local funds	Aug. 2021 - June 2022	Weekly Super STAR award. Teacher/Employee of the month. On-going treat and luncheons	Teacher/Staff morale will increase	Rubric Higher retention rate	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
ActionSteps							
1) Teachers will be reminded weekly via Principal's Newsletter of their expectations per week such as Daily Attendance Tracker, Lesson Plans, posting grades, etc.							
2) Teachers will be identified of those that go above and beyond to receive the weekly Super STAR award.							
3) Once a month a treat will be provided to all staff.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Teachers participate on decision-making	G. Garcia, Principal C. Telles, Assist. Prin. CLL	Title I Local funds	Aug. 2021 - June 2022	Teacher's participation/ Sign in sheet	Teacher's perspective matters. Teacher's feel that they have a voice.	Rubric Higher retention rate	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
ActionSteps							
1) Providing feedback on CIP.							
2) Complete surveys on areas they need assistance							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Offer immediate support to model lessons	G. Garcia, Principal C. Telles, Assist. Prin. CLL	Title I Local funds	Aug. 2021 - June 2022		Teacher feels more comfortable applying strategy in their instruction	More experience	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
ActionSteps							
1) Walkthroughs are done weekly.							
2) Administration team meets weekly with CLL to identify areas of need. CLL models lesson for teachers.							