

<b>Goal Area 1:</b>	Student Achievement
<b>Annual Goal 1:</b>	By May 2022, 7th and 8th grade will increase their Reading STAAR scores
<b>Objective 1:</b>	Assignments aligned to the curriculum will be used to monitor student progress

Strategy 1	Persons Responsible/Title	Resources	Timeline
Prior to the administration of a CBA or Benchmark, teachers will review the assessments to ensure adherence to the specificities in the TEKS	Administrators, CLL, Department Chairs/CLFs, teachers	Title 1 Funds -Lead Forward	November 2021 December 2021 January 2022 February 2022 March 2022 April 2021 May 2021 June 2021

**Action Steps**

During planning time, teachers will intentionally select activities for lessons that ensure student engagement.

Teachers will collaborate during planning time and share best practices of instructional strategies.

Teachers will receive trainings involving the identification of TEKS specificities to ensure alignment.

Teachers will utilize Performance level descriptors (PLDs) to plan lessons and slice the standards into smaller pieces and masters.

Strategy 2	Persons Responsible/Title	Resources	Timeline
Embedding STAAR vocabulary daily to establish familiarity	Teachers	Title 1 Funds LeadForward- STAAR Vocabulary TEA STAAR vocabulary Resources	November 2021 December 2021 January 2022 February 2022 March 2022 April 2022 May 2022 June 2022

**Action Steps**

Teacher will identify and post a designated STAAR word of the week around campus.

Students will partake in conversation to activate prior knowledge on a specific STAAR vocabulary word.

Teachers will collaborate during planning time to introduce a STAAR word of the week.

Teacher will embed CIF strategies in the classroom that enable students to practice using the STAAR word.

Strategy 3	Persons Responsible/Title	Resources	Timeline
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Administrators engage in on-going walkthroughs to hold educators accountable for implementing the practices that allow for differentiating instruction and focus on various STAAR performance levels	-Administrators -Walk-through alignment team	Title 1 Funds McREL observation form	October 2021 November 2021 December 2021 January 2022 February 2022 March 2022 April 2022 May 2022
<b>Action Steps</b>			

Establish a walk-through alignment team that will assist with streamlining the McREL

Administrative observation forms will be streamlined with the McREL Rubric

Administrators will provide thorough content-aligned feedback that include specific TEI

Strategy 4	Persons Responsible/Title	Resources	Timeline
Identify weak TEKS after first benchmark to drive the instruction for the 6 weeks	CLL, teachers	Title 1 Funds -tracking forms	November 2021 December 2021 January 2022 February 2022 March 2022 April 2022 May 2022 June 2022
<b>Action Steps</b>			

Teachers will analyze DMAC data and allow it to guide instruction

Teachers will focus on frequently tested TEKS

There will be STAAR formatted entry and exit tickets that focus on campus weak TEKS

Use tracking forms that will enable teachers and students to identify their weaknesses



<b>Goal Area 1:</b>	Student Achievement
<b>Annual Goal 1:</b>	By May 2022, 7th and 8th grade will increase their Reading STA.
<b>Objective 2:</b>	Reading curriculum will be horizontally and vertically aligned.

Strategy 1	Persons Responsible/Title	Resources	Timeline
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Collect and assess data from major exams (CBA, BM, STAAR) to monitor student progress and drive interventions	-teachers -administrators	-DMAC -Title 1 funds for tutoring	November 2021 December 2021 January 2022 February 2022 March 2022 April 2022 May 2022 June 2022
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**Action Steps**

Use ongoing district built formative and summative assessments by grade levels

Use assessment data to drive intervention plans and build intervention time into the day

Provide instruction and interventions that are directly related to students' needs as determined by data

Strategy 2	Persons Responsible/Title	Resources	Timeline
Improve literacy skills in all students	-teachers -librarian -administration	-Accelerated Reader -MyOn -Epic -STAR Chart	October 2021-May 2022

**Action Steps**

Encourage reading and AR testing (provide incentives)

Initiate campus book club that can read stories that are in RLA curriculum or student choice

Establish reading time (0 period)

Strategy 3	Persons Responsible/Title	Resources	Timeline
Embed Jane Schaffer in all contents	-teachers -administration -CLL	-Jane Schaffer writing curriculum -in person PD sessions with Dr. Louis -Title 1 funds	December 2021-May 2022

**Action Steps**

Administrators will give feedback and teacher-led training to teachers not implementing

The campus will provide ongoing professional developments for all teachers

The campus will ensure the content provided in PD is something educators have not covered

AR passing scores by at least 3% in comparison to the previous year.

student progress toward meeting state passing standards in 2021-2022.

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	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

e that TEKS specificities will be taught thoroughly and addressed daily

l strategies within their department.

e they are knowledgeable on their grade level TEKS

curriculum into the various STAAR performance levels- High Approaches, meets,

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Classroom/campus walls	Benchmark scores, student achievement gains	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

vord of the week

that is vertically aligned.

ing the academic vocabulary in their discussions

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
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Completed observation/walk through forms	Teacher growth -student growth on major exams		-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
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rubric and a online teaching walk-through form

Improvement in a post-observation conference

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
DMAC data	Student achievement gains	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

and strengths. Fill out these tracking forms after every major exam.

AR passing scores by at least 3% in comparison to the previous year.

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
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Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	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
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by at every level

monstrated by data (e.g., enrichment classes, tutorials, etc)

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-STAR chart	-improved reading level as indicated on STAR Chart	STAR Chart reading level	-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

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Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Walk-through observation -student writing samples	- student growth in Writing component of TELPAS -student growth in Writing component of LAS links		-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

ng the program correctly or that need assistance in implementing

vered within their campus curriculum

<b>Goal Area 1:</b>	Student Achievement
<b>Annual Goal 2:</b>	By May 2022, 7th and 8th grade will increase their Math STAAR scores
<b>Objective 1:</b>	Assignments aligned to the curriculum will be used to monitor student progress

Strategy 1	Persons Responsible/Title	Resources	Timeline
Prior to the administration of a CBA or Benchmark, and to the beginning of the 6 weeks, teachers will review the assessments to ensure adherence to the specificities in the TEKS	teachers, CLL, administration	LeadForward previous year STAAR assessments Title 1 funds	November 2021 December 2021 January 2022 February 2022 March 2022 April 2022 May 2022 June 2022

Action Steps
Provide CLCs that outline how to identify specificities in TEKS
Familiarize students with STAAR formatted sentence stems through display in the classroom <a href="#">Creating STAAR formatted questions in daily assignments</a>
Allocate time for teachers to plan intentional lessons and STAAR formatted entry/exit tickets

Strategy 2	Persons Responsible/Title	Resources	Timeline
Remain up to date with platforms that provide real-time teacher to student feedback during e-learning	teachers, CLL	Title 1 Funds	August 2021- May 2022

Action Steps
The campus will incorporate planning time once a month to doing research on e-learning
The campus will provide individualized professional development that will allow teachers to create interactive lessons
The campus will incorporate planning time within instructional day to create interactive lessons

Strategy 3	Persons Responsible/Title	Resources	Timeline
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Monitor individual progress by having students keep track of their own progress on a tracking form	-students -teachers	-student tracking form	November 2021- May 2022
<b>Action Steps</b>			

Use tracking forms that will enable teachers and students to identify their weaknesses

Parents will receive an infograph on the tracking form by mail and email.

If a 10 point decrease is present, [from BM 1 to BM 2](#), teacher will call parents to inform

Students will attend tutoring sessions based on their [individualized standard needs for](#)

**Goal Area 1:** Student Achievement

**Annual Goal 2:** By May 2022, 7th and 8th grade will increase their Math STA

**Objective 2:** Math curriculum will be horizontally and vertically aligned.

<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>
- Collect and assess data to monitor student progress and drive interventions	Administrators, CLL, Department Heads, CLFs and Teachers	Title 1 Funds Lead4ward Curriculum	November 2021 December 2021 January 2022 February 2022 March 2022 April 2022 May 2022 June 2022
<b>Action Steps</b>			

Use ongoing district built formative and summative assessments by grade levels

Use assessment data to drive intervention plans and build spiraling time into the day a

Provide instruction and interventions that are directly related to students' needs as der

<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>
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Math and Science teachers collaborate to streamline assessed skills and concepts present in both curriculums	Administrators, CLL, Department Heads, CLFs and Teachers (Science and Math)	Title 1 Funds Lead4ward Curriculum (Science and Math) Calculators	October 2021 November 2021 December 2021 January 2022 February 2022 March 2022 April 2022
<b>Action Steps</b>			

Establish one gridable for both math and science - provide clarification to students how  
 Discuss strategies for horizontal alignment (estimation, division, [problem solving steps](#)).

Strategy 3	Persons Responsible/Title	Resources	Timeline
Curriculum documents will include ELPS strategies for EL population	Administrators, CLL, Department Heads, CLFs and Teachers - district bilingual strategist	Title 1 Funds ELPS Trainings CLCs	October 2021 November 2021 December 2021 January 2022 February 2022 March 2022 April 2022
<b>Action Steps</b>			

Teachers will be properly trained on ELPS  
 Incorporate CIF strategies daily that will allow students to utilize the 4 major componer  
 Designate a section for differentiation in lesson plans in all content areas

AAR passing scores by at least 3% in comparison to the previous year.

for student progress toward meeting state passing standards in 2021-2022.

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
CLC Agendas	Benchmark scores, student growth	BMS CBAS	-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

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Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
CLC Agendas Online Walkthroughs - <a href="#">CLC Meetings</a>	Student achievement on Elearning.	Weekly assesment, BM, CBA's	-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

ng platform such as PearDeck, Google Slides, etc.

ers to learn about e-learning platforms at their own level.

e and engaging lessons

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
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Copy of virtual form in students	Growth on students form through out the year.	Weekly assesment, BM, CBA's	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance

and strengths. Fill out these tracking forms after every major exam.

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n BM 1 data.



VAR passing scores by at least 3% in comparison to the previous year.

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Completed CBAs, Benchmarks and Weekly Tests -Tutoring based on individualized standard needs	Benchmark scores and students achievement gains	CBAs, Benchmarks, STAARs and Weekly Tests	-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

it every level in the form of entry tickets.

onstrated by data (e.g., enrichment classes, individualized tutorials, etc)

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
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Completed CBAs, Benchmarks and Weekly Tests	Benchmark scores and students achievement gains	CBAs, Benchmarks, STAARs and Weekly Tests	-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
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students are to use gridable.  
, etc) starting in 6th grade.

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Completed CBAs, Benchmarks and Weekly Tests -new teachers are being trained	Benchmark scores and students achievement gains	CBAs, Benchmarks, STAARs and Weekly Tests	-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

ts- speaking, writing, listening, reading

<b>Goal Area 1:</b>	Student Achievement		
<b>Annual Goal 3:</b>	By May 2022, incoming 6th grade students will remain within a 5-10		
<b>Objective 1:</b>	To ease the transition from elementary into middle school, students		
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>
Expose students to behavioral expectations prior to entering campus	Administrators, teachers	Title 1 Funds	October 2021-May 2022
<b>Action Steps</b>			
Identify a group of upper grade level students to intentionally assist them in familiarizing t			
Assign a mentor student in an upper grade level.			
Involve 6th graders into student advisory committee			
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>
Establishing a parent committee	Administrators, teachers, parent educator, librarian	Title 1 Funds	November 2021-April 2022
<b>Action Steps</b>			
Promote the invitation to all AMS parents by posting the announcement on social media c			
Establish a purpose and a mission statement for and with the parent committee			
Involve parents in campus decisions as stakeholders by hosting parent meetings throug			
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>
Frequent student social-emotional check-ins	Administrators, teachers, counselors	Title 1 Funds SEL Lessons	November 2021-May 2022
<b>Action Steps</b>			
Counselors visit classrooms to talk to students and provide lessons for them			
Create campus check-in slips that can be given in 0 period once a month			
Teach students the importance of being mentally healthy through SEL curriculum.			
<b>Goal Area 1:</b>	Student Achievement		

<b>Annual Goal 3:</b>	By May 2022, incoming 6th grade students will remain within a 5-10
<b>Objective 2:</b>	Assignments aligned to the curriculum will be used to monitor student

<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>
Use ongoing district built formative and summative assessments by grade levels	District Strategist, Administrators, CLL, Department Chairs/CLFs, teachers	Title 1 Funds, Lead4ward DMAC	November 2021 December 2021 January 2022 February 2022 March 2022 April 2022 May 2022 June 2022

**Action Steps**

Use assessment data to drive intervention plans and build intervention time into the day at  
Provide instruction and interventions that are directly related to students' needs as demons

<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>
Create individual student tracking forms	Student, teachers	Student tracking form	November 2021 December 2021 January 2022 February 2022 March 2022 April 2022 May 2022 June 2022

**Action Steps**

Use tracking forms that will enable teachers and students to identify their weaknesses and  
Parents will receive an infographic on the tracking form by mail and email.  
If a 10 point decrease is present, [from BM 1 to BM 2](#), teacher will call parents to inform th  
Students will attend tutoring sessions based on their [individualized standard needs from B](#)

<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>
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Identify weak TEKS after first benchmark to drive the instruction for the 6 weeks	Administrators, CLL, Department Chairs/CLFs, teachers	Title 1 Funds DMAC Lead4Ward	November 2021 December 2021 January 2022 February 2022 March 2022 April 2022 May 2022 June 2022
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**Action Steps**

Teachers will analyze DMAC data and allow it to guide instruction

Teachers will focus on frequently tested TEKS

There will be STAAR formatted entry and exit tickets that focus on campus weak TEKS

Use tracking forms that will enable teachers and students to identify their weaknesses and

The campus will provide STAAR tutorials such as [after school](#) extended tutorials focusing on weakne

percentage point range from their previous Reading and Math STAAR exams.

will become socially and emotionally aware.

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Expectations, Committee attendance logs, agendas	Student Achievement Gains, Benchmark scores	CBAs, Benchmarks, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-

hemselves with the campus

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Agendas, Sign in sheets, parent contact	Student Achievement Gains, Benchmark scores	CBAs, Benchmarks, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-

outlets and the campus website.

t the year with the parent educator.

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Check-in Slips, Surveys, counselor visits and forms	Student Achievement Gains, Benchmark scores	CBAs, Benchmarks, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-



no change

no change



percentage point range from their previous Reading and Math STAAR exams.

nt progress toward meeting state passing standards in 2021-2022.

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
DMAC data -Tutoring based on individualized standard needs	Student achievement gains	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

: every level

strated by data (e.g., enrichment classes, tutorials, etc)

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
DMAC data	Student achievement gains	CBAs, BMs	-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

l strengths. Students will fill out these tracking forms after every major exam.

em.

M 1 data.

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
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DMAC data tutorials -discussion of daytime academies and after school tutoring based on student invididual needs	Student achievement gains	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

l strengths. Students will fill out these tracking forms after every major exam.  
sses or misconceptions and [student individual needs](#).









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If a 10 point decrease is present  
Students will attend tutoring ses







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, from BM 1 to BM 2, teacher will call parents to sessions based on their individualized standard needs	If a 10 point decrease is present, from BM Students will attend tutoring sessions base
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1 to BM 2, teacher will call parents to d on their individualized standard needs	If a 10 point decrease is present, from BM 1 to BM 2, Students will attend tutoring sessions based on their i
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I'll call parents to ed standard needs	If a 10 point decrease is present, from BM 1 to BM 2, teacher will call parents Students will attend tutoring sessions based on their individualized standard
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I'll call parents to ed standard needs	If a 10 point decrease is present, from BM 1 to BM 2, teacher will call parents Students will attend tutoring sessions based on their individualized standard
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<a href="#">d needs</a>	Students will attend tutoring sessions based on their <a href="#">individualized standard needs</a>







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Students will attend tutoring sessions based on their <a href="#">individualized standard needs</a>	Students v





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1 to BM 2, teacher will call parents to d on their individualized standard needs	If a 10 point decrease is present, from BM 1 to BM 2, Students will attend tutoring sessions based on their i
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<a href="#">d needs</a>	Students will attend tutoring sessions based on their <a href="#">individualized standard needs</a>







If a 10 point decrease is present, <a href="#">from BM 1 to BM 2</a> , teacher will call parents to	If a 10 poi
Students will attend tutoring sessions based on their <a href="#">individualized standard needs</a>	Students v





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, <a href="#">from BM 1 to BM 2</a> , teacher will call parents to sessions based on their <a href="#">individualized standard needs</a>	If a 10 point decrease is present, <a href="#">from BM</a> Students will attend tutoring sessions base
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1 to BM 2, teacher will call parents to d on their individualized standard needs	If a 10 point decrease is present, from BM 1 to BM 2, Students will attend tutoring sessions based on their i
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teacher will call parents to  
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If a 10 point decrease is present, from BM 1 to BM 2, teacher wi  
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I'll call parents to ed standard needs	If a 10 point decrease is present, from BM 1 to BM 2, teacher will call parents Students will attend tutoring sessions based on their individualized standard
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teacher will call parents to  
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If a 10 point decrease is present, from BM 1 to BM 2, teacher wi  
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I'll call parents to ed standard needs	If a 10 point decrease is present, from BM 1 to BM 2, teacher will call parents Students will attend tutoring sessions based on their individualized standard
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If a 10 point decrease is present, from BM 1 to BM 2, teacher wi  
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I'll call parents to ed standard needs	If a 10 point decrease is present, from BM 1 to BM 2, teacher will call parents Students will attend tutoring sessions based on their individualized standard
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**Goal Area 2:** Closing the Gap

**Annual Goal 1:** All identified student groups in the Closing the Gap domain will meet 70% of the indicators in the Academic Achievement component by June 2022.

**Objective 1:** All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at least 70% of the indicators in the Academic Achievement component are met by June

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Collect and assess data to monitor student progress and drive interventions with all identified student groups.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Weekly Assessments -CBA -STAAR Released Assessments (BM I & II)	-Aug. 2021 -Sep. 2021 -Oct. 2021 -Nov. 2021 -Dec. 2021 -Jan. 2022 -Feb. 2022 -March 2022 -April 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

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 (by looking at the SE tutorial, SE performance, targeted skills, item analysis) at the campus levels to determine student progress and towards increasing performance at the Meets level and

3) Use assessment data to drive intervention plans and build intervention time into the day across all grade levels through Do-Nows, after school tutorials targeting students by performance level.

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

5) Teachers will utilize entry/exit tickets to address student needs daily.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Improve comprehension and inferencing skills among all student groups.	-Principal -Assistant Principals -Content Teachers -In-Class Support Co-teachers	-District Curriculum -Peardeck -Kami -Istation Reading -Jane Schaffer -Study Sync -MackinVia -MyOn -STAAR Release Assessments	-Aug. 2021 -Sep. 2021 -Oct. 2021 -Nov. 2021 -Dec. 2021 -Jan. 2022 -Feb. 2022 -March 2022 -April 2022	BM Review January- JS prompts have been submitted, PDs have been scheduled for second semester	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

Utilize Jane Schaffer Reading strategies of annotating text by using concrete details and commentary.

Use Inference Chart to summarize, make connections and make inferences about text.

Use Graphic Organizers to organize ideas, clarify language, provide evidence, make inferences, and draw conclusions

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Improve literacy through fluency and comprehension among our student groups.	-Principal -Assistant Principals -CLL -Department Heads/ CLFs -Teachers -In Class Support Teachers	-District Curriculum -Istation Reading -Imagine Math -Summit K-12 -Accelerated Reader -MyOn -MackinVia -Amazon	-Aug. 2021 -Sep. 2021 -Oct. 2021 -Nov. 2021 -Dec. 2021 -Jan. 2022 -Feb. 2022 -March 2022 -April 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Accelerated Reader Reports BM Review January- preteaching vocabulary, scaffolding vocabulary, Marzano Vocabulary strategies	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS Accelerated Reader Quizzes STAR Vocabulary Test
<b>Action Steps</b>						

1. All teachers will include Sheltered Instruction strategies, such Reading, Listening, Speaking, and Writing in daily lessons by providing a language objective with specificities to the lesson for the day.

2. All teachers will implement content and language vocabulary and context clues lessons to acquire/reinforce vocabulary

3. All teachers will implement sustained reading through Accelerated Reader, MyOn, MackinVia, or Amazon.

**Objective 2:** All identified student groups in the Academic Achievement component will meet 70% of the indicators by being provided high-quality, evidence-based instruction throughout the 2021-202

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
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Teachers will be trained on high-quality, evidence-based instruction strategies through Professional Development through out the year.	-Principal -Assistant Principals -CLL -Department Heads/ CLFs -Teachers -In Class Support Teachers	-Middle School Matters -District Curriculum -International Literacy Association -NCTE -AVID -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Sep. 2021 -Oct. 2021 -Nov. 2021 -Dec. 2021 -Jan. 2022 -Feb. 2022 -March 2022 -April 2022 -May 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback - Interclassroom visitations -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

- 1)Department Heads/CLFs will collaborate with CLL to identify high-quality, evidence-based instruction strategies.
- 2)Department Heads/CLFs will collaborate with CLL to roll out Professional Development on identified high-quality, evidence-based instruction strategies during CLCs.
- 3)Teachers will implement identified high-quality, evidence-based instruction strategies in their classrooms.
- 4)Based on teacher feedback and data, campus will identify which strategies would prove most effective to meet our student needs.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Teachers will collaborate during planning time and share best practices of instructional strategies within their department.	-Principal -Assistant Principals -CLL -Teachers -In-Class Support Teachers	-District Curriculum -Student Data -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Student Artifacts	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

- 1) Teachers will report to planning time every day with all district materials..
- 2) Teachers will bring student evidence/data from effective strategies.
- 3) Teachers will compare student evidence/data and find connections to formative/summative assessment data.
- 4) Teachers will incorporate effective strategies into daily lessons.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Teachers will incorporate Common Instructional Framework (CIF) strategies into daily lessons.	-Principal -Assistant Principals -CLL -Department Heads/ CLFs -Teachers -In Class Support Teachers	-District Curriculum -CIF Strategies Google Slides -Peardeck -Class Dojo -Kami -Padlet -Flip Grid -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Student Artifacts	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

- 1) Teachers will create daily lesson plans utilizing district curriculum.
- 2) Teachers will identify specific CIF strategies for each lesson while giving students the opportunity to read, write, discuss, and share out loud.
- 3) Teachers will conduct inter-classroom visitations to observe how content teachers use CIF strategies effectively in their classroom.
- 4) Teachers will use technology to facilitate the implementation of CIF strategies.

**Objective 3:** Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2022.



Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Improve literacy through fluency and comprehension among our Special Education and English Learners.	-Principal -Assistant Principals -CLL -Department Heads/ CLFs -Teachers -In Class Support Teachers	-District Curriculum -Istation Reading -Imagine Math Accelerated Reader MyOn -MackinVia -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

1. All teachers will include Sheltered Instruction strategies, such Reading, Listening, Speaking, and Writing in daily lessons
2. All teachers will implement content and language vocabulary and context clues lessons to acquire/reinforce vocabulary
3. All teachers will implement sustained reading through Accelerated Reader, MyOn, MackinVia, or Amazon.
4. Content Support will go into separate meet session with smaller groups for SPED students.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Teachers will work in small groups with Special Populations (EL/SPED) to provide tutoring or additional support.	-Principal -Assistant Principals -CLL -Department Heads/ CLFs -Teachers -In Class Support Teachers	-District Curriculum -Istation Reading -Imagine Math -Summit K12 -Peardeck	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	"-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans"	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

- 1) Teachers will identify target groups based on data/student progress monitoring.
- 2) Teachers will meet during independent study time or afternoon with selected students to provide additional support. Incorporate attendance incentives for students who show up.
- 3) Teachers will utilize instructional programs like Summit K12 and Istation Reading (will begin this month) / Imagine Math (has begun) to provide individual support.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Teachers will intentionally group students by ability and proficiency levels in the classroom.	-Principal -Assistant Principals -CLL -Department Heads/ CLFs -Teachers -In Class Support Teachers	-Telpas Proficiency Level -STAAR Reading level -STAAR Math level -Seating Charts -IEPs	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

- 1) Teachers will refer to student demographic report by class period.
- 2) Teachers will identify each student and refer to Telpas Proficiency Levels by class period.
- 3) Teachers will create seating chart based on ability and Telpas Proficiency levels by using the Zone of Proximal Development.

4.) Virtual learning seating chart (Alphabetical order) teachers will input demographic information to reference when cold calling students or pairing them up to work collaboratively in breakout rooms.

2022.

**Title-I School- wide Component**

- 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

above.

**Title-I School- wide Component**

- 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

**Title-I School- wide Component**

- 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

2 school year.

**Title-I School- wide Component**

-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



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**Title-I School- wide Component**

-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



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**Title-I School- wide Component**

-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



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**Title-I School- wide Component**

-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

**Title-I School- wide Component**

-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

**Title-I School- wide Component**

-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

<b>Goal Area 2:</b>	Special Populations Goals & Strategies					
<b>Annual Goal 2:</b>	At least 70% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2022.					
<b>Objective 1:</b>	All students will demonstrate a 3% increase of academic progress in the areas of reading and mathematics by June 2022.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Increase the amount of time that students are reading and writing across all contents.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						
1) Incorporate Sheltered Instruction Strategies of Reading, Writing, Speaking, and Listening in teacher lessons.						
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 intervention plans and build intervention time into the day.						
4) Provide instruction and interventions that are directly related to students' needs (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)						
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Teachers will set high and clear expectations for quality work across all contents.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						
1) Teachers will have a high and clear expectations in their syllabus.						
2) Teachers will display classroom expectation in the classrooms and refer to the exceptions weekly.						
3) Teachers will display quality work in all content.						
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Teachers will help students develop growth mindsets within their content.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						
1) Teacher create a growth mindset plan with their classes.						
2) Teacher will use growth mindset strategies to develop growth mindset in student's thinking.						
3) Teacher and student will cultivate a sense of purpose throughout their content.						
<b>Objective 2:</b>	All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment

-Collect and assess data to monitor student progress and drive interventions with SPED population.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Station Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

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 towards increasing 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

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
-Differential instruction will be provided.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Station Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

1) Teachers will review data to create for expanded learning opportunities such as small classroom group and tutoring groups.

2) Teacher will use manipulatives and a tactile learning style in their classrooms

3)Teacher will reteach basic content skills and TEKS with level 1 and 2 questions.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
-Quick content checks will be implected in the classrooms.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Station Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

1)Teacher will create pre and post quick based on old quizzes, tests, STAAR assessments and benchmarks special education students missed.

2)Teachers will help students create an individual progress plan and monitoring sheet.

3)Teacher will communicate student progress through phone calls, texts, emails, or class dojo.

**Objective 3:** All English Learners will demonstrate a 5% increase of academic progress in the areas of Reading and Mathematics by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
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-Collect and assess data to monitor student progress and drive interventions with EL population.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Station Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
-Visuals and Total Physical Response (T-P-R) will be implemented in the classroom.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Station Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

- 1) Teacher will model vocabulary use gestures, facial expressions, props or body movement to illustrate the meaning of the word.
- 2) Teacher review and practice words with students multiple times to ensure learning
- 3) Teacher write the word or phrase to connection between oral and written words using word walls and Frayer Models.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
-Increase student think time in group setting activities.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Station Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

- 1) Teacher will allowed allotted time for student to reponse verbally or in written form.
- 2) Teachers will group student for Think-Pair-Share activities with given allotted time.
- 3) Teaches will re-evaluate reponses and wait time to determine longer ot shorter wait time.

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**Title-I School- wide Component**

-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

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**Title-I School- wide Component**

-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

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**Title-I School- wide Component**

-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

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**Title-I School- wide Component**



-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

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**Title-I School- wide Component**

-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

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**Title-I School- wide Component**

-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

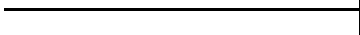
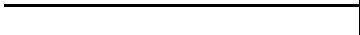
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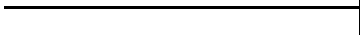
**Title-I School- wide Component**

-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



**Title-I School- wide Component**

-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



**Title-I School- wide Component**

-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



<b>Goal Area 2:</b> Special Populations Goals & Strategies						
<b>Annual Goal 3:</b> English learners will advance by at least one level of TELPAS composite rating from June 2019 to June 2022.						
<b>Objective 1:</b> By June 2021, progress in second language acquisition will occur through embedded supports in the curriculum.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Increase EL students' English language production and peer interaction.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers	-District Curriculum -Station Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						
1) Teachers will use sentence frames to provide students practice with Academic Language.						
2) Teachers will provide students with visuals in order to scaffold newly acquired language using knowledge of their native language.						
3) Teachers will incorporate group work into daily lessons to give students more opportunities to interact with peers.						
4) Teachers will explicitly teach English Language vocabulary and structures.						
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Build on English Learners' literacy skills through fluency and comprehension.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers	-District Curriculum -Station Reading -Imagine Literacy -STAAR Release Assessments (BM I & II) -Jane Schaffer Annotating Strategies	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						
1) Teachers will incorporate sustained reading during zero period; elective classes (at least one day a week).						
2) Utilize Jane Schaffer annotating strategies of concrete details and commentary.						
3) Teachers will utilize graphic organizers to help students understand concepts.						
4) Teachers will incorporate reading and questioning into their daily lessons.						
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Build on EL students' writing skills by assisting them to organize their thoughts and express their ideas.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers	-District Curriculum -Jane Schaffer Writing Process -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						
1) Teachers will analyze TELPAS data for students' writing score to determine level of proficiency.						
2) Teachers will utilize Jane Schaffer Writing Process to help students summarize details and organize thoughts.						
3) Teachers will incorporate low stakes and engaging writing opportunities for students to practice writing skills.						
<b>Objective 2:</b> Teachers servicing EL students will be proficient in English Language Support strategies and systems.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment

Teachers will receive professional development on English Language Support strategies.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers	-District Curriculum -Istation Reading -Imagine Math -SIOP Model -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

- 1) Teachers will receive professional development refresher on Sheltered Instruction Observation Protocol (SIOP) Model.
- 2) Campus will partner with Bilingual Department to schedule additional support for teachers servicing EL students.
- 3) Teachers will conduct Intetrclassroom visitations to observe EL support strategies incorporated through contents.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Fomative/ Summative Assessment
Teachers will receive professional development on English Language support systems.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Accelerated Literacy Curr. -STAAR Release Assessments (BM I & II) systems 44	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Action Steps</b>						

- 1) Teachers will receive training on support systems like Summit K12.
- 2) Teachers will receive training on Imagine Literacy and IStation.
- 3) Teachers will receive training on content and language supports available to our ELs through STAAR Online Testing.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Fomative/ Summative Assessment
Increase EL Parental involvement.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers Parent Liason/Educator	-EL Student list - Phone Contact Logs - Calendar of Events - Telpas Data	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Phone/Contact Logs with student/parent information -El Families will be connected to teachers, staff and community -EL Student families will feel supported by staff/campus	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects -Lower Truancy Rate -Decrease in Academic/behavior issues	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS
<b>Acirion Steps</b>						

- 1) Teacher will contact one EL parent each week to share information on his/her child or to inform the parent of a school event.
- 2) Parent Liaison/Educator will contact EL Parents to share information and incorporate parent ideas in school activities.
- 3) Campus will host events to increase parental involvement, such as TELPAS Night, Literacy Night, or Curbside information and snack distribution.

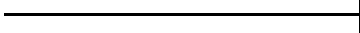
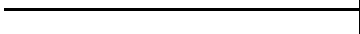

<b>Title-I School- wide Component</b>
-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c


<b>Title-I School- wide Component</b>
-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


<b>Title-I School- wide Component</b>
-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

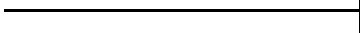
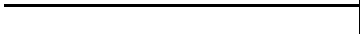

<b>Title-I School- wide Component</b>
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-Comprehensive Needs Assessment-  
a,b,c,  
-Reform Strategies- a,b,c  
-Teacher Decision Making Regarding  
Assessments-a,b,c  
-Effective & Timely -Assistance to students  
experiencing difficulty-a,b,c  
-Integration of Fed., State, & Local Services,  
Programs and Funds- a,b,c



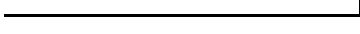
**Title-I School- wide Component**

-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



**Title-I School- wide Component**

-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



**Goal Area 3:** Create a Safe School Culture and Climate.  
**Annual Goal 1:** Increase the overall attendance percentage by the end of June 2022  
**Objective 1:** By June 2022, our campus attendance will increase by 1.3% to 98.5%

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Monitor and refine methods to improve attendance. Monitor attendance by grade level to identify potential chronic absenteeism issues before they can manifest.	Principal -Assistant Principals - Parent Liason - Attendance Committee -Teachers - Grade Level Teams - Security Officers	Local Funds	End of: 1st Six Weeks 2nd Six Weeks 3rd Six Weeks 4th Six Weeks 5th Six Weeks 6th Six Weeks End of Year	Importance of regular Attendance communicated - Attendance incentives provided - Increased Attendance rates	- Increase in Attendance - Meet district goal - Attendance Reports - District Student Management System	Side by side date analysis
<b>Action Steps</b>						

- 1) Daily parent contact using the automated system and utilizing school personnel to make calls.
- 2) Inform parents of the importance of attendance via newsletters, parental meetings, and social media.
- 3) Attendance committee will plan and organize incentive awards for students with perfect attendance every six weeks. The committee will mail out incentives.
- 4) Utilize security officers to monitor and identify potential chronic absenteeism issues before they can manifest during school hours.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Regular monitoring of attendance data to activate support and identify trends. Implement an attendance committee to encourage chronically absent students to get back to the class on a more regular basis.	Principal -Assistant Principals - Parent Liason - Attendance Committee -Teachers - Attendance Clerk	-District attendance Percentage report -Daily reports Homeroom attendance	End of: 1st Six Weeks 2nd Six Weeks 3rd Six Weeks 4th Six Weeks 5th Six Weeks 6th Six Weeks End of Year	Attendance committee meeting every 3 weeks to view campus attendance data.	Increase and maintain the campus attendance percentage	Side by side date analysis
<b>Action Steps</b>						

- 1) Attendance committee will meet every 3 weeks to view attendance data. Attendance committee along with parent liason will share data with administration.
- 2) Intervene by sending a letter home indicating more than 3 days of consecutive absences.
- 3) Teacher contact logs and campus attendance records will verify and be used as evidence of absences.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
<b>Action Steps</b>						


<b>Title-I School- wide Component</b>
Title-I School- wide Component


<b>Title-I School- wide Component</b>
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<b>Title-I School- wide Component</b>




**Goal Area 3:** Create a Safe School Culture and Climate  
**Annual Goal 2:** Apply discipline protocols consistently and justly throughout the campus to decrease the number of discipline referrals and OSS  
**Objective 2:** Decrease the number of referrals and OSS by 20%

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Training for administration, teachers, and staff on student referral protocols, de-escalation and restorative practices.	- Campus Administration - Teachers - Security - Discipline Committee	Local Funds	End of: 1st Six Weeks 2nd Six Weeks 3rd Six Weeks 4th Six Weeks 5th Six Weeks 6th Six Weeks	- BIF Reports - PEIMS Discipline Data - Parent Logs - Administration trains teacher/sign-in sheets - Certificate of completion	Decrease in discipline BIFs (referrals), ISS, OSS, and DAEP	Side by side date analysis
<b>Action Steps</b>						

- 1) Campus staff will be trained on the districts' discipline management plan at the beginning and middle of the year.
- 2) Campus staff will receive a behavior flow chart to follow fair practices. The flow chart provides faculty/staff with suggestions of interventions that may be utilized in correcting a student's inappropriate behavior in the classroom
- 3) School wide positive behavior interventions and support.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
The campus will provide the teachers with classroom management trainings.	- Principal - Assistant Principal - Teachers - Discipline Committee	Local Funds	- Beginning of the Year - As needed by teacher	Sign-In Sheets Certificates PEIMS Data Discipline Report	Decrease in discipline referrals, ISS, OSS, and DAEP	Side by side date analysis
<b>Action Steps</b>						

- 1) Teachers will attend de-escalating trainings in order to take a more proactive approach.
- 2) Effective classroom management trainings for teachers
- 3) Campus staff will provide weekly problem conflict resolution during advisory period

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Discipline Diversion Plan for first time infractions	- Principal - Assistant Principals - Counselors - Teachers - Parents	Local Funds	End of: 1st Six Weeks 2nd Six Weeks 3rd Six Weeks 4th Six Weeks 5th Six Weeks 6th Six Weeks	Sign-In Sheets PEIMS Data Discipline Report BIF Reports Contact Logs	Decrease in discipline referrals	Side by side date analysis
<b>Action Steps</b>						

- 1) School wide positive behavior interventions and support
- 2) Students will compose a reflection essay to reflect upon their behavior.
- 3)


<b>Title-I School- wide Component</b>
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Title-I School- wide Component
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or whether it is managed by the office.
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<b>Title-I School- wide Component</b>
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**Goal Area 3:** Create a Safe and School culture and climate

**Annual Goal 3:** Provide an environment that promotes student/staff wellness for their social and emotional needs with an increase awareness of SEL strategies and resources.

**Objective 3:** Promote mental health awareness campus wide.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Teachers will be trained to be aware and more observant of concerning indicators a student may bring up and complete the report. Such as but not limited to: - Bullying Prevention - Suicide Awareness - Mental Health - Child Abuse/Sexual Abuse - Dating Violence Awareness - Drug Tobacco Alcohol Prevention	- Principal - Assistant Principal - Teachers - Counselors - Security Officers - Nurse - Parent - District Police Dept - Police Dept.	- District Curriculum - District Blue book of resources - District LPC/LSSP - Wrap Around Support Service	- Aug. 2021 - Sept. 2021 - Oct. 2021 - Nov. 2021 - Jan. 2022 - Feb 2022 - March 2022 - April 2022 - May 2022 - June 2022	District Curriculum including videos from Hoonuit and Everfi. Monthly	Bring awareness to everyone in the campus (students and staff). - Certificates - Counseling Referrals	Side by side date analysis
<b>Action Steps</b>						

1) Counselors will present monthly Teachers Cafe Presentations to bring them awareness for the month.

2) LPC can be invited to do presentations to teachers if they are requesting more trainings on certain skills/topics.

3)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Teachers will implement the SEL district curriculum lessons on a weekly basis thru the advisory period such as but not limited to: - Bullying Prevention - Suicide Awareness - Mental Health - Child Abuse/Sexual Abuse - Dating Violence Awareness - Drug Tobacco Alcohol Prevention	- Principal - Assistant Principal - Teachers - Counselors - Nurse	- District Curriculum - District Blue book of resources - District LPC/LSSP	- Aug. 2021 - Sept. 2021 - Oct. 2021 - Nov. 2021 - Jan. 2022 - Feb 2022 - March 2022 - April 2022 - May 2022 - June 2022	SEL lessons done weekly by the advisory period; implement activities tied to the SEL lessons.	Students verbalizing understanding lessons thru journaling, reflections, and projects.	Side by side date analysis
<b>Action Steps</b>						

1) Teachers will fulfill strategy lessons weekly using the SEL district curriculum.

2) Staff and teachers will utilize the Check-In Check-Out (CICO) daily surveys during 0 period to check on social/emotional areas

3) Teachers will help students grow their mindset utilizing the SEL district curriculum.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Provide all stakeholders with the resources in our community to seek questions and answers on the following: - Bullying Prevention - Suicide Awareness - Mental Health - Child Abuse/Sexual Abuse - Dating Violence Awareness - Drug Tobacco Alcohol Prevention	- Principal - Assistant Principal - Teachers - Counselors - Nurse - Security Officers	- District Curriculum - District Employee Counselor - Supporting Community Event Calendar - Wrap Around Support Service	- Aug. 2021 - Sept. 2021 - Oct. 2021 - Nov. 2021 - Jan. 2022 - Feb 2022 - March 2022 - April 2022 - May 2022 - June 2022	- Staff/Student monthly community participation through social media. - School wide projects - Bulletin Board with community events - Host a cultural day - SEL student academies	- post pictures of staff/students participating on social media and bulletin boards	Side by side date analysis
<b>Action Steps</b>						

1) Advocate awareness for different causes by involving the community through social media.

2) Raise awareness to the community about SEL by hosting monthly virtual/or campus meetings.

3) Inform parents of different resources using the district Human and Health Service Directory.

4) Students will be offered lessons/resources through the SEL Student Academies every two weeks

<b>Title-I School- wide Component</b>
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Title-I School- wide Component

<b>Goal Area 4:</b>	Effective Staff Interview/Hiring Process			
<b>Annual Goal 3:</b>	By the end of the 2021-2022 School year, Alamo Middle School will have a structured employee interview process in place, of which			
<b>Objective 1:</b>	By the end of the 2021-2022 School year, Alamo Middle School will have a structured employee interview process through this systematic process.			
<b>Benchmark Dates</b>	December 2021, February 2022, May 2022			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
Collecting and selecting Nominees for the interview committee by content and grade level.	Administration Interview committee	List of committee candidates by department Criteria for selecting committee members Admin CLL	October 30- November 9, 2021	Committee list by department, Sign in sheet of committee members per interview.
<b>Action Steps</b>				
1. Creating a list of effective nominees for committee members by content				
2. Choosing the committee members by content, to include one administrator, the content department head, the campus instructional coach, the partnering grade level teacher				
3. Choose a group of students who will be part of a student committee that will offer feedback about the lessons that will be presented by the finalist.				
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
Training the committee on the interview process/etiquette, confidentiality and ethical standards.	Administration	Training Manual for interview committees	October 30 - November 15, 2021	Sign in sheet, Training Agenda
<b>Action Steps</b>				
1. Holding meetings to train Committee Members on the interview process/etiquette/ confidentiality, and ethical standards				
2. Committee Members sign a confidentiality Oath				
3. Create procedures in place for the interview process for committee members. The plan the committee has during all interviews				
<b>Objective 2:</b>	By the end of the 2021-2022 school year, the current Alamo Middle School Teacher Interview Questions			
<b>Benchmark Dates</b>	December 2021, February 2022, May 2022			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
The Committee will analyze district and TASB criteria on interview questions along with analyzing campus needs to plan for possible interview questions.	Administration Interview Committee	District Questionnaire Criteria TASB Questionnaire Bank Campus Data on Teacher and Student Demographics	November 15, 2021 to December 4, 2021	Sign in sheet, Meeting Agenda
<b>Action Steps</b>				
1. The Committee will analyze district and TASB criteria when generating general and content based interview questions.				
2. The committee will analyze campus data on teacher and student demographics to determine campus needs.				
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
Analyze/Evaluate Current Questionnaire by interview committee and adjust/create to meet the campus needs of applicants.	Interview Committee Administration	Previous /Current Questionnaire/Scoring System SBEC questions Newly Created Questionnaire District Questionnaire Criteria SBEC Questionnaire Bank	November 15, 2021 to December 4, 2021	Agenda Sheet, Sign in Sheet Completed and revised questionnaire
<b>Action Steps</b>				
1. Committee Members collaboratively analyze and evaluate the current new teacher hiring questionnaire and scoring rubric to determine its effectiveness on our current staff				
2. Adjust Current Questionnaire/scoring rubric based on analysis made on previous questionnaire and scoring process.				
3. Add/Remove questions to fit current needs of vacancies on campus.				
4. Approval from administration on adjustments of new questionnaire and scoring process.				

**Objective 3:** By the end of the 2021-2022 School year, 100% of the new teacher candidates at Alamo Middle School

**Benchmark Dates** December 2021, February 2022, May 2022

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
Candidates will be screened by the interview committee.	Committee Candidates Administration Human Resources	Candidate Application Resume References Letters of recommendation	2021-2022	Rubric Qualification Sheet

**Action Steps**

1. Principals will highlight campus extracurricular and state assessment achievements to attract highly qualified teachers and staff on social media, job fairs, and campus web.
2. Interview Committee will meet and gather all documentation for each candidate who is highly-qualified.
3. All documentation will be evaluated by the interview committee. Documents include candidate application, resume, references, letters of recommendation. A scoring rubric will be used.
4. Candidates will be called for interviews from highest qualified score to lowest score.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
Selected Candidates will be interviewed by the selected interview committee	Administration Interview Committee	Set location Applicant documentation Questionnaire Scoring Rubric of Questionnaire/Lesson	2021-2022	Completed Scoring Rubric

**Action Steps**

1. The interview committee will get a list of all applicants, and sort them based on current campus needs and highly qualified teacher status using a scoring system or list criteria.
2. Interviews will be scheduled in a timely manner to ensure the participation of all committee members.
3. Try to secure participation of the same committee members for interviewees of the same position.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
Candidates selected in step 2, will present a practice lesson.	Administration Interview committee	Necessary equipment in the interview room/principals conference room for the lesson presentation. Lesson Topic Provided by Committee Lesson Plan provided by candidate	2021-2022	Rated lesson using the McRel Rubric Overall scoring Rubric

**Action Steps**

1. Candidate will send a lesson plan prior to the practice lesson presentation, for review.
2. The practice lesson presented by the candidate, will be scored using the McRel rubric, and will be recorded so that a group of students in the committee can view the video.
3. The score from the presented lesson will be added on to the interview rubric for a composite score.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
The highest scoring candidates will have a final interview with the campus principal. The campus principal will have the final decision for recommendation.	Campus Principal Interview Committee Human Resources	Scored Rubric McRel Evaluation on Lesson Applicants Information Committee Recommendations	2021-2022	Final Scored Rubric by Principal Completed Documentation of all steps performed in process

**Action Steps**

1. Campus Principal Meets with interview committee to discuss finalists.
2. Principal Schedules final Interview with finalists.
3. Principal Makes final Recommendation to Central Office

100% of the teacher candidates will be recommended for hire through this systematic process.  
 interview process in place, of which 100% of the teacher candidates will be recommended for hire

Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component	CIP Review Dates
Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

er, a teacher from the same grade level/team, and an alternate content teacher.

Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component	CIP Review Dates
Highly Qualified Interview committee	End of year New teacher evaluation results, NTI Mentor documentation		

tionnaire will be evaluated and updated to meet the current needs of the Campus.

Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component	CIP Review Dates
Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component	CIP Review Dates
Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

ng needs

school will be recommended for hire through a 4 step interview process.

Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

bsites.

c/sheet will be used rate the candidate most qualified to least qualified.

Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Hiring of Highly Qualified Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

ated by the campus committee.

Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

o and offer feedback about the lesson/candidate using a rubric.

Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		



<b>Goal Area 4:</b>	Increase staff quality, recruitment, and retention			
<b>Annual Goal 1:</b>	By the end of the 2021-2022 school year, 100% of Teachers at Alamo Middle School will be provided with and will participate in co			
<b>Objective 1:</b>	100% of the teachers at Alamo Middle School will be provided with ongoing and individualized sup			
<b>Benchmark Dates</b>	November 2021, February 2022, May 2022			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
Survey teachers on individual professional development needs and provide professional development on E learning platforms for the 2020-2021 school year. (Initial Survey/professional development )	CLL Administration	Google forms survey, Google Suite Platform	August 2021- September 2022	Professional Development Schedule Teacher roster of individualized sessions Recorded professional development sessions, Professional development survey data
<b>Action Steps</b>				
1. Retrieve and evaluate data on teacher instructional needs with technology prior to creating the calendar for professional development.				
2. Plan collaboratively with the E- Learning team and administration to create a Professional Development calendar and determine individualized Professional Development se				
3. Place teachers accordingly to their technology needs and levels in differentiated PD sessions for the E-Learning Platform.				
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
Establish an E-Learning team to facilitate professional development for teachers in relation to remote learning.	CLL, Administration	Google Forms survey, CLL, E-Learning Google Platform strengths Google Classroom, Google Meet Google Slides Pear Deck add on Google Chrome extensions	August 2021- September 2022	Documented communication among E- Learning committee, recorded professional development sessions of E-Learning members facilitating workshops, Roadmaps, CLC Agendas
<b>Action Steps</b>				
1. CLL will recruit members for the E-Learning Team based on strengths related to technology and virtual instruction.				
2. Members of the E-Learning Team will collaboratively plan differentiated professional development sessions for teachers based on survey data, on virtual instruction and co				
3. Members of the E-Learning Team will facilitate differentiated professional development opportunities for teachers based on survey data, as well as help teachers that need a				
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
Provide continuous surveys for teachers after PD sessions, and use the results to establish differentiated/individualized professional development opportunities for teachers during CLC's.	E-Learning Committee, CLL, Administration	Google Forms survey, CLL, Google Classroom, Google Meet Google Slides Pear Deck add on Google Chrome extensions	Aug. 2021 - June 2022	Recorded professional development sessions, professional development survey data, Roadmaps, CLC agendas
<b>Action Steps</b>				
1. Ongoingly retrieve survey data from all teachers for an accurate understanding of individual needs in relation to professional development for remote learning.				
2. Provide differentiated professional development sessions to meet the individual needs of teachers.				
3. Teachers who are strong in an area can be asked to help facilitate professional development sessions to further promote a collaborative culture among teachers and provide				
<b>Objective2:</b>	By the end, 2021-2022 school year, 100% of the teachers at Alamo Middle School will complete pro			
<b>Benchmark Dates</b>	November 2021, February 2022, May 2022			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation

Before instructional day 1 begins, 100% of the instructional staff will be trained on the instructional online platforms for E learning by completing the required Hoonuit modules	Administration	Hoonuit District Resource	August 2020-September 2020	Certificates of completion
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**Action Steps**

1. Alamo Middle School Administration will provide a list of suggested Hoonuit E-Learning modules, with a minimum of 8 hours to be completed by all staff.
2. Alamo Middle School will have all instructional staff complete the Hoonuit professional development modules mandated by the district prior to the students starting school.
3. Teachers will turn in certificates of completion to campus administration, who will then turn in certificates to central office administration.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
Before instructional day 1, 100% of the instructional staff will be trained on the instructional online platforms for e-learning by completing differentiated Hoonuit modules.	Administration	Hoonuit District Resource	August 2021-September 2021	Certificates of completion

**Action Steps**

1. Alamo Middle School will have all instructional staff complete individualized Hoonuit professional development modules in areas in which the teacher feels they require platforms.
2. Teachers will turn in certificates of completion to campus administration, who will then turn in certificates to central office administration.

continuous and differentiated/individualized professional development.

support in the implementation/integration of technology for remote learning.

Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
improvement of proficiency utilizing technology for remote learning, notable increased effectiveness of teachers through informal and formal observations, exit survey for planning on additional evaluation, Teacher final product	informal observations, formal observations, walkthroughs, McRel Evaluations,		

discussions based on teacher needs as determined by survey issued to teachers.

Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
improvement of proficiency utilizing technology for remote learning, notable increased effectiveness of teachers through informal and formal observations	informal observations, professional development exit surveys, Walkthroughs, McRel Evaluations		

content specific apps and needs.

additional assistance in relation to virtual instruction.

Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
improvement of proficiency utilizing technology for remote learning, notable increased effectiveness of teachers through informal and formal observations,	informal observations, formal observations, end products, Walkthroughs, McRel Evaluations		

opportunities to practice leadership..

professional development in the district mandated Google Modules.

Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
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improvement of proficiency utilizing technology for remote learning, notable increased effectiveness of teachers through informal and formal observations, exit survey for planning on additional evaluation, Teacher final product	End Product of Certificates, informal observations, professional development exit surveys, Walkthroughs, McRel Evaluations		
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ool.

Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
improvement of proficiency utilizing technology for remote learning, notable increased effectiveness of teachers through informal and formal observations,	End Product of Certificates, informal observations, professional development exit surveys, Walkthroughs, McRel Evaluations		

additional support. Teachers will login into their school Apps and access Hoonuit to attain certificates in each of the google

<b>Goal Area 4:</b>	Increase Staff Quality and Retention		
<b>Annual Goal 2:</b>	100% of teachers who request instructional support will get peer mentoring throughout the 2021-2022 school year.		
<b>Objective 1:</b>	For the 2021-2022 school year, 100% of the teachers in need of support will receive peer mentoring.		
<b>Benchmark Dates</b>	December 2021, February 2022, May 2022		
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>
Teachers needing additional instructional or technological support will be identified by using the data from a Google Forms survey.	Administrators, CLL, E-learning team, Department Heads	Google Forms	October 2021-June 2022
<b>Action Steps</b>			
1. Conduct a survey using a Google Form that identifies the teachers in need of mentoring and their areas of need.			
2. Pair up mentors and mentees based on mentee's needs and mentor's strengths. Roles are interchangeable based on the area of need.			
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>
Mentor and mentee will communicate on a weekly basis.	Administrators, CLL, mentor, and mentee	Communication log, Google Form	October 2021- June 2022
<b>Action Steps</b>			
1. Mentor and mentee will meet via Google Meet or Teams.			
2. Completing One Drive/Google form that all parties involved can access.			
<b>Objective 2:</b>	During the 2021-2022 school year, Alamo Middle School will have a peer observation program.		
<b>Benchmark Dates</b>	December 2021, February 2021, May 2021		
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>
Administrators facilitate and support peer to peer observations.	Administration CLL	Master Schedule Teacher Specialties Assigned Lesson	Aug 2021-June 2022
<b>Action Steps</b>			
1. Administration will generate a list of teacher's strengths to use as reference for peer observations.			
2. Focus needs will be identified.			
3. Observations will be scheduled (By end of January create a virtual form).			
4. Video Library of teacher's instruction.			
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>
Mentees will observe mentors present effective strategies.	Administration CLL	Evidence based strategies	Aug 2021-June 2022
<b>Action Steps</b>			
1. Show and Tell - Teachers with effective strategies will be highlighted during PLCs or Faculty Meetings.			
2. Mentees will observe recorded lessons provided by teachers with effective teaching abilities/strategies during PLC meetings.			
3. Mentees will be presented with and take part of an effective strategy mock classroom provided by mentors.			
4. Mentors will upload instructional videos of their classes, of which mentees will have access to go in and observe.			

020-2021 school year.

ort will be Identified and paired up with an appropriate mentor

Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Use Google Form survey results to pair-up mentors and mentees.	Teachers will be provided with the appropriate support, thus improving through technology and instruction.	Observation feedback, McRel Evaluation	

Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
One Drive/Google live collaborative working document. (Informal mentoring has been	Observation feedback	McRel evaluations	

peer to peer observation process in order to support teacher growth.

Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Peer Observation Schedules	Observation feedback	Observation logs	

Evidence of Implementation	Evidence of Impact	Formative / Summative Assessment	Title-I School- wide Component
Lesson Plans	Walk-through evaluations feedback	McRel evaluations	