



**Liberty Middle School
Campus Improvement Plan
2021-2022**



Executive Summary

Campus Improvement Plan: School Year 2021-2022

Campus Name: Liberty Middle School

Mission: At Liberty Middle School, we envision our students as principled, knowledgeable, well-rounded members of society who continue to be life-long learners. It is our mission to provide our students a safe and healthy community that fosters a well-balanced, multicultural experience and prepares students with the 21st century skills required to succeed globally.

Demographics Summary: The enrollment at Liberty Middle School as of October 31, 2021 is 841 students. Liberty’s student population is 98% Hispanic, 1% White and 1% Asian. Our student population is largely economically disadvantaged (92.4%) and serve 2.7% of our students as migrants. Over 11% of our student population receives special education services, an additional 10% receive accommodations under 504 and 6% of our population is serviced through RtI. Our gifted and talented population accounts for approximately 5% of our student population. We serve an English Learner population of 51% with an additional 6.5 of our students being monitored for English language proficiency. For 2019-2020, the attendance rate for the campus was consistently maintained between 96.8% and 98.2%, pre COVID-19. Currently, for virtual learning, our attendance rate is hovering at 94.9%. Most of our students live in the surrounding areas of the school community; however, 347 (47.3%) students choose to attend our school from other zones in the community and from outside of the District.

Comprehensive Needs Assessment Summary: Based on 2019 accountability, Liberty Middle School received an overall grade of 75 (C Rating) in the three domains. In the Student Achievement domain, which is based on performance on the STAAR, Liberty’s scaled score was 72. In the School Progress domain which measures student improvement from year to year and performance relative to similar campuses, Liberty’s score was an 83 due to the Relative Performance component (59 for Academic Growth) and in the Closing the Gaps domain which measures student groups against annual targets, Liberty’s scaled score was a 56. Liberty earned 5 distinctions: ELA/R, Mathematics, Science, Social Studies and Post-Secondary Readiness. (Overall grade and performance calculations will not be part of 2021 State Accountability)

Curriculum and Instruction and Assessment: Liberty Middle School is an authorized International Baccalaureate World School promoting a well-rounded education and the ten attributes of the Learner Profile. IB learners strive to be balanced, caring, communicators, inquirers, knowledgeable, open-minded, principled, reflective, risk takers, and thinkers. Teachers are encouraged to write and implement units of study that make natural connections within and among the content areas. Liberty boasts a strong commitment to the District’s Dual Language Enrichment and Academic UIL Programs as well as participation in athletics and the arts. In order to address achievement gaps in ELA/R and mathematics, all 6th and 7th graders and a carefully selected cohort of 8th graders (about 75%) have been scheduled to 90-minute blocks. Enrichment classes in 8th grade science and social studies have been created to serve English Learners and an intentional 8th grade cohort of students respectively. Liberty follows the District curriculum for the content areas and assesses regularly to monitor the performance and progress of students. Assessment data is used to determine direction in instruction and in planning appropriate interventions.

Summary of Goals: In our pursuit of excellence and student success, Liberty Middle School has identified the following three areas for improvement this year: to promote literacy across the content areas by engaging students in the receptive (listening and reading) and productive (speaking and writing) language domains consistently; to refine lesson planning to include details and specificity for engaging, rigorous and relevant instruction; to enrich our data analysis by consistent, continual progress monitoring by students, teachers, and administration and by appropriate responses to the data with interventions providing the necessary supports to students so they can be successful. In addition, our goal for Student Achievement is to have at least 75% of our students at the “approaches” level, 50% at the “meets” level and 25% at the “masters” level on STAAR. With regard to School Progress, our goal is to have at least 75% of our students show expected or accelerated progress on STAAR. We believe that if we are successful in attaining the prescribed goals, we will be successful in Closing the Gaps.

Principal Signature

Member Signature

Parent Signature

Vision

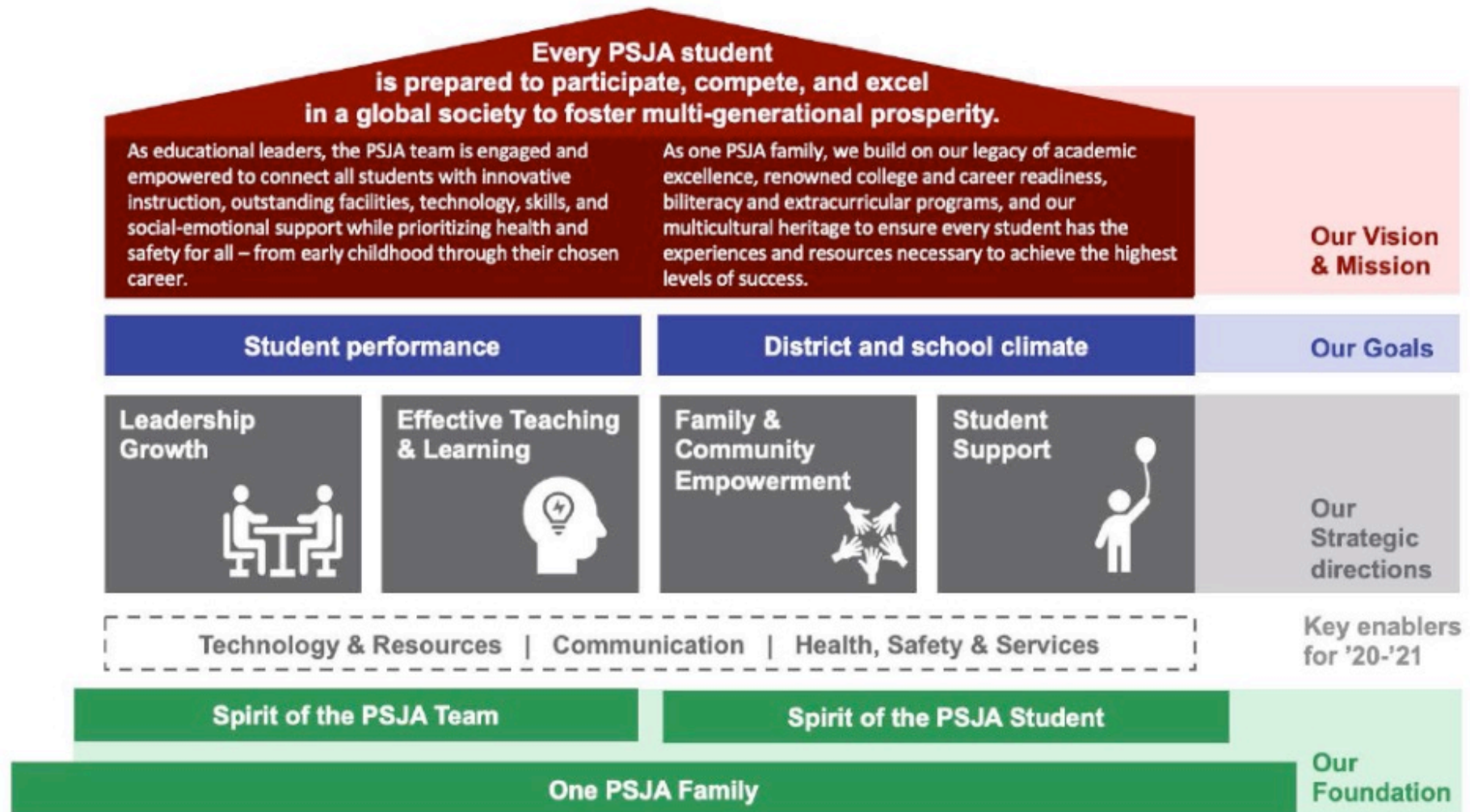
Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

Mission

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

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

2021-2022 STRATEGIC DIRECTION





LIBERTY MIDDLE SCHOOL
An International Baccalaureate Campus

VISION

LMS students are principled, knowledgeable, well-rounded members of society who continue to be life-long learners.

MISSION

Our mission at LMS is to provide a safe and healthy community that fosters a well-balanced, multicultural experience and to prepare students with the 21st century skills required to succeed globally.



What We Believe In Guiding Principles

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

What We Want to Accomplish

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



THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

School Profile-Demographics

| | ALL | MALE | FEMALE | SPED | LEP | M1 | M2 | MIGRAN T | ECD | GT |
|---------|------|--------|--------|-------|--------|----|------|-------------|--------|-------|
| Number | 841 | 449 | 392 | 95 | 431 | 0 | 41 | 23 | 777 | 41 |
| Percent | 100% | 53.39% | 46.61% | 11.3% | 51.25% | 0% | 4.9% | 2.73% | 92.39% | 4.88% |

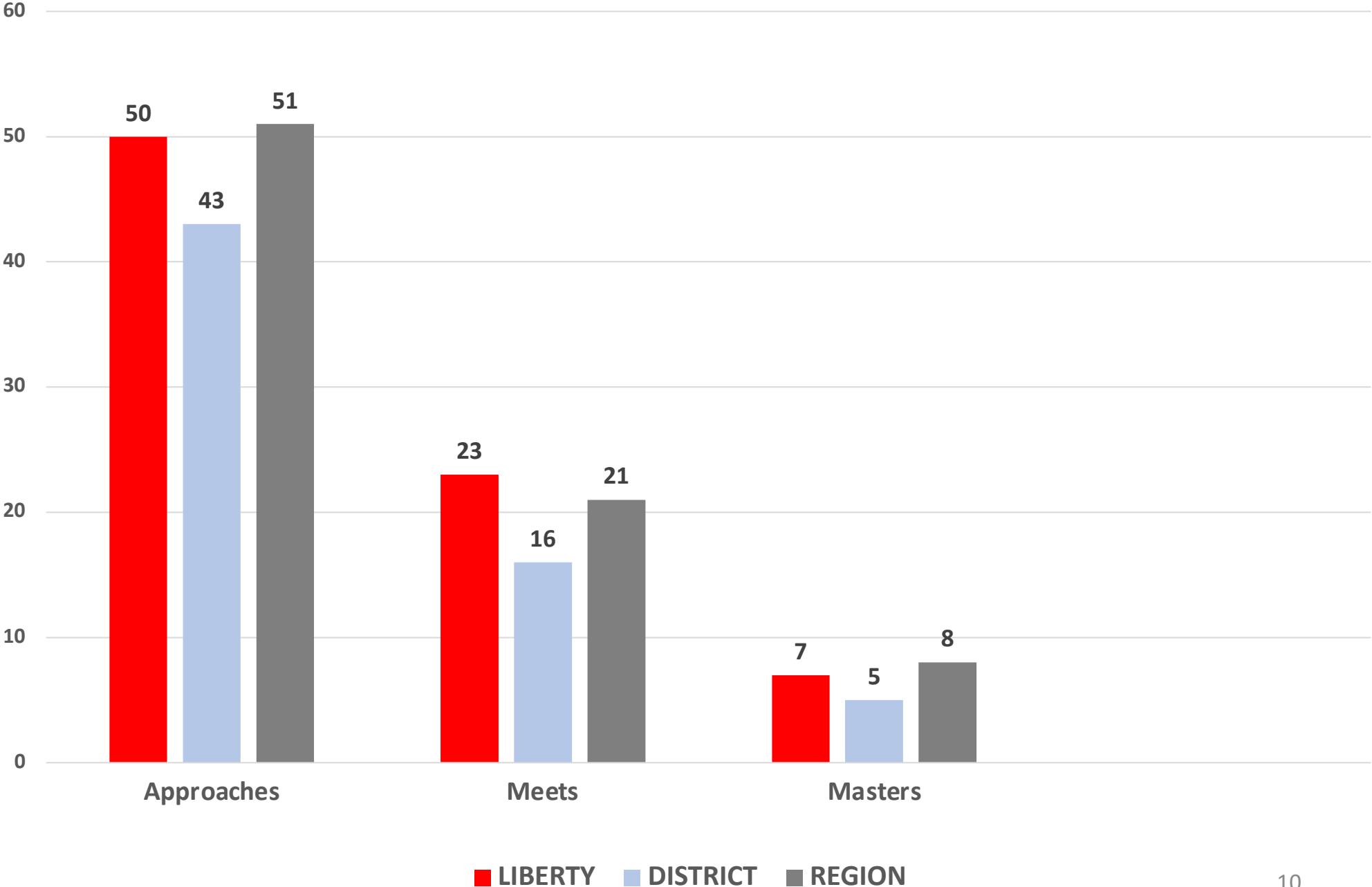
| | ALL | HISPANIC | ASIAN | BLACK | WHITE | AMERICAN INDIAN/ALASKAN |
|---------|------|----------|-------|-------|-------|----------------------------|
| Number | 841 | 822 | 3 | 3 | 13 | 0 |
| Percent | 100% | 97.74% | 0.36% | 0.36% | 1.55% | 0 |

School Profile:

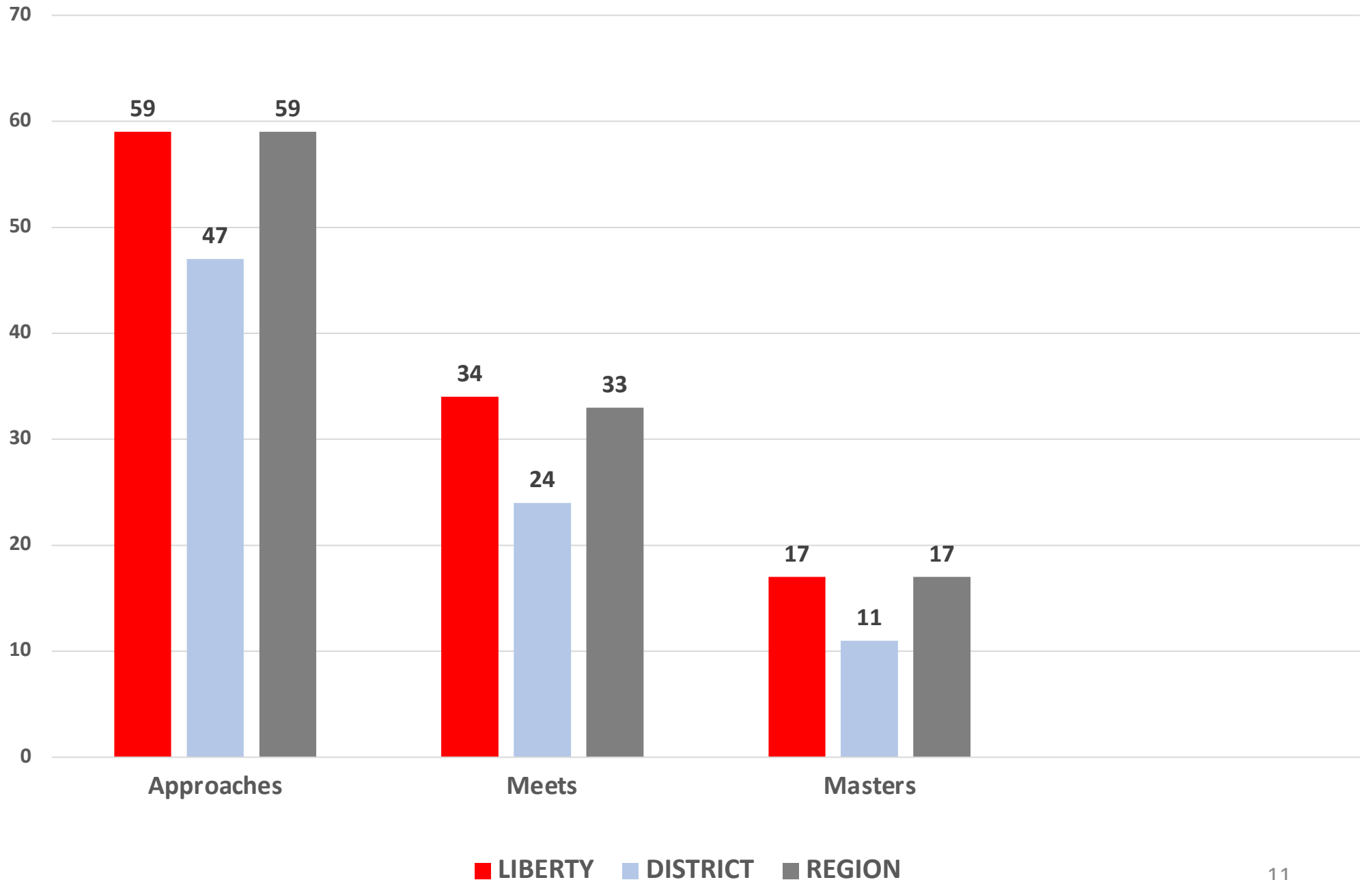
Liberty Middle School

Liberty Middle School is an IB: International Baccalaureate campus, located in Pharr, Texas. The campus participates in a Title I program. Student enrollment is 841. Student demographics consist of 51.25% LEP, 92.39% Economically Disadvantaged, 97.74% Hispanic/Latino, 0.4% Asian, 0.4 Black and 1.5% White. The current rating for the school is Met Standard.

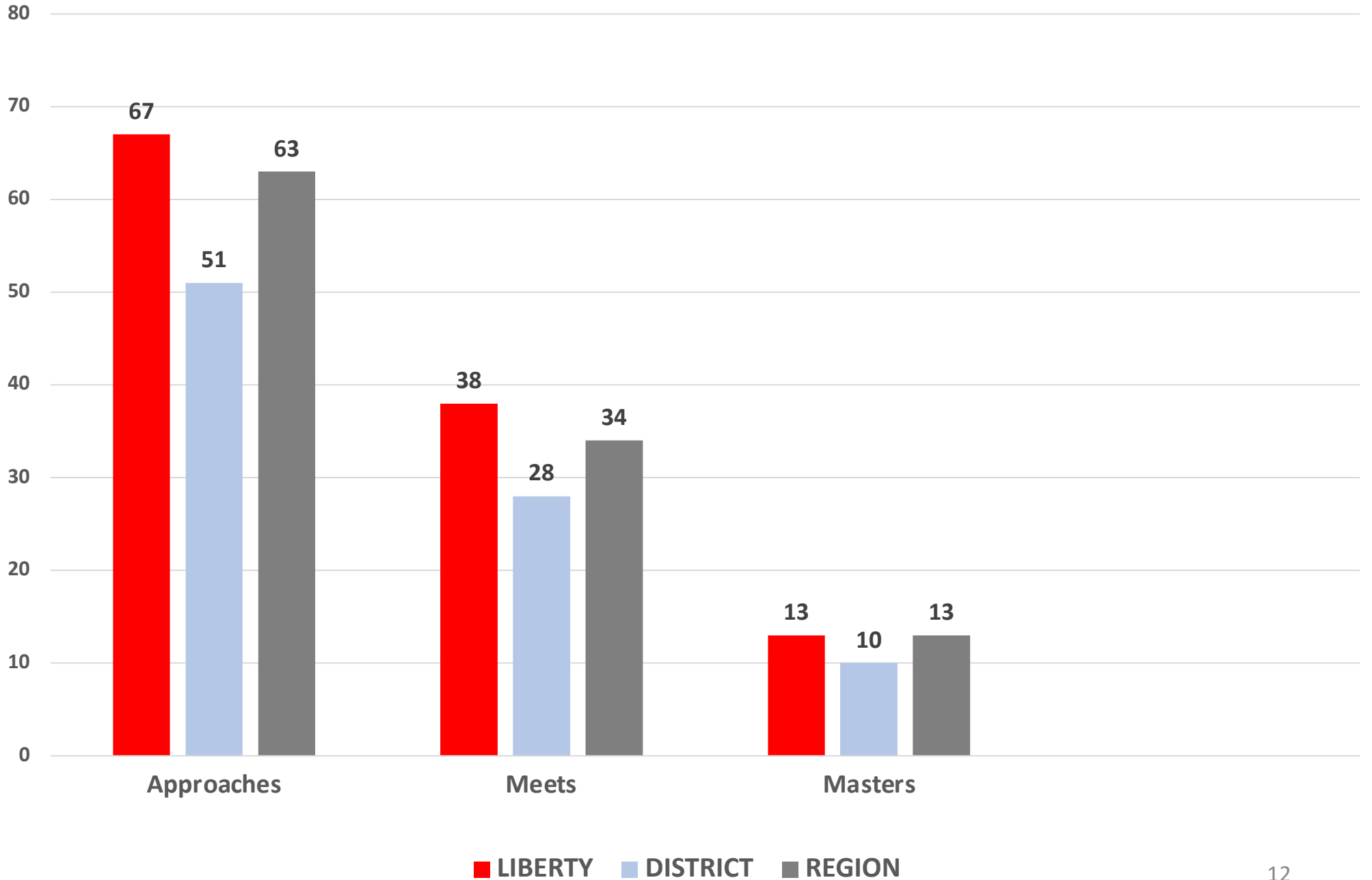
6th Grade Reading STAAR 2020-2021



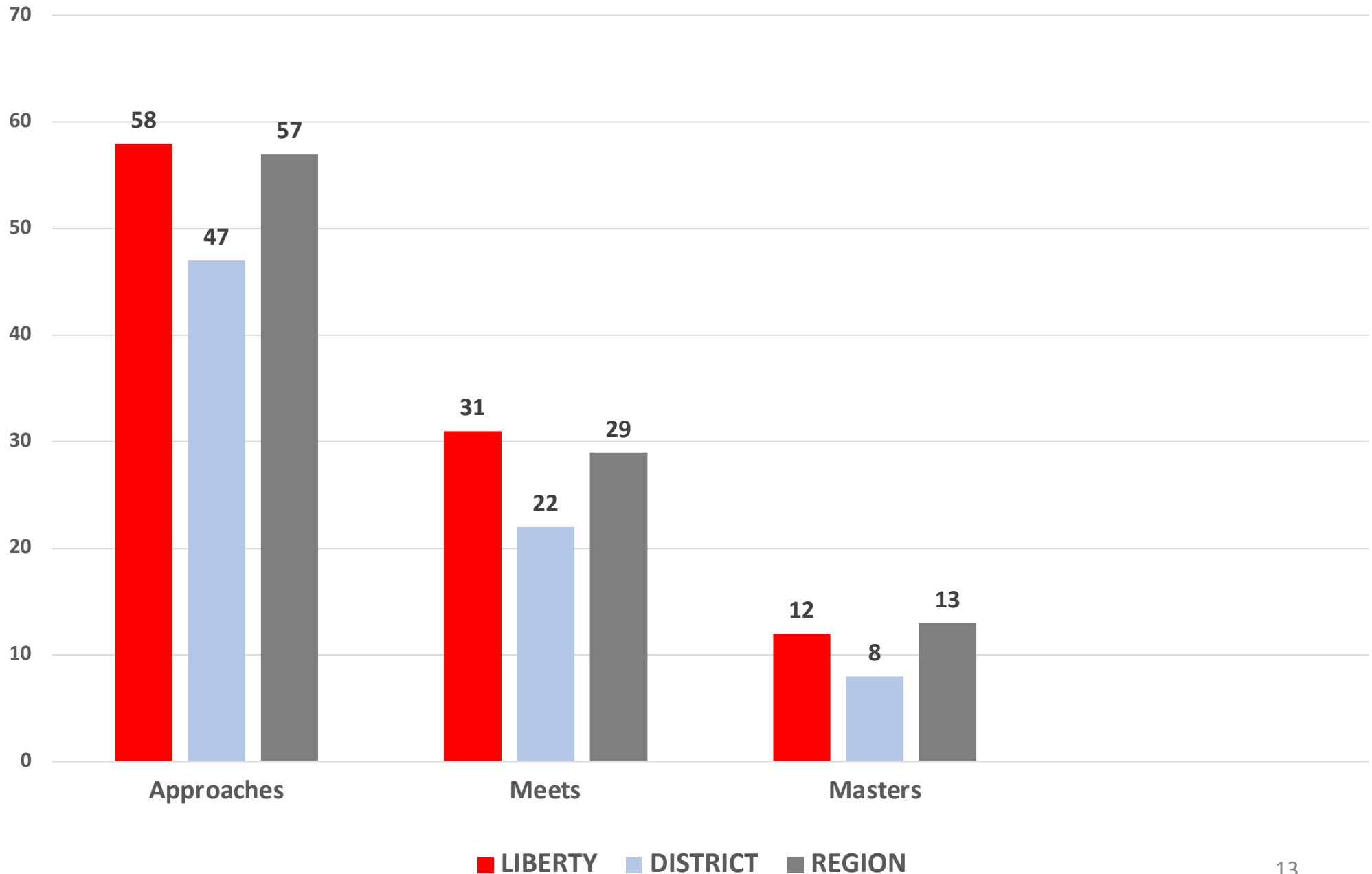
7th Grade Reading STAAR 2020-2021



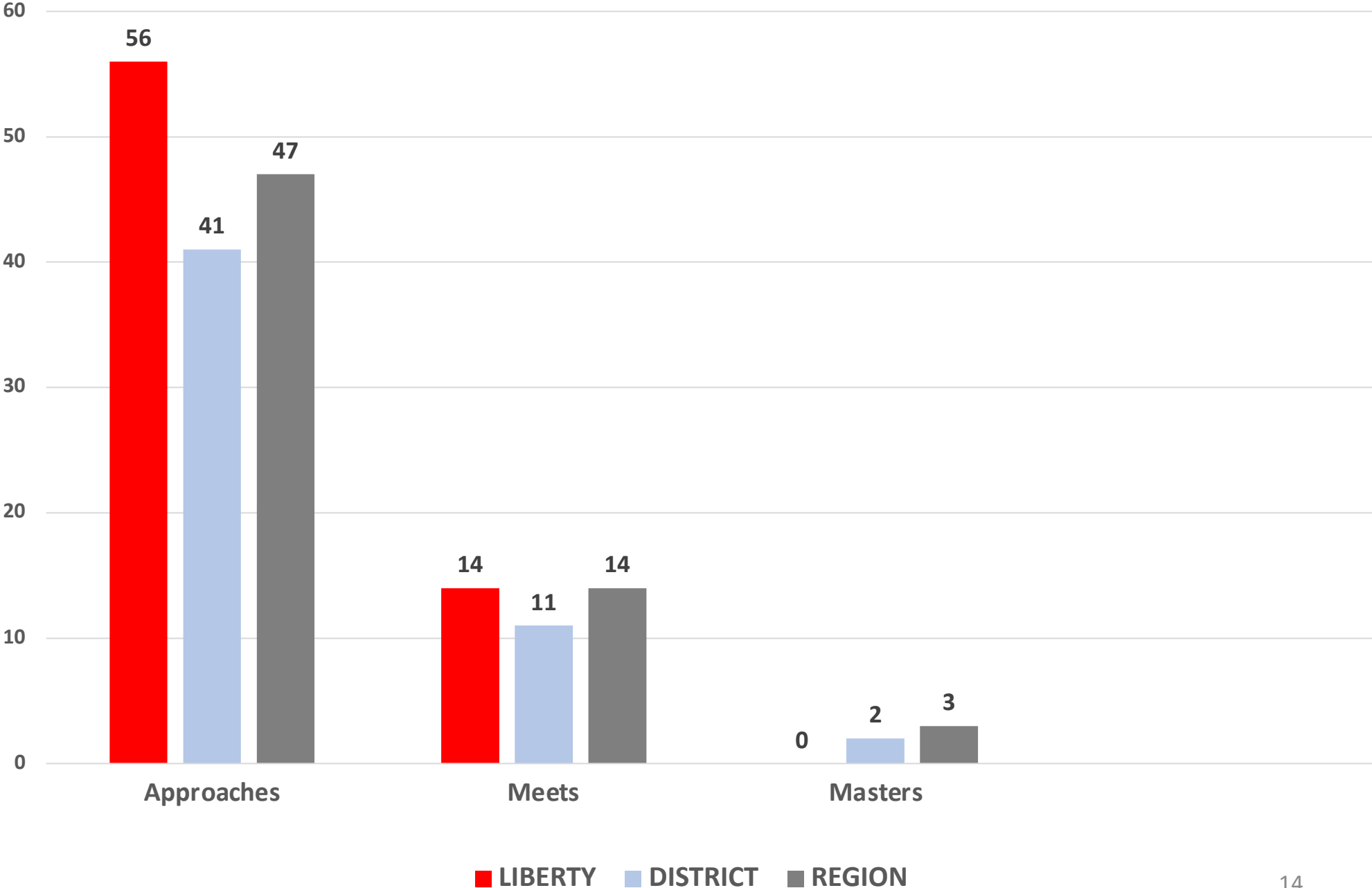
8th Grade Reading STAAR 2020-2021



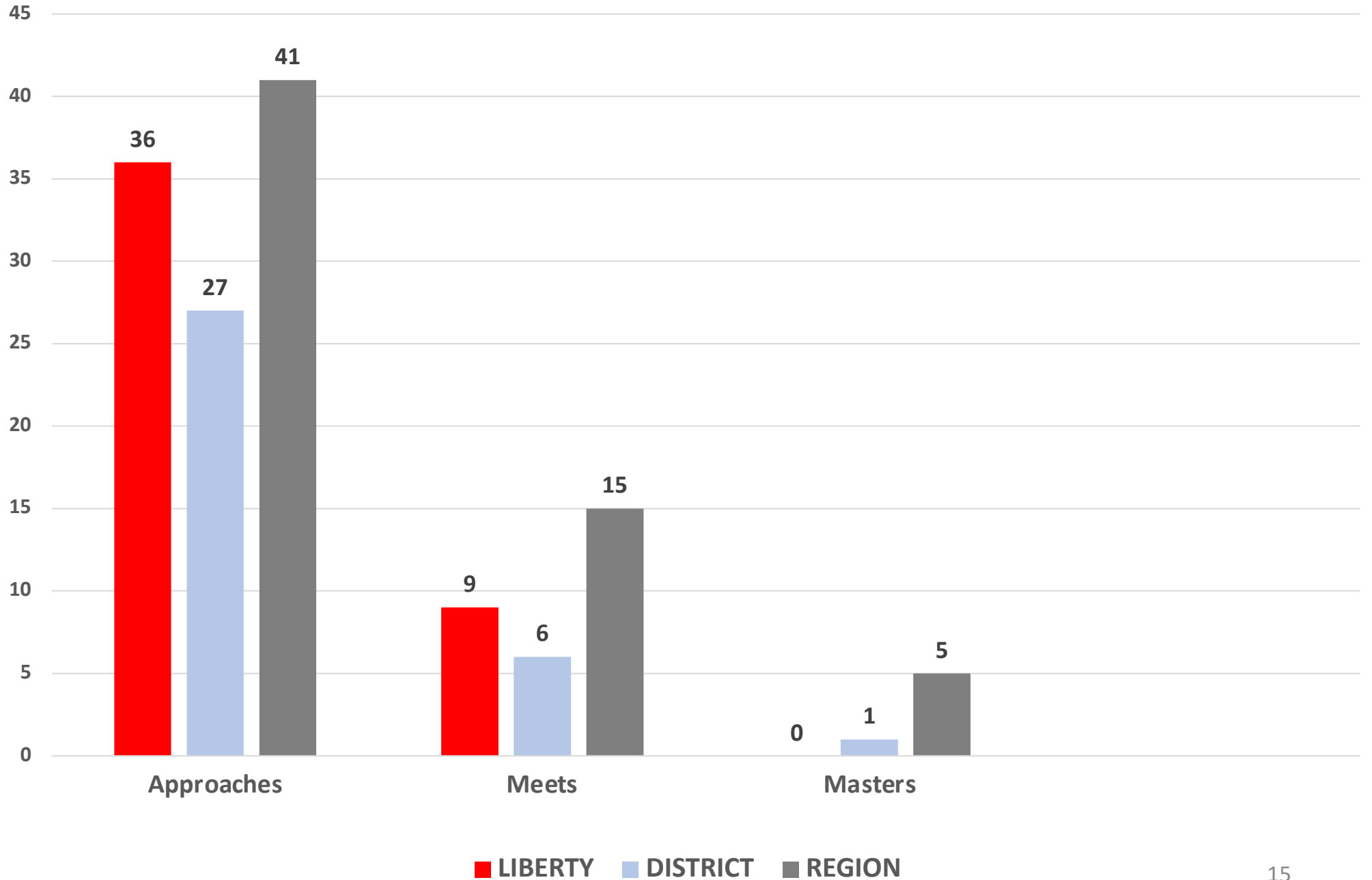
All Grades - Reading STAAR 2020-2021



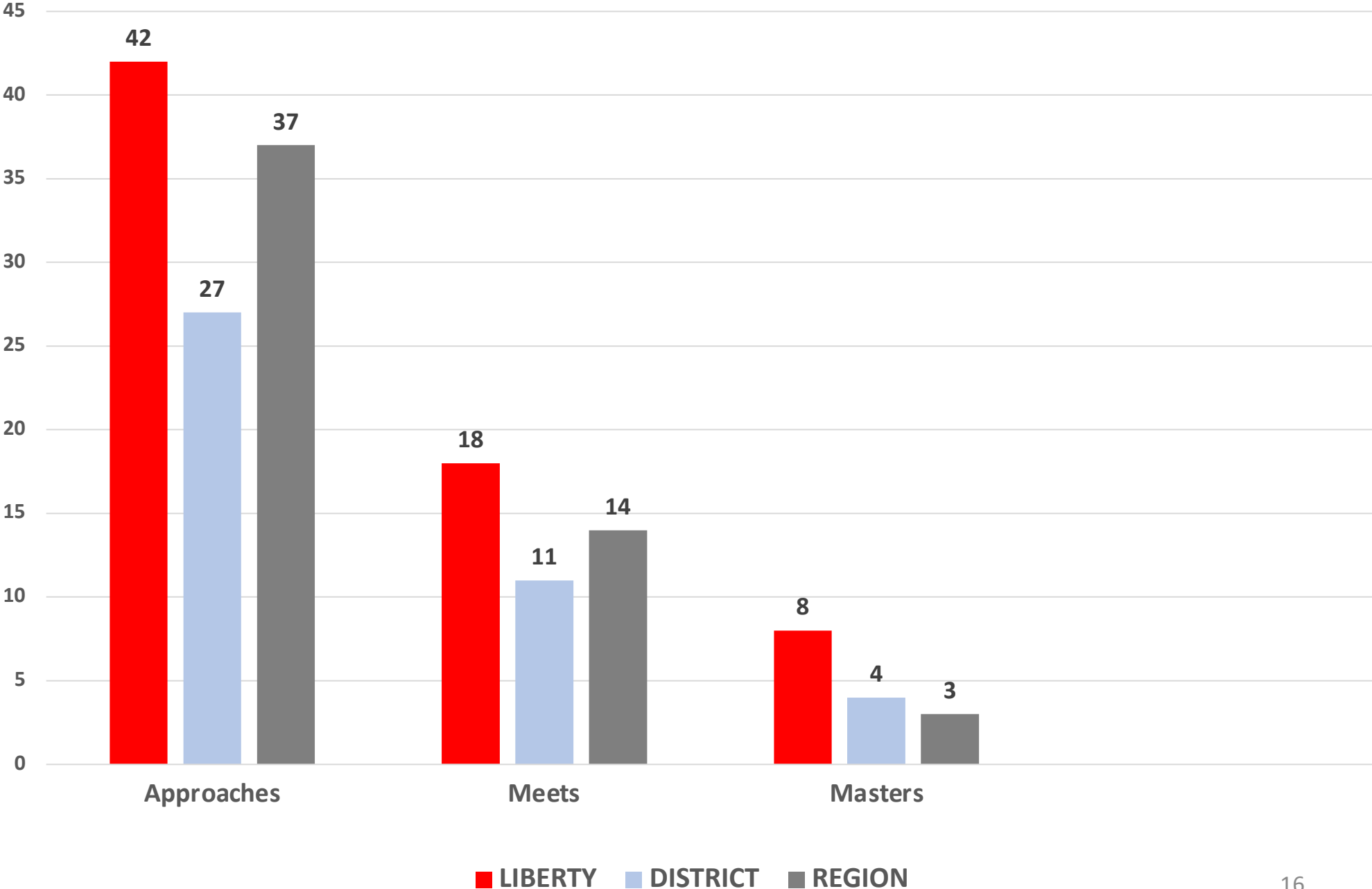
6th Grade Math STAAR 2020-2021



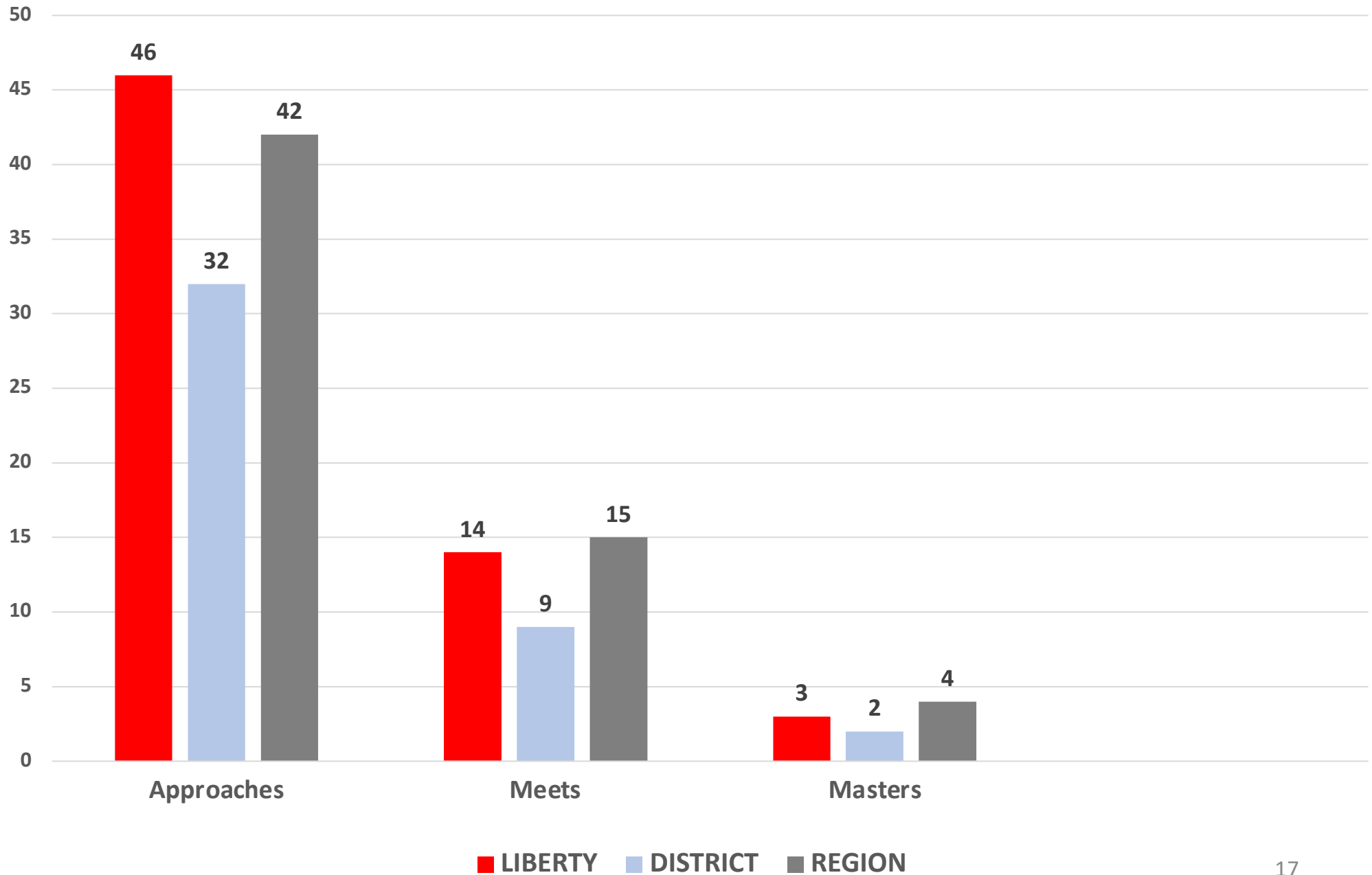
7th Grade Math STAAR 2020-2021



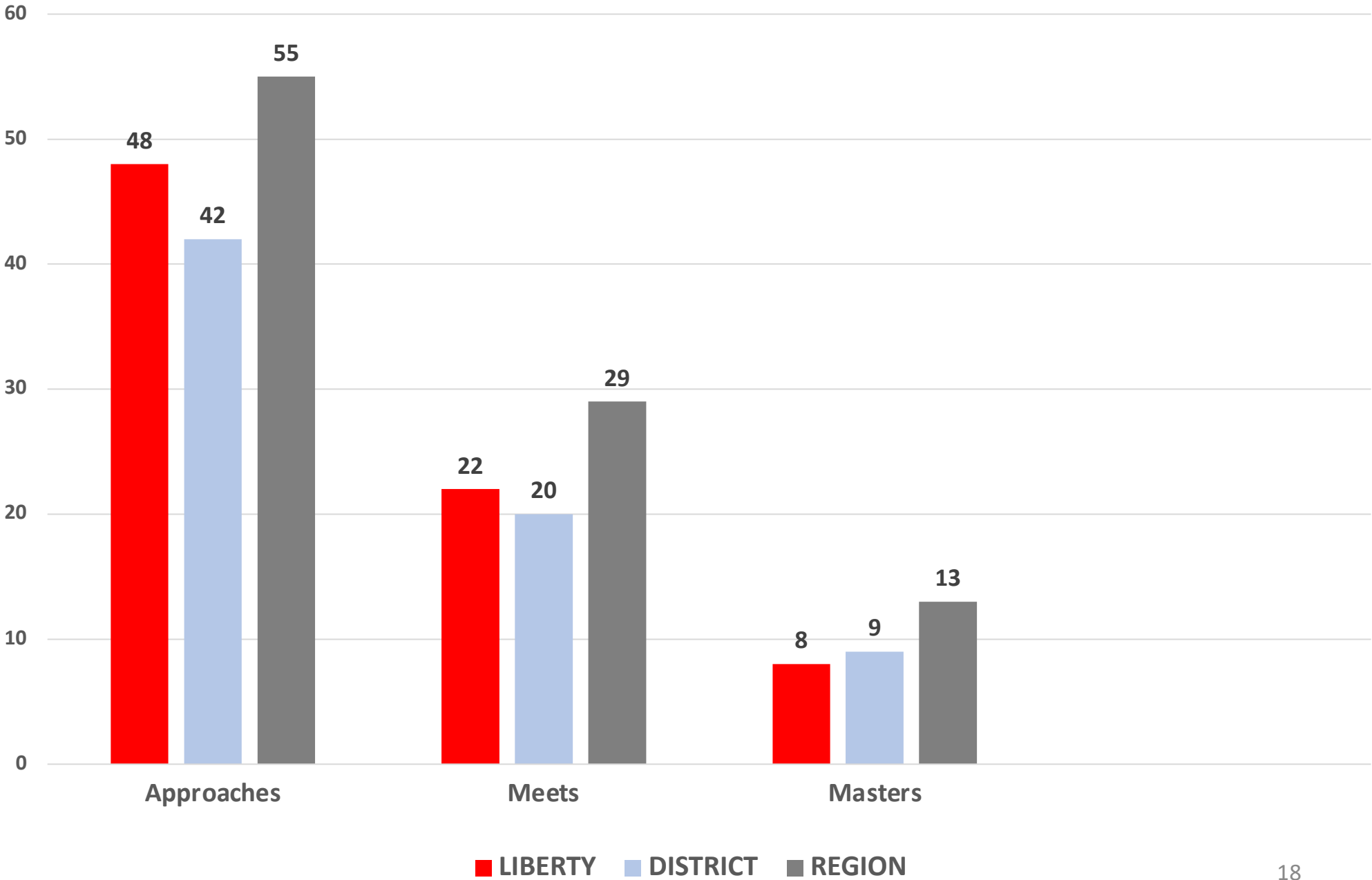
8th Grade Math STAAR 2020-2021



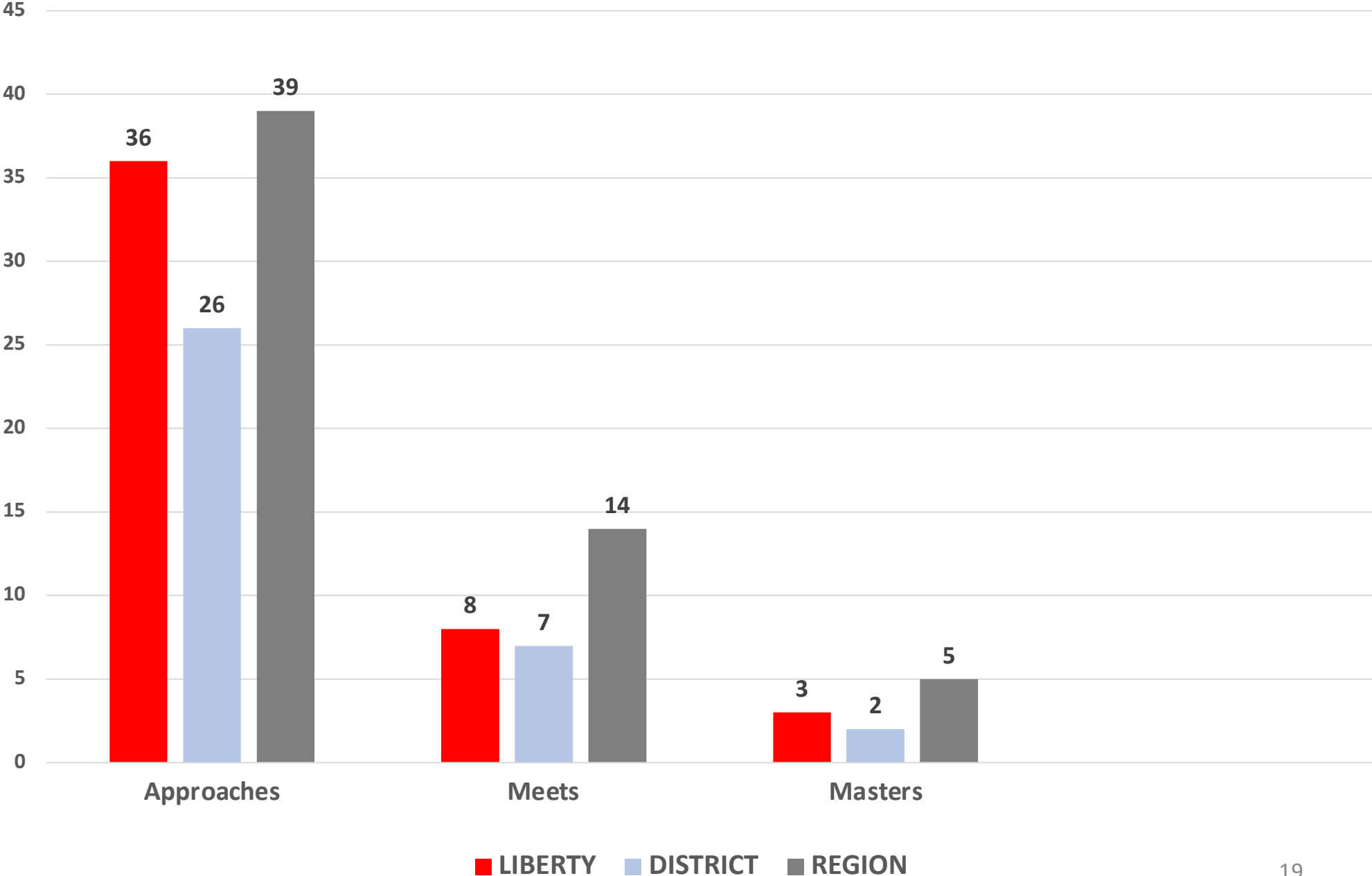
All Grades - Math STAAR 2020-2021



8th Grade Science STAAR 2020-2021



8th Grade Social St. STAAR 2020-2021



School Profile

2019 Accountability Summary



Student Achievement Summary 2019

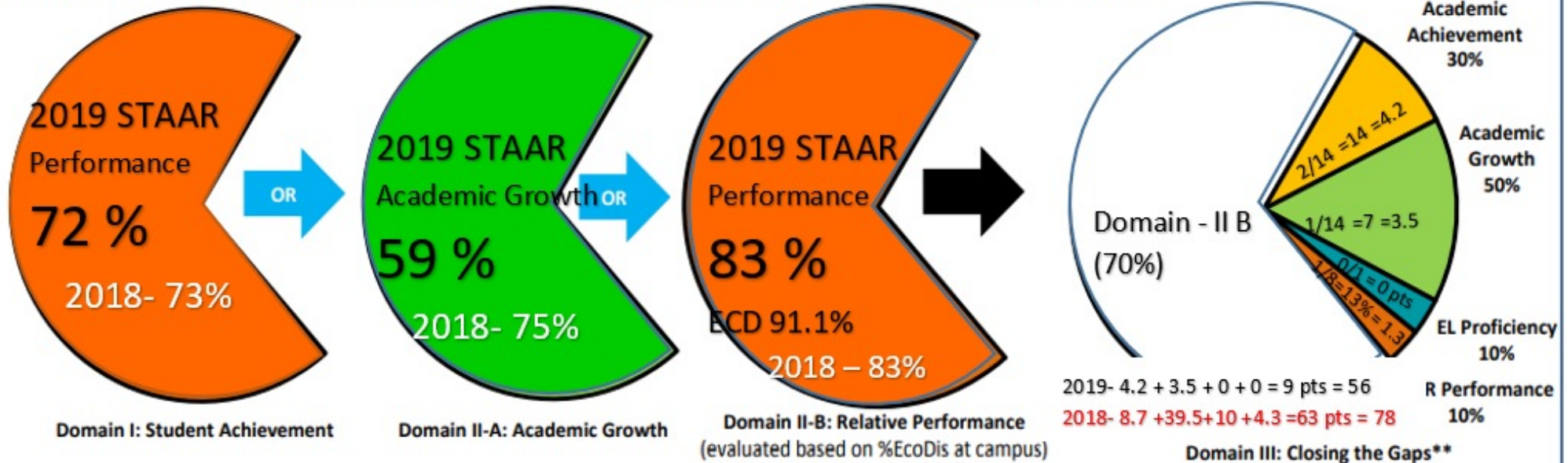
| | 2018 Performance | 2019 Performance |
|--|------------------|---|
| Domain 1 Student Achievement | 73 | 72 |
| Domain 2 <ul style="list-style-type: none"> School Progress Academic Growth Relative Performance | 75 | Academic Growth: 59 (scaled score) Relative Performance: 83 (scaled score) |
| Domain 3 Closing the Gap | 78 | 56 |
| Distinctions | 3 | 5 |

- ★ Distinction Designation in ELA/Reading
- ★ Distinction Designation in Science
- ★ Distinction Designation in Social Studies
- ★ Distinction Designation in Math
- ★ Distinction Designation in Postsecondary Readiness

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Liberty Middle School / 2018-2019 Data

Elementary and Middle Schools* (%ages shown indicate the relative weights of the applicable components in calculating the Domain or Area score)



| Domain | Scaled Score | Better of School Progress A or B | Better of Student Achievement or School Progress | Weight | Pts. |
|---------------------------------|--------------|----------------------------------|--|--------|------|
| I - Student Achievement | 73 | | | | |
| II - School Progress Part A | 75 | 83 | 83 | 70% | 58.1 |
| II- Relative Performance Part B | 83 | | | | |
| III- Closing the Gaps | 78 | | | 30% | 23.4 |

2018

81.5 (82) = B

| Domain | Scaled Score | Better of School Progress A or B | Better of Student Achievement or School Progress | Weight | Pts. |
|---------------------------------|--------------|----------------------------------|--|--------|------|
| I - Student Achievement | 72 | | | | |
| II - School Progress Part A | 59 | 83 | 83 | 70% | 58.1 |
| II- Relative Performance Part B | 83 | | | | |
| III- Closing the Gaps | 56 | | | 30% | 16.8 |

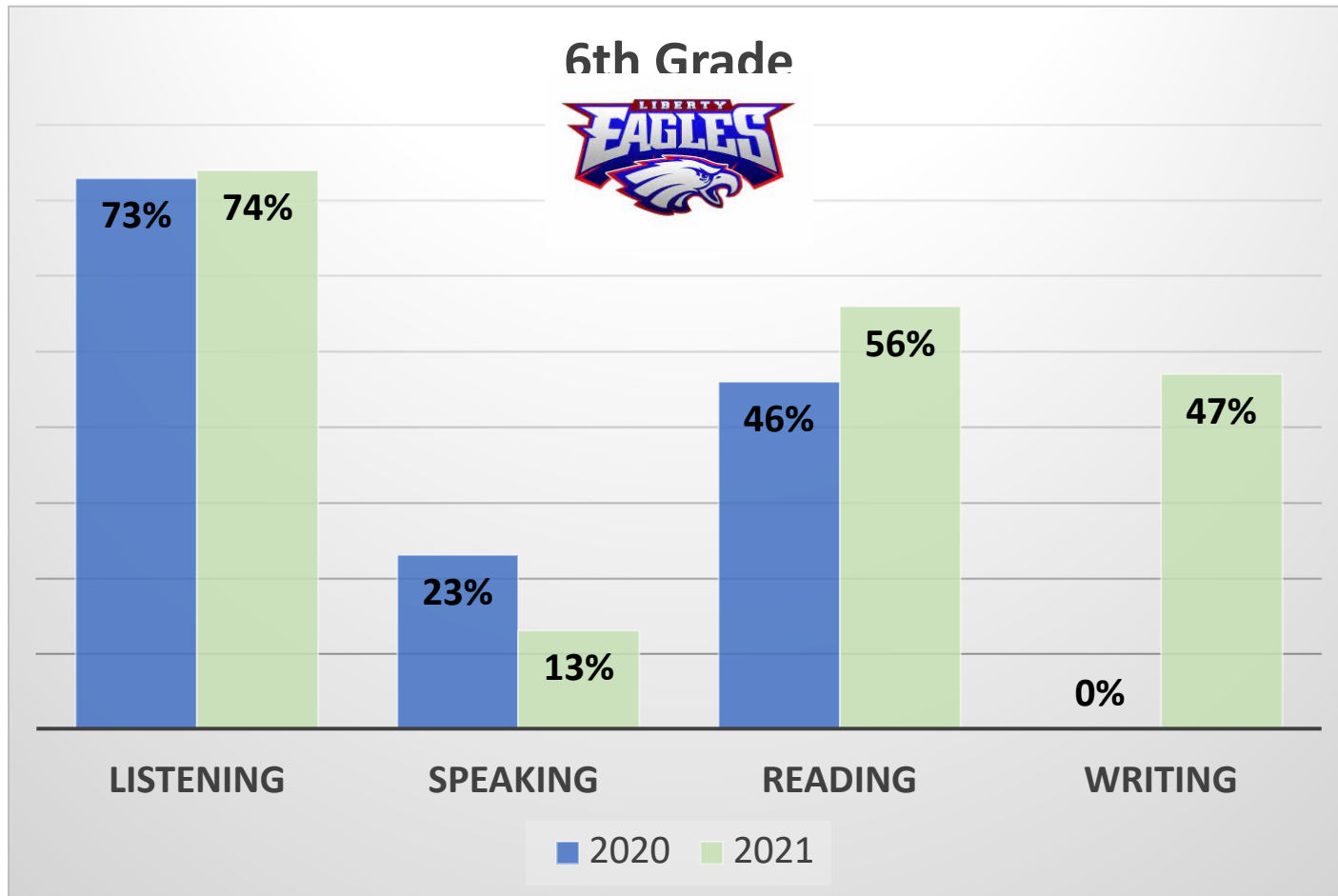
2019

74.9 (75) = C

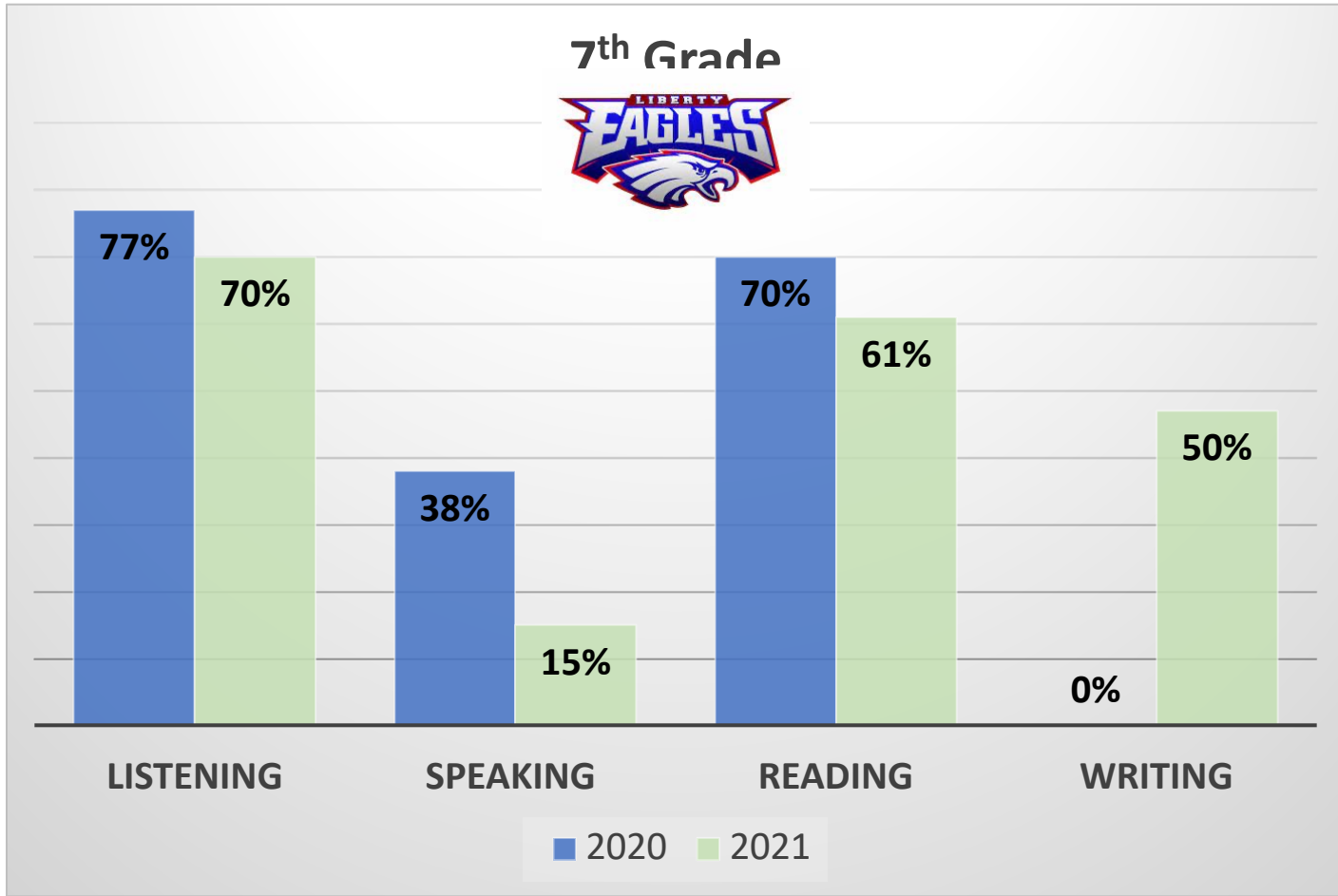
TELPAS Comparison by Component 19-20/20-21

| Liberty MS | Listening | | Speaking | | Reading | | Writing | | Composite Rating | |
|-----------------|-------------|-------------|-------------|------------|-------------|-------------|---------|-----------|------------------|------------|
| | 2020 | 2021 | 2020 | 2021 | 2020 | 2021 | 2020 | 2021 | 2020 | 2021 |
| 6 th | 104/142=73% | 73/98=74% | 32/142=23% | 12/96=13% | 66/142=46% | 46/82=56% | | 15/32=47% | | 15/96=16% |
| 7 th | 112/146=77% | 66/94=70% | 56/146=38% | 14/94=15% | 102/146=70% | 56/92=61% | | 2/4=50% | | 28/93=30% |
| 8 th | 58/83=70% | 51/81=63% | 27/83=33% | 8/80=10% | 44/83=53% | 37/81=46% | | 2/3=67% | | 16/78=21% |
| Totals | 274/371=74% | 190/273=70% | 115/371=31% | 34/270=13% | 212/371=57% | 139/255=55% | | 19/39=49% | | 59/267=22% |

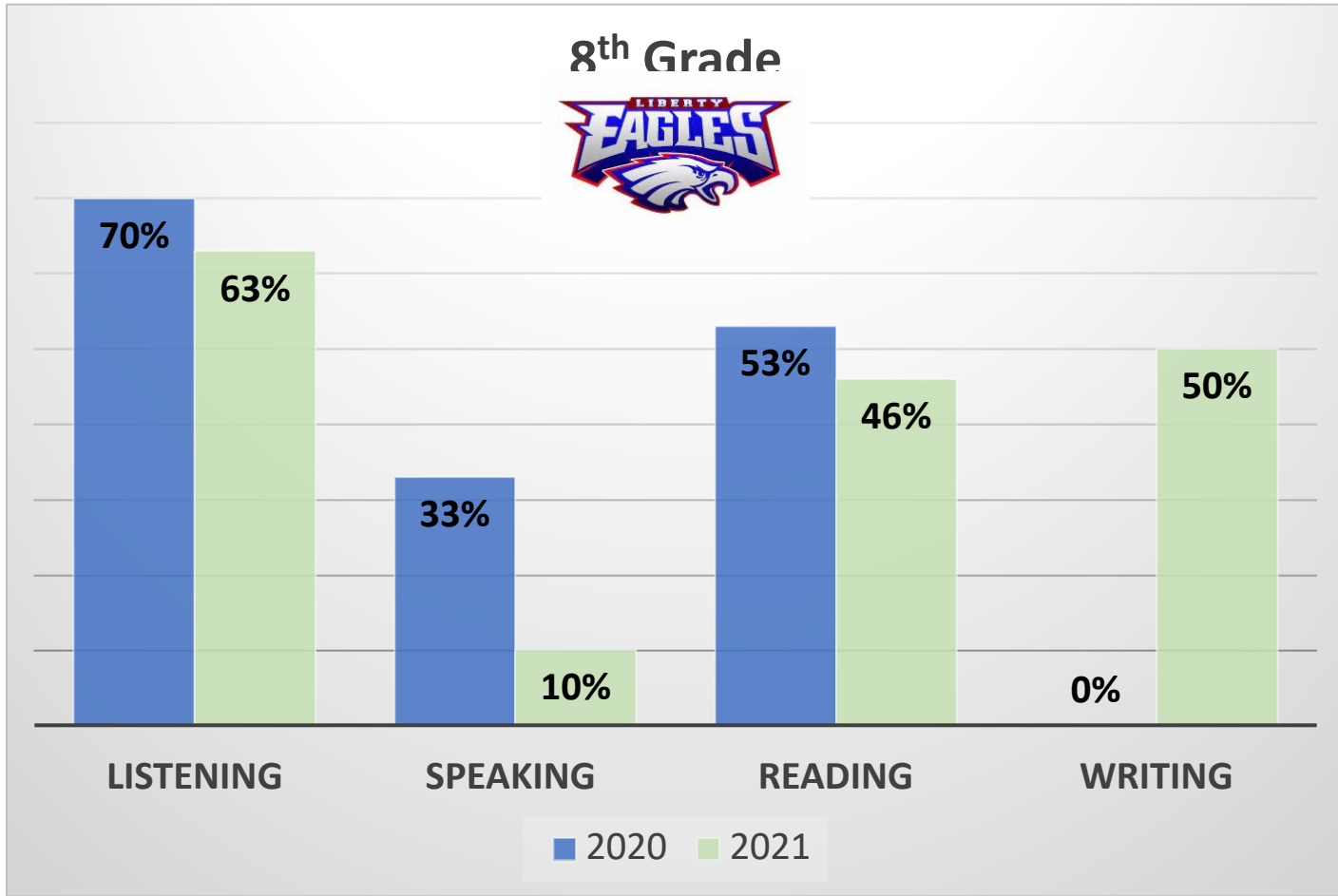
6th Grade



7th Grade



8th Grade



2021-2022

Campus Leadership Team:

SBDM:

Site Based Decision Making

MEMBERS:

| ROLE | NAME |
|---------------------------------------|------------------|
| Principal: | Alfredo Carrillo |
| Dean of Instruction | Julia Mason |
| Asst. Principal 6th | Norma Rocha |
| Asst. Principal 7th | Karla Rodriguez |
| Asst. Principal 8th | Miguel Salinas |
| | |
| Counselor | Sonia Arce |
| | |
| Students | |
| | |
| | |
| SPED Teacher: | Alfonso Garza |
| Instructional Aides: | Maria Garcia |
| | |
| Head Custodian: | |
| Parent of Enrolled Student: | |
| Business & Industry REP: | Samuel Avila |
| Community Member: | Maurice Parrao |

2021-2022

Campus Leadership Team:

SBDM:

Site Based Decision Making

MEMBERS:

| ROLE | NAME |
|--------------------|------------------|
| At-Large Teachers | Lorenzo Rivera |
| | David Granadoz |
| ESL Teacher | Maria Velasco |
| CLL | Juanita Balderaz |
| Librarian | Danica Simons |
| Department Chairs | |
| SPED | Tiffani Garza |
| Mathematics | Martin Chavez |
| Language Arts | Yvonne Corpus |
| Social Studies | Cynthia Parrao |
| Science | Dalia Lopez |
| Electives | Audrey Quintero |
| 6th Grade Teacher | Brenda Galvan |
| | |
| 7th Grade Teachers | Yvonne Corpus |
| | Cynthia Parrao |
| 8th Grade Teachers | Nicole Cavazos |
| | |
| Elective Teachers | Audrey Quintero |
| | Gerardo Monrreal |
| | |
| | |

SBDM Quarterly Meetings:

| Month | Date |
|-------------------------|---------------------|
| 1 st Quarter | October 14th, 2021 |
| 2 nd Quarter | December 16th, 2021 |
| 3 rd Quarter | March 3rd, 2022 |
| 4 th Quarter | May 19th, 2022 |

** Campuses must post SBDM agenda and minutes to campus website within 10 days following meeting.*

Campus Leadership Team

Alfredo Carrillo- Principal

Julia Mason- Dean of Instruction

Miguel Salinas - 6th Grade Administrator

Norma Rocha- 7th Grade Administrator

Karla Rodriguez - 8th Grade Administrator

Juanita Balderaz- Collaborative Learning Leader

Emma Saenz – International Baccalaureate (IB) Coordinator

Sonia Arce- Counselor

Annabelle Jaime- Counselor

Tiffani Garza – Special Education Teacher

Martin Chavez – Mathematics Teacher

Yvonne Corpus – English Language Arts Teacher

Cynthia Parrao – Social Studies Teacher

Dalia Lopez – Science Teacher

Audrey Quintero – Electives Teacher

Liberty Middle School

Comprehensive Needs Assessment 2021-2022

Based on 2019 accountability, Liberty Middle School received an overall grade of 75 (C Rating) in the three domains. In the Student Achievement domain, which is based on performance on the STAAR, Liberty's scaled score was 72. In the School Progress domain which measures student improvement from year to year and performance relative to similar campuses, Liberty's score was an 83 due to the Relative Performance component (59 for Academic Growth) and in the Closing the Gaps domain which measures student groups against annual targets, Liberty's scaled score was a 56. Liberty earned 5 distinctions: ELA/R, Mathematics, Science, Social Studies and Post-Secondary Readiness. Based on the 2021 accountability, Liberty Middle School performed above the district and state at the Approaches Level for both Reading and Mathematics overall. Liberty Middle School also performed above the district level in both Science and Social Studies at the Approaches and Meets level.

Liberty Middle School Comprehensive Needs Assessment 2021-2022

(Data from 2018-2019)

| Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
|---|--|--|---|
| <p style="text-align: center;">Domain 1: Student Achievement</p> | <p>Campus exceeded 2018-2019-year scores by 1 % (67% to 68%).</p> <ul style="list-style-type: none"> • Algebra continues to perform at 100%. • Mathematics improved from 73% to 76%. • Writing improved from 56% to 66%. | <ul style="list-style-type: none"> • Reading achievement decreased from 65% to 61%. • 6th Grade Reading achievement from Fall to 48%. | <p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • Reading • Promote literacy across the contents |
| <p style="text-align: center;">Domain 2: Student Progress</p> | <ul style="list-style-type: none"> • 8th Grade Math: 84% of eligible growth points earned. • 8th Grade Reading: 73% of eligible growth points earned. • 7th Grade Reading: 75% of eligible growth points earned. • Algebra I: 88% of eligible growth points earned. | <ul style="list-style-type: none"> • 40% of eligible growth points in Mathematics were not earned. • 39% of eligible growth points in Reading were not earned. • 6th Grade Math: only 37.6% eligible growth points earned. • 6th Grade Reading: only 27.7% of eligible growth points earned. | <ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2019-2021 in Reading and Mathematics • Campuswide use of consistent progress monitoring tool. • Increasing instructional time in Reading and mathematics from 45 mins to 90 min block. |

Liberty Middle School Comprehensive Needs Assessment 2021-2022

(Data from 2018-2019)

| Area Reviewed | Summary of Strengths | Summary of Needs | Priorities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--------------|-----------------------|---------------|--------------|-----|-----|----------|-----|-----|-----|-----|-----|----|-----|-----|---------|-----|-----|----------------|-----|-----|--------------------|-----|-----|-------|-----------------------|---------------|--------------|-----|-----|----|-----|-----|---------|-----|-----|----------------|-----|-----|--------------------|-----|-----|--------------|-----------------------|---------------|--------------|-----|-----|----------|-----|-----|-----|-----|-----|----|-----|-----|---------|-----|-----|----------------|-----|-----|-------|-----------------------|---------------|--------------|-----|-----|----------|-----|-----|-----|-----|-----|----|-----|-----|---------|-----|-----|----------------|-----|-----|--------------------|-----|-----|---|
| <p style="text-align: center;">Domain 3: Closing the Achievement Gap</p> | <p>Met Targets:</p> <p><u>Academic Achievement Status:</u> Math – ECD from 39% to target of 36%. Math – Hispanics from 42% to target of 40%</p> <p><u>Growth Status:</u> ELA/Reading – Non continuously Enrolled 68% to target of 67%</p> | <ul style="list-style-type: none"> Did not Meet targets: Academic Achievement Status: Did not Meet Targets <table border="0"> <tr> <td>ELA/Reading:</td> <td style="text-align: center;"><u>Meets or Above</u></td> <td style="text-align: center;"><u>Target</u></td> </tr> <tr> <td style="padding-left: 20px;">All Students</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">44%</td> </tr> <tr> <td style="padding-left: 20px;">Hispanic</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">37%</td> </tr> <tr> <td style="padding-left: 20px;">ECD</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">33%</td> </tr> <tr> <td style="padding-left: 20px;">EL</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td style="padding-left: 20px;">Sp. Ed.</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">19%</td> </tr> <tr> <td style="padding-left: 20px;">Cont. Enrolled</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">46%</td> </tr> <tr> <td style="padding-left: 20px;">Non-Cont. Enrolled</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">42%</td> </tr> </table> <table border="0"> <tr> <td>Math:</td> <td style="text-align: center;"><u>Meets or Above</u></td> <td style="text-align: center;"><u>Target</u></td> </tr> <tr> <td style="padding-left: 20px;">All Students</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">46%</td> </tr> <tr> <td style="padding-left: 20px;">EL</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">40%</td> </tr> <tr> <td style="padding-left: 20px;">Sp. Ed.</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">23%</td> </tr> <tr> <td style="padding-left: 20px;">Cont. Enrolled</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">47%</td> </tr> <tr> <td style="padding-left: 20px;">Non-Cont. Enrolled</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">45%</td> </tr> </table> <ul style="list-style-type: none"> Growth Status: Did not Meet Targets <table border="0"> <tr> <td>ELA/Reading:</td> <td style="text-align: center;"><u>Meets or Above</u></td> <td style="text-align: center;"><u>Target</u></td> </tr> <tr> <td style="padding-left: 20px;">All Students</td> <td style="text-align: center;">61%</td> <td style="text-align: center;">66%</td> </tr> <tr> <td style="padding-left: 20px;">Hispanic</td> <td style="text-align: center;">61%</td> <td style="text-align: center;">65%</td> </tr> <tr> <td style="padding-left: 20px;">ECD</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">64%</td> </tr> <tr> <td style="padding-left: 20px;">EL</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">64%</td> </tr> <tr> <td style="padding-left: 20px;">Sp. Ed.</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">59%</td> </tr> <tr> <td style="padding-left: 20px;">Cont. Enrolled</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">66%</td> </tr> </table> <table border="0"> <tr> <td>Math:</td> <td style="text-align: center;"><u>Meets or Above</u></td> <td style="text-align: center;"><u>Target</u></td> </tr> <tr> <td style="padding-left: 20px;">All Students</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">71%</td> </tr> <tr> <td style="padding-left: 20px;">Hispanic</td> <td style="text-align: center;">61%</td> <td style="text-align: center;">69%</td> </tr> <tr> <td style="padding-left: 20px;">ECD</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">68%</td> </tr> <tr> <td style="padding-left: 20px;">EL</td> <td style="text-align: center;">56%</td> <td style="text-align: center;">68%</td> </tr> <tr> <td style="padding-left: 20px;">Sp. Ed.</td> <td style="text-align: center;">51%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td style="padding-left: 20px;">Cont. Enrolled</td> <td style="text-align: center;">61%</td> <td style="text-align: center;">71%</td> </tr> <tr> <td style="padding-left: 20px;">Non-Cont. Enrolled</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">70%</td> </tr> </table> <ul style="list-style-type: none"> TELPAS: Did not Meet Target of 36%. (TELPAS Progress: 24%) | ELA/Reading: | <u>Meets or Above</u> | <u>Target</u> | All Students | 31% | 44% | Hispanic | 31% | 37% | ECD | 29% | 33% | EL | 25% | 29% | Sp. Ed. | 16% | 19% | Cont. Enrolled | 32% | 46% | Non-Cont. Enrolled | 29% | 42% | Math: | <u>Meets or Above</u> | <u>Target</u> | All Students | 42% | 46% | EL | 36% | 40% | Sp. Ed. | 20% | 23% | Cont. Enrolled | 42% | 47% | Non-Cont. Enrolled | 40% | 45% | ELA/Reading: | <u>Meets or Above</u> | <u>Target</u> | All Students | 61% | 66% | Hispanic | 61% | 65% | ECD | 60% | 64% | EL | 59% | 64% | Sp. Ed. | 49% | 59% | Cont. Enrolled | 59% | 66% | Math: | <u>Meets or Above</u> | <u>Target</u> | All Students | 60% | 71% | Hispanic | 61% | 69% | ECD | 59% | 68% | EL | 56% | 68% | Sp. Ed. | 51% | 61% | Cont. Enrolled | 61% | 71% | Non-Cont. Enrolled | 59% | 70% | <p>EL, and Specia Ed. population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies. Set and monitor goals for achievement provide interventions.(approache s, meets, masters) Intentional interventions for Els for listening speaking, reading, and writing.</p> |
| ELA/Reading: | <u>Meets or Above</u> | <u>Target</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 31% | 44% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 31% | 37% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ECD | 29% | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 25% | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sp. Ed. | 16% | 19% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cont. Enrolled | 32% | 46% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-Cont. Enrolled | 29% | 42% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math: | <u>Meets or Above</u> | <u>Target</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 42% | 46% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 36% | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sp. Ed. | 20% | 23% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cont. Enrolled | 42% | 47% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-Cont. Enrolled | 40% | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA/Reading: | <u>Meets or Above</u> | <u>Target</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 61% | 66% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 61% | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ECD | 60% | 64% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 59% | 64% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sp. Ed. | 49% | 59% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cont. Enrolled | 59% | 66% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math: | <u>Meets or Above</u> | <u>Target</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 60% | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 61% | 69% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ECD | 59% | 68% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 56% | 68% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sp. Ed. | 51% | 61% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cont. Enrolled | 61% | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-Cont. Enrolled | 59% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Liberty Middle School Comprehensive Needs Assessment 2021-2022

(Data from 2018-2019)

| Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
|--|--|--|--|
| <p style="text-align: center;">Distinctions</p> | <p>Campus Distinctions (5)</p> <ul style="list-style-type: none"> • ELA/Reading • Math • Science • Social Studies • Postsecondary Readiness | <p><u>Not Earned (2)</u></p> <ul style="list-style-type: none"> • Comparative Academic Growth. • Comparative Closing the Gaps. | <ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their content. • Utilize strategies of the Common Instructional Framework • Assess and Monitor frequently through common formative assessments • Consistent progress monitoring |

Liberty Middle School Comprehensive Needs Assessment 2021-2022

(Data from 2018-2019)

| Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
|---|--|---|--|
| Family and Community Involvement | <ul style="list-style-type: none"> • Communication in both English and Spanish • Parent Liaison campus level • Parent Volunteers • Business Partnerships | <ul style="list-style-type: none"> • Secondary parent involvement is low • Low Average of parents with high school diplomas and/or postsecondary education | <ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Create opportunities for parents to attend and become involved with the Parent Advisory Council (PAC) |
| Technology | <ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. | <ul style="list-style-type: none"> • Integration of technology in instruction and update the infrastructure, increase the use of student technology for instructional rigor. | <ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use |
| School Culture and Climate | <ul style="list-style-type: none"> • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture • Safe and Civil Schools Initiative • ARP- Attendance Recovery Program (37% recovery) | <ul style="list-style-type: none"> • Student attendance • Chronic Absences • PD • Culture Survey • Revisit Vision statement | <ul style="list-style-type: none"> • Build public relations • Improve student retention • Use Attendance Recovery Program • Mentor students with high absenteeism • Increase Social Media presence • Celebrating student progress, achievement, and attendance |
| Staff Quality, Recruitment, and Retention | <ul style="list-style-type: none"> • Highly Qualified Staff • McRel Evaluation Tool • High retention rate | | |

Liberty Middle School

Campus Timeline



| DATE | Event(s) |
|-----------------------------|--|
| August 2- 5 | Campus Leadership TEAM met with to disaggregate STAAR data and to conduct Campus Needs Assessment. |
| August 16 – 19, 2021 | Campus Leadership TEAM met with Liberty staff to review campus data and results. |
| September 2021 | Campus Leadership TEAM present campus assessment results by Domain to teachers. Campus staff participated in goal setting for the 2021-2022 academic year, |
| October 2021 | Academic Success Committee meet to work on the Targeted Improvement Plan. |
| October 2021 | Campus staff analyze STAAR and CBA 1 data to plan interventions/support accordingly. |
| December 2021 | Members of the Campus Leadership TEAM revisit and revise the school vision and mission. |
| January 2022 | Campus teachers become familiar with the distinctives of TELPAS. Math teachers (6 th and 7 th grade teachers) also began to develop review centers for their classrooms. |



Goal Area 1: Student Achievement

| Goal Area 1: Student Achievement | | | | | | | |
|---|--|---|--------------------------------|---|---|--|--|
| Annual Goal 1: By June 2022, Liberty Middle School will improve to the following levels on STAAR Reading at least 70% at Approaches, 45% at Meets, 25% at Masters. | | | | | | | |
| Objective:1 By June 2022, all students will improve Reading performance in grades 6th, 7th, and 8th by implementing an effective systemic literacy plan across the content areas. | | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Campus CLCs will serve as a vehicle to implement a systemic literacy plan. | Classroom Teachers AVID Teacher CLL/Department Chairs Librarian Administrators | Library and Collection STAR Reading Program/Data MyON/Accelerated Reader Data: STAAR 2019 and 2021 TELPAS 2021 Benchmark Data - 2021 AVID Strategies Literacy Committee Planning/Meeting Times PearDeck, Google Classroom /Meets | August 2021 through June 2022 | Literacy Committee Documentation (Agendas/Attendance/Minutes) Literacy Plan CLC Agendas/Attendance Documentation Individualized Student Plans Walkthrough Documentation | Gains: Local Assessments Gains: STAAR Assessment Gains: AR Tests Gains: Class Performance Gains: STAR Reading Level | *Formative: Checks for Understanding Assignment Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR AR Tests Lexiles | Title I - 4: High-Quality and Ongoing Professional Development a. Required: select professional development to meet the needs of teachers b. Best Practice: utilize professional learning communities to meet the needs and schedules of teachers. c. Best Practice: Rearrange the school day to provide a block of time for collaborative planning. Title I,II,III State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| Assemble a literacy committee for program implementation and development. | | | | | | | |
| Analyze the results of the 2021 Reading STAR diagnostic assessment, STAAR 2019, TELPAS 2021, and 2021 benchmark data to personalize the instructional needs of all students. | | | | | | | |
| Develop a plan to implement and monitor literacy (reading and writing) practices across all contents. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Targeted interventions will be implemented and monitored based on identified areas of concern synchronously and asynchronously virtually and or face to face. | Classroom Teachers AVID Teacher CLL/Department Chairs Administrators Tutors | Planning Time Summit K12 Read 180/Systems 44 Istation Google Classroom/Meet AVID Strategies Time/Schedule for Tutorials (before, during, or after school; Saturdays) Technology: computers, | October 2021 through June 2022 | Intervention Lists (appr/meets/masters) Attendance Lists for Tutorials Home Contact Logs Completion of Assignments/Lessons Reports (READ 180, Systems 44, Summit K12, Istation) Walkthrough Documentation | Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance | *Formative: Checks for Understanding Assignment Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR Lexiles | Title I - 9: Effectively and Timely Assistance to Students Experiencing Difficulty a. Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it. b. and c. Best Practices: Provide individualized and small group learning sessions; incorporate computer-assisted instruction Title I,II,III |
| Action Steps | | | | | | | |
| Conduct campus review sessions through CLCs to identify and immediately address areas of concern. | | | | | | | |
| Use a blended learning approach for targeted interventions (Istation, Systems 44, READ 180, Summit K12). | | | | | | | |
| Use small group instruction to provide additional support to students in need (by classroom teachers, SE teachers, retired ELA/R teachers, university students). | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Close reading activities will be implemented across all contents virtually using PearDeck online platform and or face to face. | Classroom Teachers AVID Teacher CLL/Department Chairs Administrators Tutors | PLORE Class Posters Newsela Subscription Newsela Passages by Content Questions (STAAR Format) Writing Prompts for Passages AVID Strategies PearDeck Google Classroom /Meet | October 2021 through June 2022 | Lesson Plans Newsela Binders by Content Student Work/Annotations Walkthrough Documentation | Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance | *Formative: Checks for Understanding Assignment Grades Newsela Activity Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR | Title I - 2: Reform Strategies a. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research. c. Best Practice: Identify scientifically-based research programs that increase the amount and quality of learning time. Title I,II,III State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| Align close reading passages from Newsela to content area timelines. | | | | | | | |
| Monitor the implementation of close reading. | | | | | | | |
| Implement PLORE reading strategies across the disciplines. | | | | | | | |

| Goal Area 1: | | Student Achievement | | | | | |
|---|---|--|--------------------------------------|---|---|---|--|
| Annual Goal 2: | | By June 2022, all Liberty Middle School students will improve in WRITING to the following levels: at least 70% at the Approaches level; 45% at the Meets level; and 15% at the Masters level. | | | | | |
| Objective: 1 | | By June 2022, all students will improve in WRITING at every performance level by implementing differentiated data-driven instruction to meet the needs of all students. | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| A plan will be developed to implement and monitor best practices in writing. | Literacy Committee Members ELA/R Teachers AVID Teacher Language Support Teachers CLL/Department Chairs Content Administrator | DMAC Access/Reports TELPAS Data - 2021 STAAR Data – 2019 and 2021 Mini-Assessment Data Benchmark Data Google Classroom /Meet | October 2021 through June 2022 | Literacy Plan CLC Agendas/Attendance Review Session Agendas/Findings Classroom Observations Walkthrough Documentation Use of AVID Strategies | Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance | *Formative: Checks for Understanding Assignment Grades Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR | Title I - 8: Teacher Decision-Making Regarding Assessments a. Required: Include teachers in the decisions and planning regarding use of assessments. c. Best practice: Provide professional development on using data to make instructional decisions, improve curriculum, and design assignments. |
| Action Steps | | | | | | | |
| A literacy committee will be assembled to for program implementation and development. | | | | | | | |
| Teachers will analyze data from TELPAS 2021, STAAR 2019 to identify areas of concern; teachers will use mini-assessment and benchmark data (2021) to drive instructional practice in writing. | | | | | | | |
| The campus will conduct a review session bi-weekly and at the end of the Six Weeks to identify areas of concern in: written composition; revising; editing. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Writing exercises/activities will be implemented across the contents. | Classroom Teachers AVID Teacher CLL/Department Chairs Administrators | Lesson Plans Writing Prompts by Content AVID Strategies Designated Planning Time | August 2021 through June 2022 | Lesson Plans/Annotations Student Work Use of AVID Strategies Walkthrough Documentation | Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance | *Formative: Checks for Understanding Assignment Grades Newsela Activity Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR | Title I - 2: Reform Strategies a. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research. c. Best Practice: Identify scientifically- based research programs that increase the amount and quality of learning time. Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| Write-to-Learn exercises/activities will be incorporated into lessons across the contents. | | | | | | | |
| Teachers will produce evidence of writing in their respective classes. | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Targeted interventions will be implemented and monitored based on identified areas of concern synchronously and asynchronously virtually and or face to face. | ELA/R Teachers AVID Teacher CLL/Department Chairs Language Support Teachers Tutors Content Administrator | Planning Time Summit K12/Istation Read 180/Systems 44 AVID Strategies Google Classroom/Meet/TEAMS Time/Schedule for Tutorials (before, during, or after school; Saturdays) Technology: computers, document readers, slates, etc. | October 2021 through June 2022 | Intervention Lists (appr/meets/masters) Attendance Lists for Tutorials Home Contact Logs Completion of Assignments/Lessons Reports (READ 180, Systems 44, Summit K12, Istation) Use of AVID Strategies Walkthrough Documentation | Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance | *Formative: Checks for Understanding Assignment Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR | Title I - 9: Effectively and Timely Assistance to Students Experiencing Difficulty a.Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it. b.and c. Best Practices: Provide individualized and small group learning sessions; incorporate computer-assisted instruction Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| Teachers will analyze classroom and assessment data to identify areas of concern. | | | | | | | |
| Teachers will provide small group instruction to students within and beyond the class period synchronously and asynchronously virtually and or face to face. | | | | | | | |
| Tutors (retired ELA/R teachers and university students) will provide additional support to students within and beyond the class period. | | | | | | | |

| Goal Area 1: | | Student Achievement | | | | | |
|--|--|--|--------------------------------|--|---|---|---|
| Annual Goal 3: | | By June 2022, Liberty Middle School students will improve to the following levels on the STAAR in MATHEMATICS: at least 80% at the Approaches level; 45% at the Meets level; and 25% at the Masters level. | | | | | |
| Objective:1 | | Students will improve student achievement to the given levels in mathematics through data-driven practices: planning, instruction, and interventions. | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/Summative Assessment | Title-I School- wide Component |
| Lesson planning and delivery of instruction will be thorough and thoughtful. | Grade Level Math Teachers Grade Level SE Teachers CLL/Department Chair Content Administrator | TEKS Resources Lead4Ward Resources District Curriculum IB Unit Planners Designated Planning Time Google Classroom/Meet | August 2021 through June 2022 | Lesson Plans with Annotations Participation/Observation of Planning Time TCLC Agendas Walkthrough Documentation | Gains: Local Assessments Gains: STAAR Assessment | *Formative: Checks for Understanding *Summative: Weekly Assessments CBAs Benchmarks STAAR/EOC | Title I - 4: High-Quality and Ongoing Professional Development a. Required: select professional development to meet the needs of teachers b. Best Practice: utilize professional learning communities to meet the needs and schedules of teachers. c. Best Practice: Rearrange the school day to provide a block of time for collaborative |
| Teachers will use the planning time allotted to collaborate and determine best practices to use in lesson delivery virtually and or face to face. | | | | | | | |
| Teachers will consult resources that match the rigor of the state assessment to the rigor used in lesson assignments, activities, and projects. | | | | | | | |
| Teacher will select assignments, activities, projects for implementation that reflect the given rigor match. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/Summative Assessment | Title-I School- wide Component |
| Consistent monitoring of performance and progress will be observed by teachers and students. | Grade Level Math Teachers Grade Level Sp. Ed. Teachers Students Department Chair/Leadership Content Administrator | LMS Monitoring Tool Student Portfolios/Graphs DMAC Access/Reports STAAR Data Local Assessment Data Time for St. Conferences Google Classroom/ Meet | October 2021 through June 2022 | Completed and Current Monitoring Forms Completed and Current Student Graphs Teacher/Student Conferences Walkthrough Documentation | Gains: Local Assessments Gains: STAAR Assessment Student Ownership/Goals | *Formative: Checks for Understanding Student Goal Setting *Summative: Weekly Assessments CBAs Benchmarks STAAR/EOC | Title I - 8: Teacher Decision-Making Regarding Assessments a. Required: Include teachers in the decisions and planning regarding use of assessments. Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| A consistent monitoring tool will be used and kept current by teachers and students to document performance and progress. | | | | | | | |
| Data analysis will be conducted at given intervals, including , but not limited to CBA and Benchmarks, to identify areas of concern and to develop targeted interventions accordingly. | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/Summative Assessment | Title-I School- wide Component |
| Targeted interventions will be implemented and monitored based on identified areas of concern synchronously and asynchronously virtually and or face to face. | Grade Level Math Teachers Grade Level Sp. Ed. Teachers Students Department Chair/Leadership Administration Tutors | Planning Time Google Classroom/Meet Google Slides/Forms Imagine Math Time/Schedule for Tutorials (before, during, or after school; Saturdays)Technology: computers, document readers, slates, etc. | October 2021 through June 2022 | Intervention Lists (appr/meets/masters) Attendance Lists for Tutorials Home Contact Logs Completion of Assignments/Lessons Imagine Math Reports Walkthrough Documentation | Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance | *Formative: Checks for Understanding Assignment Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR/EOC | Title I - 9: Effectively and Timely Assistance to Students Experiencing Difficulty a.Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it. b.and c. Best Practices: Provide individualized and small group learning sessions; incorporate computer-assisted instruction Title I,II,II State Compensatory Fund |
| Action Steps | | | | | | | |
| Teachers will provide virtual opprtunities for intervention, including, but not limited to Google Classroom/Slides/Meet and Imagine Math. | | | | | | | |
| Teachers and tutors (retired teachers and/or university students) will provide small group instruction to students within and beyond the class period, virtually and or face to face. | | | | | | | |

Goal Area 2: Closing the Gaps

| Goal Area 2: | Closing the Gap | | | | | | |
|--|---|---|------------------------------|---|--|---|--|
| Annual Goal 1: | By June 2022,75% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet the STAAR performance targets in Reading and Math. | | | | | | |
| Objective 1: | All identified student groups in the Academic Achievement component will be monitored to ensure that at least 80% of the indicators are met in Reading and Math by June 2022. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Collect and assess (all subgroup) student data to monitor the progress of weekly assessments by using "meets" level standard in reading and math. (Reg Ed, RTI,504,SPED,GT Migrants, EL's, EP) | Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor | Progress Monitoring Tool STAAR Release Data IStation Reading Imagine Math Systems 44/Read180 District Curriculum | August 2021 - August 2022 | Progress Monitoring Data Assessments McREL Walkthroughs Student Work Sample | Weekly -Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS | Weekly Assessments BM1 & 2 STAAR TELPAS Reading Lexile measures | *Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| 1. Meet with Grade Level once a week to discuss progress monitoring. | | | | | | | |
| 2. Use ongoing district created formative assessments to track data. | | | | | | | |
| 3. Use data to drive instructional decisions and provide interventions related to students needs. Provide opportunities for small group instruction. | | | | | | | |
| 4. Provide differentiated instruction, accommodations, and intervention plans based on students IEPs. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Implement action plans to ensure (all subgroup) students meet Reading and Math Meets Standards on district local assessments | Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor | Progress Monitoring Tool STAAR Release Data IStation Reading Imagine Math Systems 44 District Curriculum | August 2021 - August 2022 | Classroom Tracking Chart Progress Monitoring Data Weekly Assessments McREL Walkthroughs Student Work Sample Lesson Plans | Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II | Weekly Assessments BM1 & 2 STAAR TELPAS | *Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual |
| Action Steps | | | | | | | |
| 1. Create an intervention plan that targets specific groups for skill and performance level targets. | | | | | | | |
| 2. Track student progress,by identifying current levels in STAAR assessments and set goals to show progress/growth. | | | | | | | |
| 3. Teachers hold conferences with student to identify, set goals and track progress virtually and or face to face. | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Monitor and evaluate the implementation of action plans to ensure that (all subgroups)students are progressing to meets standards in both reading and math. | Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor | Progress Monitoring Tool STAAR Release Data IStation Reading Imagine Math Systems 44 District Curriculum | August 2021 - August 2022 | Classroom Tracking Chart Progress Monitoring Data Weekly Assessments McREL Walkthroughs Student Work Sample Lesson Plans | -Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS | Progress Monitoring Tool, Action Plan, Weekly Assessments BM1 & 2 STAAR TELPAS | *Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| 1. Meet with CLF's and leadership team to evaluate the use of resources for specific target groups. | | | | | | | |
| 2. Review lesson plans, discuss instructions and strategies to target specific students needs. | | | | | | | |
| 3. Provide teachers with quality intentional planning during their confrence periods and TCLC's. | | | | | | | |

| Goal Area 2: | | Closing the Gap | | | | | |
|---|---|--|------------------------------|--|--|---|---|
| Annual Goal 1: | | By June 2022,75% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet the STAAR performance targets in Reading and Math. | | | | | |
| Objective 2: | | All student groups will increase in the Growth component by at least 10 percentage points in Reading and Math performance level. In Reading from 31% to 41% and from 42% to 52% in Math. | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Identify all students in STAAR 2019 assessment who can potentially meet expected growth. | Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor | Progress Monitoirng Tool STAAR Release Data IStation Reading Imagine Math Systems 44 District Curriculum | August 2021 - August 2022 | STAAR Data 2019 and 2021 Progress Monitoring Data Weekly Assessments McREL Walkthroughs Student Work Samples | -Closing the achivement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II | Weekly Assessments Benchmarks 1 & 2 STAAR | *Comprehensive Needs Assessment (A,B,C) *Reform stratagies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual |
| Action Steps | | | | | | | |
| 1. Schedule opportunities for blended learning (IStation, Imagine Math, AR, Systems 44, Read 180) | | | | | | | |
| 2. Students will monitor/track their progress towards Meets or excedeas expected expected growth. | | | | | | | |
| 3. Campus will employ Intentionall flexible scheduling. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Create and develop a plan to ensure all teachers are delivering high-quality, best practice close reading activities during their instructional time. | Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor | Progress Monitoirng Tool STAAR Release Data IStation Reading Imagine Math Systems 44 District Curriculum | August 2021 - August 2022 | STAAR Data 2019 and 2021 Progress Monitoring Data Weekly Assessments McREL Walkthroughs Student Work Samples | -Student Growth - Closing the achivement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II | Weekly Assessments Benchmarks 1 & 2 STAAR | *Comprehensive Needs Assessment (A,B,C) *Reform stratagies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual |
| Action Steps | | | | | | | |
| 1. Scheduled advance courses to provide more rigorous curriculum and instruction. | | | | | | | |
| 2. Provide "close reading" professional development to engage the rigor of instruction at the meets and masters level. | | | | | | | |
| 3. Implement and monitor instruction through walkthroughs and effective feedback. | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Provide STAAR intervention block to teachers for Monitoring and evaluating student progress as well as reflecting on insturctional time to ensure high quality best practices are being delivered to the assigned "meets" and "masters" level groups of students. | Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor | Progress Monitoirng Tool STAAR Release Data IStation Reading Imagine Math Systems 44 District Curriculum Lesson Plans Scheduling | August 2021 - August 2022 | STAAR Data 2019 and 2021 Progress Monitoring Data Weekly Assessments McREL Walkthroughs Student Work Samples | -Student Growth - Closing the achivement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II | Weekly Assessments Benchmarks 1 & 2 STAAR | *Comprehensive Needs Assessment (A,B,C) *Reform stratagies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual |
| Acron Steps | | | | | | | |
| 1. Implement STAAR aligned resrouces for whole group instrcutons for targeted intervention groups and tutoring. | | | | | | | |
| 2. Develop an action plan and the identification of who, when and what skill is being targeted. | | | | | | | |
| 3. Implement Close reading, informal/ formal assessments, STAAR released question stems, and open ended questions to track student progress. | | | | | | | |

| Goal Area 2: | Closing the Gap | | | | | | |
|--|---|---|------------------------------|--|---|---|--|
| Annual Goal 2: | By June 2022, 75% of our identified student groups in the Academic Growth status component in the Closing the Gaps domain will meet the expected growth targets in reading and math. | | | | | | |
| Objective 2: | All student groups will meet or exceed growth expectations by at least 5% increase of academic growth in the area of Reading and Math by June 2022: from 61% to at least 66% in Reading and from 60% to at least 65% in Math. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Target English learners student groups to demonstrate at least 5% increase in academic growth in the areas of Reading and Math. | Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor | ELPS Strategies Progress Monitoring Tool STAAR Release Data IStation Reading Imagine Math Systems 44 District Curriculum | August 2021 - August 2022 | STAAR Data 2019 Progress Monitoring Data Weekly Assessments McREL Walkthroughs Student Work Sample | -Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II | Weekly Assessments Benchmarks 1 & 2 STAAR | *Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| 1. ELs will be monitored bi-weekly through the progress monitoring tool. | | | | | | | |
| 2. Teachers will be provided with quality training on how ELP Strategies are embedded in weekly lesson plans to enhance the overall instructional program for ELs | | | | | | | |
| 3. Teachers will be trained and guided on the implementation of EL supplemental aids on provisions of routinely testing accommodations to personalize the need of every EL student in their classroom. | | | | | | | |
| 4. Teachers will use BIC/CALP vocabulary strategies across all contents. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Target and monitor our SPED student groups to demonstrate a 5% increase of academic growth in the area of Reading and Math. | Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor | Progress Monitoring Tool STAAR Release Data IStation Reading Imagine Math Systems 44 District Curriculum | August 2021 - August 2022 | STAAR Data 2019 Progress Monitoring Data Weekly Assessments McREL Walkthroughs Student Work Sample | -Student Growth - Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II | Weekly Assessments Benchmarks 1 & 2 STAAR | *Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual |
| Action Steps | | | | | | | |
| 1. Use progress monitoring tool and track student growth. | | | | | | | |
| 2. Provide System 44 reding intervention for struggling readers. | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Target and monitor our ECD student groups which will demonstrate a 10% increase in academic growth in the areas of Reading and Math. | Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor | Progress Monitoring Tool STAAR Release Data IStation Reading Imagine Math Systems 44 District Curriculum Lesson Plans Scheduling | August 2021 - August 2022 | Lesson Plans Progress Monitoring Data Weekly Assessments McREL Walkthroughs Student Work Sample District Curriculum | -Student Growth - Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II | Weekly Assessments Benchmarks 1 & 2 STAAR | *Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual |
| Action Steps | | | | | | | |
| 1. Use progress monitoring tool and track student growth. | | | | | | | |
| 2. Tailor interventions to each student's needs. | | | | | | | |
| 3. Communicate and reach out to parents for support and provide student with needed resources to succeed. | | | | | | | |

| Goal Area 2: | Closing the Gap | | | | | | |
|---|--|--|------------------------------|---|---|---|---|
| Annual Goal 3: | By June 2022, 55% of English Learners will advance by at least one proficiency level of the composite rating from June 2019 to June 2022 in the TELPAS state assessment. | | | | | | |
| Objective 1: | In grades 6th-8th grade student will increase at least one proficiency level or maintain Adv High in the areas of Listening by at least 75%, in Speaking by at least 40% and in Reading by at least 60%. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Develop, implement, and monitor a plan so all identified EL students can practice TELPAS Listening activities in their classroom | Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Spanish Teachers | Summit K-12 TELPAS Data IStation Reading Imagine Math Test Practice Items District Curriculum Scheduled Lab Time | August 2021 - August 2022 | TELPAS Data 2019 Weekly Assessment McREL Walkthroughs Student Work Sample/ Sets | Closing the achievement Gaps Summit K-12 TELPAS Practice Sets Domian III Walkthorughs Classroom Student engagement/participation | Practice Sets Data Summit K-12 Reports Classroom Listening Activites CIF Protocols | *Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual |
| Action Steps | | | | | | | |
| 1. Provide professional development for all teachers on effective TELPAS listening activities that can be implemented across all subjects | | | | | | | |
| 2. Provide students with lab time to practice Listening activities using Summit K-12 program twice a week during spanish classess. | | | | | | | |
| 3. Incorporate CIF protocols, such as cold calling, to give students the opportunity to discuss in class. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Develop, implement, and monitor a plan so all identified EL students can practice TELPAS Speaking activities throughout their classroom. | Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Spanish Teachers | Summit K-12 TELPAS Data IStation Reading Imagine Math Test Practice Items District Curriculum Scheduled Lab Time | August 2021 - August 2022 | TELPAS Data 2019 and 2021 Weekly Assessment McREL Walkthroughs Student Work Sample/ Sets | Closing the achievement Gaps Summit K-12 TELPAS Practice Sets Domian III Walkthorughs Classroom Student engagement/participation | Practice Sets Data K- 12 Summit Reports Classroom Speaking Activites CIF Protocols | *Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual |
| Action Steps | | | | | | | |
| 1. Provide professional development for all teachers on effective TELPAS Speaking activities that can be implemented across al subjects | | | | | | | |
| 2. Provide students with lab time to practice Speaking activities using Summit K-12 program twice a week during spanish classess. | | | | | | | |
| 3. Incorporate CIF protocols, such as Think, Pair, Share to give students opportunities to speak in class discussions. | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Develop, implement, and monitor a plan so all identified EL students can practice TELPAS Reading activities throughout their classroom. | Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Spanish Teachers | Summit K-12 IStation Reading Imagine Math Test Practice Items District Curriculum Scheduled Lab Time | August 2021 - August 2022 | TELPAS Data 2019 Weekly Assessment McREL Walkthroughs Student Work Sample/ Sets | Closing the achievement Gaps Summit K-12 TELPAS Practice Sets Domian III Walkthorughs Classroom Student engagement/participation | Practice Sets Data K- 12 Summit Reports Classroom Reading Activites Close Reading Strategy CIF Protocols | *Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual |
| Aciron Steps | | | | | | | |
| 1. Close reading strategies routinely used across the contents. | | | | | | | |
| 2. Provide student tutors for individualized reading interventions. | | | | | | | |
| 3. Train teachers on TELPAS Reading rubric | | | | | | | |
| 4. Provide students with lab time to practice Reading activities using Summit K-12 program twice a week during spanish classess. | | | | | | | |

**Goal Area 3: Improve Safety, Public Support, Culture
& Climate**

| Goal Area 3: | | Improve Safety, Public Support, Culture and Climate | | | | | |
|--|--|--|---------------------------|--|---|---|---|
| Annual Goal 1: | | To meet our annual goal of 97.5% attendance rate by June 2022 | | | | | |
| Objective 1: | | To monitor daily student attendance to ensure students are in school actively learning daily | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Increase student attendance. | Grade level Administrator School Community Liaison Teachers Attendance Clerk Counselors Nurse Security Guard | Attendance Rosters Grade level incentive (snacks/prizes). Trophies Banners Attendance and Tardy Logs Sign in and Sign out Forms District Portal for Attendance Recovery | August 2021 - August 2022 | Attendance Reports PowerPoints Shared by District Student Profiles Completed Logs Teacher Logs Attendance Recovery Program (ARP) | Increase of student attendance Culture and Climate Survey Increase in Student Achievement | Weekly district attendance District six weeks attendance Attendance Recovery Participation (ARP) Certificates Sign-in/out sheets Yearly Attendance Rate of 97.5% | Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10A 10C Title I,II,III State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| Make daily parent contact for students who are absent. | | | | | | | |
| Disseminate policy awareness presentation/ information handouts to parents. | | | | | | | |
| Require and enforce student sign-in at: front office, ccounselors, nurse | | | | | | | |
| Require students to turn in written excuses for being absent to the attendance office/School Attendance Specialist. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Enforce district/state attendance policies. | Grade level Administrator School Community Liaison Teachers Attendance Clerk Counselors Nurse Security Guard | Non-Attendance Referral forms Warning letters. Telephone contact. Meeting date Hearing dates. Warning dates. Attendance and Tardy Logs Sign in and Sign out Forms District Portal for Attendance | August 2021 - August 2022 | Attendance Reports at the Campus Weekly District Attendance PowerPoints Shared by District Student Profiles Completed Logs Teacher Logs Attendance Recovery Attendance | Increase of student attendance Culture and Climate Survey Increase in Student Achievement | Non-attendance referral forms Attendance logs Warning letter copies Parent conference dates on file Hearing dates on file Attendance Action Plan | Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10A 10C |
| Action Steps | | | | | | | |
| Provide attendance clerk with rosters of planned activities. | | | | | | | |
| Encourage teachers to submit non-attendance referral forms after three unexcused absences | | | | | | | |
| Issue warning letters to parent/guardian. Give verbal reprimands. | | | | | | | |
| Make contact with students and parents after three unexcused absences. | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Enforce an Attendance Action Plan | Grade level Administrator School Community Liaison Teachers Attendance Clerk Counselors Nurse Security Guard | District/TEA attendance rate. Attendance and Tardy Logs Sign in and Sign out Forms District Portal for Attendance Recovery | August 2021 - August 2022 | Attendance Reports at the Campus Attendance Rate comparison with State PowerPoints Shared by District Student Profiles Attendance Recovery Application | Committee Input Culture and Climate Survey Increase in Student Achievement/Attendance | Campus Meeting Sign In Measured Goals | Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10A 10C |
| Action Steps | | | | | | | |
| Create an Attendance Action Plan with: attendance procedures for parents, helpful tips for parents, automated phone system calls to parents to inform them about Attendance Recovery Program (ARP) | | | | | | | |

| Goal Area 3: | | Improve Safety, Public Support, Culture and Climate | | | | | |
|--|---|---|-------------------------|---|---|--|---|
| Annual Goal 2: | | By June 2022, student and staff perception for their physical and psychological safety will improve by 10% | | | | | |
| Objective 1: | | By June 2022, student social and emotional learning knowledge and skills will increase by 10% | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| All students will be provided guidance lessons that build on the social emotional development of the student. | Principal Assistant Principals Counselors Teachers Security Guards School Liason | District Curriculum for Advisory Counseling and Guidance Curriculum Feedback Surveys District Training Materials Professional Development District LPC | August 2021 - June 2022 | Walk Through Reports Lesson Plans Student SEL (Social Emotional Learning) profile Student Guidance Lessons Ongoing assistance of emotional needs | Culture and Climate Survey Increase in student attendance Increase in student achievement | Benchmarks STAAR/EOC Campus Climate Survey Walk Through | Reform Strategies 2A 2C Effective and Timely Assistance to Students Experiencing Difficulty 9A Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 A |
| Action Steps | | | | | | | |
| Schedule presentation of lessons in the classroom by counselors. | | | | | | | |
| Contact appropriate personnel and schedule presentations. | | | | | | | |
| Distribute pertinent information related to Social Emotional Learning for students and parents. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| All students and staff will be provided with information on various topics such as cyberbullying, bullying, social media, and emotional abuse. | Principal Assistant Principals Counselors Safety Committee Security Guards School Liason | District Wraparound Services District LPC Safe2SpeakUp Application PowerPoint Presentation Student Survey Training Material | August 2021 - June 2022 | Agendas Counselor Sign In Sheet PEIMS Discipline Data Student Survey Data | Decrease in behavior intervention forms Student perception of school safety improved Increase in student attendance and academics | Survey Safety Audits Six Week Behavior Reports | Reform Strategies 2A 2C Effective and Timely Assistance to Students Experiencing Difficulty 9A Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 A |
| Action Steps | | | | | | | |
| Provide teachers and students training on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices | | | | | | | |
| Conduct and collect student surveys to evaluate the student's perception on physical and psychological school safety | | | | | | | |
| Implement the five social emotional learning competencies into lessons: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Increase student career awareness and promote college readiness/connection | Counselors Principal High School Principal Guidance and Counseling Department | PowerPoint Presentation School Pamphlets University Visual Packets (Website) High School pathway brochures/pamphlets avid | August 2021 - June 2022 | University Visits High School Visits Student Career inventory Career Pathway Survey University Shirts Campus Website pictures of visits Agendas | Increase interest in college Increase in academic achievement Completion of career pathways | Participation Sheets Student Survey High School Graduation Data | Reform Strategies 2A 2C Effective and Timely Assistance to Students Experiencing Difficulty 9A Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C |
| Action Steps | | | | | | | |
| Contact appropriate personnel to schedule presentations and/or visitations to high schools/university -(Virtual or in person) | | | | | | | |
| Schedule Career Pathway surveys and provide parents information of selections/interest | | | | | | | |
| Invite community speakers to provide career awareness to students such as bankers, managers, police officers, etc. | | | | | | | |
| Promote college ready initiatives throughout all contents and grade levels. (Friday Spirit Day) | | | | | | | |

| Goal Area 3: Improve Safety, Public Support, Culture and Climate | | | | | | | |
|--|--|---|----------------------------|--|---|--|---|
| Annual Goal 2: By June 2022, student and staff perception for their physical and psychological safety will improve by 10% | | | | | | | |
| Objective 2: By June 2022, 100% of the district will implement safety and violence prevention protocols that will increase school safety | | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Provide staff development for staff and students on safety procedures | Principal Assistant Principals Counselors Teachers Security Guards School Liason | Training Equipment Security Cameras Security and Safety Audits Feedback Surveys District Training Materials Professional Development Crisis Management Plan | August 2021 - June 2022 | Agendas Sign In Sheets Security Safety Audits School Lockdown Documentation Fire Drills Report District Crisis Audits | Increase in student safety perception Results of audits Increase in staff survey results | Safety Audits Drill Reports Survey on Students Staff Survey | Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C |
| Action Steps | | | | | | | |
| Schedule presentation for staff, practice drills with students, and become familiar with the crisis mangament plan. | | | | | | | |
| Contact appropriate personnel and schedule presentations. | | | | | | | |
| Distribute pertinent information related to school safety. | | | | | | | |
| Conduct daily security/safety audits | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Promote school safety and train all staff in restorative practices. | Principal Assistant Principals Teachers Support Staff Counselors Safety Committee Security Guards School Liason Parental Involvement | Student Code of Conduct District Behavior Application Cameras Safety Audits Professional Development Community Speakers | August 2021 - June 2022 | Agendas Sign In Sheets Security Safety Audits District Six Week Reports Counselor classroom presentations on drug prevention Red Ribbon Week | Reduce disciplinary assignments Reduce hearing for placement Drug Prevention Material | District Six Week Reports Documented Referrals Behavior Management plan in place Sign In Sheets Student Survey | Reform Strategies 2A 2C |
| Action Steps | | | | | | | |
| Invite community speakers and provide information on drug awareness. | | | | | | | |
| Follow policies outlined by the district and in the student code of conduct manual. | | | | | | | |
| Hold team conferences with students and parents, as needed. | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Ensure that all COVID 19 protocols and systems are established and followed to provide a safe and healthy environment for all stakeholders for the entire 2021-2022 school year. | Principal Nurse District Risk Management District Director for Health Services Assistant Principal Security Guards Custodial Staff Cafeteria Personnel Transportation Department | Center for Disease and Control Guidelines and Website District COVID 19 Resources Personal Protective Equipment Technology Visuals Cameras | August 2021 - June 2022 | Visuals on campus indicating safety standards and practices Classroom Structures Agendas Sign In Sheets PowerPoint TEA Guidelines COVID 19 Team (Campus) | Mandating face coverings and social distancing Accessibility to hand sanitizer and other personal protective equipment | Distirct Audits COVID 19 Team Audits | Reform Strategies 2A 2C High Quality and ONGoing Professional Development 4A Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C Title I,II,III State Compensatory Fund |
| Action Steps | | | | | | | |
| Train staff, parents, and students on protocols and procedures at different phases of COVID 19 school openings | | | | | | | |
| Conduct daily screening on all personnel and students on campus | | | | | | | |
| Create a COVID 19 team that will ensure that all procedures, guidelines and safety standards are being followed | | | | | | | |

| Goal Area 3: | Improve Safety, Public Support, Culture and Climate | | | | | | |
|--|---|--|-------------------------|---|---|---|---|
| Annual Goal 3: | By June 2022, 100% of our staff, students, and parents will engage and interact with the child's school | | | | | | |
| Objective 1: | Encourage and collaborate with all stakeholders to increase parental involvement and interactions with school community. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Host campus information and training sessions on varying topics using different days and times | Parental Director Parental Educator Principal Assistant Principals Counselors School Liason Nurse Teachers | Research Based Best Practices District and Campus Policy Handbook Student Code of Conduct Handbook ESL/GED Brochures School Messenger Reading Materials District Public Relations Department | August 2021 - June 2022 | Agendas Meetings Invites Campus Website Sign In Sheets PowerPoints Photos Facebook | Parent Survey Results Increase Parental Involvement Increase Student Attendance Increase Student Achievement | Participation Counts Event Performances Benchmark STAAR Attendance Comparison in District | Strategies to Increase Parental Involvement 6A, 6B, 6C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C Title I,II,III State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| Provide campus sessions on multiple topics (Title I, Campus Policy and Student Handbook, Home-School Compacts, Attendance, and State Assessments) and Have district public relations (KTRI) provide essential information. | | | | | | | |
| Send letters home, provide updated information on the campus website and Facebook asking parents to participate. | | | | | | | |
| Provide certificates and acknowledgements to parental volunteers on campus (Marquee and Bulletin Boards), | | | | | | | |
| Continually recruit parents to join parental program and equip parental involvement center with needed appliances and materials. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Invite parents and community members to participate in school activities and events. | Parental Director Parental Educator Principal Assistant Principals Counselors School Liason Nurse Teachers | Research Based Best Practices District and Campus Policy Handbook Student Code of Conduct Handbook UIL School Messenger Reading Materials District Public Relations Department | August 2021 - June 2022 | Parental Participation at events Invites Campus Website Sign In Sheets PowerPoints Photos Facebook | Parent Survey Results Increase Parental Involvement Increase Student Attendance Increase Student Achievement Decrease in Disciplinary Actions | Participation Counts Event Performances Benchmark STAAR Attendance District Behavior Reports Attendance Reports in District | Strategies to Increase Parental Involvement 6A, 6B, 6C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C |
| Action Steps | | | | | | | |
| Develop a monthly calendar with reminders, activities, and celebrations to have buy in from all stake holders | | | | | | | |
| Sponsors will coordinate with administration and librarian to promote and effectively schedule all events taking place. Recognize parental support at the events. | | | | | | | |
| Utilize all means of communications to promote and Inform community of events (marquee, Liberty website and Facebook page, District Public Relations) | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| | | | | | | | |
| Action Steps | | | | | | | |
| | | | | | | | |
| | | | | | | | |

**Goal Area 4: Increase Staff Quality, Recruitment
and Retention**

| Goal Area 4: Increase staff quality, recruitment and retention | | | | | | | |
|---|--|---|------------------|---|--|---|---|
| Annual Goal 1: All teachers will be provided with resources and will be trained to deliver engaging and high-quality lessons to increase staff quality. | | | | | | | |
| Objective 1: Professional development will be offered to target research-based strategies for teachers to integrate in their classrooms. | | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Integrate and provide effective professional development to implement research based strategies to enhance student learning. | Principal Assistant Principals CLL Dept. Heads Teachers | TCLC's Weekly Content Planning Grade Level Meetings | August 2021-2022 | Staff integrates research based strategies that are shared with them during TCLC's Teachers analyze student work. | Integration within lesson plans Observed in classroom walkthroughs Increase in student academic achievement through weekly progress monitoring tool. | Weekly Walkthroughs Observations | Title I-4 High Quality and Ongoing Profesional Development a. required- select professional development to meet th eneeds of all principals,teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| 1. Will utilize campus and grade level data to identify area of needs and provide/address effective professional development opportunities. | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Intentional professional development will be afforded based on data collected in the evaluation system to show growth. | Principal Assistant Principals CLL Department Heads Teachers | TCLC's Weekly Content Grade Level Meetings McRel | August 2021-2022 | Walk-through data reviewAgendas Data Reports | Professional growth and high quality teaching Implementation of best practices Improved student performance. | Weekly walkthroughs Observations Data Student progress | Title I-4 High Quality and Ongoing Profesional Development a. required- select professional development to meet th eneeds of all principals,teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| 1. All new teachers will be provided with a teacher mentor. | | | | | | | |
| 2. Collaborative instructional practices will be reviewed among staff. (e.g., instructional rounds, walkthroughs, observations, feedback) | | | | | | | |
| | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| | | | | | | | |
| Action Steps | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| | | | | | | | |
|---|--|--|--------------------------|---|---|---|---|
| Goal Area 4: | Increase staff quality, recruitment and retention | | | | | | |
| Annual Goal 1: | By June 2022, all teachers will show growth in McREL's Performance Evaluation Report by one level to improve student achievement.III | | | | | | |
| Objective 2 | Based on 2020-2021 McREL's Performance Evaluation Reports, by the end of the 2021-2022 school year, two of the developing rating teachers will improve to effective, and 20% of the 50 teachers at effective rating will increase to highly effective by providing Intentional professional development to all staff | | | | | | |
| Strategy 1 | | | | | | | |
| Provide instructional coaching support for developing and proficient staff. | Principal Assistant Principals CLL Department Heads | -Teachers complete their McREL Self-Assessments and submit their PD goals by September 30th Analyze data to create, assess, and monitor Student Learning Objectives -Provide effective feedback based on walkthroughs and observations to identify teachers' areas of needs | August 2021 to June 2022 | Mentor/Coaching logs Sign-in sheets CLC's Walkthroughs Analyzing student work | -Increase in teacher satisfaction and moral improvement in student performance; better adjustments for new and all teacher personnel McREL Teacher Evaluation Proficiency level increase Increase in scores, academic achievement and closing the gaps. | Weekly Walkthroughs Observations McREL Student Academic Performance Rigor/Relevance Rubric | Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet th e needs of all principals,teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| 1. Teachers participate in weekly TCLCs and job-embedded professional development on best practices. | | | | | | | |
| 2. Provide teacher with feedback through classroom walkthroughs. | | | | | | | |
| 3. Conduct at least 1 learning walk per teacher each semester. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Implement and monitor staff PD goals for growth throughout the 2021 school year. | Principal Assistant Principal Department Heads Teachers | McREL Guide Book/Rubric Evaluation Tool District Instructional Focus Walkthrough Form TEEMS | August 2021 to June 2022 | Mentor/Coaching logs Sign-in sheets CLC's Walkthroughs Analyzing evidence in transformation from TCLC's student work. | Teacher growth in EOY McREL ratings Student achievement Application | BOY, MOY, and EOY Conferences Walkthroughs and Effective Feedback | Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet th e needs of all principals,teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| 1. Teachers complete their McREL Self-Assessments and submit their PD goals by September 30th. | | | | | | | |
| 2. Provide effective teacher feedback based on classroom walkthouhgs and observations to identify teachers' areas of need. | | | | | | | |
| 3. Analyze data to create, assess, and monitor Student Learning Objectives. | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| New teacher professional development and coaching support for those who need to improve delivery of classroom instruction. | Principal Assistant Principals CLL Department Heads | Coaching Cycle McREL Rubric Walkthroughs and Effective Feedback TCLC | August 2021 to June 2022 | Mentor/coaching logs Sign-in sheets CLCs Walkthroughs Analyzing student work | Teacher growth in EOY McREL ratings Student achievement Application | BOY, MOY, and EOY Conferences Walkthroughs and Effective Feedback | Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet th e needs of all principals,teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| 1. Teachers participate in weekly TCLCs and job-embedded professional development on best practices. | | | | | | | |
| 2. Provide effective teacher feedback based on classroom walkthouhgs and observations to identify teachers' areas of needs. | | | | | | | |
| 3. Conduct at least 1 Learning walk per teacher each semester. | | | | | | | |

Goal Area 4: Increase staff quality, recruitment and retention

Annual Goal 1: By June 2022, all teachers will be highly qualified to teach their current assignment.

Objective 3 1a: All secondary ESL/ELA teachers will be certified by May 2022

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|--|--|--------------------------|---|--|---|--|
| Teachers will participate in district training. | Principal Dean of Instruction Content Administrator Teachers | Calendar of District Trainings Bilingual Department | August 2021 to June 2022 | Sign-in logs Registration documents on file ERO Printout Sheets | Professional growth High level teaching | Highly qualified teachers resulting in a stronger learning environment Student achievement | Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |

1. Provide a calendar of meaningful district professional development.

2. Teachers will participate in trainings offered by the district.

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--------------|---------------------------|-----------|----------|----------------------------|--------------------|---------------------------------|--------------------------------|
| | | | | | | | |
| Action Steps | | | | | | | |

| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--------------|---------------------------|-----------|----------|----------------------------|--------------------|---------------------------------|--------------------------------|
| | | | | | | | |
| Action Steps | | | | | | | |

| Goal Area 4: | | Increase staff quality, recruitment and retention | | | | | |
|--|--|--|--------------------------|--|---|--|--|
| Annual Goal 3: | | By June 2022, all teachers will be highly qualified to teach their current assignment. | | | | | |
| Objective 2 | | Campus recruitment and retention of highly qualified and certified teachers in all assignments by June 2022. | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Promote strategies for attracting/retaining highly qualified staff. | -Principal -Dean of Instruction -Content Administrator | -Survey forms -Surveys -Staff Development Plan | August 2021 to June 2022 | -Highly qualified teachers resulting in a stronger learning environment and student achievement. | -Professional growth -High level teaching | Survey results - Staff Development Plan - Teacher Evaluations of presentations - Effective trainings in higher STAAR scores | Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| 1. Distribute staff development needs surveys. | | | | | | | |
| 2. Review survey findings and target exact areas of staff development needs. | | | | | | | |
| 3. Progress staff development plan SBDM Committee. | | | | | | | |
| 4. Coordinate quality on-going professional development. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Seek research-based professional development opportunities for all staff members. | -Principal -Dean of Instruction -Content Administrator -CLL Department Heads | Professional Development -Research Based Strategies | August 2021 to June 2022 | Sign-in logs - Registration documents on file - ERO - Printout Sheets | -Professional growth and -high level teaching | Registration documents on file -ERO Print-outs - Master Schedule - Highly qualified Staff resulting in a stronger learning environment -Walkthroughs | Title I-4 High Quality and Ongoing Professional Development c. Best Practices rearrange the school day to provide a block of time for collaboration planning. |
| Action Steps | | | | | | | |
| 1. Register for training in their content areas. | | | | | | | |
| 2. Allow common planning periods for teachers to share strategies learned. | | | | | | | |
| 3. Conduct vibrant TLCs for all teachers. | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Provide new teacher professional development and coaching support for those who need to pass certification exams | Principal, Assistant Principal, CLL, Grade level chairs, ACP | McREL Rubric, Provide effective feedback based on walkthroughs and observations to identify teachers' areas of needs. Use walkthroughs and observations evaluations to provide effective coaching and professional development for all teachers. | August 2021 to June 2022 | Mentor/Coaching logs, Sign-in sheets, CLCs, walkthroughs, Analyzing student work | Increase in Teacher Performance and McREL Teacher Evaluation Proficiency level, Increase in Student Achievement and Closing the Gaps. | Weekly walkthroughs, Observations, McREL Student Academic Performance Rigor/Relevance Rubric | Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds |
| Action Steps | | | | | | | |
| 1. Schedule McREL trainings for all new teachers. | | | | | | | |
| 2. Provide coaching support for all new teachers | | | | | | | |
| 3. Provide meaningful opportunities for professional development to all new teachers | | | | | | | |