Sheldon Independent School District

Monahan Elementary

2020-2021 Campus Improvement Plan

Board Approval Date: November 17, 2020
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The campus site based team convened on June 1, 2020, via Zoom, to facilitate the development of the campus comprehensive needs assessment and the campus goals and objectives. The site-based team consisted of the following:

Name	Position
Cheri Dixon	Principal
Grace Ascencio	Classroom Teacher
Stephanie Herranz	Classroom Teacher
Kellie Rodriguez	Classroom Teacher
Brian Randolph	Art Teacher
Vicki Clements	Special Education Teacher
La'Kesha Malveaux	Campus DWIC representative

The campus reviewed the following data:

- Mock assessment scores
- District Assessment data
- Istation/DRA data
- Discipline referrals
- Staff and student attendance
- Staff resignations
- Parent Engagement activities
- Remote Learning experiences

Focus areas for the upcoming school year will include the following:

1. The implementation of Early literacy instruction to improve in all academic content areas

2. The increase in the number of students at the "meets" standard on STAAR in reading and math

3. Student growth in 5th grade in reading and math

4. A decrease in the number of office referrals

5. The offering of enrichment activities to promote a well-rounded education for all students that supports the whole child

6. The implementation of strategies that will support the concept of differentiated instruction through the development of meaningful plans for special education and EL

students.

7. Implement effective instructional strategies that support in person and at-home learning for all students.

The campus improvement plan and parent and family engagement policy are available on campus in the front office, the campus library, the foyer of the Ney Administration building, and at the local community library.

Sheldon ISD values the support and feedback of our parents and community. To ensure that the community is well informed of campus and district information, communication is provided to all parents in both English and Spanish throughout the district. Sheldon ISD continues to expand every school year with a growing number of different languages represented in the district. To continue our commitment towards building a strong home to school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in that language.

Demographics

Demographics Summary

Monahan Elementary is located on the east side of Houston, in Sheldon ISD.

A. Student Enrollment

Year	Enrollment
2017	600
2018	572
2019	619

B. Student Demographic by Ethnicity

Ethnicity	Campus	District
Hispanic	59.6%	71.3%
African American	35.3%	21.1
White	2.22%	5.6%
Two or More Races	2.0%	1.2%

C. Student Longitudinal Demographics by Ethnicity

Ethnicity	2016	2017	2018
Hispanic	57.9%	57.7%	59.6%
American Indian			
Asian			
African American	38.2%	36.9%	35.3%
Native Hawaiian			
White	2.5%	2.7%	2.2%
Two or More Races	1.1%%	2.0%	2.0%

D. Student Demographics by Gender

Gender	Campus	District	State
Female	52.0%	49.6%	49%
Male	48.0%	50.4%	51%

E. Student Demographics by Special Populations

Special Population	Campus	District	State
Special Education	12.0%	7.9%	9.6%
ELL	29.1%	33.2%	19.7%
Gifted & Talented	3.7%	5.3%	8.1%
Section 504	1.5%	2.4%	6.5%
Economically Disadvantaged	87.0%	82.6%	60.6%

F. Staff Demographics by Ethnicity

Ethnicity	Campus	District	State
African American	27.4%	32%	10.1%
Hispanic	37.3%	28.7%	27.7%
White	35.3%	33.1%	58.4%
Asian	0%	1.1%	1.5%

G. Staff Demographics by Gender

Gender	Campus	District	State
Female	94.5%	77.2%	76.2%
Male	5.5%	22.8%	23.8%

H. Staff Demographics by Years of Experience

Years of Experience	Campus	District	State
1st year	7.5%	6.8%	7.0%
1-5 years	49.8%	38.4%	28.9%
6-10 years	14.9%	20.7%	19.0%
11-20 years	25.4%	27.4%	29.3%
20+ years	2.5%	6.8%	15.7%

Demographics Strengths

- Staff is leveling out, with less resignations. This year, we received 4 resignations and 1 retirements.
- The district made a boundary change, which increased our total enrollment.
- A diverse student population provides learning opportunities for students to know how to interact with each other.
- We have a balance in our student genders.
- Percentage of ELL students on campus is lower than district percentage.
- Staff diversity provides for insight into student populations.
- A diverse staff can understand cultures of our campus families.
- There are opportunities for staff who have 1-5 years of experience to be trained to work with students with our demographic needs.
- Younger teachers are interested in staying in the profession for a longer period of time.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus staff require an understanding of working with a community of diverse cultures. **Root Cause:** Demographics of students does not match the demographics of our school staff.

Problem Statement 2: The ratio of female to male staff members is not aligned to campus ratio. **Root Cause:** More females are applying for positions at Monahan.

Problem Statement 3 (Prioritized): Staff require training and support in working with students in special populations. **Root Cause:** There is over 10% of the students identified for services in special education.

Student Learning

Student Learning Summary

STAAR Results (18-19 due to COVID 19)

Grade Level/Subject: Grade 3 Reading

Students	% Did Not Meet	% Approaching	% Meets	% Masters
All	33	67	28	12
Male				
Female				
Hispanic	27	73	31	13
African American	47	53	18	6
Economically Advantaged	34	66	27	12
LEP	28	72	26	8
Bilingual				
ESL				
Special Education	45	55	30	0
Gifted & Talented				

Grade Level/Subject: Grade 3 Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	24	76	38	11
Male				
Female				
Hispanic	21	79	43	13
African American	29	71	26	9
Economically Advantaged	27	73	34	11
LEP	26	74	41	15
Bilingual	24	76	39	12
ESL				
Special Education	55	45	30	5

Students	% Did Not Meet	% Approaching	% Met	% Masters
Gifted & Talented				

Grade Level/Subject: Grade 4 Reading

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	40	60	22	5
Male				
Female				
Hispanic	37	63	21	7
African American	49	51	21	3
Economically Advantaged	38	62	23	6
LEP	31	68	26	11
Bilingual				
ESL				
Special Education	61	39	22	0
Gifted & Talented				

Grade Level/Subject: Grade 4 Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	50	50	18	7
Male				
Female				
Hispanic	46	54	23	9
African American	62	38	10	5
Economically Advantaged	47	53	20	7
LEP	40	60	29	14
Bilingual				
ESL				
Special Education	63	33	28	6
Gifted & Talented				

Grade Level/Subject: Grade 4 Writing

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	54	46	18	3
Male				
Female				
Hispanic	51	49	21	6
African American	64	36	13	0
Economically Advantaged	52	48	17	4
LEP	37	63	20	3
Bilingual				
ESL				
Special Education	72	28	17	0
Gifted & Talented				

Grade Level/Subject: Grade 5 Science

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	27	73	40	19
Male				
Female				
Hispanic	22	78	46	22
African American	36	64	28	14
Economically Advantaged	28	72	43	21
LEP	22	78	50	31
Bilingual				
ESL				
Special Education	75	25	17	0
Gifted & Talented				

Grade Level/Subject: Grade 5 Reading

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	21	79	54	21

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male				
Female				
Hispanic	17	83	56	24
African American	28	72	50	14
Economically Advantaged	20	80	56	20
LEP	19	81	53	28
Bilingual				
ESL				
Special Education	67	33	25	8
Gifted & Talented				

Grade Level/Subject: Grade 5 Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	12	88	43	27
Male				
Female				
Hispanic	10	90	54	33
African American	17	83	19	14
Economically Advantaged	11	89	44	27
LEP	8	92	56	33
Bilingual				
ESL				
Special Education	50	50	17	8
Gifted & Talented				

Istation Achievement (MOY):

Grade Level	Percent at Tier 1 and 2
1st Grade	62%
2nd Grade	57%
3rd Grade	65%
4th Grade	72%

Grade Level	Percent at Tier 1 and 2
5th Grade	76%

Student Learning Strengths

- Gains at Approaching level in 3rd grade Reading and Math, 4th grade Writing, and 5th grade Reading, Math, and Science
- 3rd grade Math had gains in Approaching, Meets, and Masters levels
- 5th grade Math had gains in Approaching, Meets, and Masters levels
- 3rd grade Reading had gains in Approaching, Meets, and Masters levels
- 5th grade Reading had gains in Approaching, Meets, and Masters levels
- 5th grade Science had gains in Approaching, Meets, and Masters levels
- MOY Istation results grades 1-5 show 66% of students on Tier 1 or 2 (no EOY due to COVID 19)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special populations of students were not performing on grade level in all grades throughout the building. **Root Cause:** Staff require training and support in working with students in special populations.

Problem Statement 2 (Prioritized): Reading STAAR scores remained the same for Approaching level. **Root Cause:** 4th grade students under performed the state and district in Reading.

Problem Statement 3 (Prioritized): Students are not making Meets and Masters level scores in Reading and Writing. **Root Cause:** Students do not have advanced critical thinking skills and writing skills.

Problem Statement 4 (Prioritized): Teachers with 1-5 years of experience need training to be able support students. **Root Cause:** Teachers left Monahan due to personal concerns, advancement, retirement, or increased expectations of the job.

Problem Statement 5 (Prioritized): Staff require training and support in working with students in special populations. **Root Cause:** There is over 10% of the students identified for services in special education.

Problem Statement 6 (Prioritized): Teachers do not include differentiation into lesson plans for both students on the low and high end of achievement, resulting in less students meeting the Meets and Masters expectations on STAAR. **Root Cause:** Teachers do not understand how to differentiate instruction for low and high achieving students.

Problem Statement 7 (Prioritized): Students are not making progress on STAAR math at approaching, meets, and masters levels. **Root Cause:** Students do not understand basic math concepts and problem solving processes.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction: The district curriculum is followed throughout the school year. Teachers spent time this year learning how to understand the TEKS and how each skill will be assessed in each grade level, provide authentic learning experiences for students, and incorporate writing through interactive journals. A master schedule has been developed for the campus, which includes a structured plan for intervention services for all grade levels. Weekly planning meetings take place with the assigned instructional specialist and campus administrators. Teachers post lesson plans weekly. Staff development sessions and PLCs focused on understanding the rigor of STAAR and critical thinking activities. Programs that will continue on campus this year include:

- Balanced Literacy in all grade levels
- A High Frequency Word program in 1st and 2nd grade
- Dual Language implementation in 1st, 2nd, 3rd and 4th grades
- Guided Reading and implementation at all levels, with an enhanced focus on early literacy
- Data Analysis meetings after district wide assessments
- Collaboration session weekly between special education department and general education department to identify ways to meet the needs of the special education students
- Utilizing technology as a means of delivering instruction across a variety of mediums (in person or virtual teaching)

School Context and Organization: Due to an additional grade level being added to the Dual Language program, additional bilingual/dual language teachers were hired to accommodate the change in enrollment anticipated. 5 total staff members resigned at the end of the year. Plans are developed to support the new staff with no experience. Monahan now has a total staff count of 63 members. Plans to support all teachers include:

- Leadership Team made up of one representative from each grade level to work with campus administration and their team members.
- Weekly collaborative planning sessions led by instructional specialists. Campus administrators will be present to monitor the implementation.
- Campus lead mentor and new teacher mentors that guide and support new staff needs.
- PBIS Team that reviews discipline and attendance data monthly and provides supports to staff through a monthly PLC session focused on this area.
- Site Based Decision Making Team that supports campus administration in making decisions and building campus climate and culture.

Technology: The campus is working to increase the use of technology as we move to school choice and develop Sheldon On Demand for the 20-21 school year. Currently, each grade level has access to the computer lab on a weekly basis. Ipads are provided for every classroom grades 1-3. 4th and 5th grade students will have access to their own assigned chromebook on a daily basis. Special education students will also have a device assigned to them to use during the year. Technology use will continue to be integrated into instructional activities and discussed during collaborative planning meetings.

School Processes & Programs Strengths

- Teachers are learning how to design and differentiate lessons to accommodate student needs
- Instructional support for ELL students through the dual language program will expand to include 1st through 4th grade.
- Teacher turn-over has reduced on campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Special populations of students were not performing on grade level in all grades throughout the building. **Root Cause:** Special education and general education teachers are working together to plan lessons for students with identified needs. However, the teachers continue to have a need to learn about effective ways to support all learners in the general education classroom.

Problem Statement 2: A mentor program is needed to provide support for new teachers with 0 to 1 year experience. **Root Cause:** New staff members with 0 or 1 year experience continue to lack strategies to support students in all areas.

Problem Statement 3 (Prioritized): Teachers do not include differentiation into lesson plans for both students on the low and high end of achievement, resulting in less students meeting the Meets and Masters expectations on STAAR. **Root Cause:** Teachers do not understand how to differentiate instruction for low and high achieving students.

Problem Statement 4 (Prioritized): Reading STAAR scores remained the same for Approaching level. **Root Cause:** 4th grade students under performed the state and district in Reading.

Problem Statement 5: Special populations of students were not performing on grade level in all grades throughout the building. **Root Cause:** Staff require training and support in working with students in special populations.

Problem Statement 6 (Prioritized): Students are not making Meets and Masters level scores in Reading and Writing. **Root Cause:** Students do not have advanced critical thinking skills and writing skills.

Problem Statement 7: The ratio of female to male staff members is not aligned to campus ratio. **Root Cause:** More females are applying for positions at Monahan.

Perceptions

Perceptions Summary

A campus mission, vision, and belief statements were developed prior to the start of the 16-17 school year. These statements will be reviewed and revised by teachers and shared with students and parents throughout the school year.

Family and Community Engagement: Monahan has a campus PTO Board and will focus on increased membership for the 20-21 school year. Parent engagement activities were held monthly on campus to involve parents in academic and motivational activities. Monthly campus newsletters are provided in both English and Spanish, along with call-outs provided and updates on the campus website. A campus Facebook page has been developed and has increased the communication between campus administration and parents. Parent surveys were conducted and indicate:

- There is an increased understanding of the academic expectations on campus.
- Parents find that the campus administration are supportive of families, but still have some communication concerns with all staff.
- Parents know how to get help and questions answered when needed.
- Parents indicated they want additional campus activities for families, however attendance at scheduled activities is low.
- Virtual learning has been an area of concern for many parents. Parents either need help with support the instruction or do not have technology available for student use at home.

School Culture and Climate: The Monahan staff worked together to develop and adopt a campus mission, vision, and belief system. Campus staff members have been working on developing a culture of excellence and a growth mindset, by learning strategies that promote staff teamwork and student improvement with effective AVID strategies. Campus discipline referrals and suspensions decreased on campus. Staff and student survey results indicate:

- Staff indicate that the campus administrators are easy to communicate with and provide supports, but staff continue to need instructional and management supports with students.
- Work with district personnel has improved and the staff are excited to work with the curriculum department this year.
- Students have started to communicate with staff members a need for more support with building effective relationships with each other. Students who continue to follow directions are wanting clubs, extracurricular activities, and guidance on working together in school and in the community.
- Staff and campus administration see a need for social-emotional learning activities for students and staff as continued outside stressors arise for students, staff, and families.
- Staff want more training on effective technology implementation into their traditional instructional activities.
- All staff understand the need to have a solid communication system set up with parents at the start of the year, to ensure they are able to communicate in the event of a crisis or change in instructional setting.

Perceptions Strengths

- Monahan and the community are building relationships that are focused on student success.
- Multiple opportunities for parental involvement are provided throughout the year.
- Students indicate that they want to do a good job at school and feel comfortable with their teachers and staff.
- Staff members are understanding what it takes to support all students on a path of success.
- Students and families who were new to the campus due to boundary changes prior to the 19-20 school year, indicate they are comfortable at school and feel Monahan is a good educational environment for their child.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Not all stakeholders understand the importance of a growth mindset in regard to student achievement. **Root Cause:** There is a misconception about the importance of student academic progress, student attendance rates, and discipline.

Problem Statement 2: Parents do not always help students practice academic skills at home. **Root Cause:** Parents need more training on how to help their child at home.

Problem Statement 3 (Prioritized): Campus staff require an understanding of working with a community of diverse cultures. **Root Cause:** Demographics of students does not match the demographics of our school staff.

Problem Statement 4 (Prioritized): Teachers need training on how to support all students during "at home" learning based on world events. **Root Cause:** Students did not complete all work or participate in online lessons due to limited access and/or knowledge of programs and platforms.

Priority Problem Statements

Problem Statement 1: Not all stakeholders understand the importance of a growth mindset in regard to student achievement.

Root Cause 1: There is a misconception about the importance of student academic progress, student attendance rates, and discipline.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Campus staff require an understanding of working with a community of diverse cultures.

Root Cause 2: Demographics of students does not match the demographics of our school staff.

Problem Statement 2 Areas: Demographics - Perceptions

Problem Statement 3: Staff require training and support in working with students in special populations.

Root Cause 3: There is over 10% of the students identified for services in special education.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Teachers with 1-5 years of experience need training to be able support students.

Root Cause 4: Teachers left Monahan due to personal concerns, advancement, retirement, or increased expectations of the job.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Special populations of students were not performing on grade level in all grades throughout the building.

Root Cause 5: Special education and general education teachers are working together to plan lessons for students with identified needs. However, the teachers continue to have a need to learn about effective ways to support all learners in the general education classroom.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Reading STAAR scores remained the same for Approaching level.

Root Cause 6: 4th grade students under performed the state and district in Reading.

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Problem Statement 7: Students are not making Meets and Masters level scores in Reading and Writing.

Root Cause 7: Students do not have advanced critical thinking skills and writing skills.

Problem Statement 7 Areas: Student Learning - School Processes & Programs

Problem Statement 8: Teachers do not include differentiation into lesson plans for both students on the low and high end of achievement, resulting in less students meeting the Meets and Masters expectations on STAAR.

Root Cause 8: Teachers do not understand how to differentiate instruction for low and high achieving students.
Problem Statement 8 Areas: Student Learning - School Processes & Programs

Problem Statement 9: Students are not making progress on STAAR math at approaching, meets, and masters levels.
Root Cause 9: Students do not understand basic math concepts and problem solving processes.
Problem Statement 9 Areas: Student Learning

Problem Statement 10: Teachers need training on how to support all students during "at home" learning based on world events.
Root Cause 10: Students did not complete all work or participate in online lessons due to limited access and/or knowledge of programs and platforms.
Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Maximize student learning for ALL.

Performance Objective 1: Reading STAAR Grades 3-5

A. By June 2021, the student achievement score for all students taking the STAAR Reading (3-5) will increase from 65 to 70.

The percentage of students at Approaches will increase from 68% to 75%.
The percentage of students at Meets will increase from 34% to 40%.
The percentage of students at Masters will increase from 12%to 17%.

B. Student Growth Measure: By June 2021, the overall growth measure will increase from 70 to 75 in reading.

C. Closing the Gap Measure: By June 2021, the closing the gap measure will increase from 3 to 5.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue goal due to COVID 19 pandemic and hybrid learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Offer an After School Program to address students' academic and social developmental needs in a safe and inclusive environment while engaging families in each student's education which includes enrichment activities such as karate, dance, cooking, fine arts, etc. (September 2020-June 2021) **Strategy's Expected Result/Impact:** * Student attendance in the after school program * Student participation in the intervention program * Parent participation in workshops **Staff Responsible for Monitoring:** Principal, After School Program Team Leader, After School Program, Partnership Project Coordinator, and Director of Grant Development & Compliance **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Supplies and materials - 289- Partnership After-School Program - $10,000, Contracted experts for enrichment activities - 289- Partnership After-School Program - $1,500, academic support services - 211-Title I - $2,000	40%	60%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold spring after school tutorials, including after school program students, for students in grades 3-5, who are not meeting standards on district assessments. January -May 2021 **Strategy's Expected Result/Impact:** 75% of all students will meet the approaches level, 36% will meet the meets level, and 17% will meet the masters level on STAAR Reading. **Staff Responsible for Monitoring:** Administrators Instructional coach **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** supplemental pay - 199-State Comp. Ed. - $3,500	10%	50%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Hold weekly PLC sessions for teachers to ensure instructional activities align to rigor of STAAR assessments and the ELA TEKS. September 2020-May 2021. **Strategy's Expected Result/Impact:** STAAR Reading performance increase, lesson plans showing alignment of instruction. **Staff Responsible for Monitoring:** Instructional coach Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** planning time, instructional materials (district curriculum, STAAR resources, STAAR4ward materials), guided reading/small group materials, intervention materials - 211-Title I - $2,000	50%	65%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide specific training for the After School Program Site Coordinator and staff by attending local, state and national conferences, in-district training and other training resources as required or deemed necessary. (August 2020-June 2021) **Strategy's Expected Result/Impact:** * Principal walkthoughs * CASE report on student and parent participation * Implementation of program schedule **Staff Responsible for Monitoring:** Principal, After School Program Team Leader, After School Program, Partnership Project Coordinator, and Director of Grant Development & Compliance **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** Professional Development - 185 Partnership After-School Program (Fee-Based) F - $1,500	40%	60%	75%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize AVID WICOR strategies in AVID classrooms with AVID trained teachers. September 2020-June 2021 **Strategy's Expected Result/Impact:** Increased reading comprehension and critical thinking skills in students. 75% of all students meet approaches level, 36% meet meets level, and 17% meet masters level on STAAR Reading. **Staff Responsible for Monitoring:** AVID teachers Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** AVID resources, teacher collaboration time, lesson plans - 211-Title I - $6,000	40%	55%	75%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide intervention support for students in grades 3-5 to increase percentages of Approaches and Meets on STAAR. October 2020-May 2021 **Strategy's Expected Result/Impact:** Increase in percent of students at approaching and meets on STAAR Reading **Staff Responsible for Monitoring:** Principal Instructional specialists Campus Support Teachers Campus interventionists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** intervention materials - 199-General funds - $200	30%	60%	75%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Maximize student learning for ALL.

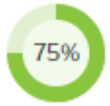
Performance Objective 2: Increase the percent of students at Tier 1 and 2 on Istation Reading from 50% to 70% of all students in grades 1-2 by May of 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Istation Reading Results

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Due to COVID 19 and hybrid learning, continue into 21-22.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold collaborative planning meetings focused on effective implementation of balanced literacy to meet student needs. September 2020 - May 2021 **Strategy's Expected Result/Impact:** Lesson plans Classroom observation data Planning minutes **Staff Responsible for Monitoring:** Instructional coach Campus administrators Special Ed Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Curriculum documents, Planning templates, Leveled readers, Guided reading materials, teacher training - 199-State Comp. Ed. - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide student interventions for students below grade level on Istation Reading October 2020-May 2021 **Strategy's Expected Result/Impact:** Increase in percent of students on level in reading **Staff Responsible for Monitoring:** Principal Campus instructional specialists Campus support teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Intervention materials - 199-General funds - $400	30%	60%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Maximize student learning for ALL.

Performance Objective 3: Math STAAR Grades 3-5

A. By June 2021, the student achievement score for all students taking STAAR Math (3-5) will increase from 67 to 72.

The percentage of students at Approaches will increase from 70% to 77%.
The percentage of students at Meets will increase from 33% to 40%.
The percentage of students at Masters will increase from 14% to 20%.

B. Student Growth Measure: By June 2021, the overall growth measure will increase from 59% to 70%

C. Closing the Gap Measure: By June 2021, the closing the gap measure will increase from 2 to 4.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue this goal for 21-22 due to COVID 19 and hybrid learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold collaborative planning sessions for teachers in grades 1-5, that focuses on TEKS review and effective instructional strategies aligned to the rigor of STAAR assessments. August 2020-May 2021 **Strategy's Expected Result/Impact:** 75% of students will meet approaches level, 40% will meet meets level, and 20% will meet masters level on Math STAAR. **Staff Responsible for Monitoring:** Administrators Instructional coaches Special Ed Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Learning 5, 6, 7 - School Processes & Programs 3 **Funding Sources:** Curriculum documents, lesson plan templates, math materials and resources, TEKS review documents - 211-Title I - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide weekly PLC sessions that focus on instructional activities aligned to the curriculum and vertical alignment concerns. September 2020-May 2021 **Strategy's Expected Result/Impact:** Increased knowledge of math resources by math teachers. 75% of all students will meet approaches level, 40% will meet meets level, and 20% will meet masters level on STAAR Math. **Staff Responsible for Monitoring:** Principal Instructional coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 6, 7 - School Processes & Programs 3 **Funding Sources:** curriculum documents, student work samples - 199-General funds - $500	50%	65%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize AVID WICOR strategies in AVID classrooms with AVID trained teachers. September 2020 - May 2021 **Strategy's Expected Result/Impact:** 75% of students will meet approaches level, 40% will meet meets level, and 20% will meet masters level on STAAR Math. **Staff Responsible for Monitoring:** Principal AVID Site Team **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 6 - School Processes & Programs 3 **Funding Sources:** AVID organization materials - 211-Title I - $2,500	40%	65%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Hold afterschool tutorials for students in grades 3-5 that are below passing campus and district assessments. January - May 2021 **Strategy's Expected Result/Impact:** 75% of all students will meet standard on Math STAAR. 80% of all students in grade 2 will meet standard on End of Year Math assessment. **Staff Responsible for Monitoring:** Campus administrators Instructional coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 7 **Funding Sources:** supplemental pay - 199-State Comp. Ed. - $3,500	30%	50%	70%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Create a coding and robotics club for students that will enhance their knowledge of mathematics. January -May 2021 **Strategy's Expected Result/Impact:** Increased interest in mathematics Increased performance for identified students in mathematics **Staff Responsible for Monitoring:** Principal Coding Club Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 6 - School Processes & Programs 3 **Funding Sources:** Coding software, time, supplemental pay - 199-State Comp. Ed. - $1,000	5%	25%	50%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide interventions for students below approaching on STAAR Math October 2020 - May 2021 **Strategy's Expected Result/Impact:** Increased number of students at approaching and meets on STAAR Math **Staff Responsible for Monitoring:** Principal Campus instructional specialists Campus support teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 7 **Funding Sources:** Intervention materials - 199-General funds - $200	40%	65%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Staff require training and support in working with students in special populations. **Root Cause**: There is over 10% of the students identified for services in special education.
Student Learning
Problem Statement 5: Staff require training and support in working with students in special populations. **Root Cause**: There is over 10% of the students identified for services in special education.
Problem Statement 6: Teachers do not include differentiation into lesson plans for both students on the low and high end of achievement, resulting in less students meeting the Meets and Masters expectations on STAAR. **Root Cause**: Teachers do not understand how to differentiate instruction for low and high achieving students.
Problem Statement 7: Students are not making progress on STAAR math at approaching, meets, and masters levels. **Root Cause**: Students do not understand basic math concepts and problem solving processes.
School Processes & Programs
Problem Statement 3: Teachers do not include differentiation into lesson plans for both students on the low and high end of achievement, resulting in less students meeting the Meets and Masters expectations on STAAR. **Root Cause**: Teachers do not understand how to differentiate instruction for low and high achieving students.

Goal 1: Maximize student learning for ALL.

Performance Objective 4: Science STAAR

By June 2021, the student achievement score for all students taking the Science STAAR (grade 5) will increase from 72 to 75.

The percentage of students at Approaches will increase from 73% to 75%.
The percentage of students at Meets will increase from 40% to 43%.
The percentage of students at Masters will increase from 19% to 25%.

Evaluation Data Sources: STAAR Scores

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue due to COVID 19 and hybrid learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Assist teachers in planning science instruction that focuses on knowledge of the TEKS, effective instructional strategies, and alignment to the STAAR rigor and expectations. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Lesson plans aligned with district curriculum 60% of all students will meet standard on Mock Science. 70% of all students will meet approaches level, 30% will meet the meets level, and 20% will meet the masters level on STAAR Science. **Staff Responsible for Monitoring:** Math/Science Instructional Coaches Campus administrators Special Ed Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Comprehensive Support Strategy** **Problem Statements:** Demographics 3 - Student Learning 4, 5, 6 - School Processes & Programs 3 **Funding Sources:** Planning and instructional materials including STEMScopes, technology materials for science lab - 211-Title I - $500	50%	65%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold Science Fair and Science Extravaganza to prepare and showcase students science projects aligned to science TEKS. **Strategy's Expected Result/Impact:** 70% of all students will meet standard on STAAR Science and end of year science assessments. **Staff Responsible for Monitoring:** Campus administrators Instructional coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- Comprehensive Support Strategy** **Problem Statements:** Student Learning 6 - School Processes & Programs 3 **Funding Sources:** Project boards, awards, schedule - 211-Title I - $1,000	15%	50%	75%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Staff require training and support in working with students in special populations. **Root Cause**: There is over 10% of the students identified for services in special education.

Student Learning
Problem Statement 4: Teachers with 1-5 years of experience need training to be able support students. **Root Cause**: Teachers left Monahan due to personal concerns, advancement, retirement, or increased expectations of the job.
Problem Statement 5: Staff require training and support in working with students in special populations. **Root Cause**: There is over 10% of the students identified for services in special education.
Problem Statement 6: Teachers do not include differentiation into lesson plans for both students on the low and high end of achievement, resulting in less students meeting the Meets and Masters expectations on STAAR. **Root Cause**: Teachers do not understand how to differentiate instruction for low and high achieving students.

School Processes & Programs
Problem Statement 3: Teachers do not include differentiation into lesson plans for both students on the low and high end of achievement, resulting in less students meeting the Meets and Masters expectations on STAAR. **Root Cause**: Teachers do not understand how to differentiate instruction for low and high achieving students.

Goal 1: Maximize student learning for ALL.

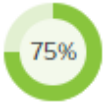
Performance Objective 5: Increase student performance of all sub-population groups (ELL, Special Ed, African American) by 10% on STAAR in May of 2021.
AA - R: 59% to 69%, M: 63% to 73%%, W: 36% to 46%, Sc: 64% to 74%
ELL - R: 68% to 78%, M: 72% to 82%, W: 57% to 67%, Sc: 70% to 80%
Sped - R: 44% to 54%, M: 42% to 52%, W: 28% to 38%, Sc: 25% to 35%

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue due to COVID 19 and hybrid learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold staff development and support sessions for special ed and general ed teachers on accommodations/ modifications/test supports for students in special education. September 2020-May 2021 **Strategy's Expected Result/Impact:** Increased passing percentage of special ed students on Mock assessments and STAAR. **Staff Responsible for Monitoring:** District special ed staff Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 3 - Student Learning 4, 5 - School Processes & Programs 1 - Perceptions 3 **Funding Sources:** training, time, materials, student IEPs - 199-General funds - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor student progress in all content areas and utilize date to drive instructional plans for all student sub-groups. October 2020-May 2021 **Strategy's Expected Result/Impact:** Increased passing percentage of students in special sub-populations identified on all campus, district, and state assessments **Staff Responsible for Monitoring:** Campus administrators Special Ed Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 3 - Student Learning 5 - School Processes & Programs 1 - Perceptions 3 **Funding Sources:** assessment data - 199-General funds - $0	50%	75%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Review ELL student progress on all students from TELPAS, STAAR, and district assessments to plan instruction based on student needs. September 2020-May 2021 **Strategy's Expected Result/Impact:** Increased performance on district and state assessments for ELL students. **Staff Responsible for Monitoring:** Campus administrators Instructional coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 4 - Perceptions 3 **Funding Sources:** Student assessment and classroom progress data - 199-General funds - $0	50%	75%	85%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Monitor performance of African American students in grades 1-5, during PLC data review sessions, on all district assessments throughout the year. October 2020-May 2021 **Strategy's Expected Result/Impact:** Increased performance on Mock assessments and STAAR. **Staff Responsible for Monitoring:** Campus administrators Instructional coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Perceptions 3 **Funding Sources:** Assessment data, teacher reflection documents - 199-General funds - $0	50%	75%	85%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement a dual language program in 1st through 4th grade to support the needs of our ELL students. September 2020-June 2021 **Strategy's Expected Result/Impact:** Increased performance of ELL students on district assessments. **Staff Responsible for Monitoring:** Campus administrators Instructional coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 4 - Perceptions 3 **Funding Sources:** Curriculum documents and resources in English and Spanish, leveled readers in Spanish - 199-General funds - $500	60%	70%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Campus staff require an understanding of working with a community of diverse cultures. **Root Cause**: Demographics of students does not match the demographics of our school staff.

Problem Statement 3: Staff require training and support in working with students in special populations. **Root Cause**: There is over 10% of the students identified for services in special education.

Student Learning

Problem Statement 4: Teachers with 1-5 years of experience need training to be able support students. **Root Cause**: Teachers left Monahan due to personal concerns, advancement, retirement, or increased expectations of the job.

Problem Statement 5: Staff require training and support in working with students in special populations. **Root Cause**: There is over 10% of the students identified for services in special education.

School Processes & Programs

Problem Statement 1: Special populations of students were not performing on grade level in all grades throughout the building. **Root Cause**: Special education and general education teachers are working together to plan lessons for students with identified needs. However, the teachers continue to have a need to learn about effective ways to support all learners in the general education classroom.

Perceptions

Problem Statement 3: Campus staff require an understanding of working with a community of diverse cultures. **Root Cause**: Demographics of students does not match the demographics of our school staff.

Goal 1: Maximize student learning for ALL.

Performance Objective 6: Writing STAAR (grade 4)

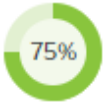
By June 2021, the student achievement score for all students taking the STAAR Writing (grade 4) will increase from 49 to 57.

The percentage of students at Approaches will increase from 46% to 55%.
The percentage of students at Meets will increase from 18% to 23%.
The percentage of students at Masters will increase from 3% to 10%.

Evaluation Data Sources: STAAR Scores

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue goal due to COVID 19 and hybrid learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold collaborative planning sessions to ensure that writing activities are aligned with district and state expectations. September 2020-June 2021 **Strategy's Expected Result/Impact:** Increased performance on district and state assessments. **Staff Responsible for Monitoring:** Campus administrators Instructional coach Special Ed Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Comprehensive Support Strategy** **Problem Statements:** Student Learning 3, 6 - School Processes & Programs 3, 6 **Funding Sources:** Curriculum documents - 199-General funds - $0				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide weekly interventions for students below approaches level on writing compositions. January - April 2021 **Strategy's Expected Result/Impact:** 55% of students will meet approaches level, 30% will meet meets level, and 15% will meet masters level on Writing STAAR **Staff Responsible for Monitoring:** 4th grade writing teachers Instructional coach Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Comprehensive Support Strategy** **Problem Statements:** Student Learning 3 - School Processes & Programs 6 **Funding Sources:** Education Galaxy software, intervention materials - 211-Title I - $500	40%	50%	65%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 3: Students are not making Meets and Masters level scores in Reading and Writing. **Root Cause**: Students do not have advanced critical thinking skills and writing skills.
Problem Statement 6: Teachers do not include differentiation into lesson plans for both students on the low and high end of achievement, resulting in less students meeting the Meets and Masters expectations on STAAR. **Root Cause**: Teachers do not understand how to differentiate instruction for low and high achieving students.

School Processes & Programs
Problem Statement 3: Teachers do not include differentiation into lesson plans for both students on the low and high end of achievement, resulting in less students meeting the Meets and Masters expectations on STAAR. **Root Cause**: Teachers do not understand how to differentiate instruction for low and high achieving students.
Problem Statement 6: Students are not making Meets and Masters level scores in Reading and Writing. **Root Cause**: Students do not have advanced critical thinking skills and writing skills.

Goal 1: Maximize student learning for ALL.

Performance Objective 7: Math Grade 1-2

By June 2021, 70% of students will score 70% or higher on the end of the year assessment.

Targeted or ESF High Priority

Evaluation Data Sources: End of Year Math Assessment

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue due to COVID 19 and hybrid learning,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide weekly collaborative planning sessions focusing on all components of the TEKS. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Increased percent of students meeting standard on End of Year Math district assessments **Staff Responsible for Monitoring:** Principal Math Instructional specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Comprehensive Support Strategy** **Problem Statements:** Demographics 3 - Student Learning 4, 5, 6, 7 - School Processes & Programs 3 **Funding Sources:** planning documents - 199-General funds - $0				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 7 Problem Statements:

Demographics

Problem Statement 3: Staff require training and support in working with students in special populations. **Root Cause**: There is over 10% of the students identified for services in special education.

Student Learning

Problem Statement 4: Teachers with 1-5 years of experience need training to be able support students. **Root Cause**: Teachers left Monahan due to personal concerns, advancement, retirement, or increased expectations of the job.

Problem Statement 5: Staff require training and support in working with students in special populations. **Root Cause**: There is over 10% of the students identified for services in special education.

Problem Statement 6: Teachers do not include differentiation into lesson plans for both students on the low and high end of achievement, resulting in less students meeting the Meets and Masters expectations on STAAR. **Root Cause**: Teachers do not understand how to differentiate instruction for low and high achieving students.

Problem Statement 7: Students are not making progress on STAAR math at approaching, meets, and masters levels. **Root Cause**: Students do not understand basic math concepts and problem solving processes.

School Processes & Programs

Problem Statement 3: Teachers do not include differentiation into lesson plans for both students on the low and high end of achievement, resulting in less students meeting the Meets and Masters expectations on STAAR. **Root Cause**: Teachers do not understand how to differentiate instruction for low and high achieving students.

Goal 2: Attract, develop, and retain highly effective staff.

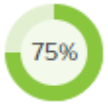
Performance Objective 1: Reduce the number of resignations of staff from 5 in 2019-2020 to no more than 4 in 2020-2021.

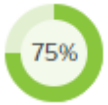
Evaluation Data Sources: Staff retention information

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue into 21-22.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide mentor support for new and 2nd year teachers, including monthly meetings with principal. August 2020-June 2021 **Strategy's Expected Result/Impact:** Retention of new hires on campus **Staff Responsible for Monitoring:** Principal Campus mentors **TEA Priorities:** Recruit, support, retain teachers and principals **- Comprehensive Support Strategy** **Problem Statements:** Demographics 1, 3 - Student Learning 4, 5 - Perceptions 3 **Funding Sources:** Mentors, meeting materials - 199-General funds - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold three climate building activities per semester for staff. August 2020-June 2021 **Strategy's Expected Result/Impact:** Retention of staff on campus **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- Comprehensive Support Strategy** **Problem Statements:** Demographics 1, 3 - Student Learning 5 - Perceptions 3 **Funding Sources:** Materials for activities - 199-General funds - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide coaching support for teachers who need additional support with classroom management or instructional effectiveness. September 2020-June 2021 **Strategy's Expected Result/Impact:** Retention of staff on campus **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- Comprehensive Support Strategy** **Problem Statements:** Demographics 1, 3 - Student Learning 5 - Perceptions 1, 3 **Funding Sources:** Time, coaching materials - 199-General funds - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Establish clear roles and responsibilities for all instructional leaders. September 2020-June 2021 **Strategy's Expected Result/Impact:** Meet campus goals for academics, behavior, and attendance. **Staff Responsible for Monitoring:** Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Comprehensive Support Strategy** **Funding Sources:** none - 199-General funds - $0				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Align planning and instructional practices to ensure classroom instruction meets the needs of all students. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Meet campus academic goals **Staff Responsible for Monitoring:** Campus administrators Instructional specialists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Comprehensive Support Strategy** **Problem Statements:** Demographics 1, 3 - Student Learning 4, 5, 6 - School Processes & Programs 3 - Perceptions 1, 3, 4 **Funding Sources:** none - 199-General funds - $0	50%	75%	85%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus staff require an understanding of working with a community of diverse cultures. **Root Cause**: Demographics of students does not match the demographics of our school staff.
Problem Statement 3: Staff require training and support in working with students in special populations. **Root Cause**: There is over 10% of the students identified for services in special education.
Student Learning
Problem Statement 4: Teachers with 1-5 years of experience need training to be able support students. **Root Cause**: Teachers left Monahan due to personal concerns, advancement, retirement, or increased expectations of the job.
Problem Statement 5: Staff require training and support in working with students in special populations. **Root Cause**: There is over 10% of the students identified for services in special education.
Problem Statement 6: Teachers do not include differentiation into lesson plans for both students on the low and high end of achievement, resulting in less students meeting the Meets and Masters expectations on STAAR. **Root Cause**: Teachers do not understand how to differentiate instruction for low and high achieving students.
School Processes & Programs
Problem Statement 3: Teachers do not include differentiation into lesson plans for both students on the low and high end of achievement, resulting in less students meeting the Meets and Masters expectations on STAAR. **Root Cause**: Teachers do not understand how to differentiate instruction for low and high achieving students.

Perceptions

Problem Statement 1: Not all stakeholders understand the importance of a growth mindset in regard to student achievement. **Root Cause**: There is a misconception about the importance of student academic progress, student attendance rates, and discipline.

Problem Statement 3: Campus staff require an understanding of working with a community of diverse cultures. **Root Cause**: Demographics of students does not match the demographics of our school staff.

Problem Statement 4: Teachers need training on how to support all students during "at home" learning based on world events. **Root Cause**: Students did not complete all work or participate in online lessons due to limited access and/or knowledge of programs and platforms.

Goal 3: Promote parent/community engagement.

Performance Objective 1: Increase opportunities for parental engagement from 5 in the 2019-2020 school year to 7 in the 2020-2021 school year.

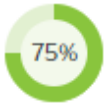
Evaluation Data Sources: Parent engagement session logs

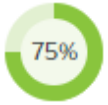
Summative Evaluation: No progress made toward meeting Objective

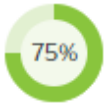
Next Year's Recommendation: Due to COVID 19, this objective will need to continue. Parent engagement was minimal during online sessions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a campus PTO group. October 2020-June 2021 **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Campus administrators Counselor **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** Materials for start up - 199-General funds - $500	5%	15%	20%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide parent volunteer program. October 2020-June 2021 **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Counselor **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** Flyers - 199-General funds - $50	5%	10%	15%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Hold a quarterly event on campus (in conjunction with PTO) at flexible times for family participation. November 2020-June 2021 **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Campus administrators Counselor **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** Decorations, materials, refreshments, awards, additional staff - 211-Title I - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Hold quarterly AVID parent meetings at flexible times to ensure student success. November 2020-June 2021 **Strategy's Expected Result/Impact:** Increased parent knowledge of program **Staff Responsible for Monitoring:** AVID Site Team **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** Parent meeting supplies - 211-Title I - $300				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide quarterly technology training for families during the year in the AM during the school day and in the PM after school. October 2020-June 2021 **Strategy's Expected Result/Impact:** Increased parent understanding of appropriate technology use **Staff Responsible for Monitoring:** Principal Counselor **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** Training materials - 211-Title I - $500				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Revise Parent Engagement/Involvement Policy for the 2019-2020 school year with our Parent Advisory Committee. August 2019 **Strategy's Expected Result/Impact:** Updated policy posted on website and available to parents **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **Funding Sources:** Copy of policy - 199-General funds - $0				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide parents the Parent Involvement Policy in English and Spanish at the Title 1 Parent Meeting in September, and place on the campus website. September 2020 **Strategy's Expected Result/Impact:** Parents receive policy **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Policy - 199-General funds - $0				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Ensure a safe and positive environment.

Performance Objective 1: Reduce office referrals by 10% by June 2021.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Met goal, but modify for 21-22 school year due to COVID.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All classrooms will conduct "morning meetings" to support character education development and social/ emotional learning for all students. September 2020-June 2021 **Strategy's Expected Result/Impact:** Decreased number of office referrals **Staff Responsible for Monitoring:** Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy** **Problem Statements:** Demographics 1 - Perceptions 1, 3 **Funding Sources:** Morning meeting training, character education documents - 199-General funds - $0	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold quarterly E in Conduct celebrations for students who earn a 90% or higher in conduct. January -June 2021 **Strategy's Expected Result/Impact:** Decreased number of office referrals **Staff Responsible for Monitoring:** PBIS team **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy** **Problem Statements:** Demographics 1 - Perceptions 3 **Funding Sources:** Conduct data and student folders, celebration materials - 199-General funds - $2,000	5%	5%	5%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus staff require an understanding of working with a community of diverse cultures. **Root Cause**: Demographics of students does not match the demographics of our school staff.
Perceptions
Problem Statement 1: Not all stakeholders understand the importance of a growth mindset in regard to student achievement. **Root Cause**: There is a misconception about the importance of student academic progress, student attendance rates, and discipline.
Problem Statement 3: Campus staff require an understanding of working with a community of diverse cultures. **Root Cause**: Demographics of students does not match the demographics of our school staff.

Goal 4: Ensure a safe and positive environment.

Performance Objective 2: Reduce missed days of instruction due to ISS, OSS, and DAEP placements by 10% by spring of 2021.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue goal into 21-22.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PBIS team meet monthly to analyze referral data. September 2020-June 2021 **Strategy's Expected Result/Impact:** Reduced number of missed days of instruction due to suspensions **Staff Responsible for Monitoring:** Principal PBIS team **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy** **Problem Statements:** Demographics 1 - Perceptions 3 **Funding Sources:** discipline reports, meeting schedule - 199-General funds - $0	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and implement behavior incentive plans for students with significant behavior concerns. September 2020-June 2021 **Strategy's Expected Result/Impact:** Decreased number of days of suspension **Staff Responsible for Monitoring:** Assistant Principal Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy** **Problem Statements:** Demographics 1 - Perceptions 3 **Funding Sources:** plans, time, incentives - 199-General funds - $100	100%	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Campus staff require an understanding of working with a community of diverse cultures. **Root Cause**: Demographics of students does not match the demographics of our school staff.
Perceptions
Problem Statement 3: Campus staff require an understanding of working with a community of diverse cultures. **Root Cause**: Demographics of students does not match the demographics of our school staff.

Goal 4: Ensure a safe and positive environment.

Performance Objective 3: 97% of students on average will attend school daily during the 2020-2021 school year.

Evaluation Data Sources: ADA reports

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue goal into 21-22 due to COVID 19.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor student attendance daily. September 2020-June 2021 **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** Attendance clerk Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** Daily attendance report - 199-General funds - $0	50%	75%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide student attendance data to staff weekly. September 2020-June 2021 **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** Assistant Principal **Funding Sources:** weekly report - 199-General funds - $0	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide incentives and intervention to students based on attendance data. September 2020-June 2021 **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** PBIS team **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** Attendance data, incentives - 211-Title I - $1,000	100%	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Ensure a safe and positive environment.

Performance Objective 4: Provide transitional activities for students coming to 1st grade and 6th grade.

Evaluation Data Sources: Session log and flyer

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue into 21-22

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold a transition day for students in kindergarten transitioning to 1st grade. May 2021 **Strategy's Expected Result/Impact:** Attendance at transition day **Staff Responsible for Monitoring:** Counselor Early Childhood staff Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** none - 199-General funds - $0	50%	50%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold a campus visit at the middle school for students transitioning to middle school. April 2021 **Strategy's Expected Result/Impact:** Attendance at middle school visit **Staff Responsible for Monitoring:** Counselor Campus administrator Middle school staff **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** none - 199-General funds - $0	50%	70%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Ensure a safe and positive environment.

Performance Objective 5: Transition campus to high tech campus.

Evaluation Data Sources: Technology use reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue into 21-22 due to COVID 19.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Integrate technology into instructional activities. September 2020-June 2021 **Strategy's Expected Result/Impact:** Increased understanding of appropriate technology use **Staff Responsible for Monitoring:** Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 4 **Funding Sources:** Learning.com program, online resources - 211-Title I - $2,000	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 4: Teachers need training on how to support all students during "at home" learning based on world events. **Root Cause**: Students did not complete all work or participate in online lessons due to limited access and/or knowledge of programs and platforms.

Goal 5: SISD will maintain and monitor systems to ensure financial accountability across the district.

Performance Objective 1: Follow district guidelines for responsible spending of campus budget.

Evaluation Data Sources: Campus budget reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue for 21-22.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Spend campus based budgets according to district guidelines and campus needs. August 2020-June 2021 **Strategy's Expected Result/Impact:** Balanced budget **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** campus budgets - 199-General funds - $0	50%	75%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold monthly budget meetings with the campus secretary to review spending. September 2020-June 2021 **Strategy's Expected Result/Impact:** Balanced budget **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** budget - 199-General funds - $0	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Charlotte Eggert	Interventionist	Title I	1
Laura Hensley	Interventionist	Title I	1
Open - TBD	Paraprofessional	Title I	1

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	intervention materials		$200.00
1	2	2	Intervention materials		$400.00
1	3	2	curriculum documents, student work samples		$500.00
1	3	6	Intervention materials		$200.00
1	5	1	training, time, materials, student IEPs		$500.00
1	5	2	assessment data		$0.00
1	5	3	Student assessment and classroom progress data		$0.00
1	5	4	Assessment data, teacher reflection documents		$0.00
1	5	5	Curriculum documents and resources in English and Spanish, leveled readers in Spanish		$500.00
1	6	1	Curriculum documents		$0.00
1	7	1	planning documents		$0.00
2	1	1	Mentors, meeting materials		$500.00
2	1	2	Materials for activities		$1,000.00
2	1	3	Time, coaching materials		$500.00
2	1	4	none		$0.00
2	1	5	none		$0.00
3	1	1	Materials for start up		$500.00
3	1	2	Flyers		$50.00
3	1	6	Copy of policy		$0.00
3	1	7	Policy		$0.00
4	1	1	Morning meeting training, character education documents		$0.00
4	1	2	Conduct data and student folders, celebration materials		$2,000.00
4	2	1	discipline reports, meeting schedule		$0.00
4	2	2	plans, time, incentives		$100.00
4	3	1	Daily attendance report		$0.00
4	3	2	weekly report		$0.00

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	1	none		$0.00
4	4	2	none		$0.00
5	1	1	campus budgets		$0.00
5	1	2	budget		$0.00
				Sub-Total	$6,950.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	supplemental pay		$3,500.00
1	2	1	Curriculum documents, Planning templates, Leveled readers, Guided reading materials, teacher training		$1,000.00
1	3	4	supplemental pay		$3,500.00
1	3	5	Coding software, time, supplemental pay		$1,000.00
				Sub-Total	$9,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	academic support services		$2,000.00
1	1	3	planning time, instructional materials (district curriculum, STAAR resources, STAAR4ward materials), guided reading/small group materials, intervention materials		$2,000.00
1	1	5	AVID resources, teacher collaboration time, lesson plans		$6,000.00
1	3	1	Curriculum documents, lesson plan templates, math materials and resources, TEKS review documents		$500.00
1	3	3	AVID organization materials		$2,500.00
1	4	1	Planning and instructional materials including STEMScopes, technology materials for science lab		$500.00
1	4	2	Project boards, awards, schedule		$1,000.00
1	6	2	Education Galaxy software, intervention materials		$500.00
3	1	3	Decorations, materials, refreshments, awards, additional staff		$500.00
3	1	4	Parent meeting supplies		$300.00
3	1	5	Training materials		$500.00
4	3	3	Attendance data, incentives		$1,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	5	1	Learning.com program, online resources		$2,000.00
				Sub-Total	$19,300.00

289- Partnership After-School Program					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies and materials		$10,000.00
1	1	1	Contracted experts for enrichment activities		$1,500.00
				Sub-Total	$11,500.00

185 Partnership After-School Program (Fee-Based) F					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Professional Development		$1,500.00
				Sub-Total	$1,500.00

Addendums

Campus Information

District Name	Sheldon ISD	**Campus Name**	Monahan Elementary	**Superintendent**	King Davis	**Principal**	Cheri Dixon
District Number	101-924	**Campus Number**	000000104	**District Coordinator of School Improvement (DCSI)**	Christie Gates	**ESC Support**	

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Christie Gates, Chief Administrative Officer, 11/4/2019**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Cheri Dixon, Principal, 11/4/2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 72, Domain 2: 75, Domain 3: 70
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be across the board, so on average, we want to see a 10 percentage point increase in each STAAR tested subject area and grade level.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**3**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**3**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**2**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**4**
5.1 Objective-driven daily lesson plans with formative assessments.	**2**
5.3 Data-driven instruction.	**3**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Clear job descriptions and performance goals are in place, but we need to establish protocols for day to day practices to ensure they are better aligned with instructional leadership best practices. This will help us effectively implement strong DDI practices and generally improve as a campus.	Teachers complied with completing and submitting a lesson plan. Lesson plans were not meeting the needs of the students or aligned to the level of rigor of the TEKS. There was no feedback on lesson plans including follow up with how planning affected classroom instruction. If DDI is going to be effective, we need to strengthen both lesson plans and our feedback on them.	Have had PLCs, but they didn't focus on effective responses (reteach) from the data analysis; no real process in place for ILT or teachers to analyze unit tests (or any other tests) for the purposes of effective reteach.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Barriers to Address During the Year	Two - 1) culturally getting teachers comfortable with a more active ILT in PLCs, and 2) the ILT's comfort and skill in observing, provide effective feedback, and coaching teachers.	Teacher receptivity to planning (and feedback) and following developed lesson plans in the classroom	ILTs ability to roll out DDI to teachers (from a teacher buy in standpoint); time management for ILT to ensure action plans are completed and followed at a high quality level

District Commitment Theory of Action:	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3

Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			

Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3	Reading	Benchmark	75	41	Benchmark	75		Benchmark	75		STAAR	75	
3	Math	Benchmark	75	40	Benchmark	75		Benchmark	75		STAAR	75	
4	Reading	Benchmark	75	44	Benchmark	75		Benchmark	75		STAAR	75	
4	Writing	Benchmark	55	23	Benchmark	55		Benchmark	55		STAAR	55	
4	Math	Benchmark	75	58	Benchmark	75		Benchmark	75		STAAR	75	
5	Reading	Benchmark	75	43	Benchmark	75		Benchmark	75		STAAR	75	
5	Math	Benchmark	75	52	Benchmark	75		Benchmark	75		STAAR	75	
5	Science	Benchmark	70	56	Benchmark	70		Benchmark	70		STAAR	70	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Desired 90-day Outcome	ILT establishes recurring bi-weekly meetings; a plan for observing and coaching teachers	Establish PLC agendas and provide feedback to every teacher on lesson plans	Every PLC, led by a member of the ILT, follows DDI protocol after return of assessment results and reteach of prioritized standards occurs within a week of DDI meetings
Barriers to Address During this Cycle	ILT's comfort with observing and coaching teachers	Teachers understanding of the components of an effective lesson cycle	Knowledge of effective reteach (PLC leads and teachers); "public" analysis of assessment results in DDI meetings
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and begins every other week coaching of principal, with coaching focus on implementation plan, professional development plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership.	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Establishment of recurring bi-weekly ILT meeting	1.1	Aug. 26	ILT calendar	Dixon	ILT calendar; meeting minutes	Ongoing		
Completed teacher training (through PLCs and faculty meeting) on components of an effective lesson plan	5.1	Oct. 14	PD materials (facilitator notes, slides, tools, examples/videos)	ILT	Lesson plans	Ongoing		
Completed teacher training (through PLCs) on formative assessment creation and analysis	5.1	Oct. 18	PD materials (facilitator notes, slides, tools, examples)	ILT	Teacher work products from training	Ongoing		

Finalization of data tracking tool for CIS	1.1	Nov. 1st	Data tracking tool	CIS	Existence of data tracking tool	Nov. 8		
Weekly Planning PLC focused on planning with real-time guidance from CIS	5.1	Nov. 1st	Planning PLC agenda	ILT	Principal and Assistant Principal obs of PLC meetings	Nov. 1st		
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	5.3	Nov. 8	Data tracker, obs calendars	Dixon and Hollier	Obs calendars	Ongoing		
Weekly assessments include retest of retaught standards	5.3	Nov. 4	CIS need data trackers, prioritized standards, sample assessment questions	ILT	Copies of weekly assessments w/ retested standards	Ongoing		
Teachers and PLC leads use data tracker for all district and campus assessments	5.3	Nov. 4	Data tracker	ILT and Teachers	Data tracker	Ongoing		
Review and provide feedback on teacher lesson plans, including follow up in classroom observations for effectiveness of instructional activities	5.1	Sept. 16	Lesson plans and feedback emails	Dixon and Hollier	Feedback emails	Ongoing		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Desired 90-day Outcome	ILT reviews assessment data and aligns observation schedule with test results	Teachers plan for teaching of prioritized standards with formative assessments on a recurring basis as outlined in PLC sessions	PLCs conduct data meetings with fidelity for common weekly assessments as well as Mock Assessments.
Barriers to Address During this Cycle	Shift from observations conducted routinely for all teachers to more frequent observations for struggling teachers - have to ensure struggling teachers feel supported not targeted	Maintain quality/frequency of feedback from ILT	Ensure quality of weekly assessments by reviewing data and assessment questions in PLC sessions.
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on conducting data meetings and translating unit test results into observation plans	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
PLCs follow 5 week cycle - 1) Common assessment planning; 2) Plan for instruction; 3) Full data meeting on Mock Assessment results	5.3	Dec. 6	PLC calendar and PLC agendas	ILT	PLC calendar and PLC agendas; principal obs of PLCs	Ongoing		
Weekly meetings with Principal and ILT start	1.1	Jan. 8	Meeting agendas, ILTs' calendars, data trackers	Principal	Calendar; agendas	Ongoing		

ILT meetings analyze test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery		Jan. 8	Data tracker, obs calendars	Principal	Obs calendars	Ongoing		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Desired 90-day Outcome	ILTs calendars show 40% of time on IL actions, with time prioritized on teachers whose data shows significant gaps in student mastery of prioritized standards	Teachers make adjustments to lesson plans based on recurring analysis of formative assessments (observed by PLC lead in PLCs).	80% of students master priority standards after reteach
Barriers to Address During this Cycle	Time management of the ILT; systems to protect/prioritize IL time (discipline, parents, etc.)	Balancing planning adjustments w/ space in the scope and sequence; plan STAAR review with quality materials	Nothing new - quality/rigor of weekly assessments
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on principal coaching ILT to conduct effective data meetings with a focus on high-quality reteach plans	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
All students track their data on mastery and update regularly to show progress	5.3	March 1st	Student data trackers (hard copy for student binders/folders)	ILT (to train/push out to teachers)	Copies of student trackers	March 1st (although should be rolled out starting Jan.)		
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	1.1	March 25th	Data tracker, obs calendars	Principal	Obs calendars	March 25th		
PLCs follow 5 week cycle - 1) Common assessment planning; 2) Plan (K&S and exit tickets) 3) Full data meeting on common assessment results	5.3	Ongoing (routine established in Cycle 2)	PLC calendar and PLC agendas	ILT	PLC calendar and PLC agendas; principal obs of PLCs	Ongoing		

Weekly meetings with Principal and ILT continue	1.1	Ongoing (routine established in Cycle 2)	Meeting agendas, ILTs' calendars, data trackers	Principal	Calendar; agendas	Ongoing		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0

Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Did the campus achieve the desired outcome? Why or why not?			

Campus Information

District Name	Sheldon ISD	**Campus Name**	Monahan Elementary	**Superintendent**	King Davis	**Principal**	Cheri Dixon
District Number	101-924	**Campus Number**	000000104	**District Coordinator of School Improvement (DCSI)**	Christie Gates	**ESC Support**	

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Christie Gates, Chief Administrative Officer, 11/4/2019**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Cheri Dixon, Principal, 11/4/2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 72, Domain 2: 75, Domain 3: 70
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be across the board, so on average, we want to see a 10 percentage point increase in each STAAR tested subject area and grade level.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**3**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**3**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**2**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**4**
5.1 Objective-driven daily lesson plans with formative assessments.	**2**
5.3 Data-driven instruction.	**3**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Clear job descriptions and performance goals are in place, but we need to establish protocols for day to day practices to ensure they are better aligned with instructional leadership best practices. This will help us effectively implement strong DDI practices and generally improve as a campus.	Teachers complied with completing and submitting a lesson plan. Lesson plans were not meeting the needs of the students or aligned to the level of rigor of the TEKS. There was no feedback on lesson plans including follow up with how planning affected classroom instruction. If DDI is going to be effective, we need to strengthen both lesson plans and our feedback on them.	Have had PLCs, but they didn't focus on effective responses (reteach) from the data analysis; no real process in place for ILT or teachers to analyze unit tests (or any other tests) for the purposes of effective reteach.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Barriers to Address During the Year	Two - 1) culturally getting teachers comfortable with a more active ILT in PLCs, and 2) the ILT's comfort and skill in observing, provide effective feedback, and coaching teachers.	Teacher receptivity to planning (and feedback) and following developed lesson plans in the classroom	ILTs ability to roll out DDI to teachers (from a teacher buy in standpoint); time management for ILT to ensure action plans are completed and followed at a high quality level

District Commitment Theory of Action:	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3

Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			

Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3	Reading	Benchmark	75	41	Benchmark	75		Benchmark	75		STAAR	75	
3	Math	Benchmark	75	40	Benchmark	75		Benchmark	75		STAAR	75	
4	Reading	Benchmark	75	44	Benchmark	75		Benchmark	75		STAAR	75	
4	Writing	Benchmark	55	23	Benchmark	55		Benchmark	55		STAAR	55	
4	Math	Benchmark	75	58	Benchmark	75		Benchmark	75		STAAR	75	
5	Reading	Benchmark	75	43	Benchmark	75		Benchmark	75		STAAR	75	
5	Math	Benchmark	75	52	Benchmark	75		Benchmark	75		STAAR	75	
5	Science	Benchmark	70	56	Benchmark	70		Benchmark	70		STAAR	70	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Desired 90-day Outcome	ILT establishes recurring bi-weekly meetings; a plan for observing and coaching teachers	Establish PLC agendas and provide feedback to every teacher on lesson plans	Every PLC, led by a member of the ILT, follows DDI protocol after return of assessment results and reteach of prioritized standards occurs within a week of DDI meetings
Barriers to Address During this Cycle	ILT's comfort with observing and coaching teachers	Teachers understanding of the components of an effective lesson cycle	Knowledge of effective reteach (PLC leads and teachers); "public" analysis of assessment results in DDI meetings
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and begins every other week coaching of principal, with coaching focus on implementation plan, professional development plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership.	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Establishment of recurring bi-weekly ILT meeting	1.1	Aug. 26	ILT calendar	Dixon	ILT calendar; meeting minutes	Ongoing		
Completed teacher training (through PLCs and faculty meeting) on components of an effective lesson plan	5.1	Oct. 14	PD materials (facilitator notes, slides, tools, examples/videos)	ILT	Lesson plans	Ongoing		
Completed teacher training (through PLCs) on formative assessment creation and analysis	5.1	Oct. 18	PD materials (facilitator notes, slides, tools, examples)	ILT	Teacher work products from training	Ongoing		

Finalization of data tracking tool for CIS	1.1	Nov. 1st	Data tracking tool	CIS	Existence of data tracking tool	Nov. 8		
Weekly Planning PLC focused on planning with real-time guidance from CIS	5.1	Nov. 1st	Planning PLC agenda	ILT	Principal and Assistant Principal obs of PLC meetings	Nov. 1st		
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	5.3	Nov. 8	Data tracker, obs calendars	Dixon and Hollier	Obs calendars	Ongoing		
Weekly assessments include retest of retaught standards	5.3	Nov. 4	CIS need data trackers, prioritized standards, sample assessment questions	ILT	Copies of weekly assessments w/ retested standards	Ongoing		
Teachers and PLC leads use data tracker for all district and campus assessments	5.3	Nov. 4	Data tracker	ILT and Teachers	Data tracker	Ongoing		
Review and provide feedback on teacher lesson plans, including follow up in classroom observations for effectiveness of instructional activities	5.1	Sept. 16	Lesson plans and feedback emails	Dixon and Hollier	Feedback emails	Ongoing		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Desired 90-day Outcome	ILT reviews assessment data and aligns observation schedule with test results	Teachers plan for teaching of prioritized standards with formative assessments on a recurring basis as outlined in PLC sessions	PLCs conduct data meetings with fidelity for common weekly assessments as well as Mock Assessments.
Barriers to Address During this Cycle	Shift from observations conducted routinely for all teachers to more frequent observations for struggling teachers - have to ensure struggling teachers feel supported not targeted	Maintain quality/frequency of feedback from ILT	Ensure quality of weekly assessments by reviewing data and assessment questions in PLC sessions.
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on conducting data meetings and translating unit test results into observation plans	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
PLCs follow 5 week cycle - 1) Common assessment planning; 2) Plan for instruction; 3) Full data meeting on Mock Assessment results	5.3	Dec. 6	PLC calendar and PLC agendas	ILT	PLC calendar and PLC agendas; principal obs of PLCs	Ongoing		
Weekly meetings with Principal and ILT start	1.1	Jan. 8	Meeting agendas, ILTs' calendars, data trackers	Principal	Calendar; agendas	Ongoing		

ILT meetings analyze test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery		Jan. 8	Data tracker, obs calendars	Principal	Obs calendars	Ongoing		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Desired 90-day Outcome	ILTs calendars show 40% of time on IL actions, with time prioritized on teachers whose data shows significant gaps in student mastery of prioritized standards	Teachers make adjustments to lesson plans based on recurring analysis of formative assessments (observed by PLC lead in PLCs).	80% of students master priority standards after reteach
Barriers to Address During this Cycle	Time management of the ILT; systems to protect/prioritize IL time (discipline, parents, etc.)	Balancing planning adjustments w/ space in the scope and sequence; plan STAAR review with quality materials	Nothing new - quality/rigor of weekly assessments
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on principal coaching ILT to conduct effective data meetings with a focus on high-quality reteach plans	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
All students track their data on mastery and update regularly to show progress	5.3	March 1st	Student data trackers (hard copy for student binders/folders)	ILT (to train/push out to teachers)	Copies of student trackers	March 1st (although should be rolled out starting Jan.)		
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PLCs follow 5 week cycle - 1) Common assessment planning; 2) Plan (K&S and exit tickets) 3) Full data meeting on common assessment results	5.3	Ongoing (routine established in Cycle 2)	PLC calendar and PLC agendas	ILT	PLC calendar and PLC agendas; principal obs of PLCs	Ongoing		

Weekly meetings with Principal and ILT continue	1.1	Ongoing (routine established in Cycle 2)	Meeting agendas, ILTs' calendars, data trackers	Principal	Calendar; agendas	Ongoing		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0

Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Did the campus achieve the desired outcome? Why or why not?			