Campus Improvement Plan

Stephen F. Austin Middle School

2024-2025

Board Approved:

District Vision

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

District Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Campus Mission Statement

Stephen F. Austin Middle School will provide opportunities to all students to successfully meet the challenges of high school, college and beyond. We will align the curriculum to college readiness standards and implement a common instructional framework, assisting all students to access rigorous content while simultaneously building lifelong skills.

At Stephen F. Austin Middle School, we believe in the following core values:

Our students come first.
Continuous learning is essential to prepare for high school, college and career opportunities.
Each student's success is the shared responsibility of students, families, schools and communities.
Learning is influenced by environment.

Campus Vision Statement

Stephen F. Austin Middle School will cultivate leaders with excellence, where each member is valued. We work to assure that each student is prepared to meet the challenges of high school and beyond through a rigorous, college ready curriculum.

School Board of Education

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Oscar Reyes	CLL	Daniel Lopez	Head Custodian
Audrey Sloss	ELA Department Head	Virginia Bueno	Parent
Rafael Chico-Rodriguez	Math Department Head	Ricardo Fernandez	Community/Business Member
Juana Leal	Science Department Head		
Selina Garza	Social Studies Department Head		
Arnoldo Serna-Nieto	Special Education Department Head		
Gabriela Ortiz	Electives Department Head		

2024-2025 Stephen F. Austin Middle School Campus Demographics

	ALL	MALE	FEMALE	SPED	EL	M1	M2	MIGR	ECD	GT
#	852	443	409	110	244	18	2	10	721	94
%	100	52	48	12.9	28.6	2.1	.2	1.2	84.6	11

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	852	837	3	2	11	0
Percent	100	98.1	0.4	0.2	1.3	0

2024 ACCOUNTABILTY RATINGS OVERALL SUMMARY

	Domain I Student Achievement	DOMAIN II SCHOOL PROGRESS	DOMAIN III CLOSING THE GAPS	OVERALL RATING	LETTER GRADE
STEPHEN F. AUSTIN MIDDLE SCHOOL	77	Part A: 78 Part B: 89	92	90	A

Comprehensive Needs Assessment

Data Sources Examined

2024 STAAR Results	Social Emotional Learning
2024 TELPAS Results	PLC Practices
2024 Accountability Summary Reports	Curriculum Alignment
PEIMS Data	Community Engagement
Attendance Records	Data Analysis Practices/Resources
Discipline Records	
Grades	
District Assessments	

Prioritized Needs

Needs	Data Source
Increase performance of meets and masters level of all students in all tested content areas	2024 STAAR Results, 2024 Accountability Summary Reports, 2024 DMAC Reports, PEIMS Data, District Assessments
Increase academic growth on Domain II (Part A) in Math and Reading STAAR	2024 STAAR Results, 2024 Accountability Summary Reports, 2024 DMAC Reports, PEIMS Data, District Assessments
Increase the academic progress in reading and math of our Special Education and Emergent Bilinguals populations	2024 STAAR Results, 2024 TELPAS Results, 2024 Accountability Summary Reports, 2024 DMAC reports, PEIMS Data, District Assessments, IEPs, EB accommodations, attendance records, discipline records and grade reports.
Increase the TELPAS overall composite rating by having all Emergent Bilingual students grow at least one level of proficiency.	2024 STAAR Results, 2024 TELPAS Result, 2024 Accountability Summary Report, 2024 DMAC reports, PEIMS Data, District Assessment, EB Accommodations, attendance records, discipline records and grade reports

Comprehensive Needs Assessment

Prioritized Needs

Needs	Data Source
Increase daily attendance rate to 94%	2024 Attendance Report, PEIMS Data, Attendance Strategic Plan, Attendance Committee, Targeted Improvement Plan.
Provide differentiated instruction , CIF, and SIOP Professional Development for ALL teachers.	2024 STAAR Results, 2024 Accountability Summary Reports, Collaborative Learning Leader (CLL), Common Instructional Feedback (CIF) Strategies rollout, DMAC reports
Emergent Bilinguals-Sheltered Instruction and I-Ready Professional Development	2024 TELPAS Results, 2024 Accountability Summary Reports, DMAC Reports, Summit K-12 training, Master Schedule, Professional Development
SEL- Incorporating SEL in the classroom/ Bruin Academies and Building Positive Relationships with students	SEL Curriculum, embedded in academy schedule, SEL surveys, SEL advisory period
PLC Practices / Structures –Documentation of operational practices regarding planning and collaboration	CLC roll-out agendas, Norms, PLC expectations, Content agenda, CLL/Admin weekly meetings

Executive Summary
Campus Improvement Plan 2024-2025
Stephen F. Austin Middle School

Core Values:
At Stephen F. Austin Middle School, we believe:
❖ **Our students come first.**
❖ **Continuous learning is essential to prepare for high school, college and career opportunities.**
❖ **Each student's success is the shared responsibility of students, families, schools and communities.**
❖ **Learning is influenced by environment.**

Demographic Summary
The enrollment of Stephen F. Austin Middle School for the 2024-2025 school year is 852. The student population is made up of 98.1% Hispanic, 1.3% White and 0.4% Asian. Our students represent a low socio-economic status of approximately 84.6% with 1.2% migrant students. Approximately 12.9% of our student population receives special education services and our gifted and talented population is made up of approximately 11% of our students. The bilingual population is approximately 28.6% and where most of the students' language at home is Spanish. The attendance rate for the campus has consistently maintained between 95-96%. Most of our students live in south San Juan area. We currently have 291 students that have transferred to Stephen F. Austin Middle School with special permission from within the district and surrounding cities outside the PSJA Independent School District.

Comprehensive Needs Assessment Summary:
Stephen F. Austin Middle School received an overall rating of 90 out of 100 based on three domains on the 2024 Accountability Report. In Domain I, Student Achievement, we earned a 77 which shows us how much students learned and know by the end of the school year. In Domain II, School Progress, we earned an 89 and shows how our students performed over time and compares us to other schools that are like our population. In Domain III, Closing the Gaps, we scored a 92 and shows how the different groups in our school performed overall.

Curriculum and Instruction and Assessment:
Stephen F. Austin Middle School offers a rigorous curriculum with a highly qualified staff. We offer all types of content courses from regular to college preparatory math and reading, high school credit classes like Algebra, Geometry, Spanish 1, Spanish 2 and Spanish 3 AP. Students at Stephen F. Austin Middle School can participate in Fine Arts and Athletics classes. 8th grade students can take Art and Principles of Business for high school credit . We offer individualized student intervention plans for ongoing academic support for all students. Students needing academic support are in accelerated classes and offered tutoring before school, afterschool, and during school day/Saturday Academies.

Summary of Goals:
Stephen F. Austin Middle School will improve student mastery of grade level TEKS by utilizing TEKS-based, data-driven instruction to increase the number of all students scoring at the Meets and Masters level on STAAR and by increasing at least 3% to 5% in all subject areas and subgroups. We will provide rigorous instructions and remediation to help close the gaps with our 6th graders, special education and Emergent Bilingual populations. Together with our district, we will improve safety, public support, culture and climate by offering social and emotional support to our students, staff, parents and community. We will maintain staff quality, retention and retention on our campus by supporting them with professional growth, monitoring them and providing feedback.

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Erica Vecchio, Principal

Professional Development Plan

PD Monthly Focus	PD Format	PD Topic	Resources	CIP Goal Alignment
August 19-22, 2024	Campus and District Based - All Departments	District Convocation, Campus Procedures, Campus Plan, Team Building, Curriculum Planning, Google Classroom Training, Data Analysis, Social Emotional Learning, Curriculum Rollouts, Data Driven Plans, Strategize for the Monitoring of Academic Growth, Data Driven Instructional Calendar for all contents and strategic routines	Laptops, Teacher Handbook, Campus Improvement Plan, 2023-2024 Data Reports, Presenters, PowerPoints, District Curriculum Rollouts, Content Coordinators, Data, Campus Goals, Curriculum Guide Documents and Strategies, Student Rosters, Teacher Schedules	Goal 1, 2, 3, 4
January 6, 2025	Campus Based – All Departments, All Grade Levels, All Department Chairs	Benchmark 1 Data Student Analysis Profiles Adjust for 4th 6 Weeks Plan for Benchmark 2 Social Emotional Topics	Benchmark 1 Data Student Analysis Profiles Content Curriculum Guides Instructional Strategies Social Emotional Topics	Goal 1, 2, 3, 4

Goal Area 1:	Student Achievment
Annual Goal 2:	The percent of 6th, 7th and 8th grade students who perform at meets grade level on STAAR Math will increase from 45% to 53% and STAAR Reading from 53% to 61% by June 2025.
Objective 1:	All 6th through 8th grade students will be monitored in Math and Reading to ensure there is a 8% increase in the Meets level or above by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Cooperatively develop/plan/implement with fidelity inquiry based instruction to develop critical thinking skills and implement differentiated instructional strategies based on state TEKS and district curriculum to best cultivate student academic gains throughout the school year.	*All Teachers *Department Head *CLL *Administrators	I- Ready, Carnegie, Curriculum based workbooks and software, STAAR based workbooks and software, including research-based websites, subscriptions, copier and fees, white copy paper, laminating film, toner and ink, general supplies, computer and laptop, motivation math, staar master, calculators and calculator accessories, AVID, PSAT Testing Fees and Workbooks.	September 2024 - August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	*Walk-Through feedback notes *DMAC Reports *Weekly Imagine Math Reports *Student achievment gains each reporting period and in every assessment, CBA, Benchmark	*STAAR *TELPAS *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps							
1) Students will be identified by using DMAC STAAR data and then set goals to achieve the Meets and above levels.							
2) Gather necessary instrucitonal resources which also will include professional development.							
3) Implement Math strategies in the classrooms, monitor the use of the math strategies and then evaluate.							
4) While monitoring and evaluating, make any adjusements and revise wherever necessary.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide Intentional Reading and Math interventions (CIF, SIOP) that address all proficiencey levels will be implemented consistently throughout the academic year.	*All Teachers *Department Head *CLL *Administrators	I- Ready, Carnegie, Curriculum based workbooks and software, STAAR based workbooks and software, including research-based websites, copier and its fees, white copy paper, laminating film, toner and ink, general supplies, computer and laptop, snacks, transportation, fees for extra duty pay for professionals and paraprofessionals, fees for university tutors, PSAT Tutoring	September 2024 - August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	*Student achievment gains each reporting period and in every assessment, CBA, Benchmark	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6a, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c
Action Steps							
1) Offer afterschool, Saturday, in-school tutoring and Bruin academies.							
2) Use research-based interventions when planning for tutoring sessions.							
3) Plan accordingly for extended optional year program, summer school and enrichment camps.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide Professional Development Opportunities for all content area teachers through attendance at the following conferences and/or CLC rollout: Advanced Placement Summer Institutes, Region One conferences, Model Schools Conference, Assessment Conference, Technology Conference, Inclusion Works of Mathematics Teaching,	*All Teachers *Department Head *CLL *Administrators *Consultants	Fees for hotels, food, travel (vehicle and air fare), registration fees, parking, luggage fees, SCE, session fees, consultant fees, per diem and travel	September 2024- August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	Student Achievement gains each reporting period and in every assessment for all students and in each subgroup, Building Leadership capacity	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5b, 5c, 8a, 8b, 8c, 9a, 9b, 9c
Action Steps							
1) Attend professional development trainings/conferences that are pertinent and aligned to the district and school goals.							
2) Bring back and present, share/implement strategies learned at professional development trainings/conferences.							
3) Monitor/evaluate the PD strategies implemented and make any adjustments if/when needed.							

Goal Area 1:	Student Achievment
Annual Goal 3:	The percent of 8th grade students who perform at meets grade level on STAAR Science will increase from 43% to 51% and in Social Studies from 27% to 35% by June
Objective 1:	All 8th Grade students will be monitored in Science and Social Studies to ensure there is a 8% increase in the Meets level or above by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Cooperatively develop/plan/implement with fidelity inquiry based instruction to develop critical thinking skills and implement differentiated instructional strategies based on state TEKS and district curriculum to best cultivate student academic gains throughout the school year	*All Teachers *Department Head *CLL *Administrators	*I-Ready *Edusmart *MackinVIA *Google Classroom Slides *Summit K-12 *Curriculum based workbooks and software *STAAR based workbooks and software *Consultants and fees *Copier/fees / toner/ink *General supplies *Subscriptions *Calculators and calculator accessories *Brainpop, PSAT Testing Fees and Workbooks.	September 2024- August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles *Graphic Organizers / Thinking Maps *Science Journals	*Walk-Through feedback notes *Student achievment gains each reporting period and in every assessment, Benchmark, mini assessments	*STAAR *TELPAS *Benchmarks *Mini Assessments *Weekly/Unit Exams	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Students will be identified by using DMAC STAAR data and then set goals to achieve the Meets and above levels.
2) Gather necessary instrucitonal resources which also will include professional development.
3) Implement Science strategies in the classrooms, monitor the use of the Science strategies and then evaluate.
4) While monitoring and evaluating, make any adjustements and revise wherever necessary.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide Intentional Reading and Math interventions (CIF, SIOP) that address all proficiencey levels will be implemented consistently throughout the academic year.	*All Teachers *Department Head *CLL *Administrators	I-Ready, Curriculum based workbooks and software, STAAR based workbooks and software, including research-based websites, copier and its fees, white copy paper, laminating film, toner and ink, general supplies, computer and laptop, snacks, transportation, fees for extra duty pay for professionals and paraprofessionals, fees for university tutors	September 2024 - August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	*Walk-Through feedback notes *Student achievment gains each reporting period and in every assessment, Benchmark, mini assessments	*STAAR *TELPAS *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6a, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Offer afterschool, Saturday, in-school tutoring and Bruin academies.
2) Use research-based interventions when planning for tutoring sessions.
3) Plan accordingly for extended optional year program, summer school and enrichment camps.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide Professional Development Opportunities for all content area teachers through attendance at the following conferences and /or CLC rollouts: Region One conferences, Model Schools Conference, Assessment Conference, Technology Conference, HESTEC, CAST,	*All Teachers *Department Head *CLL *Administrators	Fees for hotels, food, travel (vehicle and air fare), registration fees, parking, luggage fees, SCE, session fees, consultant fees, per diem and travel	September 2024 - August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	Student Achievement gains each reporting period and in every assessment for all students and in each subgroup, Building Leadership capacity	*STAAR *TELPAS *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5b, 5c, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Attend professional development trainings/conferences that are pertinent and aligned to the district and school goals.
2) Bring back and present, share/implement strategies learned at professional development trainings/conferences.
3) Monitor/evaluate the PD strategies implemented and make any adjustments if/when needed.

Goal Area 1:	Academic Growth						
Annual Goal 1:	The percent of 6th, 7th and 8th grade students who demonstrtate academic growth on Domain II (Part A) in Math and Reading STAAR will increase from 78% to 85% by June 2025						
Objective 1:	All 6th through 8th grade students will be monitored in Math and Reading to ensure there is a 7% increase in Domain II Part A by June 2025.						

Strategy 1	Persons	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/	Title-I School-Wide
Cooperatively develop/plan inquiry based and differentiated instruction to develop critical thinking skills, and Reading fluency based on state TEKS, district curriculum, and Carnegie Math, to best cultivate student academic gains throughout the school year	*All Teachers *Department Head *Librarian *CLL *Administrators	I- Ready, Carnegie, Library/Online Books, Classroom LIbraries, MackinVIA, MyON, I-Ready, StudySync, Scholastic Magazine, Summit K-12, Flocabulary, Electronic Devices, Curriculum based workbooks and software, Novels, STAAR based workbooks and software, Constultants and fees, Copier/fees/toner/ink, General supplies, subscriptions, Bright Summer Readers, Accelerated Reading	September 2024 - August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles *Library Reports (STAR) *Fluency/Comprehension Reports *Graphic Organizers / Thinking Maps *Accelerated Reading Reports *STAR Reports	*Walk-Through feedback notes *DMAC Reports *Library running reports (STAR) *Weekly Studysync Reports *MyON Lexile Reports *Student achievment gains each reporting period and in every assessment, CBA, Benchmark	*STAAR *TELPAS *Benchmarks *Mini Assessments *I-Ready *Accelerated Reading Exams	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6a, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Students will be identified by using DMAC STAAR data and then set goals to achieve growth.
2) Gather necessary instrucitonal resources which also will include professional development.
3) Implement Reading and Math differentiated instructional strategies in the classroom (monitor the use of these strategies and then evaluate)
4) While monitoring and evaluating, make any adjustements and revise wherever necessary.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide Intentional Reading and Math interventions (CIF, SIOP) that address all proficiencey levels will be implemented consistently throughout the academic year.	*All Teachers *Department Head *Librarian *CLL *Administrators	I- Ready, Carnegie, Curriculum based workbooks and software, STAAR based workbooks and software, including research-based websites, copier and its fees, white copy paper, laminating film, toner and ink, general supplies, computer and laptop, snacks, transportation, fees for extra duty pay for professionals and paraprofessionals, fees for university tutors	September 2024 - August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	*Student achievment gains each reporting period and in every assessment, Benchmark	*STAAR *TELPAS *STAR *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6a, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps							
1) Offer afterschool, Saturday, in-school tutoring through Bruin Academies.							
2) Use research-based interventions when planning for tutoring sessions.							
3) Plan accordingly for extended optional year program, summer school and enrichment camps.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide Professional Development Opportunities for all content area teachers through attendance at the following conferences and/or Professional Development sessions through CLC rollouts. Just Read Conference, Texas Literacy Conference, Region One conferences, Model Schools Conference, AIE, MSMI, Assessment	*All Teachers *Department Head *CLL *Administrators *Consultants	Fees for hotels, food, travel (vehicle and air fare), registration fees, parking, luggage fees, SCE, session fees, consultant fees, per diem and travel	September 2024 - August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	Student Achievement gains each reporting period and in every assessment for all students and in each subgroup, Building Leadership capacity	*STAAR *TELPAS *STAR *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5b, 5c, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps							
1) Attend professional development trainings/conferences that are pertinent and aligned to the district and school goals.							
2) Bring back and present, share / implement strategies learned at professional development trainings/conferences.							
3) Monitor / evaluate the PD strategies implemented and make any adjustments if/when needed.							

Goal Area 2:	Closing the Gap
Annual Goal 2:	All Special Education students will demonstrate a 5% increase of academic achievement in the areas of Reading and Math by June 2025.
Objective 1:	All special education students will be monitored in Reading and Math to ensure there is a 5% increase of academic progress by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Cooperatively develop/plan/implement with fidelity inquiry based instruction and IEP accomadations to develop critical thinking skills and implement differentiated instructional strategies based on state TEKS and district curriculum to best cultivate student academic gains throughout the school year.	*All Teachers *Department Head *Librarian *CLL *Administrators	I-Ready, Carnegie, Lexia, D-Lab, Learning Ally, Library/Online Books, Classroom Libraries, Accelerated Reading Program, MackinVIA, StudySync, Scholastic Magazine, Summit K-12, Flocabulary, Electronic Devices, Curriculum based workbooks and software, STAAR based workbooks and software, *Consultants and fees, Copier fees/toner/ink, General Supplies, Subscriptions, AVID	September 2024 - August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles *Library Reports (STAR) *Fluency/Comprehension Reports (AR/STAR) *Graphic Organizers / Thinking Maps *Systems 44 Reports *Individualized Student Growth Plans	*Walk-Through feedback notes *DMAC Reports *Library running roports (STAR) *Fluency/Comprehension screeners (AR/STAR) *Weekly Studysync Reports *Student achievment gains each reporting period and in every assessment, CBA, Benchmark *Lexia, D-Lab	-Weekly Assessments -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps							
1) Special Education students will be identified by using DMAC STAAR data and then set goals to achieve the increase of academic progress in the areas of Reading and Mathematics.							
2) Gather necessary instructional resources which also will include professional development.							
3) Implement Reading and Math strategies on diffierentiated instruction in the classrooms, monitor the use of the strategies and then evaluate.							
4) While monitoring and evaluating, make any adjustements and revise wherever necessary.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide Intentional Reading and Math interventions (CIF, SIOP) and IEP accomadations that address all proficiencey levels will be implemented consistently throughout the academic year.	*All Teachers *Department Head *Librarian *CLL *Administrators	Curriculum based workbooks and software, STAAR based workbooks and software, including research-based websites, copier and its fees, white copy paper, laminating film, toner and ink, general supplies, computer and laptop, snacks, transportation, fees for extra duty pay for professionals and paraprofessionals, fees for university tutors	September 2024- August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles *Individualized Student Growth Plans	*Closing the achievement gap among EL students *Increase academic performance of all EL student groups in Reading BM, STAAR/EOC tested subjects	-Weekly Assessments -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6a, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Offer afterschool, Saturday, in-school tutoring and academies.
2) Use research-based interventions when planning for tutoring sessions.
3) Plan accordingly for extended optional year program, summer school and enrichment camps.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All teachers will receive Professional Development training on data analysis and the implementation of strategies and IEP accomadations that will help improve student achievement.	*All Teachers *Department Head *Librarian *CLL *Administrators *Consultants	Assessment Data, copier and its fees, white copy paper, toner and ink, general supplies, computer and laptop, printers, consultant fees, per dium and travel	September 2024 - August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	EL Student Achievement gains each reporting period and in every assessment for all EL students, Building Leadership capacity	-Weekly Assessments -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5b, 5c, 8a, 8b, 8c, 9a, 9b, 9c

Acrion Steps
1) Attend Special Education/Differentiated Instruction professional development trainings/conferences that are pertinent and aligned to the district and school goals.
2) Bring back and present, share/implement strategies learned at professional development trainings/conferences.
3) Monitor/evaluate the strategies implemented and make any adjustments if/when needed.

Goal Area 2:	Closing the Gap
Annual Goal 3:	A TELPAS composite score of a 44 will be met by our Emergent Bilingual population by June 2025.
Objective 1:	Emergent Bilinguals will demonstrate a 15% increase of overall composite score in TELPAS by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Administration will monitor the Implementation of the campus Summit K-12 TELPAS yearly success plan of action in Accelerated TELPAS class and Mentorship Intiative. This comprehensive plan integrates Summit K12's Connect to Literacy program, Collaborative Instructional Framework (CIF), and Sheltered Instruction Observation Protocol (SIOP) strategies. Through these, we aim to enhance literacy development across reading, writing, listening, and speaking. By aligning instructional practices with English Language Proficiency Standards (ELPS), the plan supports targeted growth in all TELPAS domains, ensuring students are prepared for spring assessments with structured, focused practice.	*All Teachers *Department Head *Librarian *CLL *Administrators	Library/Online Books, Classroom Libraries, Accelerated Reading Program, MackinVIA, IStation, StudySync, STAAR Master, Scholastic Magazine, Summit K-12, Flocabulary, Electronic Devices, Summit K-12 , Accelerated Literacy Class, Curriculum based workbooks and software, STAAR based workbooks and software, *Consultants and fees, Copier fees/toner/ink, General Supplies, Subscriptions , AVID, Science Enrichment, TELPAS tutorials,Individualized student TELPAS plan	September 2024 - August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles *Library Reports *Fluency/Comprehension Reports *Graphic Organizers / Thinking Maps	*Walk-Through feedback notes *DMAC Reports *Library running roports (STAR) *Fluency/Comprehension screeners (AR/STAR) *Weekly Studysync Reports *Student achievment gains each reporting period and in every assessment, CBA, Benchmark	-Weekly Assessments - BOY -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Emergent Bilinguals will be identified by using DMAC TELPAS/STAAR data and then set goals to achieve the advancement of one composite rating.
2) Campus administration will use walkthrough forms to monitor the implementation of student engagement and provide teachers with immediate feedback.
3) Teachers collaborate during CLCs by analyzing student artifacts to determine instructional level of support. Administrators/CLLs will identify and work with teachers to provide additional coaching and
4) Gather necessary instrucitonal resources which also will include professional development.
5) Implement Emergent Bilingual Reading strategies in the classrooms, monitor the use of Reading and Math strategies and then evaluate.
6) While monitoring and evaluating, make any adjustements and revise wherever necessary.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School-wide Component
Provide structured literacy practice in listening, speaking, reading, and writing through the integration of CIF, SIOP, ELPS, and Summit K12, ensuring continuous growth for all EB students. Provide tutoring and other academic interventions for all Emergent Bilinguals throughout the school year in order to advance one TELPAS composite level.	*All Teachers *Department Head *Librarian *CLL *Administrators	Library/Online Books, Classroom Libraries, Accelerated Reading Program, MackinVIA, IStation, StudySync, STAAR Master, Scholastic Magazine, Summit K-12, Flocabulary, Electronic Devices, Summit K-12 , Accelerated Literacy Class, Curriculum based workbooks and software, STAAR based workbooks and software, *Consultants and fees, Copier fees/toner/ink, General Supplies, Subscriptions , AVID, Science Enrichment, TELPAS tutorials,Individualized student	September 2024 - August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles *Usage Reports *Students Rosters *Growth in proficiency levels based on benchmark scores and previuos TELPAS scores.	*Closing the achievement gap among EB students *Increase academic performance of all EL student groups in Reading BM, STAAR/EOC tested subjects, TELPAS *Student Achievement gains	-Weekly Assessments -BOY -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6a, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c
Action Steps							
1) Offer afterschool, Saturday, in-school tutoring and Bruin academies.							
2) Use Emergent Bilingual research-based interventions when planning for tutoring sessions.							
3) TELPAS CTCs/LPAC administrators and teacher develop individualized TELPAS plans and conduct student and parent informational meetings on TELPAS scores/plans.							
4) Schedule Emergent Bilinguals to practice for TELPAS Listening, Speaking, and Reading using the TELPAS Software Program and practice sets provided by TEA.							
5) Plan accordingly for extended optional year program, summer school and enrichment camps.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School-wide Component
Professional Development of literacy skills of EB students by using CIF, SIOP, Summit K12, and ELPS-aligned strategies to develop their language acquisition.	*All Teachers *Department Head *Librarian *CLL *Administrators	Assessment Data, copier and its fees, white copy paper, toner and ink, general supplies, computer and laptop, printers, consultant fees, per dium and travel	September 2024 - August 2025	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles * Wordwalls	English learners' achievement gains each reporting period and in every assessment for all English learners, Building Leadership capacity	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5b, 5c, 8a, 8b, 8c, 9a, 9b, 9c
Acrion Steps							
1) Attend Emergent Bilinguals differenciated instruction professional development trainings/conferences that are pertinent and aligned to the district and school goals.							
2) Bring back and present, share/implement strategies learned at professional development trainings/conferences.							
3) Monitor/evaluate the professional development strategies implemented and make any adjustments if/when needed.							
4)Focus on increasing student engagement through activities that scaffold content.							
5) Provide training on how to utilize interactive word walls to differentiate instruction for Emergant Bilingual students.							

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Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	We will increase our students' social and emotional learning knowledge by June 2025.
Objective 1:	By June 2025, our students' social and emotional learning knowledge will be increased.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All students will be provided guidance lessons that build on the social emortional development of the student that yield increased attendance and higher academic achievement.	*Teachers *Administration *Counselors *CLL *Nurse *LPC	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and Intentional Timelines *Survey Feeback Social Emocianal Learning Curriculum (SEL) *Licenced Professional Counselor (LPC) *Wraparound services *Uniform Voucher	September 2024 - August 2025	*Attendance Reports *Walk through/Observation Reports *Timelines *PowerPoint Presentations *Student SEL Reports *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase student particiapation *Increase in Student Achievement	*Panorama Surveys and Needs Assessments Results *SEL Skills Universal Screener *Participation *Perfornance *Walk Through Software/Portal	Title - 1 #4, #9, #10

Action Steps
1)Implement Pre K through 12 comprehensive counseling and guidance curriculum during advisory period
2)Deliver virtual and in-person Social Emotional Learning Student Academies
3)Use data from Panorama SEL skills surveys and needs assessments to drive intervention plans

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will embed the five social emotional learning competencies (self-awareness, self management, social awareness, relationship skills,and responsible decision-making) during their content areas and extra curricular activities	*Teachers *Administration *Counselors *CLL *Nurse	*District Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and Intentional Timelines *Survey Feeback	September 2024 - August 2025	*Walk through/Observation Reports *Timelines *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase student particiapation *Increase in Student Achievement	*Panorama Climate Surveys *Participation *Perfornance *SEL Skills Universal Screener	Title - 1 #4, #9, #10

Action Steps
1)Counselors will offer PD and help teachers Implement and address the following skills in their lessons: self-awareness, self management, social awareness, relationship skills,and responsible decision-making.
2)Promote the five comptentcies in extra curricular activities such as cheerleading, sports, UIL academic events, Enrichment camps, etc.
3)Use data from Panorama SEL skills surveys and needs assessments to drive intervention plans.

Goal Area 3:	Improve Safety, Public Support, Culture and Climate							
Annual Goal 2:	By June 2025, Teachers and staff will participate in Social Emotional Learning professional development/lessons and implement strategies to increase staff-student relationships.							
Objective 1:	We will monitor that the teachers and staff participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships							

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student realationships	*Teachers *Administration *Counselors *CLL *Nurse *LPC *Employee Wellness Counselor	*Powerpoint Presentations *Timelines *Tools and resources to monitor its effectiveness *Licenced Professional Counselor (LPC) *Wraparound services	September 2024 - August 2025	*Agendas *Sign In Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis	Title - 1 #4, #9, #10
Action Steps							
1)Utilize the Counselor Café workshops for teachers and staff which provide social emortional learning topics							
2)Train teachers and staff on the counseling and guidance lessons and resources.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will implement and integrate social emotional learning activities with their students.	*Teachers *Administration *Counselors *CLL *Nurse	*Lessons on SEL interventions *Curriculum Timeline *Tools and resrouces to monitor its effectiveness	September 2024 - August 2025	*Walk Through Reports *Completed Teacher Surveys *Lesson Plans	*Increase in student participation and performance	*Side by side data analysis	Title - 1 #4, #9, #10
Action Steps							
1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms.							
2)Use restorative practices and de-escalation techniques.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate							
Annual Goal 3:	By June 2025, the students' perception for their physical and psychological school saftey will improve.							
Objective 1:	By June 2025, we will implement safety and violence prevention protocols which will increase school safety.							

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development for campus administrators, counselors, nurses, teachers and security guards on safety procedures to increase school safety.	*Administration *All Staff *Counselors *Nurse *Campus COVID Team *Emergency Response Team	*Powerpoint Presentations *Training Materials *Safe2SpeakUp App *Student Surveys *Student Services Dept. *CDC *County Health Department *District COVID Team *PSJA Police Dept. *Health Services Director	September 2024 - August 2025	*Agendas *Sign In Sheets *Security/Safety audit reports *School lockddown/fire drill documentation	*No active threat situations *Improved security/safety audits	*BOY, MOY, and EOY security/safety audits	Title - 1 #4, #9, #10

Action Steps							
1)Train campus staff on security and safety procedures to increase school safety. (Ex.: Lockdown/Fire drill procedures, COVID Screenings)							
2)Conduct and collect staff/student surveys to evaluate the staff/student's physical and psychological school safety.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development for campus administrators, counselors, nurses, teachers and security guards on violence prevention procedures to increase school safety.	*All Staff *Administration *Counselors *Nurse	*Powerpoint Presentations *Training Materials *Safe2SpeakUp App *Student Surveys *Student Services Dept. *PSJA Police Dept.	September 2024 - August 2025	*Agendas *Sign In Sheets *PEIMS Discipline Data *Student Survey Data	*Decrease in behavior intervention forms, Lunch Detention, OSS and DAEP(Buell) *Students' perception of school safety has improved	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports	Title - 1 #4, #9, #10

Action Steps							
1)Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restoration practices.							
2)Conduct and collect staff/student surveys to evaluate the staff/student's physical and psychological school safety.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 4:	By June 2025, we will reinforce the lines of communication between school, home, and our community.
Objective 1:	We will monitor and ensure that the lines of communication between the school, home, and our community are reinforced by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus will form a Parental Advisory Committee (PAC). The Parent Educator will schedule monthly meetings to distribute pertinent Information at school and outreach locations and offer services for any social emotional needs any family and communitu member may have.	*Parent Educator *Administration *Counselors *Librarian *CLL *Teachers *Nurse *Community Liaison	*PSJA ISD Parental Involvement Handbook *Parent Education Dept. *Code of Conduct *Campus Handbook *Campus Improvement Plan *Guest Speakers *Social Worker *Social Media *Home Access Center *Snacks, Food, Drinks *Volunteers	September 2024 - August 2025	*Invites to the meeting *Meeting Agenda *Parent Sign In Sheets *Phone Logs *Minutes *PowerPoints *Photos of Meetings *Volunteer logs	*Increased Parental Involvement *Agenda Sign in Sheets *Activity Evaluation *Improved student achievement	*Parent Survey *Increased parental involvement *Increased student attendance	Title 1: #1, #4, #6, #10
Action Steps							
1)Address the following topics: Title I Programs, Special Education, Gifted and Talented, Migrant Program, EL Awareness, Afterschool Programs, Monitoring Student Work, STAAR Testing							
2)Analyze any community program key points addressing goals and expectations							
3)Address the social and emotional needs of students, families and the community							