



## Jaime Escalante

Middle School

Pharr-San Juan-Alamo Independent School District Jaime Escalante Middle School

2024-2025 Campus Improvement Plan

## **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.

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

## **Campus Vision**

JAIME ESCALANTE Middle School will foster relationships that will build global leaders, critical thinkers, and lifelong learners for the 21st century workforce.

## Campus Mission Statement: "Believe, Achieve, and Ready to Succeed"

Our mission is to ensure success for all students by providing specific, measurable, and attainable goals that reflect the school's vision. The campus plan will provide the basic direction for our school through focus and emphasis on the academic curriculum. Our goal is to prepare students to successfully interact with others; provide a positive, safe, and nurturing environment; support and encourage students to become positive, well-rounded, lifelong learners and successful leaders of the future. We will foster an environment where students, staff, parents and community members' work together to ensure student success.

# School Board Members and Superintendent's Cabinet 2024-2025

## **Superintendent of Schools - Dr. Alejandro Elias**

| Superintendent's Cab | pinet   | <b>School Board Members</b> |                     |
|----------------------|---|-----------------------------|---------------------|
| Ranulfo Marquez      | Assistant Superintendent for Academics                  | Carlos G. Villegas, Jr.     | President           |
| Rebecca Gonzalez     | Assistant Superintendent for Finance                    | Diana Serna                 | Vice-President      |
| Dr. Rebecca Garza    | Assistant Superintendent for Human Resources            | Yolanda Castillo            | Secretary           |
| Roel Faz             | Roel Faz Assistant Superintendent for School Operations |                             | Assistant Secretary |
| Dr. Orlando Noyola   | Assistant Superintendent for Student Services           | Jorge Zambrano              | Member              |
| Dr. Lauro Davalos    | Assistant Superintendent for Technology                 | Dr. Cynthia A. Gutierrez    | Member              |
|                      |   | Jesus A. Zambrano           | Member              |

# CAMPUS SITE BASED DECISION MAKING COMMITTEE MEMBERS 2024-2025

**Raymundo Monrreal - Principal** 

Marisa Cavazos- Dean of Instruction Federico Trevino- Assistant Principal Hilda Gonzalez - Assistant Principal

| Teachers            |                               | Non-Teaching Profess | sionals                           |
|---------------------|-------------------------------|----------------------|-----------------------------------|
| Abigail Santa Maria | ELA                           | Veronica Garza       | Counselor                         |
| Erica Villagomez    | Math                          | Shirley Villescas    | Counselor                         |
| Gabriela Perez      | SS                            | Laura Cortez         | Liaison                           |
| Alaina Monroy       | SLA                           | Karina Quilantan     | Librarian                         |
| Claudia Ibarra      | SPED                          | Amparo Lara          | Secretary                         |
| Salome Benitez      | Science                       | Jose Rodriguez       | Campus Instructional Technologist |
| Jennifer Martinez   | Electives/Fine Arts           |                      |                                   |
| Myriam Cortez       | Bilingual/ESL                 | Parents              |                                   |
| Noemi Castillo      | Collaborative Learning Leader | Laura Lerma          |                                   |
|                     |                               | Community/Business   | Member                            |
|                     |                               | Rodolfo Valentino Ga | rcia                              |
|                     |                               |                      |                                   |



## Executive Summary Campus Improvement Plan: School Year 2024 - 2025

**Campus Name:** Jaime Escalante Middle School



It is our philosophy that education is a combined effort of parents, classroom teachers, special service personnel and administrators, each observing the students from a different point of view. Through this partnering, we will become a world class middle school whereby all students...

- will walk out of each classroom with their *self-esteem and dignity intact*.
- will be academically challenged using state of the art technologies, resources and carefully designed engaging lessons that will create a strong desire to learn.
- will use their natural talents and gifts on a daily basis for personal success in *academics, athletics, and the performing arts.*
- demonstrate the attributes of **strong moral character** through honesty, respect, integrity, compassion, loyalty, trust and caring.
- will be provided with a safe environment that promotes health and well-being.
- will find his/her *voice* and become a leader in their generation.
- will be *College Ready and College Connected* by means of a well-balanced and challenging curriculum and campus activities that promote a college going culture.

## **Demographic Summary:**

The current enrollment of Jaime Escalante Middle School as of August 2024 is <u>554</u> students. The student population consists of <u>99.6%</u> Hispanics, <u>.2%</u> White, <u>0%</u> Black, <u>.2%</u> Asian and <u>0%</u> Am Indian/Alaskan. Our students represent low socio-economic status of approximately <u>97.1%</u> with <u>2.5%</u> migrant students and a negligible percentage of mobility. Approximately <u>17%</u> of our student population receive special education services, while .8% receive accommodations under 504. Our Gifted and Talented population accounts for approximately <u>.6%</u> of our student population. The bilingual population is approximately <u>52.1%</u> where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between <u>92.2%</u>. Most of our students live in South Pharr area and the neighborhoods which encircle our campus. We currently have 18 students who transfer into Jaime Escalante from various zones out of district.

## **Comprehensive Needs Assessment Summary:**

Jaime Escalante Middle School received an overall grade of **84 out of 100 "B"** based on performance in three different areas, or domains on the 2024 Accountability Report. In the Student Achievement domain our campus earned a **75**, which shows how much students know and can do at the end of the school year. The School Progress domain, **87** for Jaime Escalante, shows how students perform over time and how that growth compares to similar schools. Jaime Escalante scored **76** in Closing the Gap, the domain shows how well different student groups within a school are performing.

## **Curriculum / Instruction and Assessment:**

The core instructional and monitoring strategies included in our action plans are:

- Curriculum and instruction are aligned and state standards that include college and career-readiness.
- Participating in District Curriculum Roll outs to increase achievement and proficiency rates.
- Using research-based strategies and instructional resources in core instruction (e.g. 5E, Gradual Release, Text Dependent Questioning,
   Speaking and Listening protocols, Cold Calling).
- Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check.
- Using results of formative assessments, to monitor students' progress and plan for personalized instruction for students who have not achieved content mastery and for underperforming students.
- Technology will be used to enhance student learning. Technology will allow students and teachers to collaborate with each other and provide feedback. Instuctional programs such as iReady, Savvas, Study Sync, Aleks, Summit k-12, Carnegie, and others will be used as additional support. Virtual learning platforms such as Google Classroom will be used on a regular basis to house student work.

## **Summary of Goals:**

Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by <u>5 points</u> in all subject areas and subgroups. Each grade level will show a <u>5 points</u> increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a <u>5 points</u> increase in Domain I, II, and <u>5 points</u> in Domain III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. Increase the academic achievement of all students, in all subgroups by <u>5 points</u>. Close the achievement gap by <u>5 points</u> between the economically disadvantaged, special education and ELL populations. <u>100</u>% of parents will have the opportunity to participate in school events and engagement activities. Jaime Escalante will continue to partner with community stakeholders to ensure student/campus success.

| Principal      |
|----------------|
| Teacher Leader |
| Parent         |
|                |

## **Comprehensive Needs Assessment**

## **Data Sources Examined**

2024 STAAR Results

2024 TELPAS Results Composite Ratings

2024 TELPAS Results (Reading, Listening, Speaking, Writing)

2024 Accountability Summary Reports

PEIMS Data (attendance records, discipline records, grades)

District Mini Assessment Data

Benchmark District Assessments

| Prioritized  | Prioritized Needs   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| Needs  | Data Source   |  |  |  |  |  |
| To increase performance in TELPAS from a 48% to 50% and Math from 55% to 62% to meet state requirement for EB growth | 2024 TELPAS Results, 2024 Accountability Summary Reports, PEIMS Data, Benchmark District Assessments, District Mini Assessments |  |  |  |  |  |
| To increase ALL student performance in Math for all grade levels in  | 2024 STAAR Results, 2024 TELPAS Results, 2024 Accountability  |  |  |  |  |  |
| Domain 3 from a 55% to a 67% to meet the state requirement for all   | Summary Reports, Benchmark District Assessment, District Mini   |  |  |  |  |  |
| students.  | Assessments   |  |  |  |  |  |
| To maintain or exceed ALL student performance in RLA for all grade   | 2024 STAAR Results, 2024 TELPAS Results, 2024 Accountability  |  |  |  |  |  |
| levels in Doamin 3 at a 64% to a 69% to continue meeting the state   | Summary Reports, Benchmark District Assessment, District Mini   |  |  |  |  |  |
| requirement for all students.  | Assessments   |  |  |  |  |  |
| To increase attendance performance to meet the district requirement of 94%   | PEIMS Data Reports  |  |  |  |  |  |

## **Achievement Summary**

2024 Accountability Summary Reports-Preliminary PEIMS Data (attendance records, discipline records, grades) Benchmark EOY District Assessments

## **STAAR/EOY Benchmarks Data**

| Grade Level | Content            | Approaches | Meets | Masters |
|-------------|--------------------|------------|-------|---------|
| 6th         | Math               | 69%        | 37%   | 13%     |
|             | RLA                | 61%        | 53%   | 21%     |
|             | Science EOY        | 67%        | 34%   | 7%      |
|             | Social Studies EOY | 50%        | 21%   | 10%     |
| 7th         | Math               | 49%        | 34%   | 15%     |
|             | Algebra            | 100%       | 96%   | 96%     |
|             | RLA                | 57%        | 38%   | 17%     |
|             | Science EOY        | 63%        | 35%   | 9%      |
|             | Social Studies EOY | 46%        | 15%   | 4%      |
| 8th         | Math               | 60%        | 36%   | 16%     |
|             | Algebra            | 100%       | 86%   | 59%     |
|             | RLA                | 60%        | 48%   | 25%     |
|             | Science            | 55%        | 38%   | 13%     |
|             | Social Studies     | 41%        | 27%   | 17%     |

| Higher than District % |  |
|------------------------|--|
| Same as District %     |  |

## **Attendance Rates**

| Grade Level | Marking Period | Percentage |
|-------------|----------------|------------|
| 6th         | 1st            |            |
|             | 2nd            |            |
|             | 3rd            |            |
|             | 4th            |            |
|             | 5th            |            |
|             | 6th            |            |
| 7th         | 1st            |            |
|             | 2nd            |            |
|             | 3rd            |            |
|             | 4th            |            |
|             | 5th            |            |
|             | 6th            |            |
| 8th         | 1st            |            |
|             | 2nd            |            |
|             | 3rd            |            |
|             | 4th            |            |
|             | 5th            |            |
|             | 6th            |            |

| Encourse redoming and Ecurring   |  |  |  |   |   |  |
|----------------------------------|--|--|--|---|---|--|
| Student group performance wil    | I improve a Proficiency Level on   | STAAR assessmer  | nts by spring 2025 .   |   |   |  |
| All subpopulation groups will in | crease 2024-2025 STAAR testing   | g performance by   | improving a Proficiency Level on the 2024 ST   | AAR exam in every content in or   | der to show progress.   |  |
|                                  | A  |  |  | /   | Formative/  |  |
| Persons Responsible/Title        | Resources  | Timeline   | Evidence of Implementation   | Evidence of Impact  | Summative   | Title-I School- wide Component   |
|                                  |  |  |  |   | Assessment  |  |
| -Teachers                        | -District Curriculum   | Sept. 2024   | -DMAC data reports   | -Student achievement gains  | -Formative  | -Title I   |
| -CLL                             | -Lead4ward Resources   | Oct. 2024  | -Progress Monitoring Reports   | on the STAAR  | Assessments   | -Title II  |
| -Administration                  | -Kagan   | Nov. 2024  | -Walk-through feedback   | - TELPAS achievement gains  | -BM's   | -Title III   |
| -CIT                             | -Lesson Plan Template  | Dec. 2024  | -LPAC notes  | -Increased reading level  | -STAAR  | -Special Ed & Bilingual Funds  |
| 1                                | -DMAC Reports  | Jan. 2025  | -Lesson Plans  | -Increased fluency of English   | -TELPAS   | -Migrant Funds   |
| 1                                | -DOK Guides  | Feb .2025  | -Language Acquisition Monitoring   | Language  | -SGM's  | -ESSER   |
| 1                                | -Sentence STEMS  | March 2025   | Application  | -# of vocab. words increases  | -Walkthroughs   |  |
| 1                                | -Google Classroom  | April 2025   |  | -text complexity  |   |  |
| 1                                | -Nearpod   | May 2025   |  |   |   |  |
| 1                                | -RSSP RBIS   | · ·  |  | ·   |   |  |
|                                  | -CIF   |  |  | ·   |   |  |
| 1                                | -Big "Buck" of Strategies  |  |  | ·   |   |  |
| 1                                | -Carnegie  |  |  | '   |   |  |
|                                  | -Study Sync  | <u> </u>   |  | '   |   |  |
|                                  |  |  |  |   |   |  |
|                                  | Student group performance will All subpopulation groups will inc Persons Responsible/Title -Teachers -CLL -Administration -CIT | Student group performance will improve a Proficiency Level on All subpopulation groups will increase 2024-2025 STAAR testing  Persons Responsible/Title  - Resources  - CLL - Lead4ward Resources - Kagan - Lesson Plan Template - DMAC Reports - DOK Guides - Sentence STEMS - Google Classroom - Nearpod - RSSP_RBIS - CIF - Big "Buck" of Strategies - Carnegie | Student group performance will improve a Proficiency Level on STAAR assessmen All subpopulation groups will increase 2024-2025 STAAR testing performance by i  Persons Responsible/Title  Resources  Timeline  -Teachers  -District Curriculum  -Lead4ward Resources  -CLL  -Administration  -Kagan  -Lesson Plan Template  -DMAC Reports  -DOK Guides  -Sentence STEMS  -Google Classroom  -Nearpod  -RSSP_RBIS  -CIF  -Big "Buck" of Strategies  -Carnegie | Student group performance will improve a Proficiency Level on STAAR assessments by spring 2025 .  All subpopulation groups will increase 2024-2025 STAAR testing performance by improving a Proficiency Level on the 2024 ST  Persons Responsible/Title Resources Timeline Evidence of Implementation  -Teachers - District Curriculum Sept. 2024 - DMAC data reports -CLL - Leaddward Resources Oct. 2024 - Progress Monitoring Reports -Kagan Nov. 2024 - Walk-through feedback -CIT - Lesson Plan Template Dec. 2024 - LPAC notes -DMAC Reports Jan. 2025 - Lesson Plans -DOK Guides Feb. 2025 - Language Acquisition Monitoring -Sentence STEMS March 2025 April 2025 -Nearpod Nay 2025 - Nearpod -RSSP_RBIS -CIF -Big "Buck" of Strategies -Carnegie | Student group performance will improve a Proficiency Level on STAAR assessments by spring 2025 .  All subpopulation groups will increase 2024-2025 STAAR testing performance by improving a Proficiency Level on the 2024 STAAR exam in every content in ord  Persons Responsible/Title  Resources  Timeline  Evidence of Implementation  Evidence of Implementation  Evidence of Impact  - Charagine  - DMAC data reports  - DMAC data reports  - Progress Monitoring Reports  - Walk-through feedback  - TELPAS achievement gains  - Increased reading level  - DMAC Reports  - DOK Guides  - DOK Guides  - Sentence STEMS  - RSSP_RBIS  - CIF  - Big "Buck" of Strategies  - Carnegie  - Teleston Plans  - Language  - Language Acquisition Monitoring  - Language  - H of vocab. words increases  - text complexity | Student group performance will improve a Proficiency Level on STAAR assessments by spring 2025 .  All subpopulation groups will increase 2024-2025 STAAR testing performance by improving a Proficiency Level on the 2024 STAAR exam in every content in order to show progress.  Persons Responsible/Title  Resources  Timeline  Evidence of Implementation  Evidence of Impact  Summative  Summative  Assessment  Formative/ Summative  Assessment  -Formative  Assessment  -Formative  Assessment  -Formative  Assessments  -Student achievement gains on the STAAR -TELPAS achievement gains -Formative  Assessments  -Formative  Assessments  -Formative  -Formative  Assessments  -Formative  -Formative  Assessments  -Formative  - |

- 1. Teachers will implement new protocols / strategies given that will include, but not limited to, CIF strategies (3 Color Review, Back-to-Back, Annotate for Someone Else)
- 2. Utilize TELPAS Data and instructional practices aligned to the four TELPAS domains.
- 3. Professional Development that will target specific researched based instructional strategies focused on differentiation

Effective Teaching and Learning

- 4. Build a library of in-house instructional videos featuring teachers demonstrating their use of differentiated instructional strategies
- 5. Teachers will select 2-3 technology platforms to embed differentiated instruction.

6. Teachers in 6th & 7th grade will be utilizing the RSSP\_RBIS (Conceptual & Procedural, Depth of Key Concepts, Coherence of Key Concepts, and Productive Struggle) strategies through Carnegie. (headphones, math manipulatives, etc..)

| Strategy 2                            | Persons Responsible/Title | Resources                 | Timeline   | Evidence of Implementation   | Evidence of Impact            | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|---------------------------------------|---------------------------|---------------------------|------------|------------------------------|-------------------------------|---------------------------------------|--------------------------------|
| Intentional Flexible Grouping will be | -Teachers                 | -District Curriculum      | Sept. 2024 | -Seating Chart               | -Student achievement gains    | -Formative                            | -Title I                       |
| incorporated to support               | -CLL                      | -Lead4ward Resources      | Oct. 2024  | -DMAC data reports           | on the STAAR                  | Assessments                           | -Title II                      |
| differentiation to provide better     | -Administration           | -Kagan                    | Nov. 2024  | -Progress Monitoring Reports | - TELPAS achievement gains    | -BM's                                 | -Title III                     |
| targeted instruction as well as       | -CIT                      | -Lesson Plan Template     | Dec. 2024  | -Walk-through feedback       | -Increased reading level      | -STAAR                                | -Special Ed & Bilingual Funds  |
| personalized learning                 |                           | -DMAC Reports             | Jan. 2025  | -Lesson Plans                | -Increased fluency of English | -TELPAS                               | -Migrant Funds                 |
|                                       |                           | -Seating Chart            | Feb .2025  | -Reports from Google/Nearpod | Language                      | -SGM's                                |                                |
|                                       |                           | -Collaboration Technology | March 2025 |                              | -# of vocab. words increases  | -Walkthroughs                         |                                |
|                                       |                           | -Big "Buck" of Strategies | April 2025 |                              | -text complexity              |                                       |                                |
|                                       |                           | -Google Classroom         | May 2025   |                              | -increased engagement         |                                       |                                |
|                                       |                           | -Newline                  |            |                              |                               |                                       |                                |
| Action Steps                          |                           |                           |            |                              |                               |                                       |                                |

- 1. Data dives will be conducted collaboratively in order to be informed on creating the intentional groupings to personalize student learning
- 2. Create 2 to 3 groupings specific to the type of lesson designed (i.e.: project-based learning, inquiry-based learning, etc.)
- 3. Teachers will work on designing lessons for flexible grouping
- 4. Adoption of the Growth Mindset to achieve more than those with a more fixed mindset (those who believe their talents are innate gifts), leading to putting more energy into learning.

| Strategy 3                             | Persons Responsible/Title | Resources                 | Timeline   | Evidence of Implementation  | Evidence of Impact          | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|--|---------------------------|---------------------------|------------|-----------------------------|-----------------------------|---------------------------------------|--------------------------------|
| Graphic organizers will be built into  | -Teachers                 | -District Curriculum      | Sept. 2024 | -Student Work               | -Student achievement gains  | -Formative                            | -Title I                       |
| lessons to process new learning, for   | -CLL                      | -Lead4ward Resources      | Oct. 2024  | -Informal/Formal Assessment | on the STAAR                | Assessments                           | -Title II                      |
| retrieval practice and to make lessons | -Administration           | -Kagan                    | Nov. 2024  | -Walk-through feedback      | - TELPAS achievement gains  | -BM's                                 | -Title III                     |
| accessible to more students            | -CIT                      | -Lesson Plan Template     | Dec. 2024  | -Lesson Plans               | -More fluidity with         | -STAAR                                | -Special Ed & Bilingual Funds  |
|  |                           | -Graphic Organizers       | Jan. 2025  | -Nearpod                    | compare/contrast            | -TELPAS                               | -Migrant Funds                 |
|  |                           | -Sentence STEMS           | Feb .2025  |                             | -increased retention of new | -SGM's                                |                                |
|  |                           | -Big "Buck' of Strategies | March 2025 |                             | content                     | -Walkthroughs                         |                                |
|  |                           | -Google Classroom         | April 2025 |                             | -deeper connections to      |                                       |                                |
|  |                           | -Newline                  | May 2025   |                             | content                     |                                       |                                |

#### **Action Steps**

Goal Area 1:

- 1. Select specific graphic organizers to incorporate into the lessons that will be delivered.
- 2. Lesson planning to weave in graphic organizers / mind maps in order to support brain-based learning strategies.
- 3. Reflect on the retrieval practice of the various graphic organizers to ensure that students learn and retain information more effectively

| Goal Area 1: | Effective Teaching and Learning  |
|--------------|--|
| Annual Goal: | The focus on Literacy will increase the opportunities for students to spend on Reading and Writing, thus impacting reading comprehension which will impact the percentage of students at the Meets Grade Level or Above.         |
| Objective 3: | Beginning August 2024, Escalante will continue implementing the Literacy Initiative practice, in all classrooms, in order to increase the percentage of students reading at/above grade level targets when tested through AR May |
| Objective 2: | 2025 testing .   |

| Strategy 1                           | Persons Responsible/Title | Resources              | Timeline   | Evidence of Implementation       | Evidence of Impact           | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|--------------------------------------|---------------------------|------------------------|------------|----------------------------------|------------------------------|---------------------------------------|--------------------------------|
| Through Close Reading, students will | -Teachers                 | -District Curriculum   | Sept. 2024 | -Walk-through feedback           | students are able to:        |                                       | -Title I                       |
| be encouraged to slow down, engage   | -Administration           | -iReady                | Oct. 2024  | -Lesson Plans                    | -examine the deep structures | Assessments                           | -Title II                      |
| with the text in different ways and  | -CLL                      | -Savvas                | Nov. 2024  | -Student Exemplar Work Samples   | of text                      | -BM's                                 | -Title III                     |
| reflect as they read                 |                           | -Aleks                 | Dec. 2024  | -Interactive Student Notebooks   | -make connections and        | -STAAR                                |                                |
|                                      |                           | -StudySync             | Jan. 2025  | -Creation of "Thought Capturers" | uncover deep layers of       | -TELPAS                               |                                |
|                                      |                           | -LEXIA                 | Feb .2025  |                                  | meaning                      | -SGM's                                |                                |
|                                      |                           | -Lead4ward Resources   | March 2025 |                                  | -are reflecting on the       | -Walkthroughs                         |                                |
|                                      |                           | -Nearpod               | April 2025 |                                  | meaning of individual words  | -                                     |                                |
|                                      |                           | -CIF                   | May 2025   |                                  | -monitoring and assessing    |                                       |                                |
|                                      |                           | -Lowman Resources (SS) |            |                                  | their thinking               |                                       |                                |
| Action Steps                         |                           |                        |            |                                  |                              |                                       |                                |

- 1. Teacher needs to take stories from curriculum and make them close reading ready and create a "Thought Capturer" for each text to be read
- 2. Teacher will model the "Read Aloud" and "Think Aloud" in order for students to be able to engage with more complex text
- 3. Teachers will implement new protocols / strategies given that will include, but not limited to, CIF strategies (3 Color Review, Back-to-Back, Annotate for Someone Else)
- 4. Professional Development that will specifically target close reading strategies inclusive of using the graphic organizer "Thought Capturer"

| Strategy 2                                | Persons Responsible/Title | Resources                | Timeline   | Evidence of Implementation               | Evidence of Impact           | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|---|---------------------------|--------------------------|------------|--|------------------------------|---------------------------------------|--------------------------------|
| Writing Across Contents: Students         | -Teachers                 | -District Curriculum     | Sept. 2024 | -Walk-through feedback                   | -the writer is able to show  |                                       | -Title I #1, #2, #4, #8        |
| will develop their ideas, their critical  | -Administration           | -iRedy                   | Oct. 2024  | -Lesson Plans                            | he/she is in charge (of      | Assessments                           | -Local Funds                   |
| thinking ability and their writing skills | -CLL                      | -Savvas                  | Nov. 2024  | -Student Exemplar Work Samples           | content, voice, and          | -BM's                                 |                                |
| in order to enable students to            | -CIT                      | -StudySync               | Dec. 2024  | -Interactive Student Notebooks           | structure)                   | -STAAR                                |                                |
| experiment every day with written         |                           | -LEXIA                   | Jan. 2025  | -CLC sharing of Lesson Plans and Writing | - the writer better          | -TELPAS                               |                                |
| language and increase their fluency       |                           | -Lead4ward Resources     | Feb .2025  | Topic/Assignment                         | understands ideas            | -SGM's                                |                                |
| and mastery of written conventions        |                           | -CIF                     | March 2025 |  | -the writer explores with    | -Walkthroughs                         |                                |
|   |                           | -RSSP-RBIS               | April 2025 |  | his/her writing and          |                                       |                                |
|   |                           | -Nearpod, Kami, Jamboard | May 2025   |  | personally engages in what   |                                       |                                |
|   |                           | -Newline                 |            |  | they are reading and writing |                                       |                                |
|   |                           | -Lowman Resources (SS)   |            |  | showing the connection of    |                                       |                                |
|   |                           | -Aleks                   |            |  | the two contents             |                                       |                                |

#### Action Steps

- 1. Teachers will ensure that relevant writing opportunities are embedded into the daily learning targets and will highlight this in the lesson plans
- 2. Teachers will give feedback for growth and post the best responses for all students to see and to use as mentor text
- 3. CLC Learning Topic where teachers will get training on embedding Writing opportunities into their daily lessons
- 4. Teachers will assign topics through virtual platforms that allow students to write or voice their responses.
- 5. Through the use of CIF and RSSP-RBIS strategies, teachers will incorported intentional, higher order thinking writing in their classrooms.

|                                     |                           |           |            |                             |                              | Formative/            |                                |
|-------------------------------------|---------------------------|-----------|------------|-----------------------------|------------------------------|-----------------------|--------------------------------|
| Strategy 3                          | Persons Responsible/Title | Resources | Timeline   | Evidence of Implementation  | Evidence of Impact           | Summative             | Title-I School- wide Component |
|                                     |                           |           |            |                             |                              | Assessment            |                                |
| Implement Library Initiatives: "One | -Librarian                | -Epic     | Sept. 2024 | -Renaissance reports        | -AR Reader of the Six Weeks  | -Renaissance STAR     | -Title I                       |
| Book"                               | -Teachers                 | -Quill    | Oct. 2024  | -MyOn reports               | Display on site or on social | testing               | -Title II                      |
| "You've Been Booked"                | -Administration           |           | Nov. 2024  | -AR Reader of the Six Weeks | media                        | -Renaissance AR       | -Title III                     |
| Renaissance Learning AR & STAR      | -CLL                      |           | Dec. 2024  | -Library Calendar           |                              | testing               | -Special Ed & Bilingual Funds  |
| Professional Reading for Leisure &  | -Paraprofessionals        |           | Jan. 2025  |                             |                              | -Book                 | -Migrant Funds                 |
| Professional Development            |                           |           | Feb .2025  |                             |                              | Reports/Presentations |                                |
|                                     |                           |           | March 2025 |                             |                              | Book Discussions      |                                |
|                                     |                           |           | April 2025 |                             |                              |                       |                                |
|                                     |                           |           | May 2025   |                             |                              |                       |                                |
|                                     |                           |           |            |                             |                              |                       |                                |

#### **Action Steps**

- 1. One Book, One School: Selecting one book that represents current socio-cultural issues and/or themes that can be shared, read, and discussed with the entire school community.
- 2. You've Been Booked: Rotation of selected picture books to share and model read-aloud practices to engage students who read at or below reading level.
- 3. AR & STAR: Testing all students and analyzing student literacy abilities and implement quality academic intervention and instruction
- 4. Selecting books for professionals to form a **Professional Book Club** that focuses on the reflection and implementation of best practices in the virtual or face-to-face classroom. Teachers may also display their current reading selections by posting a flier on their classroom doors that can be changed weekly or monthly.

| Goal Area 1:                          | Effective Teaching and Learning   |                                   |                   |  |                             |               |                                |  |  |  |  |  |
|---------------------------------------|---|-----------------------------------|-------------------|--|-----------------------------|---------------|--------------------------------|--|--|--|--|--|
| Annual Goal:                          | 100% of the teachers will plan  | collaboratively on Objective Driv | en and Data Respo | onsive Lesson Planning                     |                             |               |                                |  |  |  |  |  |
| Objective 3:                          | 100% of the teachers will use the district created curriculum to intentionally plan using relative data and responding to the data when setting up the teaching and learning platform |                                   |                   |  |                             |               |                                |  |  |  |  |  |
|                                       |   |                                   |                   |  |                             | Formative/    |                                |  |  |  |  |  |
| Strategy 1                            | Persons Responsible/Title   | Resources                         | Timeline          | Evidence of Implementation                 | Evidence of Impact          | Summative     | Title-I School- wide Component |  |  |  |  |  |
|                                       |   |                                   |                   |  |                             | Assessment    |                                |  |  |  |  |  |
| Intentional Objective Driven and Data | -Teachers   | -Lesson Plan Template             | Sept. 2024        | -Exemplar Lesson Plans                     | -Intentional instruction    | -Formative    | -Title I                       |  |  |  |  |  |
| Responsive Lesson Plans will be       | -Administration   | -Lesson Cycle Guide               | Oct. 2024         | -Language and Content Objectives displayed | aligned to assessment       | Assessments   | -Title II                      |  |  |  |  |  |
| produced                              | -CLL  | -District Curriculum              | Nov. 2024         | -Students are using the language of the    | expectations                | -BM's         | -Title III                     |  |  |  |  |  |
|                                       |   | -Lead4ward Resources              | Dec. 2024         | objectives                                 | -Targeted Standards/TEKS    | -STAAR        | -Special Ed & Bilingual Funds  |  |  |  |  |  |
|                                       |   | -Data Tracker                     | Jan. 2025         | -Balance of students interacting through   | will show growth through    | -TELPAS       | -Migrant Funds                 |  |  |  |  |  |
|                                       |   | -Unpacked Assessments             | Feb .2025         | Speaking, Listening, Writing, & Reading    | assessments                 | -SGM's        |                                |  |  |  |  |  |
|                                       |   | -Unpacked TEKS                    | March 2025        | -Teachers unpacking TEKS and Specificities | -Students will be able to   | -Walkthroughs |                                |  |  |  |  |  |
|                                       |   |                                   | April 2025        |  | better goal set from better |               |                                |  |  |  |  |  |
|                                       |   | May 2025 understanding the        |                   |  |                             |               |                                |  |  |  |  |  |
| Action Steps                          |   |                                   |                   |  |                             |               |                                |  |  |  |  |  |

1. Teachers will refer to their Data Tracker, unpacked assessments, deconstructed Content Standards and Language Objectives when planning the lesson deliver

2. Intentional Objective Driven Lesson Planning Training will be conducted during CLC

3. Teachers will all post the objectives for each lesson in a central location where all teachers can see what each content is focused on for that day as well as begin each class period going over the objectives with the students

| Strategy 2                          | Persons Responsible/Title | Resources            | Timeline   | Evidence of Implementation | Evidence of Impact             | Formative/<br>Summative | Title-I School- wide Component |
|-------------------------------------|---------------------------|----------------------|------------|----------------------------|--------------------------------|-------------------------|--------------------------------|
| CLL, Dept. Heads and Administrators | -CLL                      | -Lesson Plans        | Sept. 2024 | -Exemplar Lesson Plans     | -Teachers will personalize     | Assessment -Formative   | -Title I                       |
| · '                                 |                           |                      | Oct. 2024  | -Lesson Plan Feedback form | lesson plans with details and  |                         | -Title II                      |
| feedback to ensure CIP goals and    | -Administration           | -District Curriculum | Nov. 2024  | -OneDrive Folder           | targeted specificities         | -BM's                   | -Title III                     |
| strategies are embedded into the    |                           | -Lesson Plan Folder  | Dec. 2024  | -Calendar                  | -Teachers will better be able  | -STAAR                  | -Special Ed & Bilingual Funds  |
| teaching and learning lesson cycle  |                           | -Field Guides        | Jan. 2025  |                            | to reflect on impact of lesson | -TELPAS                 | -Migrant Funds                 |
|                                     |                           |                      | Feb .2025  |                            | and student achievement of     | -SGM's                  |                                |
|                                     |                           |                      | March 2025 |                            | the new concept/skill          | -Walkthroughs           |                                |
|                                     |                           |                      | April 2025 |                            |                                |                         |                                |
|                                     |                           |                      | May 2025   |                            |                                |                         |                                |
| Action Steps                        |                           |                      |            |                            |                                |                         |                                |

- 1. A feedback form will be created to give teachers ongoing feedback on their lesson plans
- 2. Teachers will have an opportunity to share/showcase best practice lesson plans during CLC where they will get feedback from collogues as well as participants getting ideas on fine tuning their lessons.
- 3. OneDrive folder will be created for the managing and submission of all lesson plans in order to better access and collaborate around the posted lessons

| Strategy 3                              | Persons Responsible/Title | Resources            | Timeline   | Evidence of Implementation   | Evidence of Impact         | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|---|---------------------------|----------------------|------------|------------------------------|----------------------------|---------------------------------------|--------------------------------|
| Use assessment data to drive the        | -Teachers                 | -Lesson Plans        | Sept. 2024 | -DMAC Reports                | -Academic Achievement      | -Formative                            | -Title I #1, #2, #4, #8        |
| planning for the intentional additional | -Administration           | -DMAC Reports        | Oct. 2024  | -Campus Performance Review   | increase                   | Assessments                           | -Local funds                   |
| support that will be planned for all    | -CLL                      | -Cambium Reports     | Nov. 2024  | -Student Progress Monitoring | -Academic Growth and       | -BM's                                 | -Special Ed & Bilingual Funds  |
| students needing to master specific     |                           | -Progress Monitoring | Dec. 2024  | -Lesson Plans                | Understanding for Sub Pop  | -STAAR                                | -Migrant Funds                 |
| TEKS                                    |                           | -Data Tracker        | Jan. 2025  | -Tutoring List               | groups                     | -TELPAS                               | -SCE Funds                     |
|   |                           | -Benchmark I & II    | Feb .2025  | -Data Tacker with Comments   | -Classroom evidence of the | -SGM's                                | -ESSER                         |
|   |                           | -Acadmy list         | March 2025 |                              | increase use of            | -Walkthroughs                         |                                |
|   |                           |                      | April 2025 |                              | Differentiation            |                                       |                                |
|   |                           |                      | May 2025   |                              |                            |                                       |                                |
| A 11 A1                                 |                           |                      |            |                              |                            |                                       |                                |

#### **Action Steps**

- 1. Data gathering and disaggregation before and after assessment data is available in order to create and monitor Data Trackers that will inform interventions and progress
- 2. Intentional Targeted Academies responding to assessment data targeted students and target skills needing
- 3. Intentional lesson planning for targeting the skills that students can build on and for those frequently tested.
- 4. Teachers will receive and review Data Analyzed by administration that will include strengths and Areas of Need.

| Goal Area 3:                          | Student Support: Safe Spaces ar  | nd Mental Health Support        |             |                                |                               |                                       |                                |  |  |  |  |
|---------------------------------------|--|---------------------------------|-------------|--------------------------------|-------------------------------|---------------------------------------|--------------------------------|--|--|--|--|
| Annual Goal:                          | To create a Safe and Positive Sc   | hool Culture and Climate for ev | ery student |                                |                               |                                       |                                |  |  |  |  |
| Objective 1:                          | Provide a school environment that promotes wellness for its students 100% of the time and yields increased attendance and higher academic achievement. |                                 |             |                                |                               |                                       |                                |  |  |  |  |
| Strategy 1                            | Persons Responsible/Title  | Resources                       | Timeline    | Evidence of Implementation     | Evidence of Impact            | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |  |  |  |  |
| JEMS throughout the year will build a | -Teachers  | -Surveys                        | Sept. 2024  | -Survey Results                | -Increase in a positive       | -Formative                            | -Tile I #10                    |  |  |  |  |
| positive culture and climate,         | -Counselors  |                                 | Oct. 2024   | -Calendar of Activities        | culture and school climate    | Assessment                            |                                |  |  |  |  |
| ultimately achieving a healthy        | -PR Representative   |                                 | Nov. 2024   | -National Junior Honor Society | -Increase of Students feeling | -Walkthroughs                         |                                |  |  |  |  |
| organization through recognizing      | -CLL   |                                 | Dec. 2024   |                                | safe                          |                                       |                                |  |  |  |  |
| potential threats that are making     | -Administration  |                                 | Jan. 2025   |                                | -Student lead activities      |                                       |                                |  |  |  |  |
| students or staff feel unsafe and     | -CIT   |                                 | Feb .2025   |                                | -Increase of Student          |                                       |                                |  |  |  |  |
| removing them and rewarding high      |  |                                 | March 2025  |                                | participation throughout the  |                                       |                                |  |  |  |  |
| achievers.                            |  |                                 | April 2025  |                                | campus                        |                                       |                                |  |  |  |  |
|                                       |  |                                 | May 2025    |                                |                               |                                       |                                |  |  |  |  |
| Action Steps                          |  |                                 |             |                                |                               |                                       |                                |  |  |  |  |

- 1. Create and conduct student surveys on the culture and climate and discover the perceptions of safety.
- 2. Create opportunities for students to become student leaders who can research and assess needs of the campus in the area of "Safe Places" and they will become change agents for new programs and activities.
- 3. Create a committee consisting of both students and teachers campaigning against "Bullying" through various activities and PR

| Strategy 2                           | Persons Responsible/Title | Resources                | Timeline   | Evidence of Implementation | Evidence of Impact           | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|--------------------------------------|---------------------------|--------------------------|------------|----------------------------|------------------------------|---------------------------------------|--------------------------------|
| EMS will be utilizing the StopIt App | -Teachers                 | -Action Plan             | Sept. 2024 | -Action Plan Documentation | -Decrease of student         | -Formative                            | -Tile   #10                    |
| for students, parents and staff to   | -Admin                    | -Behavior Intervention   | Oct. 2024  | -StopIt Reports B17        | referrals                    | Assessment                            |                                |
| report threats including and         | -Counselors               | Protocol                 | Nov. 2024  | -BIF Reports               | -Increase of student feeling | -Walkthroughs                         |                                |
| harrasment.                          | -Security                 | -StopIt Posters          | Dec. 2024  |                            | safe                         |                                       |                                |
|                                      | -PSJA Police Officer      | -Counseling & Guidance   | Jan. 2025  |                            | -Positive campus culture and |                                       |                                |
|                                      |                           | -Admin support           | Feb .2025  |                            | climate                      |                                       |                                |
|                                      |                           | -District Curriculum     | March 2025 |                            |                              |                                       |                                |
|                                      |                           | -PEIMS Discipline Report | April 2025 |                            |                              |                                       |                                |
|                                      |                           |                          | May 2025   |                            |                              |                                       |                                |
| Action Stens                         |                           |                          |            |                            |                              |                                       |                                |

- 1. Create an action plan for students to learn about the StopIt app and how/when to use it
- 2. Create a follow up and follow through plan for admin/counselors to complete the StopIt Incident Reports in a timely manner.
- 3. Place StopIt Posters in strategic areas throughout the campus so that students are reminded of the campaign.

| Strategy 3                           | Persons Responsible/Title  | Resources                | Timeline   | Evidence of Implementation                  | Evidence of Impact           | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|--------------------------------------|----------------------------|--------------------------|------------|---|------------------------------|---------------------------------------|--------------------------------|
| Create a detailed campus safety plan | -Teachers                  | -Electronic Maps -       | Sept. 2024 | -Campus Map with numbered rooms             | -Decrease of student         | -Formative                            | -Tile I #10                    |
| that encompasses all potential       | -Counselors                | Hard Copy Maps -         | Oct. 2024  | -Calendar of Drills                         | referrals                    | Assessment                            |                                |
| threats                              | -PR Representative         | Emergency Lockdown/Drill | Nov. 2024  | -In Campus practice of Safety Protocols and | -Increase of student feeling | -Walkthroughs                         |                                |
|                                      | -Librarian                 | Procedure document -     | Dec. 2024  | Systems                                     | safe                         |                                       |                                |
|                                      | -Administration            | Emergency Lockdown/Drill | Jan. 2025  | -Committee Minutes/Notes                    | -Positive campus culture and |                                       |                                |
|                                      | -All Other Staff           | Calendar                 | Feb .2025  | -Training Sign-Ins                          | climate -                    |                                       |                                |
|                                      | -Campus Safety Team        |                          | March 2025 | -Swivl Recordings of trainings              | Increased Awareness of       |                                       |                                |
|                                      | -Campus Threat Assessement |                          | April 2025 |   | Safety protocols             |                                       |                                |
|                                      | Team                       |                          | May 2025   |   |                              |                                       |                                |
| Action Steps                         |                            |                          |            |   |                              |                                       |                                |

- 1. Do a Campus walk and notate/map every classroom and exit door of our campus.
- 2. Create and share powerpoints for reference that will also be utilized at trainings.
- 3. Create a committee for safety protocols and for threat assessment. These committees will collaborate to assess various ways to imrove school safety.
- 4. Conduct Safety Audits with the assistance of Safety Department, Security Officers, and Administration.

| Goal Area 3:           | Student Support: Recognition a  | nd Rewards  |   |  |                                    |                                       |                                 |  |  |  |
|------------------------|---|---|---|--|------------------------------------|---------------------------------------|---------------------------------|--|--|--|
| Annual Goal:           | We will foster strong relationsh  | ips among students and families   | and create a posit  | ive school culture where students feel value                     | ed through receiving awards and re | ecognition                            |                                 |  |  |  |
| Objective 2:           | Throughout the year students will have opportunities to challenge themselves to reach great heights and be recognized for their efforts |   |   |  |                                    |                                       |                                 |  |  |  |
| Strategy 1             | Persons Responsible/Title   | Resources   | Timeline  | Evidence of Implementation                                       | Evidence of Impact                 | Formative/<br>Summative<br>Assessment | Title-I School- wide Component  |  |  |  |
| Recognition for Grades | -Teachers<br>-Counselors<br>-PR Representative<br>-Administration   | -Exemplar Student Work -DMAC Student Performance Report -PEIMS Grade Report -Social Media Platforms | Sept. 2024<br>Oct. 2024<br>Nov. 2024<br>Dec. 2024<br>Jan. 2025<br>Feb .2025<br>March 2025<br>April 2025<br>May 2025 | -Certificates -Social Media Posting -DMAC Reports -PEIMS Reports | 0 0                                |                                       | -Tile I<br>-Local Funds<br>-SCE |  |  |  |
| Action Steps           |   |   |   |  |                                    |                                       |                                 |  |  |  |

- 1. Students will receive recognition for "A" & "B" Honor Roll via certificates and social media.
- 2. Teachers will select a student of the six weeks per team to be recognized.
- 3. Using DMAC and PEIMS reports, grade level teams will recognize and reward students who surpass their goal.
- 4. Using PEIMS, DMAC, and overall grades, students will receive EOY awards at the Annual Awards Ceremony.

| Strategy 2                 | Persons Responsible/Title | Resources                | Timeline   | Evidence of Implementation | Evidence of Impact            | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|----------------------------|---------------------------|--------------------------|------------|----------------------------|-------------------------------|---------------------------------------|--------------------------------|
| Recognition for Attendance | -Teachers                 | -PEIMS Attendance Report | Sept. 2024 | -Certificates              | -Increase in Student          | -Formative /                          | -Tile I                        |
|                            | -Counselors               | -Social Media Platforms  | Oct. 2024  | -Social Media Posting      | engagement                    | Summative                             | -Local Funds                   |
|                            | -PR Representative        |                          | Nov. 2024  | -DMAC Reports              | -Increase in Student          | Assessments                           | -SCE                           |
|                            | -Administration           |                          | Dec. 2024  | -PEIMS Reports             | motivation                    | -Benchmarks                           |                                |
|                            | -Campus Liaison           |                          | Jan. 2025  |                            | -Friendly competition         | -TELPAS                               |                                |
|                            |                           |                          | Feb .2025  |                            | -Students reaching their Goal | -STAAR                                |                                |
|                            |                           |                          | March 2025 |                            | -Increase in positive campus  | -SGMs                                 |                                |
|                            |                           |                          | April 2025 |                            | climate                       |                                       |                                |
|                            |                           |                          | May 2025   |                            |                               |                                       |                                |
| Action Steps               |                           |                          |            |                            |                               |                                       |                                |

- 1. Students will receive recognition for Perfect Attendance via certificates and social media.
- 2. Teachers will select a student of the six weeks per team to be recognized.
- 3. Using DMAC and PEIMS reports, grade level teams will recognize and reward students who surpass their goal.

| Strategy 3                            | Persons Responsible/Title | Resources               | Timeline   | Evidence of Implementation | Evidence of Impact           | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|---------------------------------------|---------------------------|-------------------------|------------|----------------------------|------------------------------|---------------------------------------|--------------------------------|
| Recognition for student product, PBL, | -Teachers                 | -Exemplar Student Work  | Sept. 2024 | -Social Media Posting      | -Increase in Student         | -Formative                            | -Tile I                        |
| Student Lead Conference               | -Counselors               | -Social Media Platforms | Oct. 2024  | -Calendar of Fairs         | engagement                   | Assessment                            | -Local Funds                   |
|                                       | -PR Representative        | -Supplies for fairs     | Nov. 2024  | -Exemplar Student Work     | -Increase in Student         |                                       | -SCE                           |
|                                       | -Administration           |                         | Dec. 2024  |                            | motivation                   |                                       |                                |
|                                       |                           |                         | Jan. 2025  |                            | -Friendly competition        |                                       |                                |
|                                       |                           |                         | Feb .2025  |                            | -Increase of Student         |                                       |                                |
|                                       |                           |                         | March 2025 |                            | Involvement                  |                                       |                                |
|                                       |                           |                         | April 2025 |                            | -Increase in positive campus |                                       |                                |
|                                       |                           |                         | May 2025   |                            | climate                      |                                       |                                |
| Action Steps                          |                           |                         |            |                            |                              |                                       |                                |

- 1. Showcase exemplar student products on social media (FB, School website, Instagram, Twitter)
- 2. Incorporate fairs to encourage PBL student participation
- 3. Student Lead Conference via National Junior Honor Society

| Goal Area 3:   | Student Support: Recognition a   | nd Rewards                     |  |  |   |                                       |                                |  |  |  |  |
|--|----------------------------------|--------------------------------|--|--|---|---------------------------------------|--------------------------------|--|--|--|--|
| Annual Goal:   | We will foster strong relationsh | ips among students and familie | es and create a posit  | ive school culture where students feel value | through receiving awards and re   | cognition                             |                                |  |  |  |  |
| Objective 3:   | Recognition and Rewards          |                                |  |  |   |                                       |                                |  |  |  |  |
| Strategy 1   | Persons Responsible/Title        | Resources                      | Timeline   | Evidence of Implementation                   | Evidence of Impact  | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |  |  |  |  |
| Selected Language Learners from all                      | -Teachers                        | -TELPAS Reports                | Sept. 2024   | -TELPAS Reports                              | -TELPAS achievement gains   | -Formative                            | -Tile I #10                    |  |  |  |  |
| grades will be partnered up with a                       | -Administration                  | -LPAC Report                   | Oct. 2024  | -TELPAS Benchmark Review                     | -Increased reading level  | Assessment                            |                                |  |  |  |  |
| campus mentor to guide and motivate student to set goals | -Counselors                      | -Mentor Calendar               | Nov. 2024<br>Dec. 2024<br>Jan. 2025<br>Feb .2025<br>March 2025<br>April 2025<br>May 2025 | -Mentor Log                                  | -Increased fluency of English<br>Language<br>-Increase motivation<br>-Increase engagement | -Walkthroughs                         |                                |  |  |  |  |
| Action Steps   |                                  |                                |  |  |   |                                       |                                |  |  |  |  |

- 1. Review data for Language Learners and identify students who will be partnered with a campus mentor
- 2. Work with mentors to design the mentoring program and ultimately create a list of all the ways to support the student both virtually and face to face
- 3. Mentor meets with mentee 3 times during the year to discuss academic and testing performance and collaboratively goal set

| Strategy 2                             | Persons Responsible/Title | Resources              | Timeline   | Evidence of Implementation    | Evidence of Impact           | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|--|---------------------------|------------------------|------------|-------------------------------|------------------------------|---------------------------------------|--------------------------------|
| Social Emotional Learning lessons will | -Teachers                 | -Counseling & Guidance | Sept. 2024 | -Lesson Plans                 | -Increase student            |                                       | -Tile   #10                    |
| be offered to all students through     | -Administration           | District Lessons       | Oct. 2024  | -Survey Results               | engagement                   | Assessment                            |                                |
| their Advisory period                  | -Counselors               | -Lesson Plans          | Nov. 2024  | -Interactive Student Notebook | -Decrease student referrals  | -Walkthroughs                         |                                |
|  |                           | -EVERFI                | Dec. 2024  |                               | for counseling               |                                       |                                |
|  |                           | -SEL Trainings         | Jan. 2025  |                               | -Increase student motivation |                                       |                                |
|  |                           | -Surveys               | Feb .2025  |                               | -More outreach               |                                       |                                |
|  |                           |                        | March 2025 |                               | opportunities                |                                       |                                |
|  |                           |                        | April 2025 |                               |                              |                                       |                                |
|  |                           |                        | May 2025   |                               |                              |                                       |                                |
| Action Stens                           |                           |                        |            |                               |                              |                                       |                                |

#### Action Steps

- 1. Teachers will receive materials through AVID EXCEL and Couseling and Guidance district platform to address SEL.
- 2. Teachers will study the SEL lessons provided and personalize when possible to make more relevant
- 3. Teachers will create surveys to implement once every six weeks to gauge how students received the lessons and for checking if they are in need of additional help

| Strategy 3                             | Persons Responsible/Title | Resources             | Timeline   | Evidence of Implementation    | Evidence of Impact            | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|--|---------------------------|-----------------------|------------|-------------------------------|-------------------------------|---------------------------------------|--------------------------------|
| AVID EXCEL curriculum will be offered  | -AVID EXCEL Teacher       | -AVID EXCEL Resources | Sept. 2024 | -Student Interactive Notebook | -Student becomes fluent in    | -Formative                            | -Tile I #10                    |
| to selected 6th, 7th, and 8th graders  | -Administration           | -AVID EXCEL Trainings | Oct. 2024  | -AVID EXCEL Calendar          | note taking strategies        | Assessment                            |                                |
| in order to provide scaffolded support | -Counselors               |                       | Nov. 2024  | -TCLC Agenda and Sign-in      | -Teachers train teachers on a | -Walkthroughs                         |                                |
| that educators and students need to    |                           |                       | Dec. 2024  |                               | variety of strategies         |                                       |                                |
| encourage college and career           |                           |                       | Jan. 2025  |                               | -Students become College      |                                       |                                |
| readiness and success.                 |                           |                       | Feb .2025  |                               | and Career Ready              |                                       |                                |
|  |                           |                       | March 2025 |                               |                               |                                       |                                |
|  |                           |                       | April 2025 |                               |                               |                                       |                                |
|  |                           |                       | May 2025   |                               |                               |                                       |                                |

#### Action Step

- 1. Teachers will go through training for the AVID EXCEL Teacher and for the 6th, 7th, and 8th Grade content teachers
- 2. AVID EXCEL Teacher and AVID EXCEL Class and reinforced in regular content classes
- 3. AVID EXCEL Teacher and support teachers will do turn around training for non AVID EXCEL Teachers during CLC time on AVID EXCEL strategies introduced to AVID EXCEL students

| Goal Area 3:                       | Family and Community Empower  | Family and Community Empowerment  |                      |   |                           |                      |                                |  |  |  |  |  |
|------------------------------------|---|-----------------------------------|----------------------|---|---------------------------|----------------------|--------------------------------|--|--|--|--|--|
| Annual Goal:                       | Jaime Escalante develop intentio  | onal strategic partnerships which | capitalize on the s  | trengths, resources and talents of all stakehol | ders in order to engage   |                      |                                |  |  |  |  |  |
| Alliudi Godi.                      | ne entire community.  |                                   |                      |   |                           |                      |                                |  |  |  |  |  |
| Objective 3:                       | laime Escalante Middle School will promote increased parental/community engagement by strengthening communication with parents and families in a variety of ways and offer a variety of reseources and activites/events for |                                   |                      |   |                           |                      |                                |  |  |  |  |  |
| Objective 5.                       | families that provide strategies a  | and resources for parents/familie | es to use to support | t their students with learning.                 |                           |                      |                                |  |  |  |  |  |
|                                    |   |                                   |                      |   |                           | Formative/           |                                |  |  |  |  |  |
| Strategy 1                         | Persons Responsible/Title   | Resources                         | Timeline             | Evidence of Implementation                      | Evidence of Impact        | Summative            | Title-I School- wide Component |  |  |  |  |  |
|                                    |   |                                   |                      |   |                           | Assessment           |                                |  |  |  |  |  |
| Jaime Escalante Middle School will | -Teachers   | -PSJA Parental Involvement        | Sept. 2024           | -Parent Event Meeting Agendas and               | -Increased student        | -Meeting Frequency   | -Title I                       |  |  |  |  |  |
| hold family engagement events      | -Administration   | Program                           | Oct. 2024            | Attendance log                                  | attendance Increased      | -Meeting Feedback    | -Title II                      |  |  |  |  |  |
| throughout the year that engage    | -Parent Educator  | -Student Services Department      | Nov. 2024            |   | parent participation at   | -Participation       | -Title III                     |  |  |  |  |  |
| families by provide a variety of   |   | -Students' Counseling             | Dec. 2024            |   | meetings Increased parent | Numbers              | -Special Ed & Bilingual Funds  |  |  |  |  |  |
| resources, activites, and          |   | Department                        | Jan. 2025            |   | involvement on campus     | -Improved attendance | -Migrant Funds                 |  |  |  |  |  |
| strategies/resources for           |   | -Student's CUrriculum             | Feb .2025            |   | Improved parent/teacher   | Improved student     |                                |  |  |  |  |  |
| parents/families to use to support |   | Department                        | March 2025           |   | interactions regarding    | achievement          |                                |  |  |  |  |  |
| their students with learning.      |   |                                   | April 2025           |   | student achievement       |                      |                                |  |  |  |  |  |
|                                    |   | May 2025                          |                      |   |                           |                      |                                |  |  |  |  |  |
|                                    |   |                                   |                      |   |                           |                      |                                |  |  |  |  |  |
| Action Steps                       |   |                                   |                      |   |                           |                      |                                |  |  |  |  |  |

Parent Educator will select dates and meeting and event frequency

Feedback survery will be collected to determined effectiveness of meetings/events.

Track parent participation through sign in sheets.

| Strategy 2                            | Persons Responsible/Title | Resources                    | Timeline   | Evidence of Implementation                   | Evidence of Impact          | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|---------------------------------------|---------------------------|------------------------------|------------|--|-----------------------------|---------------------------------------|--------------------------------|
| aime Escalante Middle School will     | -Teachers                 | -PSJA Parental Involvement   | Sept. 2024 | -Parent Event Meeting Agendas and            | -Increased student          | -Meeting Frequency                    | -Title I                       |
| provide parent training and materials | -Administration           | Program                      | Oct. 2024  | Attendance log and distribution of resources | attendance Increased        | -Meeting Feedback                     | -Title II                      |
| hat facilitate the transition for     | -Parent Educator          | -Student Services Department | Nov. 2024  | to parents                                   | parent participation at     | -Participation                        | -Title III                     |
| tudents from 5th to 6th and from 8th  |                           | -Students' Counseling        | Dec. 2024  |  | meetings Improved           | Numbers                               | -Special Ed & Bilingual Funds  |
| o 9th that support students with      |                           | Department                   | Jan. 2025  |  | parent/teacher interactions | -Improved attendance                  | -Migrant Funds                 |
| earning.                              |                           | -Student's Curriculum        | Feb .2025  |  | regarding student           | Improved student                      |                                |
|                                       |                           | Department                   | March 2025 |  | achievement                 | achievement                           |                                |
|                                       |                           |                              | April 2025 |  |                             |                                       |                                |
|                                       |                           |                              | May 2025   |  |                             |                                       |                                |
| Aution Chang                          |                           |                              |            |  |                             |                                       |                                |

#### Action Steps

Parent Educator will compile a list of parent concerns, doubts, questions they may have regarding their student's academic career in middle school.

Feedback survery will be collected to determined effectiveness of resources.

Meeting topics will be selected to determine which topics have the most impact on student learning.

| Strategy 3                         | Persons Responsible/Title | Resources                    | Timeline   | Evidence of Implementation                   | Evidence of Impact        | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|------------------------------------|---------------------------|------------------------------|------------|--|---------------------------|---------------------------------------|--------------------------------|
| Jaime Escalante Middle School will | -Teachers                 | -PSJA Parental Involvement   | Sept. 2024 | -Parent Event Meeting Agendas and            | -Increased student        | -Meeting Frequency                    | -Title I                       |
| communicate Title 1 meetings and   | -Administration           | Program                      | Oct. 2024  | Attendance log and distribution of resources | attendance Increased      | -Meeting Feedback                     | -Title II                      |
| events in a timely manner.         | -Parent Educator          | -Student Services Department | Nov. 2024  | to parents                                   | parent participation at   | -Participation                        | -Title III                     |
|                                    |                           | -Students' Counseling        | Dec. 2024  |  | meetings Increased parent | Numbers                               | -Special Ed & Bilingual Funds  |
|                                    |                           | Department                   | Jan. 2025  |  | involvement on campus     | -Improved attendance                  | -Migrant Funds                 |
|                                    |                           | -Student's Curriculum        | Feb .2025  |  | Improved parent/teacher   | Improved student                      |                                |
|                                    |                           | Department                   | March 2025 |  | interactions regarding    | achievement                           |                                |
|                                    |                           |                              | April 2025 |  | student achievement       |                                       |                                |
|                                    |                           |                              | May 2025   |  |                           |                                       |                                |
| A 11 01                            |                           |                              |            |  |                           |                                       |                                |

#### Action Steps

Advertise school events in a timely manner and advertise through different ways (Email, phone, text messages, flyers, social media, and the campus website)

Survey from parent on what time of the day works best for them.

Track parent participation through sign in sheets.

| Goal Area 3:  | Family and Community Empowe   | erment   |   |  |  |  |  |  |  |  |  |  |  |
|---|---|--|---|--|--|--|--|--|--|--|--|--|--|
| Annual Goal:  | Jaime Escalante develop intenti-<br>the entire community.   | aime Escalante develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage<br>he entire community.              |   |  |  |  |  |  |  |  |  |  |  |
| Objective 3:  | Jaime Escalante Middle School v   | nte Middle School will increase parent/family awareness of the importance of consistent school attendance and its correlation to academic achievement and increase the attendance rate to 94%. |   |  |  |  |  |  |  |  |  |  |  |
| Strategy 1  | Formative/ Persons Responsible/Title Resources Timeline Evidence of Implementation Evidence of Impact Summative Title-I School- wide Assessment |  |   |  |  |  |  |  |  |  |  |  |  |
| School liasion, administrators, counselors, and teachers will track student perfect attendance and report attendance rates by class and by grade level. | -Teachers<br>-School Liasion Administration<br>-Parent Educator   | Program -Student Services Department -Students' Counseling Department  | SIA Parental Involvement Oct. 2024 Oct. 2024 -Meeting Agendas/Flyers -Increased student attendance -Meeting Frequency -Title I organ Oct. 2024 -Attendace Reports attendance -Meeting Frequency -Title I organ oct. 2024 -Teacher Call Logs -Students reaching their accedemic goals Numbers -Speci |  |  |  |  |  |  |  |  |  |  |
| Action Steps  |   |  |   |  |  |  |  |  |  |  |  |  |  |

Constant communication with parent/teacher/student to determine root causes for students' absences. Continuosly conferencing with parent/teacher/student to determine support needed to improve attendance.

Track improvement of attendance

| Strategy 2                            | Persons Responsible/Title      | Resources                    | Timeline   | Evidence of Implementation              | Evidence of Impact        | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|---------------------------------------|--------------------------------|------------------------------|------------|---|---------------------------|---------------------------------------|--------------------------------|
| School liasion, administrators,       | -Teachers                      | -PSJA Parental Involvement   | Sept. 2024 | -School Liasion Support for basic needs | -Increased student        |                                       | -Title I                       |
| counselors, and teachers will monitor | -School Liasion Administration | Program                      | Oct. 2024  | -Attendance Reports                     | attendance                | -Improved attendance                  | -Title II                      |
| and intervene with families for       | -Parent Educator               | -Student Services Department | Nov. 2024  | -Counseling session logs                | -Students reaching their  | Improved student                      | -Title III                     |
| students who need to improve          |                                | -Students' Counseling        | Dec. 2024  |   | acedemic goals            | achievement                           | -Special Ed & Bilingual Funds  |
| attendance                            |                                | Department                   | Jan. 2025  |   | -Increased parent/teacher |                                       | -Migrant Funds                 |
|                                       |                                |                              | Feb .2025  |   | comunication -            |                                       |                                |
|                                       |                                |                              | March 2025 |   | Parent/teacher improved   |                                       |                                |
|                                       |                                |                              | April 2025 |   | relationships             |                                       |                                |
|                                       |                                |                              | May 2025   |   |                           |                                       |                                |
| Action Steps                          |                                |                              |            |   |                           |                                       |                                |

Identify students who have a high number of absences due to a disability, emotional disturbance, and/or lack of resources.

Work in partnership with counselors to have frequent check-in sessions with students.

Determine attendance progress for students in this category.

| Strategy 3                          | Persons Responsible/Title      | Resources                    | Timeline   | Evidence of Implementation                | Evidence of Impact        | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|-------------------------------------|--------------------------------|------------------------------|------------|---|---------------------------|---------------------------------------|--------------------------------|
| Attendance committe will incentive  | -Teachers                      | -PSJA Parental Involvement   | Sept. 2024 | -Scheduled Incentives throughout the year | -Increased student        | -Incentive Frequency                  | -Title I                       |
| those with perfect attendance every | -School Liasion Administration | Program                      | Oct. 2024  | -Attendance Reports                       | attendance                | -Incentives Feedback                  | -Title II                      |
| six weeks.                          | -Parent Educator               | -Student Services Department | Nov. 2024  |   | -Students reaching their  | -Participation                        | -Title III                     |
|                                     |                                | -Students' Counseling        | Dec. 2024  |   | acedemic goals            | Numbers                               | -Special Ed & Bilingual Funds  |
|                                     |                                | Department                   | Jan. 2025  |   | -Increased parent/teacher | -Improved attendance                  | -Migrant Funds                 |
|                                     |                                |                              | Feb .2025  |   | comunication -            | Improved student                      |                                |
|                                     |                                |                              | March 2025 |   | Parent/teacher improved   | achievement                           |                                |
|                                     |                                |                              | April 2025 |   | relationships             |                                       |                                |
|                                     |                                |                              | May 2025   |   |                           |                                       |                                |
| Action Steps                        |                                |                              |            |   |                           |                                       |                                |

Monitor students' six weeks perfect attendance

Determine who who will participate/receive incentives.

Collect incentives feedback and track attendance progress.

| Goal Area 3:                          | Family and Community Empower  | erment  |            |                                  |                           |                      |                               |  |  |  |  |  |
|---------------------------------------|---|---|------------|----------------------------------|---------------------------|----------------------|-------------------------------|--|--|--|--|--|
| Annual Goal:                          | Jaime Escalante develop intention the entire community.   | ime Escalante develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage ne entire community. |            |                                  |                           |                      |                               |  |  |  |  |  |
| Objective 3:                          | ime Escalante Middle will implement SEL advisory lessons and engage in storytelling and personal life lessons to help foster and enhance student-student relationships and student-teacher relationships and decrease behavior. |   |            |                                  |                           |                      |                               |  |  |  |  |  |
| Strategy 1                            | Persons Responsible/Title   | Formative/ ersons Responsible/Title Resources Timeline Evidence of Implementation Evidence of Impact Summative Title-I School- wide Component Assessment                      |            |                                  |                           |                      |                               |  |  |  |  |  |
| Jaime Escalante Middle School will    | -Teachers   |   | Sept. 2024 | -Advisory lessons and activities | -Increased student        | -SEL advisory        | -Title I                      |  |  |  |  |  |
| identify lessons that are grade level | -Counselors   | -Student Services Department  | Oct. 2024  | -Calendar of advisory days       | attendance Increased      | committee -Meeting   | -Title II                     |  |  |  |  |  |
| appropriate and grade level specific. | -Adminstrators  | -Students' Counseling   | Nov. 2024  |                                  | parent participation at   | Frequency            | -Title III                    |  |  |  |  |  |
|                                       |   | Department  | Dec. 2024  |                                  | meetings Increased parent | -Meeting Feedback    | -Special Ed & Bilingual Funds |  |  |  |  |  |
|                                       |   | -Student's Curriculum   | Jan. 2025  |                                  | involvement on campus     | -Participation       | -Migrant Funds                |  |  |  |  |  |
|                                       |   | Department  | Feb .2025  |                                  | Improved parent/teacher   | Numbers              |                               |  |  |  |  |  |
|                                       |   |   | March 2025 |                                  | interactions regarding    | -Improved attendance |                               |  |  |  |  |  |
|                                       |   | April 2025 student achievement Improved student   |            |                                  |                           |                      |                               |  |  |  |  |  |
|                                       |   |   | May 2025   |                                  |                           | achievement          |                               |  |  |  |  |  |
| Action Steps                          |   |   |            |                                  |                           |                      |                               |  |  |  |  |  |

Develop an advisory design committe.

Review current counseling SEL and AVID advisory and college lessons/activities.

Select topics and build on existing lessons.

| Strategy 2                              | Persons Responsible/Title | Resources                    | Timeline   | Evidence of Implementation | Evidence of Impact           | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|---|---------------------------|------------------------------|------------|----------------------------|------------------------------|---------------------------------------|--------------------------------|
| Conduct walkthroughs when advisory      | -Teachers                 |                              | Sept. 2024 | -Walkthrough forms         | -Increase student motivation | -SEL advisory                         | -Title I                       |
| is being held to ensure fidelity of the | -Counselors               | -Student Services Department | Oct. 2024  | -Calendar of advisory days | -Increase student attendance | walkthrough forms                     | -Title II                      |
| implementation and to ensure            | -Adminstrators            | -Students' Counseling        | Nov. 2024  |                            | -Increase of Student         | -Advisory Feedback                    | -Title III                     |
| student engagement.                     |                           | Department                   | Dec. 2024  |                            | participation throughout the | -Participation                        | -Special Ed & Bilingual Funds  |
|   |                           | -Student's Curriculum        | Jan. 2025  |                            | campus-Increase of Student   | Numbers                               | -Migrant Funds                 |
|   |                           | Department                   | Feb .2025  |                            | and teacher engagement       | -Improved attendance                  |                                |
|   |                           |                              | March 2025 |                            |                              | Improved student                      |                                |
|   |                           |                              | April 2025 |                            |                              | engagement-Improved                   |                                |
|   |                           |                              | May 2025   |                            |                              | attendance Improved                   |                                |
|   |                           |                              |            |                            |                              | teacher engagement                    |                                |
| Action Steps                            |                           |                              |            |                            |                              |                                       |                                |

Create a walkthrough form for SEL advisory "lookfors"

Conduct walkthroughs when advisory is being held.

Elective teachers will be included to help get students to advisory and/or assist when a teacher is absent and/or conduct informal walkthroughs for feedback.

| Strategy 3                             | Persons Responsible/Title | Resources                    | Timeline   | Evidence of Implementation            | Evidence of Impact           | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|--|---------------------------|------------------------------|------------|---------------------------------------|------------------------------|---------------------------------------|--------------------------------|
| Incorporate surveys to gain feedback   | -Teachers                 |                              | Sept. 2024 | -Creation of surveys                  | -Increase student motivation | -SEL advisory surveys                 | -Title I                       |
| on how well these activities are being | -Counselors               | -Student Services Department | Oct. 2024  | -Completion of surveys                | -Increase student attendance | -Feedback                             | -Title II                      |
| effective on students' overall well-   | -Adminstrators            | -Students' Counseling        | Nov. 2024  | -Distribution of survey during class. | -Increase of Student         | Participation Numbers                 | -Title III                     |
| being, instruction, attendance, and    |                           | Department                   | Dec. 2024  |                                       | participation -Decreased     |                                       | -Special Ed & Bilingual Funds  |
| discipline.                            |                           | -Student's Curriculum        | Jan. 2025  |                                       | student behavior             |                                       | -Migrant Funds                 |
|  |                           | Department                   | Feb .2025  |                                       |                              |                                       |                                |
|  |                           |                              | March 2025 |                                       |                              |                                       |                                |
|  |                           |                              | April 2025 |                                       |                              |                                       |                                |
|  |                           |                              | May 2025   |                                       |                              |                                       |                                |
| Action Steps                           |                           |                              |            |                                       |                              |                                       |                                |

Create SEL advisory survey.

Analyze survey results.

Refine any part of the SEL advisory lessons/activities, including procedures and structres for it.

| Goal Area 2:                          | Leadership Growth: Coaching   | Leadership Growth: Coaching       |                     |                                   |                            |                                       |                                |  |  |  |  |
|---------------------------------------|---|-----------------------------------|---------------------|-----------------------------------|----------------------------|---------------------------------------|--------------------------------|--|--|--|--|
| Annual Goal:                          | All teachers and administrators   | s will engage in focused and plar | nned calibrated ins | structional growth activities.    |                            |                                       |                                |  |  |  |  |
| Objective 1:                          | Teachers and Administrators will improve in three T-TESS Standard areas by moving one or more levels up |                                   |                     |                                   |                            |                                       |                                |  |  |  |  |
| Strategy 1                            | Persons Responsible/Title   | Resources                         | Timeline            | Evidence of Implementation        | Evidence of Impact         | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |  |  |  |  |
| Teachers Teaching Teachers will be an | ı -Teachers   | -Lesson Plan                      | Sept. 2024          | -Videos                           | -Teacher content/skill     | -T-TESS                               | -Tile I #3, #8                 |  |  |  |  |
| ongoing initiative where teachers     | -CLL  | -Swivel                           | Oct. 2024           | -Peer Observation Guide/Checklist | knowledge and performance  | -SGM's                                |                                |  |  |  |  |
| share and showcase their areas of     | -Administration   | -Hoonuit                          | Nov. 2024           | -Teacher Logs                     | level increases            | -Walkthroughs                         |                                |  |  |  |  |
| strength and expertise to help build  |   | -Peer Observation                 | Dec. 2024           | -Teacher Reflection Journal       | -Self Reflection on        | ĺ                                     |                                |  |  |  |  |
| capacity of others.                   |   | Guide/Checklist                   | Jan. 2025           | -Hoonuit Certificates             | performance increases      | ĺ                                     |                                |  |  |  |  |
|                                       |   | -Reflection Journal               | Feb .2025           |                                   | -More teachers getting out | ĺ                                     |                                |  |  |  |  |
|                                       |   | -Teacher Log                      | March 2025          |                                   | of their comfort zone      | ĺ                                     |                                |  |  |  |  |
|                                       |   |                                   | April 2025          |                                   |                            |                                       |                                |  |  |  |  |
|                                       |   |                                   | May 2025            |                                   |                            |                                       |                                |  |  |  |  |
| Action Steps                          |   |                                   |                     |                                   |                            |                                       |                                |  |  |  |  |

- 1. Teachers will do peer visits to gain opportunities to add to their tool kit and to reflect on the set up of the classroom and the choices made for key brain friendly anchor charts displayed. Visitors will leave a "glow" form of feedback for the teacher visited.
- 2. Teachers will record their lessons and choose the best practice lessons to post in the JEMS created Hoonuit as this will serve to build teacher capacity. Teachers will be responsible for turning in written reflections of the learning opportunity.
- 3. Teachers will keep a record of class visits, videos viewed and professional development attended in order to align this to teacher PD Goals.
- 4. Teachers will volunteer to conduct mini instructional strategies and best practice trainings during CLC, Content Planning Time and after school.

|                                      |                           |                      |            |                                   |                                | Formative/    |                                |
|--------------------------------------|---------------------------|----------------------|------------|-----------------------------------|--------------------------------|---------------|--------------------------------|
| Strategy 2                           | Persons Responsible/Title | Resources            | Timeline   | Evidence of Implementation        | Evidence of Impact             | Summative     | Title-I School- wide Component |
|                                      |                           |                      |            |                                   |                                | Assessment    |                                |
| Conduct Calibrated Classroom Ghost   | -Teachers                 | -Ghost walk schedule | Sept. 2024 | -Ghost walk documentation         | -Administrators will have      | -T-TESS       | -Title I #3, #8                |
| Walks, Walkthroughs, and visit other | -CLL                      | -Ghost walk template | Oct. 2024  | -Lesson Plan                      | more impactful and focused     | -SGM's        |                                |
| campus to see best practices.        | -Administration           | -Feedback Form       | Nov. 2024  | -Ghost walk schedule and Calendar | coaching conversations with    | -Walkthroughs |                                |
|                                      |                           | -Google Classroom    | Dec. 2024  |                                   | teachers                       |               |                                |
|                                      |                           | -Schedule            | Jan. 2025  |                                   | -Administrators will be more   |               |                                |
|                                      |                           |                      | Feb .2025  |                                   | successful with calibration of |               |                                |
|                                      |                           |                      | March 2025 |                                   | evaluations                    |               |                                |
|                                      |                           |                      | April 2025 |                                   | - Administrators will be able  |               |                                |
|                                      |                           |                      | May 2025   |                                   | to check for use of strategies |               |                                |
| Action Steps                         |                           |                      |            |                                   |                                |               |                                |

#### Action Step

- 1. Create a schedule for the Ghost walks and Google Classroom visits.
- 2. Conduct Calibrated Classroom Ghost Walks and Walkthroughs and share feedback for growth upon completion of the calibrated session
- 3. Create opportunities for the teacher to meet with admin on the feedback that was submitted and set up a date to revisit the teacher to look for the practice that the teacher worked to strengthen.
- 4. Administration, along with a group of people, will visit other campus to observe best instructional practices.

| Strategy 3                            | Persons Responsible/Title | Resources             | Timeline   | Evidence of Implementation         | Evidence of Impact          | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|---------------------------------------|---------------------------|-----------------------|------------|------------------------------------|-----------------------------|---------------------------------------|--------------------------------|
| PD Goals will be created and used as  | -Teachers                 | -Teacher PD Goals     | Sept. 2024 | -Teacher PD Goals                  | -The teacher would have     | -T-TESS                               | -Tile I                        |
| a road map to align to the evaluation | -CLL                      | -TEEMS Dashboard      | Oct. 2024  | -Teacher Self-Assessment           | built the goal into their   | -SGM's                                |                                |
| system standards/expectations as      | -Administration           | -T-TESS Teacher Self- | Nov. 2024  | -Teacher/Administration Conference | lesson plan                 | -Walkthroughs                         |                                |
| well as to build teachers' capacity.  |                           | Evaluation            | Dec. 2024  | Documentation                      | -Teachers will become more  |                                       |                                |
|                                       |                           | -TxCEE                | Jan. 2025  | -Calendar of Teacher Observation   | versed with the standards   |                                       |                                |
|                                       |                           |                       | Feb .2025  | -BOY & MOY Teacher Conference      | from T-TESS                 |                                       |                                |
|                                       |                           |                       | March 2025 | -Summative Evaluation              | -Teachers will invite admin |                                       |                                |
|                                       |                           |                       | April 2025 |                                    | to their classes asking for |                                       |                                |
|                                       |                           |                       | May 2025   |                                    | feedback on delivery of     |                                       |                                |
| Action Steps                          |                           |                       |            |                                    |                             |                                       |                                |

- Action steps
- 1. 2 PD Goals will be created aligned to T-TESS standards and to meet personal growth goals

  2. Too hors will meet with GLI and administrators to discuss the PD goals to appear that they are written effective.
- 2. Teachers will meet with CLL and administrators to discuss the PD goals to ensure that they are written effectively.
- 3. Teachers will participate in a pre-conference with the CLL and administrators to discuss how to go about action planning to meet these documented goals.
- 4. Administration will create a schedule to conduct TTESS Walkthroughs.

| Goal Area 2:                         | radership Growth: Build Teacher Leadership Capacity  |   |            |                               |                       |                      |                                |  |  |
|--------------------------------------|--|---|------------|-------------------------------|-----------------------|----------------------|--------------------------------|--|--|
| Annual Goal:                         | Through "Joint Empowerment"  | hrough "Joint Empowerment" we plan to put future leaders through rigorous processes and strategic leadership assignments by providing leadership opportunities to build their leadership capacity |            |                               |                       |                      |                                |  |  |
| Objective 2:                         | Throughout the year we seek to motivate 3 to 4 future leaders to take responsible risks and perform at their highest level to support district vision and goals as teacher leaders |   |            |                               |                       |                      |                                |  |  |
|                                      |  |   |            |                               |                       | Formative/           |                                |  |  |
| Strategy 1                           | Persons Responsible/Title  | Resources   | Timeline   | Evidence of Implementation    | Evidence of Impact    | Summative            | Title-I School- wide Component |  |  |
|                                      |  |   |            |                               |                       | Assessment           |                                |  |  |
| Teacher leadership team will analyze | -Department Chairs   | -DMAC Reports   | Sept. 2024 | -Teacher Summary Report       | -Improved Student     | -Benchmarks          | -Tile I #2, #3, #8             |  |  |
| campus level data and develop action | -Teachers  | -CIP  | Oct. 2024  | -Campus Summary               | Achievement in STAAR  | -STAAR               |                                |  |  |
| plans for tutorials, pull outs and   | -CLL   | -Academy Plan   | Nov. 2024  | -Reporting Category Progress  | -TELPAS Student       | -TELPAS              |                                |  |  |
| academies                            | -Administration  | -Calendar of Events   | Dec. 2024  | -Reporting Category Analysis  | Achievement           | -SGM's               |                                |  |  |
|                                      | -CIT   | -Data Tracker Template  | Jan. 2025  | -Student Expectation Progress | -Intentional grouping | -Progress Monitoring |                                |  |  |
|                                      |  | -Calendar of Events   | Feb .2025  | -Student Expectation Analysis | -Intentional tutoring |                      |                                |  |  |
|                                      |  |   | March 2025 | -Data Tracker per Teacher     | -Increase in Language |                      |                                |  |  |
|                                      |  |   | April 2025 | -Calendar of Events           | Acquisition           |                      |                                |  |  |
|                                      |  |   | May 2025   | -Action Plan                  |                       |                      |                                |  |  |
| Action Steps                         |  |   |            |                               |                       |                      |                                |  |  |

- 1. Training on DMAC Data and the Power of 7 data reports
- 2. All teachers will create a Data Tracker for each class and keep it updated every six weeks.
- 3. The CLL will organize the data meetings and schedule them after every major assessment and before student rosters are created for acadmies.
- 4. Data Dives will be conducted to acquire the best data to represent where each student stands.

| Strategy 2                               | Persons Responsible/Title | Resources                | Timeline   | Evidence of Implementation | Evidence of Impact    | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|--|---------------------------|--------------------------|------------|----------------------------|-----------------------|---------------------------------------|--------------------------------|
| We will identify, develop and place      | -Department Chairs        | -Calendar of PD Services | Sept. 2024 | -CIP (Working document)    | -Increase in Teachers | -Teacher PD Goals                     | -Tile I #2, #3, #8             |
| our future leaders through rigorous      | -Teachers                 | -CIP                     | Oct. 2024  | -Calendar of PD Services   | wanting to take on a  | -Teacher Self-                        |                                |
| processes and strategic leadership       | -Counselors               | -Survey                  | Nov. 2024  | -Survey Results            | leadership role       | Assessment                            |                                |
| assignments by providing leadership      | -CLL                      |                          | Dec. 2024  |                            | -Teachers leading     | -T-TESS Teacher                       |                                |
| opportunities to problem solve, and      | -Administration           |                          | Jan. 2025  |                            | Presentations         | Evaluation                            |                                |
| action plan initiatives that are part of |                           |                          | Feb .2025  |                            |                       |                                       |                                |
| the Campus Improvement Plan              |                           |                          | March 2025 |                            |                       |                                       |                                |
|  |                           |                          | April 2025 |                            |                       |                                       |                                |
|  |                           |                          | May 2025   |                            |                       |                                       |                                |
| Action Steps                             |                           |                          |            |                            |                       |                                       |                                |

- 1. Identify the teachers that want to participate in the campus strategic leadership assignments
- 2. Review the Campus Improvement Plan with these teacher leaders and assign an area of the CIP for them to oversee, follow through and monitor.
- 3. Create opportunities for these teachers to present to the staff on CIP progress and changes.

| Strategy 3                               | Persons Responsible/Title | Resources                | Timeline   | Evidence of Implementation | Evidence of Impact         | Formative/<br>Summative      | Title-I School- wide Component |
|--|---------------------------|--------------------------|------------|----------------------------|----------------------------|------------------------------|--------------------------------|
| Guest Speaker leadership series is       | -Department Chairs        | -CIP                     | Sept. 2024 | -Reflective Journals       | -Increase in Teachers      | Assessment -Teacher PD Goals | -Tile I #2, #3, #8             |
| being created so that there is           | -Teachers                 | -Spirit of PSJA Document | Oct. 2024  | -Calendar of Events        | wanting to take on a       | -Teacher Self-               |                                |
| alignment with the Spirit of PSJA        | -Counselors               | -Reflective Journal      | Nov. 2024  | -Sign-in Logs              | leadership role            | Assessment                   |                                |
| "Joint Empowerment", where we seek       | -CLL                      | -Calendar of Events      | Dec. 2024  |                            | -Teachers leading Teachers | -T-TESS Teacher              |                                |
| to motivate future leaders to take       | -Administration           |                          | Jan. 2025  |                            | -Increase in Teacher       | Evaluation                   |                                |
| responsible risks and perform at their   |                           |                          | Feb .2025  |                            | participation throughout   |                              |                                |
| highest level to support district vision |                           |                          | March 2025 |                            | campus                     |                              |                                |
| and goals                                |                           |                          | April 2025 |                            |                            |                              |                                |
|  |                           |                          | May 2025   |                            |                            |                              |                                |
| Action Steps                             |                           |                          |            |                            |                            |                              |                                |

- 1. Identify the targeted topics relevant and motivating to future leaders to focus on.
- 2. Identify and secure the guest speakers for this leadership capacity building opportunity.
- 3. Create the process for having the future leaders reflect and journal on the leadership capacity building opportunity. The benefits of the journaling helps synthesize thoughts, promotes self-reflection, fosters creativity, develops self-discipline and reinforces memory
- 4. Fundamental Five book study.

| Goal Area 2:  | Leadership Growth: Building Ad  | eadership Growth: Building Administrator & CLL Capacity   |   |   |   |                                       |                                |  |  |  |
|---|---|---|---|---|---|---------------------------------------|--------------------------------|--|--|--|
| Annual Goal:  | Improve instructional leadershi   | nprove instructional leadership to guide school-wide effort and monitor and advance student achievement |   |   |   |                                       |                                |  |  |  |
| Objective 3:  | nstructional Leadership team will improve their annual T-TESS evaluation performance by moving up 2 levels or more in 2 Standards |   |   |   |   |                                       |                                |  |  |  |
| Strategy 1  | Persons Responsible/Title   | Resources   | Timeline  | Evidence of Implementation  | Evidence of Impact  | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |  |  |  |
| Unpacking T-TESS Standards and work at creating some instructional examples for each standard, level and descriptor | -CLL  | -Teacher Videos<br>-Walkthrough Documents<br>-Calendar of Events  | Sept. 2024<br>Oct. 2024<br>Nov. 2024<br>Dec. 2024<br>Jan. 2025<br>Feb .2025<br>March 2025<br>April 2025<br>May 2025 | -T-TESS Rubric notes -Calendar of Events -Sign-in Log -Walkthrough Documentation -Teacher Video Reviews | -Teacher Effectiveness rating<br>Increase<br>-Teacher Self-Reflection<br>Increases<br>-Increase on "Glows" during<br>Walkthroughs | -Walkthroughs<br>-T-TESS<br>-SGMs     | -Tile I #3, #8                 |  |  |  |
| Action Steps  |   |   |   |   |   |                                       |                                |  |  |  |

1. As an Admin & CLL team, unpack each standard and calibrate on the levels and descriptors.

2. Review some classroom instruction videos and walk through one standard at a time and focus on how to support teachers to move from one level to the next.

3. The principal will schedule opportunities to go over the "Principal Evaluation Rubric" and focus on the areas we could seek for growth.

| Strategy 2                         | Persons Responsible/Title | Resources                   | Timeline   | Evidence of Implementation       | Evidence of Impact            | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|------------------------------------|---------------------------|-----------------------------|------------|----------------------------------|-------------------------------|---------------------------------------|--------------------------------|
| Leadership Book Study for the Pete | -Teachers                 | -T-TESS Rubric              | Sept. 2024 | -Book "The Pursuit of Greatness" | -Teacher Effectiveness rating | -Formative                            | -Tile I #3, #8                 |
| Hall's, "The Pursuit of Greatness" | -CLL                      | -"The Pursuit of Greatness" | Oct. 2024  | -Reflective Journal              | Increase                      | Assessment                            |                                |
| which also aligns to the T-TESS    | -Administration           | Book                        | Nov. 2024  | -Calendar of Events              | -Teacher Self-Reflection      |                                       |                                |
| evaluation system                  |                           | -Calendar of Events         | Dec. 2024  | -Sign-in Logs                    | Increases                     |                                       |                                |
|                                    |                           |                             | Jan. 2025  |                                  | -Increase of Teacher          |                                       |                                |
|                                    |                           |                             | Feb .2025  |                                  | engagement                    |                                       |                                |
|                                    |                           |                             | March 2025 |                                  |                               |                                       |                                |
|                                    |                           |                             | April 2025 |                                  |                               |                                       |                                |
|                                    |                           |                             | May 2025   |                                  |                               |                                       |                                |
| Action Steps                       |                           |                             |            |                                  |                               |                                       |                                |

Acquire a copy of the book for each participant that will join the book study.
 Each participant will take one of the pathways to research and present on that chapter:

Nurturing a positive learning environment.

Challenging students to commit to mastery level learning.

Designing engaging learning activities and lessons.

Motivating students with feedback.

Assessing for learning.

| Strategy 3                        | Persons Responsible/Title | Resources                 | Timeline   | Evidence of Implementation          | Evidence of Impact           | Formative/<br>Summative<br>Assessment | Title-I School- wide Component |
|-----------------------------------|---------------------------|---------------------------|------------|-------------------------------------|------------------------------|---------------------------------------|--------------------------------|
| eating and Revising as needed     | -Teachers                 | -Organizational Chart     | Sept. 2024 | -Roles and Responsibilities defined | -Role and Responsibilities   | -Walkthroughs                         | -Tile I #3, #8                 |
| oles and Responsibilities         | -CLL                      | -TEEMS Handbook - Roles & | Oct. 2024  | -Organizational Chart               | clearly defined              | -T-TESS                               |                                |
| ganizational Chart for            | -Counselors               | Responsibilities          | Nov. 2024  | -Calendar of Events                 | -Increase in Teacher, Staff, | -SGMs                                 |                                |
| lministrators, Staff and Teachers | -Support Staff            | -Calendar of Events       | Dec. 2024  | -Sign-in Logs                       | and Administration           |                                       |                                |
|                                   | -Administration           | -Surveys                  | Jan. 2025  | -Survey Results                     | participation                |                                       |                                |
|                                   |                           |                           | Feb .2025  |                                     | -Increase in Self-Reflection |                                       |                                |
|                                   |                           |                           | March 2025 |                                     | in ones Role and             |                                       |                                |
|                                   |                           |                           | April 2025 |                                     | Responsibilities             |                                       |                                |
|                                   |                           |                           | May 2025   |                                     |                              |                                       |                                |

1. Roles and Responsibilities will be delineated with equity and clarity leading to more effective use of time and focus.

2. Each administrator will share out on what is happening with the various initiatives and seek out assistance if problem solving is needed.

3. Administrators will create and conduct a staff survey on campus initiatives, programs and processes to see if adjustment need to be made in order to get optimum outcomes from the current systems and structures.

| PD Monthly Focus                           | PD Format  | Person(s) Leading            | PD Topic  | Resources  | CIP Goal Alignment  |
|--|--|------------------------------|---|--|---|
| August 19-22, 2024                         | Campus Based - All departments<br>District Based - All departments | Administration<br>CLL<br>CIT | Campus Goal Setting T-TESS Evaluation System District Mandates Lesson Planning w/Unpacked TEKS District Curriculum Roll Out | District Mandates PPT Accountability Reports Measuring What Matters T-TESS Evaluation Rubric District Content Coordinators | Goal 2-Obj.2/Strategy 1   |
| January 6, 2025                            | Campus Based- PD   | Administration<br>CLL<br>CIT | Power of 7 & Data Dive Student Profile  Development  Growth Mind Set  | DMAC Data Reports<br>PPT Presentation Benchmark Data<br>Flexible Groupings Seating Chart                                   | Goal 1-Obj. 1/Strategy 2 Goal 1-<br>Obj.1/St  |
| Week of September 9th, 2024                | TCLC   | CIT/CLL                      | Teacher Self-Assessment & PD Goals  | Teachers 2023-2024 Evaluation,<br>TEEMS dashboard  | Focus Area 4/Obj 1<br>Focus Area 4/Obj 2/Strategy 2<br>Focus Area 4/Obj 3/Strategy 1, 3 |
| Week of September 16th, 2024               | TCLC   | CIT/CLL                      | Teacher Self-Assessment & PD Goals  | Teachers 2023-2024 Evaluation,<br>TEEMS dashboard  | Focus Area 4/Obj 1 Focus Area 4/Obj 2/Strategy 2 Focus Area 4/Obj 3/Strategy 1, 3       |
| Week of September 23rd, 2024               | TCLC   | CIT/CLL                      | SGM Step 1 / DMAC   | DMAC reports   |   |
| Week of September 30th - October 4th, 2024 | TCLC   | CIT/CLL                      | SGM Step 2 / TRS & AI for DOK   | DOK Stems, DMAC Reports  |   |
| Week of October 7th, 2024                  | TCLC   | CIT/CLL                      | SGM Step 2 Cont./ Al and Editing  | DOK Stems, DMAC Reports  |   |
| Week of October 15th, 2024                 | TCLC   | CIT/CLL                      | SGM Step 3  | SGM assessments  |   |
| Week of October 21st, 2024                 | TCLC   | CIT/CLL                      | SGM Step 3 Cont.  | SGM assessments  |   |
| Week of October 28th, 2024                 | TCLC   | CIT/CLL/CTC                  | Differentiation/TELPAS Benchmark<br>Procedures  | NewsELA, Flocabulary, AI, Lexile,<br>SummitK12, TELPAS Data  | Focus Area 1/Obj 1/Strategy1,2  |
| Week of November 4th, 2024                 |  | стс                          | TELPAS Benchmark  |  |   |
| Week of November 11th, 2024                | TCLC   | CIT/CLL                      | SEL   |  | Focus Area 2/Obj 3/Strategy 2   |
| Week of November 18th, 2024                | TCLC   | CIT/CLL/CTC                  | SEL/Benchmark 1 Procedures  |  |   |
| Week of December 2nd, 2024                 |  | СТС                          | Benchmark 1   |  |   |
| Week of December 9th, 2024                 |  | CTC                          | Benchmark 1 cont.   |  |   |
| Week of December 16th, 2024                | TCLC   | CIT/CLL                      | Differentiatied instruction - Unpacking<br>TEKS - Fundamental 5   |  | Focus Area 1/Obj 1/Strategy1,2  |
| Week of January 13th, 2025                 | TCLC   | CIT/CLL                      | SIOP (TELPAS, Instructional Strategies, Resources, Linguistic Accommodations)   |  | Focus Area 1/Obj 1/Strategy1,2  |
| Week of January 20th, 2025                 | TCLC   | CIT/CLL                      | SIOP (Plan, Do)   |  | Focus Area 1/Obj 1/Strategy1,2  |
| Week of January 27th, 2025                 | TCLC   | CIT/CLL                      | SIOP (Study, Act)   |  | Focus Area 1/Obj 1/Strategy1,2  |
| Week of February 3rd, 2025                 | TCLC   | CIT/CLL                      | SIOP (Plan, Do)   |  | Focus Area 1/Obj 1/Strategy1,2  |
| Week of February 11th, 2025                | TCLC   | CTC/CIT/CLL                  | TELPAS Procedures and Protocols   |  |   |
| Week of February 17th, 2025                | TCLC   | CTC/CIT/CLL                  | TELPAS testing / Benchmark 2 procedures and protocols   |  |   |
| Week of February 24th, 2025                |  | CTC                          | TELPAS/Benchmark 2  |  |   |
| Week of March 3rd, 2025                    |  | CTC                          | Benchmark 2   |  |   |
| Week of March 10th, 2025                   | TCLC   | CIT/CLL                      | Differentiated Instruction - Action Plan,<br>BM2 data   |  | Focus Area 1/Obj 1/Strategy 1,2<br>Focus Area 1/Obj 3/Strategy 1                        |
| Week of March 24th, 2025                   | TCLC   | CIT/CLL                      | Differentiated Instruction - Fundamental<br>5 (Instructional Strategies, Resources,<br>CIF)                                 |  | Focus Area 1/Obj 1/Strategy1,2  |
| Week of March 31-April 4th, 2025           | TCLC   | CTC/CIT/CLL                  | STAAR Procedures and Protocols  |  |   |
| Week of May 5th, 2025                      | TCLC   | CIT/CLL                      | Summative Overview (EOY reflection, finalize artifacts)   |  |   |

| Week of May 12th, 2025 | TCLC | CIT/CLL | EOY surveys | Focus Area 2/Obj 1/Strategy 1 |
|------------------------|------|---------|-------------|-------------------------------|
| Week of May 19th, 2025 | TCLC | CIT/CLL | SEL         | Focus Area 2/Obj 3/Strategy 2 |
| Week of May 27th, 2025 | TCLC | CIT/CLL | SEL         | Focus Area 2/Obj 3/Strategy 2 |

#### **CLC & After School Learning Opportunities**

T-TESS

SEL
AVID EXCEL
Professional Book Club
Library Initiatives

Focus Area 1/Obj 1/Strategy 2
Focus Area 1/Obj 1/Strategy1,2
Focus Area 1/Obj 2/Strategy 2
Focus Area 1/Obj 3/Strategy 1
Focus Area 1/Obj 3/Strategy 3

Focus Area 4/Obj 1

Focus Area 4/Obj 2/Strategy 2 Focus Area 4/Obj 3/Strategy 1, 3 Focus Area 2/Obj 3/Strategy 2 Focus Area 2/Obj 3/Strategy 3 Focus Area 1/Obj 2/Strategy 3 Focus Area 1/Obj 2/Strategy 3

### **TECHNOLOGY**

Nearpod Google (All resources) Microsoft (All resources)

Newline/Screenbean

Carnegie iReady Savvas Aleks Summit K-12 1 on 1 Trainings w/ CIT Focus Area 1/Obj 1/Strategy 1
Focus Area 1/Obj 1/Strategy 1
Focus Area 1/Obj 1/Strategy 2-3
Focus Area 1/Obj 1/Strategy 1
Focus Area 1/Obj 2/Strategy 2
Focus Area 1/Obj 2/Strategy 1
Focus Area 1/Obj 2/Strategy 1-2
Focus Area 1/Obj 2/Strategy 2

Focus Area 1/Obj 2/Strategy 1-3

## 10 Components of a Title I, Part A Schoolwide Program

## 1 Comprehensive Needs Assessment

- a. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform
- b. Required: Use data to create a campus profile that drives the Campus Improvement Plan
- c. Best practice: Involve total school staff in identifying campus needs

## 2 . Reform strategies

- a. Required: Review program documentation to ensure that all instructional programs/ instructional strategies are supported by scientifically-based research
- b. Best practice: Identify how each activity strengthens the core academic program
- c. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time

## 3 Instruction by Highly Qualified Teachers

- a. Required: Highly Qualified Paraprofessionals are still required under NCLB for 2016-2017
- b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-
- c. Best practice: Provide opportunities for teachers to observe master teachers in action

## 4 High-Quality and Ongoing Professional Development

- a. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals,
- b. Best practice: Utilize book study groups, professional learning communities, and online training to meet the
- c. Best practice: Rearrange the school day to provide a block of time for collaborative planning

## **5 Strategies to Attract Highly Qualified Teachers**

- a. Required: For 2016-2017, paraprofessionals must still be Highly Qualified under NCLB
- b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require "effective teachers," and teachers must be state certified
- c. Best practice: Job fairs, multiple site job postings, mentoring, stipends for hard to staff positions

## 10 Components of a Title I, Part A Schoolwide Program

## **6 Strategies to Increase Parental Involvement**

- a. Required: Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, parent involvement policy and school-parent compact)
- b. Required: Include parents in developing the parental involvement policy and school-parent compact
- c. Required: Help parents understand the state's academic content and achievement standards
- d. Best practice: Provide a family literacy program

#### 7 Transition

- a. Required: Provide transition assistance for students coming from preschool
- b. Best practice: Arrange for kindergarten and preschool teachers to visit each other's classrooms
- c. Best practice: Coordinate planning and professional development activities of preschool and kindergarten
- d. Best practice: Arrange guided site visits to high school for middle school students

## 8 . Teacher Decision-Making Regarding Assessments

- a. Required: Include teachers in the decisions and planning regarding use of assessments
- b. Best practice: Provide opportunities for teachers to work together to develop student assessments (Examples: benchmarks, performance assessments, student inventories)
- c. Best practice: Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments

## 9. Effective and Timely Assistance to Students Experiencing Difficulty

- a. Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it
- b. Best practice: Provide individualized and small group learning sessions
- c. Best practice: Incorporate computer assisted instruction, modifications, and accommodations for curriculum activities

## 10 Components of a Title I, Part A Schoolwide Program

## 10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds

- a. Required: Use the flexibility to integrate services and programs to upgrade the entire educational program, thus helping all students reach proficient and advanced levels of achievement
- b. Required: When coordinating funds, a campus pays for an activity using Title I, Part A and some other fund source and tracks each portion to an allowable program expenditure
- c. Best practice: List Federal, State and Local services and programs that have common requirements (professional development, parent involvement, etc.) and determine where coordination and integration can occur based on program intent and purpose, and document coordination of program funds in CIP