



**Campus Improvement Plan
2020-2021**

Executive Summary

Mission: We are in supportive partnership with parents and the community and are committed to providing all students with a strong foundation for life-long learning that will produce responsible and productive citizens.

Demographic Summary: The current enrollment at Santos Livas Elementary as of September 2020 is 564 students. The student population at Santos Livas Elementary consists of 99.6% Hispanic, 0.4% White, 0.0% Black and 0.0% American Indian. Our students represent a low socio-economic status of approximately 85.8%. Approximately 6.9% of our student population receive special education services. Our Gifted and Talented population accounts for approximately 3.7% of our student population. The bilingual population is approximately 46.6%. The attendance rate for the campus has consistently maintained between 97-97.5%.

Comprehensive Needs Assessment Summary: We have used the Spring 2019 data to reflect on the following findings. Santos Livas Elementary received an overall score of 90 based on their performance in the three domains of accountability. In Student Achievement, this domain takes into consideration all tests and all students, Livas Elementary received a score of 82. In School Progress, this domain takes into consideration a comparison group of schools like Livas Elementary, Livas Elementary received a score of 90. The third domain is Closing the Gaps, this domain measures the campus results in reading and math of your sub-groups with an established standard, Livas Elementary received a score of 89.



Executive Summary

Curriculum and Instruction and Assessment: Teachers utilize the Balance Literacy approach for all core subjects with a focus in integrating daily writing activities, guided reading, and CIF teaching strategies. All students participate in the Istation Reading and Imagine Math online curriculum. This curriculum is designed to provide lessons based on each student needs as well as increasing their knowledge in the use of technology. Our English Learners participate in the Summit K12-TELPAS online and the REACH program to ensure that they grow and attain English proficiency. Our mission for our campus is to provide our students with a meaningful and purposeful learning environment by including a well-balanced curriculum with rigor and relevance.

Summary of Goals: Improve student mastery of grade level TEKS by utilizing TEKS based curriculum, data driven instruction to increase the number of students scoring at the MEETS and MASTERS level on STAAR by 7% in all subject areas and subgroups. Students in grades K-5th will show progress in TIER 1 as determined by TPRI/Tejas Lee, STAAR, and Istation Reading/Imagine Math. Each student in TIER 2, who are not on grade level, 80% must show progress which will help close the learning gap. Campus state data will reflect a 5% increase in DOMAINS I, II, and III. All students (100%) will participate in campus/district wide social emotional initiatives.

Rodrigo Hernandez, Principal *Rodrigo Hernandez*

Herlinda A. Salazar, Assistant Principal *Herlinda A. Salazar*

Fabiola Alfaro, Teacher *Fabiola Alfaro*

Edna Cepeda, Parent *Edna Cepeda*



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VISION

We believe Santos Livas should commit itself to the fundamental principle that "All Students Can Learn." We can make the difference through positive actions. In the course of our endeavor as professional educators, we must afford all students the opportunity to excel to their fullest. Furthermore, we believe that our top priority should be for students to attain academic recognition in all areas of the curriculum. Commitment for administrators, teachers, parents, and students should become an integral part in accomplishing our school vision.

MISSION

We are in supportive partnership with parents and the community and are committed to providing all students with a strong foundation for life-long learning that will produce responsible and productive citizens.

Campus Improvement Plan Committee

Rodrigo Hernandez, Principal
Herlinda Salazar, Assistant Principal
Santos Duran, CLL
Melissa Lopez, PreK Teacher
Dora Porrás-García, Kinder Teacher
Vanessa Gonzalez, 1st Grade Teacher
Damariz Zamora, 2nd Grade Teacher
Raquel De Los Santos, 3rd Grade Teacher
Rebecca Alvarez, 4th Grade Teacher
Fabiola Alfaro, 5th Grade Teacher
Stephanie Casares, SPED Teacher
Edna Cepeda, Parent

What We Believe In

Guiding Principles "Lion Paws"

- Prepare self
- Act respectfully
- Work together
- Safety first

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2018-2019 STAAR Campus Summary STAAR Report
2. 2018-2019 System Safeguards
3. 2018-2019 Distinctions Designation Summary
4. 2019-2020 Attendance (Data collection as allowed by TEA due to COVID-19)
5. Discipline Referrals
6. PEIMS Demographics
7. Walk-through Data
8. Parental Involvement Data
9. MCREL Teacher Evaluations
10. Professional Development Plan
11. Teacher Certifications
12. TELPAS Scores
13. Technology Inventories
14. TPRI/Tejas Lee/TX-KEA/CLI Engage Reports
15. Voyager Reports

Comprehensive Needs Assessment

(All state Assessment Data was Spring 2019 Data)



Demographics

Demographics Summary

Special Education:

The following sources from the campus were used to review the Special Education data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS), and system safeguards indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

System Safeguards Data: No results available for Special Ed.

In STAAR Writing, the Approaches level 80%, Meets level 57%, Masters 18%.

Personnel Needs:

The Santos Livas Elementary Administration must work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Professional Development Needs:

The Santos Livas Elementary Staff must work closely with the Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

Strengths:

- In STAAR Writing, Approaches Grade Level for EL students at Livas was 88%.
- In STAAR Math, Approaches Grade Level for All students at Livas was 91%.

Needs:

- In STAAR ELA/Reading, Approaches Grade Level for SPED students at Livas was 68%.
- In STAAR Science, Approaches Grade Level for EL students at Livas was 72%.

Personnel Needs:

Campus Administrators will work closely with Human Resources (HR) to ensure the selection of highly qualified employee(s) holding valid state issued certification.

Professional Development Needs:

- Special Ed teacher will attend Professional Development offered to general education teachers.
- The Special Education Department will work closely with the Campus and provide PD in the area of co-teaching to implement the inclusion model effectively.
- Special Ed teacher will co-teach in 3rd, 4th, and 5th Grade classrooms where Sp. Ed. Students are enrolled.
- Special Ed teacher will use the Depth of Knowledge questioning techniques throughout her lessons

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following sources from the campus were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. The Santos Livas Elementary Administration also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

As evidence in the STAAR assessments, the results are as follows:

| | |
|-------------|--------------------------|
| Reading | 80% (85% All Students) |
| Mathematics | 92% (91 % All Students) |
| Science | 72% (80% All Students) |
| Writing | 88% (83% All Students) |

Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In Reading, the achievement gap in 2018-2019 between ELL and All student is -5%
- In Science, the achievement gap in 2017-2018 between ELL and All students is -8%.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from across the campus were used to review the Economically Disadvantaged data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

As evidenced in the STAAR assessments, the results show an achievement gap as follows:

| | | |
|---------|-----|---------------------|
| Reading | 83% | (85% All Students) |
| Math | 91% | (91% All Students) |
| Writing | 82% | (83% All Students) |
| Science | 78% | (80% All Students) |

- In Reading, the achievement gap between Eco Dis and All students 2018-2019 is -2%.
- In Writing, the achievement gap between Eco Dis and All students 2018-2019 is -1%.
- In Science, the achievement gap between Eco Dis and All students 2018-2019 is -2%

Comprehensive Needs Assessment



Demographics

Demographics Summary

All students

Needs:

In 2018-2019, attendance rate was 97.2 %, there was an increase when compared to 2017-2018 (97.5%).

Interventions:

- Campus Leadership Team will create a calendar for Parent Meetings that will inform them of the importance of attendance to include curriculum nights, STAAR parent meetings, monthly calendars and use of Class Dojo.
- Classroom teachers will present to students the same information that parents receive as well as incentives such as weekly Lions Arcade and teacher classroom incentives.
- Announce weekly attendance on Mondays (top class per grade level.)
- Identify students who are frequently absent by grade level and create an action plan for intervention.
- Students with 7 or more absences will participate in the Attendance Recovery Program.

Comprehensive Needs Assessment Continued: Goal Area 1-4 Summary of Findings

| GOAL | Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
|------|---|--|---|--|
| 1 | Goal Area 1: Student Achievement | <ul style="list-style-type: none"> Campus received a scale score of 82. | <ul style="list-style-type: none"> All students decreased in 5th grade science. Target was 85% , ALL students achieved a 80% STAAR Math: All students decreased in the number of master level. The target was 30%. All Students achieved a 22%. Economically Disadvantaged students had a passing percentage of 54% overall. | <p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> 5th grade science SMART Goal: 85% or Higher Address the needs of identified students to meet the progress measure in 2019-2020 in Reading and Mathematics SMART Goal 2019-2020 Reading 80% or higher Math 75% or higher |
| 2 | Goal Area 2: Closing the Gaps | <p>Campus exceeded the state target for Domain 3 of 44% with a 89%.</p> | <ul style="list-style-type: none"> Increase the percentage of students either reaching meets or Masters level in math and reading | <ul style="list-style-type: none"> Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course Revise curriculum Assess and Monitor frequently through common formative assessments SMART Goal 2019-2020 85 % or above for Reading 85% or above for Math |
| 3 | Goal Area 3: School Culture and Climate | <ul style="list-style-type: none"> Good student attendance Collaborative Learning Communities with common morning Team meetings (weekly) CLF implementation CLL Customer Service College for All Culture | <ul style="list-style-type: none"> Small decrease in student enrollment Daily Attendance ARP | <ul style="list-style-type: none"> Build public relations Improve student retention Communicate more through class Dojo with parents |
| 4 | Goal Area 4: Staff Quality, Recruitment, and Retention | <ul style="list-style-type: none"> Highly Qualified Staff New Teacher Academy McRel Evaluation Tool Staff collaboration through CLC's Leadership opportunities for teachers | <ul style="list-style-type: none"> Improve knowledge of the instructional process and TEKS curriculum –assessment alignment. | <p>15</p> |

CAMPUS DEMOGRAPHICS



| | ALL | SPED | LEP | MIGRANT | ECD | GT |
|---------|------|------|-----|---------|-----|----|
| Number | 564 | 39 | 263 | 23 | 484 | 21 |
| Percent | 100% | 7% | 47% | 4% | 86% | 4% |

| | ALL | HISPANIC | ASIAN | BLACK | WHITE | AMERICAN INDIAN/ALASKAN |
|---------|------|----------|-------|-------|-------|-------------------------|
| Number | 564 | 562 | 0 | 0 | 2 | 0 |
| Percent | 100% | 99.6% | 0% | 0% | 0.01% | 0% |

Accountability System Summary and Goals 2020

(Spring 2019 STAAR Data)



| Domain 1 | Student Achievement | | | |
|-------------------|---------------------|-------------|---------|---------|
| | Reading | Mathematics | Writing | Science |
| Approaches | 85% | 91% | 83% | 80% |
| Meets | 53% | 53% | 63% | 47% |
| Masters | 24% | 24% | 15% | 19% |
| 2021 Goals | | | | |
| Approaches | 90% | 95% | 88% | 85% |
| Meets | 60% | 60% | 60% | 60% |
| Masters | 30% | 30% | 20% | 30% |

Accountability System Summary and Goals 2020

(Spring 2019 STAAR Data)



| Domain 2 School Progress | Part A: Academic Growth | | |
|----------------------------------|------------------------------|------------|-----------|
| | 2019 | 2021 Goals | |
| Points from 1/2 Point | 17 | 30 | |
| Points from 1 Point | 192 | 220 | |
| Domain 2 Relative Performance | Part B: Relative Performance | | |
| % Economically Disadvantaged | STAAR Performance | Rating | 2021 Goal |
| 86.3 | 54 | A | A |

Accountability System Summary and Goals 2020

(Spring 2019 STAAR Data)



Academic Achievement (Percentage at MEETS Grade Level or Above)

| Domain 3 | | Closing the Gaps | | | | | | | | | | | |
|------------|-----|------------------|----------|-------|-------|-----------------------|---------------|------------------------|----------------------|-----------------------|---------------------------|-----------|-------------|
| | All | African Amer. | Hispanic | White | Asian | Special Ed. (Current) | Econ. Disadv. | ELL's (Current and M4) | Special Ed. (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Met | Total Elig. |
| Reading | 53 | | 53 | | | 52 | 48 | 46 | | 57 | 31 | 6 | 7 |
| Targets | 44 | 32 | 37 | 60 | 74 | 19 | 33 | 29 | 36 | 46 | 42 | | |
| 2021 Goals | 60 | | 60 | | | 55 | 55 | 60 | | 60 | 50 | 7 | 7 |
| Math | 53 | | 53 | | | 68 | 50 | 46 | | 54 | 48 | 7 | 7 |
| Targets | 46 | 31 | 40 | 59 | 82 | 23 | 36 | 40 | 44 | 47 | 45 | | |
| 2021 Goals | 60 | | 65 | | | 70 | 60 | 60 | | 65 | 60 | 7 | 7 |

Accountability System Summary and Goals 2020

(Spring 2019 STAAR Data)



Academic Growth

| Domain 3 | | | Closing the Gaps | | | | | | | | | | |
|------------|------|---------------|------------------|-------|-------|-----------------------|---------------|------------------------|----------------------|-----------------------|---------------------------|-----------|-------------|
| | All | African Amer. | Hispanic | White | Asian | Special Ed. (Current) | Econ. Disadv. | ELL's (Current and M4) | Special Ed. (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Met | Total Elig. |
| Reading | 70/Y | | 70/Y | | | | 70/Y | 70/Y | | 66/Y | 66/N | 5 | 6 |
| Targets | 66 | 62 | 65 | 69 | 77 | 59 | 64 | 64 | 65 | 66 | 67 | | |
| 2021 Goals | 75 | | 75 | | | 65 | 75 | 75 | | 75 | 70 | 6 | 6 |
| Math | 73/Y | | 73/Y | | | | 74/Y | 71/Y | | 73/Y | 74/Y | 6 | 6 |
| Targets | 71 | 67 | 69 | 74 | 86 | 61 | 68 | 68 | 70 | 71 | 70 | | |
| 2021 Goals | 75 | | 75 | | | | 75 | 75 | | 75 | 80 | 6 | 6 |

Accountability System Summary and Goals 2020

(Spring 2019 STAAR Data)



Student Achievement Domain and Student Success Status

| Domain 3 | | Closing the Gaps | | | | | | | | | | | |
|------------|-----|------------------|----------|-------|-------|-----------------------|---------------|------------------------|----------------------|-----------------------|---------------------------|-----------|-------------|
| | All | African Amer. | Hispanic | White | Asian | Special Ed. (Current) | Econ. Disadv. | ELL's (Current and M4) | Special Ed. (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Met | Total Elig. |
| Domain 1 | 54 | | 54 | | | | 52 | 51 | | 56 | 46 | 7 | 7 |
| Targets | 47 | 36 | 41 | 58 | 73 | 23 | 38 | 37 | 43 | 48 | 45 | | |
| 2021 Goals | 60 | | 60 | | | 35 | 60 | 60 | | 60 | 55 | 7 | 7 |

Campus Overall Rating Calculation

(Spring 2019 STAAR Data)



| Domain | Scaled Score | Better of School Progress Part A or Part B | Better of Student Achievement or School Progress | Weight | Weighted Points |
|-----------------------------------|--------------|--|--|------------|---------------------|
| Student Achievement | 82 | | | | |
| School Progress, Part A | 74 | | | | |
| School Progress, Part B | 90 | 90 | 90 | 70% | 63.7% |
| Closing the Gaps | 89 | | | 30% | 25.5% |
| Overall Score | | | | | 90 |
| 2019 Campus Overall Rating | | | | | Met Standard |

Goal Area 1

Student Achievement

| | |
|----------------|--|
| Goal Area 1: | Student Achievement |
| Annual Goal 1: | The Percent of Students who perform at meets grade level or above on the STAAR Reading will increase by seven percentage points by August 2021 |
| Objective 1: | The percent of students performing at meets grade level or above on STAAR reading 3rd grade will increase from 50% to 55% through data-driven instruction. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|--|--|------------------------------|--|---------------------------------|--|---|
| Monitor the effectiveness of the curriculum and delivery of instruction. | Dept. Directors, Coordinators, Principal, Asst. Principal, CLL, Teachers | Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVAS, Think Up, IXL, Storyworks | September 2020- August 2021. | DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs | Increase in student achievement | Weekly Assessments, BMs, STAAR, TELPAS | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan
2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.
3. Administration team will conduct intervisitation visits by grade level
4. Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|--|--|-----------------------|---|---------------------------------|--|---|
| Closely monitor and provide interventions when students are not reading on grade level. | Principal, Assisstant Principal, Counselor, CLL, Librarian, 3rd Grade teachers | Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVAS, Think Up, IXL, Storyworks | October 2020-May 2021 | DMAC Data reports Imagine Reading data reports Voyager monitoring reports | Increase in student achievement | Weekly Assessments, BMs, STAAR, TELPAS. TPRI/Tejas Lee Assessments | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Data anlysis will be conducted by teachers to identify students in need for extended learning opportunities.
2. Teachers will develop spiraling activities for low performing TEKS.
3. Teachers will use intentional grouping for intervention sessions

| | |
|----------------|--|
| Goal Area 1: | Student Achievement |
| Annual Goal 1: | The Percent of Students who perform at meets grade level or above on the STAAR Reading will increase by seven percentage points by August 2021 |
| Objective 1: | The percent of students performing at meets grade level or above on STAAR reading 3rd grade will increase from 50% to 55% through data-driven instruction. |

| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|------------------------------|---|---------------------------------|---|---|
| Monitor the implemetation of District Curriculum in the lower levels to increase fluency and reading comprehension as an alignment to upper grade level TEKS. | Principal, Assistant Principal, Counselor, CLL, Librarian, teachers | Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVAS, Think Up, IXL, Storyworks, Frog Street, Sing, Spell,Read, and Write, | September 2020- August 2021. | DMAC Data reports Imagine Reading data reports Voyager monitoring reports TPRI/Tejas Lee data reports Fluency/Comprehesion Checks TX-KEA data reports CLI Engage data reports | Increase in student achievement | TPRI/Tejas Lee assessments, TELPAS, BM's, TX-KEA, CLI Engage, | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Acron Steps | | | | | | | |

1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan
2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.
3. Teachers will use intentional grouping for intervention sessions.

Goal Area 1: Student Achievement

Annual Goal 1: The Percent of Students who perform at meets grade level or above on the STAAR Reading will increase by seven percentage points by August 2021

Objective 2: The percent of students performing at meets grade level or above on STAAR reading 4th grade will increase from 57% to 60% through data-driven instruction.

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|--|--|------------------------------|--|---------------------------------|--|---|
| Monitor the effectiveness of the curriculum and delivery of instruction. | Dept. Directors, Coordinators, Principal, Asst. Principal, CLL, Teachers | Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVES, Think Up, IXL, Storyworks | September 2020- August 2021. | DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs | Increase in student achievement | Weekly Assessments, BMs, STAAR, TELPAS | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |

Action Steps

1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan
2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.
3. Administration team will conduct intervisitation visits by grade level
4. Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|--|-----------------------|---|---------------------------------|---|---|
| Closely monitor and provide interventions when students are not reading on grade level. | Principal, Assistant Principal, Counselor, CLL, Librarian, 3rd Grade teachers | Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVES, Think Up, IXL, Storyworks | October 2020-May 2021 | DMAC Data reports Imagine Reading data reports | Increase in student achievement | Weekly Assessments, BMs, STAAR, TELPAS. | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |

Action Steps

1. Data analysis will be conducted by teachers to identify students in need for extended learning opportunities.
2. Teachers will develop spiraling activities for low performing TEKS.
3. Teachers will use intentional grouping for intervention sessions.

| Goal Area 1: | Student Achievement | | | | | | |
|--|--|--|------------------------------|--|---------------------------------|---|---|
| Annual Goal 1: | The Percent of Students who perform at meets grade level or above on the STAAR Reading will increase by seven percentage points by August 2021 | | | | | | |
| Objective 3: | The percent of students performing at meets grade level or above on STAAR reading 5th grade will increase from 44% to 50% through data-driven instruction. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Monitor the effectiveness of the curriculum and delivery of instruction. | Dept. Directors, Coordinators, Principal, Asst. Principal, CLL, Teachers | Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVES, Think Up, IXL, Storyworks | September 2020- August 2021. | DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs | Increase in student achievement | Weekly Assessments, BMs, STAAR, TELPAS | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan | | | | | | | |
| 2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations. | | | | | | | |
| 3. Administration team will conduct intervisitation visits by grade level | | | | | | | |
| 4. Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Closely monitor and provide interventions when students are not reading on grade level. | Principal, Assisstant Principal, Counselor, CLL, Librarian, 3rd Grade teachers | Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVES, Think Up, IXL, Storyworks | October 2020-May 2021 | DMAC Data reports Imagine Reading data reports | Increase in student achievement | Weekly Assessments, BMs, STAAR, TELPAS. | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Data analysis will be conducted by teachers to identify students in need for extended learning opportunities. | | | | | | | |
| 2. Teachers will develop spiraling activities for low performing TEKS. | | | | | | | |
| 3. Teachers will use intentional grouping for intervention sessions. | | | | | | | |

| Goal Area 1: | Student Achievement | | | | | | |
|--|--|--|----------------------------|--|---------------------------------|--|---|
| Annual Goal 2: | The percent of students who perform at meets grade level or above on STAAR Mathematics will increase by seven percentage points by August 2021 | | | | | | |
| Objective 1: | The percentage of students who perform at meets grade level or above on 3rd Grade STAAR Mathematics will increase from 46% to 51% through data-driven instruction. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Monitor the effectiveness of the curriculum and delivery of instruction. | Principal, Assistant Principal, CLL, Teachers, | Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier | September 2020-August 2021 | DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports | Increase in student achievement | Weekly Assessments, BMs, STAAR, Imagine Math usage reports | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan
2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.
3. Administration team will conduct intervisitation visits by grade level
4. Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|--|--|----------------------------|--|---------------------------------|--|---|
| Closely monitor and provide interventions when students are not showing mastery of the student expectation. | Principal, Assistant Principal, CLL, Teachers, | Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier | September 2020-August 2021 | Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports | Increase in student achievement | Weekly Assessments, BMs, STAAR, Imagine Math usage reports | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Data analysis will be conducted by teachers to identify students in need for extended learning opportunities.
2. Teachers will develop spiraling activities for low performing TEKS.
3. Teachers will use intentional grouping for intervention sessions.

| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|--|--|----------------------------|--|---------------------------------|--|---|
| Implementation of a Problem Solving Model that will be vertically aligned 2nd through 5th grade utilizing the Sharon Wells Curriculum. | Principal, Assistant Principal, CLL, Teachers, | Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier | September 2020-August 2021 | Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports | Increase in student achievement | Weekly Assessments, BMs, STAAR, Imagine Math usage reports | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Acrtion Steps | | | | | | | |

1. During CLC meetings, math teachers will collaborate and reach a consensus on the problem solving model that will be used campus wide.
2. Math anchor charts will be created of our Problem Solving Model
3. Monitoring of implementation

| Goal Area 1: | Student Achievement | | | | | | |
|--|--|--|----------------------------|--|---------------------------------|--|---|
| Annual Goal 2: | The percent of students who perform at meets grade level or above on STAAR Mathematics will increase by seven percentage points by August 2021 | | | | | | |
| Objective 2: | The percentage of students who perform at meets grade level or above on 4th Grade STAAR Mathematics will increase from 57% to 62% through data-driven instruction. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Monitor the effectiveness of the curriculum and delivery of instruction. | Principal, Assisntant Principal, CLL, Teachers, | Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier | September 2020-August 2021 | DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports | Increase in student achievement | Weekly Assessments, BMs, STAAR, Imagine Math usage reports | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan | | | | | | | |
| 2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations. | | | | | | | |
| 3. Administration team will conduct intervisitation visits by grade level | | | | | | | |
| 4. Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Closely monitor and provide interventions when students are not showing mastery of the student expectation. | Principal, Assisntant Principal, CLL, Teachers, | Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier | September 2020-August 2021 | Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports | Increase in student achievement | Weekly Assessments, BMs, STAAR, Imagine Math usage reports | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Data analysiis will be conducted by teachers to identify students in need for extended learning opportunities. | | | | | | | |
| 2. Teachers will develop spiraling activities for low performing TEKS. | | | | | | | |
| 3. Teachers will use intentional grouping for intervention sessions. | | | | | | | |
| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Implementation of a Problem Solving Model that will be vertically aligned 2nd through 5th grade utlizing the Sharon Wells Curriculum. | Principal, Assisntant Principal, CLL, Teachers, | Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier | September 2020-August 2021 | Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports | Increase in student achievement | Weekly Assessments, BMs, STAAR, Imagine Math usage reports | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Acrion Steps | | | | | | | |
| 1. During CLC meetings, math teachers will collaborate and reach a consensus on the problem solving model that will be used campus wide. | | | | | | | |
| 2. Math anchor charts will be created of our Problem Solving Model | | | | | | | |

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| Goal Area 1: | Student Achievement |
| Annual Goal 2: | The percent of students who perform at meets grade level or above on STAAR Mathematics will increase by seven percentage points by August 2021 |
| Objective 3: | The percentage of students who perform at meets grade level or above on 5th Grade STAAR Mathematics will increase from 46% to 51% through data-driven instruction. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|--|--|----------------------------|--|---------------------------------|--|---|
| Monitor the effectiveness of the curriculum and delivery of instruction. | Principal, Assistant Principal, CLL, Teachers, | Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier | September 2020-August 2021 | DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports | Increase in student achievement | Weekly Assessments, BMs, STAAR, Imagine Math usage reports | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan
2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.
3. Administration team will conduct intervisitation visits by grade level
4. Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|--|--|----------------------------|--|---------------------------------|--|---|
| Closely monitor and provide interventions when students are not showing mastery of the student expectation. | Principal, Assistant Principal, CLL, Teachers, | Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier | September 2020-August 2021 | Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports | Increase in student achievement | Weekly Assessments, BMs, STAAR, Imagine Math usage reports | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Data analysis will be conducted by teachers to identify students in need for extended learning opportunities.
2. Teachers will develop spiraling activities for low performing TEKS.
3. Teachers will use intentional grouping for intervention sessions.

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| Goal Area 1: | Student Achievement |
| Annual Goal 2: | The percent of students who perform at meets grade level or above on STAAR Mathematics will increase by seven percentage points by August 2021 |
| Objective 3: | The percentage of students who perform at meets grade level or above on 5th Grade STAAR Mathematics will increase from 46% to 51% through data-driven instruction. |

| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|--|--|----------------------------|--|---------------------------------|--|---|
| Implementation of a Problem Solving Model that will be vertically aligned 2nd through 5th grade utilizing the Sharon Wells Curriculum. | Principal, Assistant Principal, CLL, Teachers, | Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier | September 2020-August 2021 | Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports | Increase in student achievement | Weekly Assessments, BMs, STAAR, Imagine Math usage reports | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |

| Acron Steps |
|---|
| 1. During CLC meetings, math teachers will collaborate and reach a consensus on the problem -solving model that will be used campus wide. |
| 2. Math anchor charts will be created of our Problem -Solving Model |
| 3. Monitoring of implementation |

| Goal Area 1: | Student Achievement | | | | | | |
|--|--|---|------------------------------------|---|------------------------------------|---|--|
| Annual Goal 3: | The percent of students who perform at meets grade level or above on STAAR Writing and Science will each increase by five percentage points by August 2021 | | | | | | |
| Objective 1: | The percentage of students who perform at meets grade level or above on 4th Grade STAAR Writing will increase from 57% to 62% through data-driven instruction. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Monitor the effectiveness of the curriculum and delivery of instruction. | Dept. Directors , Principal, Assistant Principal, CLL, Teachers | Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVAS, Think Up, Education Galaxy | September 2020- August 2021. | DMAC Reports, Data Walls Walk throughs | Increase in student achievement | Writing Samples, BMs, STAAR, TELPAS | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan | | | | | | | |
| 2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations. | | | | | | | |
| 3. Implement the district writing process model through vertical alignment. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Closely monitor and provide interventions when students are not mastering the writing process. | Dept. Directors , Principal, Assistant Principal, CLL, Teachers | Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVAS, Think Up, Education Galaxy | September 2020- August 2021. | DMAC Reports, Data Walls Walk throughs | Increase in student achievement | Writing Samples, BMs, STAAR, TELPAS | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Data analysis will be conducted by teachers to identify students in need for extended learning opportunities. | | | | | | | |
| 2. Teachers will develop spiraling activities for low performing TEKS. | | | | | | | |
| 3. Teachers will use intentional grouping for intervention sessions. | | | | | | | |

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| Goal Area 1: | Student Achievement |
| Annual Goal 3: | The percent of students who perform at meets grade level or above on STAAR Writing and Science will each increase by five percentage points by August 2021 |
| Objective 1: | The percentage of students who perform at meets grade level or above on 4th Grade STAAR Writing will increase from 57% to 62% through data-driven instruction. |

| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|--|---|-----------------------------|---------------------------------|---------------------------------|---------------------------------|---|
| Monitor the implemetation of District Curriculum in the lower levels to vertically align the writing process. | Principal, Assisstant Principal, CLL, Teachers | Title 1- 211/ SCE-166 Frog street, SAAVAS, | September 2020- August 2021 | Writing Samples, Walk-throughs, | Increase in student achievement | Writing Samples | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Acron Steps | | | | | | | |

1. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations
2. Teachers will be provided with grade level appropriate trainings to prepare them to deliver instruction on the writing process.
3. Writing samples will be collected every six weeks to gauge student growth.

| Goal Area 1: | Student Achievement | | | | | | |
|--|--|--|----------------------------|--|---------------------------------|---------------------------------|---|
| Annual Goal 3: | The percent of students who perform at meets grade level or above on STAAR Writing and Science will each increase by five percentage points by August 2021 | | | | | | |
| Objective 2: | The percentage of students who perform at meets grade level or above on 5th Grade STAAR Science will increase from 47% to 52% through data-driven instruction. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Monitor the effectiveness of the curriculum and delivery of instruction. | Principal, Assistant Principal, CLL, Teachers, | Title 1 - 211/ SCE-166, Science Pilot, Forde Ferrier, Fusion, EduSmart, Think Up, Kamico | September 2020-August 2021 | DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs | Increase in student achievement | Weekly Assessments, BMs, STAAR | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7. 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan | | | | | | | |
| 2. Teachers will unpack their TEKS to determine the depth and complexity of each student expectations. | | | | | | | |
| 3. Administration team will conduct intervisitation visits by grade level | | | | | | | |
| 4. Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Closely monitor and provide interventions when students are not showing mastery of the student expectation. | Principal, Assistant Principal, CLL, Teachers, | Title 1 - 211/ SCE-166, Science Pilot, Forde Ferrier, Fusion, EduSmart, Think Up, Kamico | September 2020-August 2021 | Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs | Increase in student achievement | Weekly Assessments, BMs, STAAR, | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7. 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Data analysis will be conducted by teachers to identify students in need for extended learning opportunities. | | | | | | | |
| 2. Teachers will develop spiraling activities for low performing TEKS. | | | | | | | |
| 3. Teachers will use intentional grouping for intervention sessions. | | | | | | | |

Goal Area 2

Closing the Gap

| Goal Area 2: | Closing the Gaps | | | | | | |
|---|--|---|-------------------------|---|---|--|---|
| Annual Goal 1: | All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement Component by August 2021. | | | | | | |
| Objective 1: | All identified student groups in the Closing the Gaps domain will be monitored monthly to ensure that at least 90% of the indicators in the Academic Achievement component are met by June 2021. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Monitor the progress of all students including special population students, i.e. SPED, ELs, migrant, 504, etc. through formal and informal assessments. | Campus Administrator, CLL, teachers, Resources account Directors | -Weekly Assessments -DMAC reports -TPRI/Tejas LEE reports Title 1 -211 / SCE - 166 Local Funds 199, Special Ed 224, Title III-263 | Sept. 2020 - May 2021 | DMAC disaggregated data reports utilized in district templates for meeting the system safeguards and shared during district review sessions. -Walk-throughs -ARD's -Teacher's disaggregating data during their weekly lesson planning periods. | Decrease in the student achievement gap among all student population. | BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments, | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Action Steps | | | | | | | |
| 1. Monitor usage of programs to track student progress and adjust instructional delivery | | | | | | | |
| 2. Student group data will be disaggregated at the campus level to determine student progress. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress. | Campus Administrator, CLL, Teachers Resources account Directors | - RTI documentation - IAP's and IEP's Title 1-211/ SCE-166, Local 199, Special Ed-224, Title III-263 | September 2020-May 2021 | Walk-throughs, ARDs, Accomodations, monitoring of the IEP's, and Lesson Plans | Decrease in the student achievement gap among all student population. | BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments, | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Action Steps | | | | | | | |
| 1. Ensure each teacher is provided with student's current accommodations. | | | | | | | |
| 2. Provide in depth understanding of the various accomodations to our staff | | | | | | | |

| Goal Area 2: | Closing the Gaps | | | | | | |
|---|--|---|----------------------------|--|---|---|---|
| Annual Goal 1: | All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement Component by August 2021. | | | | | | |
| Objective 2: | All identified student groups in the Academic Achievement component will meet 90% of the indicators by being provided high-quality, research-based instruction throughout the 20-21 school year. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Provide professional development to staff on implementation of supplemental aids, ELPS strategies, and effective use of data. | Principal, AP,CLL, Teachers,Resources account Directors | - TEA Accommodations Resouce documents -English Lanuage Proficiency documents -DMAC reports Title I -211/SCE-166, Local-199, Title III 263, Special Ed -224 | September 2020-August 2021 | -ELPS Strategies are implemented in the classroom -Walk Through documentation Lesson Plans | Narrowing the stdent acheivement gap among all student populations | BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Monitor the use of supplemental aids by students during instruction. | | | | | | | |
| 2. Plan out a PD calendar to provide up to date information on TEA's approved supplemental aids. | | | | | | | |
| 3. Monitor the implementation of ELPS strategies. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Teachers will incorporate learned strategies from Research Based professional development into their curriculum guides. | Principal, AP, CLL,Teachers, Rescouces accout Directors | Dictionaries, paper, pencils, non-linguistic representations activities--laminating machine, graphic organizers, voyager program, Istation/Learning .com, Think Up, SAVVAS Pearson, TPRI/Tejas Lee, Unique Learning, Tutoring/Part time Professional tutors, Science Fusion, REACH Adoption materials, STAAR Ready Countdown, Think Through Math, Student instructional materials(Lakeshore, central supply, gateway, canon copiers, copy graphics, staples). | September 2020-August 2021 | Strategies are implemented in the classroom -Walk Through documentation Lesson Plans | Narrowing the student acheivement gap among all student populations | BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| 1. During weekly curriculum planning teachers will include research-based strategies to enhance instruction | | | | | | | |
| 2. Monitor of implementation of new strategies during walk throughs | | | | | | | |

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| Goal Area 2: | Closing the Gaps |
| Annual Goal 1: | All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement Component by August 2021. |
| Objective 3: | Non-continuously enrolled students in the Academic Achievement component will meet the performance target in the area of reading by June 2021. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|------------------------------|---|--|---|---|
| Identification of our students in the non-continuous group and analyze their trend data in the area of reading. | Principal, AP, CLL, Teachers, PEIMS clerk | - PEIMS REPORT -TPRI/TEJAS LEE REPORTS DMAC REPORTS Title I 211/ SCE 166, Local - 199, SpEd-224, Title III-263 | September 2020 - August 2021 | -TPRI/Tejas LEE data results -DMAC data results -weekly assessments -progress monitoring reports | Seeing an increase in the non-continuous student group academic growth | BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Action Steps | | | | | | | |

1. Use PEIMS data reports to identify non-continuous student group and create rosters per teacher
2. Analyze data and set intermittent goals for the identified students.

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|--|------------------------------|--|--|---|---|
| Monitor data for non-continuous student group of both implementation of strategies and individual intervention plan | Principal, AP, CLL, Teachers, PEIMS clerk | -District/Campus Pre-Assessment -DMAC REPORTS -DMR curriculum/graphic organizers Title I 211/ SCE 166, Local - 199, SpEd-224, Title III-263 | September 2020 - August 2021 | -Pre -Assessment data results -DMAC data results -Intervention Plans from teachers | Seeing an increase in the non-continuous student group academic growth | BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Action Steps | | | | | | | |

1. Once data has been analyzed an individual intervention plan with research-based strategies will be developed.
2. Implement and monitor the individual intervention plans.

Goal Area 2: Closing the Gaps

Annual Goal 2: At least 90% of indicators evaluated in the Academic Growth Status will be met by all student groups by August 2021.

Objective 1: All students will demonstrate a 5% increase of academic progress in the areas of reading and mathematics by August 2021.

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|--|---|---------------------------|---|---|---|---|
| Campus goals specific for each subgroup will be implemented and shared with each staff member | Principal, AP, Grade Level Chairs, CLL, Teachers | -DMAC Reports -TPRI/Tejas Lee Reports Migrant Funds 212 SPED Funds 224, Tittle III Funds Bilingual 263 | september 2020 - May 2021 | Data walls in Data room will be updated after each assessment | Narrowing the student acheivement gap among all student populations | BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Data will be analyzed from state and distrcit level assessments.

2. Goals will be established for each subgroup

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|---|---|----------------------|---|---|---|---|
| Campus administrators will prepare campus level binders with data related to students in each of their subgroups such as ELs, SPED, Migrant, Eco Disadvantage, Hispanic, White, etc. | Principal, AP, Grade Level Chairs, CLL, Teacheers | Migrant Funds 212 SPED Funds 224, Tittle III Funds Bilingual 263 | August 2020 May 2021 | Data walls in Data room will be updated after each assessment | Narrowing the student acheivement gap among all student populations | BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Data will be collected and organzied by subgroup for each staff member

2. Teachers will update binders after each formal assessment in binder and data wall

3. Administration along with teachers will monitor growth after each assessment.

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| Goal Area 2: | Closing the Gaps |
| Annual Goal 2: | At least 90% of indicators evaluated in the Academic Growth Status will be met by all student groups by August 2021. |
| Objective 2: | All English Learners will demonstrate a 5% increase in academic progress in the areas of reading and mathematics by August 2021. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|--|--|------------------------------|---|---|--|---|
| Review English Learners student performance and progress to provide interventions. | Principal, AP, Grade Level Chairs, CLL, Teachers | -TPRI/TEJAS LEE REPORTS -DMAC REPORTS -WEEKLY /DISTRICT ASSESSMENTS -TELPAS /STAAR REPORTS Title I 211/ SCE 166, Local - 199, SpEd-224, Title III-263 | September 2020 - August 2021 | Data walls in Data room will be updated after each assessment | Narrowing the student achievement gap among all student populations | BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments, CBA's | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |

Action Steps

1. Following any state/district assessment, teachers will analyze data and develop an action plan.
2. Implement and monitor the interventions from action plans

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|--|--|------------------------------|---|---|--|---|
| Provide extended learning opportunities for students not mastering the curriculum through Saturday academies, tutorials and enrichment period. | Principal, AP, Grade Level Chairs, CLL, Teachers | -TPRI/TEJAS LEE REPORTS -DMAC REPORTS -WEEKLY /DISTRICT ASSESSMENTS -TELPAS /STAAR REPORTS Title I 211/ SCE 166, Local - 199, SpEd-224, Title III-263 | September 2020 - August 2021 | -Tutorial Sign in sheets -Tutorial Schedule -Intervention Plans -Tutorial Calendar -Tutorial Lesson Plans | Narrowing the student achievement gap among all student populations | BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments, CBA's | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |

Action Steps

1. Create a calendar for these extended learning opportunities
2. Establish the resources that will be used to efficiently run these extended learning opportunities
3. Create the groups based on student needs to focus on the individual student needs

| Goal Area 2: | Closing the Gaps | | | | | | |
|---|--|---|------------------------------|---|--|--|---|
| Annual Goal 3: | English Learners will advance by at least one level of TELPAS composite rating from September 2020 to August 2021. | | | | | | |
| Objective 1: | By August 2021, we will effectively implement the adopted dual language program in PK to 5th grade. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Teachers will adhere to the recommended schedule presented by the Bilingual Department ensuring that the correct number of minutes are allotted | Principal, AP, Bilingual Director, Teachers | - English Language Proficiency Standard Document Title III Bilingual 263 | September 2020 - August 2021 | Teacher Schedules Lesson plans Walk throughs | Engaging activities that reflect the four domains of TELPAS | TELPAS tutorials, TELPAS BM and TELPAS | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Teacher schedules will reflect their understanding of the dual language program | | | | | | | |
| 2. Planning will be closely monitored for effective implementation of Dual Language program | | | | | | | |
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| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Professional development will be provided to all bilingual staff on TELPAS to better understand strategies that could be incorporated into classroom instruction. | Principal, AP, Bilingual Director, Teachers | - TELPAS Resources -4 domains -English Language Proficiency Standards document -Title III Bilingual 263 | September 2020 - August 2021 | Lesson Plans will reflect focus strategies, walk-throughs, CLC agendas, Content and Language Objectives visible to students | -Engaging activities that reflect the Speaking, Reading, Listening, and Writing component of TELPAS -Student Achievement gains on all four TELPAS Domains | TELPAS tutorials, TELPAS BM and TELPAS | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Professional development will be scheduled with the assistance of Bilingual Program Coordinator | | | | | | | |
| 2. Implementation of the ELPS strategies in daily instruction. | | | | | | | |
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| Goal Area 2: | Closing the Gaps | | | | | | |
|--|--|---|------------------------------|--|---|--|---|
| Annual Goal 3: | English Learners will advance by at least one level of TELPAS composite rating from August 2020 to September 2021. | | | | | | |
| Objective 2: | By August 2021, our Speaking component of TELPAS will see a 12 point percentage growth from 24% to 36%. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/Summative Assessment | Title-I School- wide Component |
| Staff will unpack the Speaking component of TELPAS to get a better understanding of the Speaking domain assessment. | Dual Language Director, Principal, AP, CLL, Teachers | Title 1/ 166 SCE, ELPS Booklet, TELPAS release assessments | September 2020 - August 2021 | Lesson Plans will reflect the strategies that address the speaking component of TELPAS, walk-throughs, | Communication level of students in their second language will be observable | TELPAS tutorials, TELPAS BM, TELPAS, Summit K-12 | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Unpacking the Speaking component of TELPAS | | | | | | | |
| 2. Use the learning to incorporate Speaking activities into our lesson plans | | | | | | | |
| | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/Summative Assessment | Title-I School- wide Component |
| ELPS Speaking strategies will be embedded in the lesson plans to ensure that speaking opportunities are part of the daily instruction. | Principall, AP, Teachers, CLL | Title 1/ 166 SCE, TELPAS release assessments, English Language Proficiency Standards document, TELPAS data report | September 2020 - August 2021 | Lesson Plans will reflect the strategies that address the speaking component of TELPAS, walk-throughs, | Communication level of students in their second language will be observable | TELPAS tutorials, TELPAS BM, TELPAS, Summit K-12 | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Embedd speaking opportunites/activities into the lesson plans during grade level CLC meetings. | | | | | | | |
| 2. Monitor the implementatiion of these activities in the classrooms. | | | | | | | |
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| Goal Area 2: | Closing the Gaps |
| Annual Goal 3: | English Learners will advance by at least one level of TELPAS composite rating from August 2020 to September 2021. |
| Objective 3: | By August 2021, our Listening component of TELPAS will see a 7 point percentage growth from 58% to 65%. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|--|--|------------------------------|---|---|--|---|
| Staff will unpack the Listening component of TELPAS to get a better understanding of the Listening domain assessment. | Dual Language Director, Principal, AP, CLL, Teachers | Title 1/ 166 SCE, ELPS Booklet, TELPAS release assessments | September 2020 - August 2021 | Lesson Plans will reflect the strategies that address the Listening component of TELPAS, walk-throughs, | Communication level of students in their second language will be observable | TELPAS tutorials, TELPAS BM, TELPAS, Summit K-12 | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Unpacking the Listening domain of TELPAS
2. Use the learning to incorporate Listening activities into our lesson plans

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|-------------------------------|---|------------------------------|---|---|--|---|
| ELPS Listening strategies will be embedded in the lesson plans to ensure that refleciion on listening opportunities are part of the daily instruction. | Principall, AP, Teachers, CLL | Title 1/ 166 SCE, TELPAS release assessments, English Language Proficiency Standards document, TELPAS data report | September 2020 - August 2021 | Lesson Plans will reflect the strategies that address the listening component of TELPAS, walk-throughs, | Communication level of students in their second language will be observable | TELPAS tutorials, TELPAS BM, TELPAS, Summit K-12 | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Embedd reflection opportunites/activities on the listening component into the lesson plans during grade level CLC meetings.
2. Monitor the implementatiion of these activities in the classrooms.

Goal Area 3

School Culture and Climate

| Goal Area 3: | Improve Safety, Public Support, Culture and Climate | | | | | | |
|---|---|---|------------------------------|--|--|---------------------------------------|---|
| Annual Goal 1: | By August 2021, the campus attendance rate will increase by 3%. | | | | | | |
| Objective 1: | Provide a school environment that promotes wellness for its students that yield increased attendance. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Provide a school environment free of drugs and violence. Red Ribbon Week, Veteran's Day, Parental Involvement Monthly Meetings, Book/Character Parade | Principal, AP, Counselor, Teachers | Texas tropical Behavioral Centers, PSJA PD, Security Guard, | September 2020 - August 2021 | Impairment assessments by nurse | Resource referral issued to every student at risk for drug use or violent behavior | Data | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Action Steps | | | | | | | |
| 1. Develop partnerships with parents to establish the responsibilities of each | | | | | | | |
| 2. Promote community activities that showcase our students | | | | | | | |
| 3. Incorporate Drug Free and Anti-Bullying presentations into our assemblies | | | | | | | |
| 4. Open House | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Promote the development of each student as a whole person. | Principal, AP, Counselor, Teachers, PE Coach | Counselor, Nurse End of the year Awards: medals, trophies, certificates. Participate in extra-curricular activities: Running Club, Folklorico Dance, Cheerleading, Destination Imagination Team, Techie Club, Chess, UIL, Softball, Basketball, Volleyball, Readers Theatre. | September 2020 - August 2021 | Ongoing one to one assistance of emotional needs. Counselor Presentations, Nurse will develop a nurturing relationship with students | Clinic Visits | Data | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Action Steps | | | | | | | |
| 1. Strengthen personal growth, self-esteem and responsible behavior. | | | | | | | |
| 2. Encourage participation in extracurricular activities | | | | | | | |

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| Goal Area 3: | Improve Safety, Public Support, Culture and Climate |
| Annual Goal 1: | By August 2021, the campus attendance rate will increase by 3%. |
| Objective 1: | Provide a school environment that promotes wellness for its students that yield increased attendance. |

| Strategy 3 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|------------------------------------|--|------------------------------|----------------------------|--------------------------------|---------------------------------|---|
| Review and revise campus monitoring systems to implement effective accountability measures of attendance and address program evaluation. | Principal, AP, Counselor, Teachers | Locul Funds and Campus Activity Funds Promote attendance in a positive reward system: Game Room in the gym area, Movie/popcorn, painting, tye-dye shirts. Six weeks incentives- fruit cups, banana splits, root beer floats, snow cones, nachos, hot cheetos with cheese, hotdogs, Play Day at the park, Picnic at the park | September 2020 - August 2021 | Attendance Reports | Increase in Student Attendance | Attendance Data Reports | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. School Messenger will be utilized weekly to promote attendance.
2. Personal Phone Calls on a daily basis to students with an absence.
3. ARP participation will be closely monitored

| Goal Area 3: | Improve Safety, Public Support, Culture and Climate | | | | | | |
|---|---|-------------|------------------------------|---|---|--------------------------------|---|
| Annual Goal 1: | By August 2021, our campus attendance rate will increase by 3%. | | | | | | |
| Objective 2: | By August 2021, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/Summative Assessment | Title-I School-wide Component |
| De-escalating techniques-- training staff on proper confrontational management techniques | Principal, AP, Counselor, Behavior strategist | Local Funds | September 2020 - August 2021 | Less incidents of improper force used by De-escalation techniques | Decrease in security and safety incidents | Side by Side Data | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Action Steps | | | | | | | |
| 1. Provide training to staff members on a yearly basis | | | | | | | |
| 2. Establish protocols for de-escalating situations | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/Summative Assessment | Title-I School-wide Component |
| Training all staff to always be professional and courteous to all students, staff, and parents. | Principal, AP, Counselor | Local Funds | September 2020 - August 2021 | Sign in Sheets Agendas | Reduction in the number of student referrals and increase in student attendance and extra-curricular activities | Side by Side Data | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Action Steps | | | | | | | |
| 1. Establishing campus procedures for disciplinary actions by students. | | | | | | | |
| 2. Continue to promote the Lion PAWS campus wide. | | | | | | | |

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| Goal Area 3: | Improve Safety, Public Support, Culture and Climate |
| Annual Goal 2: | By August 2021, the students' perception for their physical and psychological school safety will improve to a positive percent. |
| Objective 1: | By August 2021, 100% of the campus will implement safety and violence prevention protocols that will increase school safety. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---------------------------------|--|------------------------------|---|--|---------------------------------|---|
| Increase the safety of all students and staff Identify and resolve health issues that affect the ability of students and staff to attain optimal health status and school success. | Principal, AP, Nurse, Counselor | Emergency medical services from PSJA area Local Funds Telemedicine | September 2020 - August 2021 | School Nurse conducts impairment assessments as needed and generates medical referrals based on health issue. | Staff and students will be healthy and in the classroom. | Side by Side Data | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Action Steps | | | | | | | |

1. Emergency response plan/team will be revised and modified yearly
2. Training for all staff for managing students while an emergency is taking place.
3. Promote telemedicine services throughout the campus and community.
4. Train all school staff on fire drill and lock down procedures.

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|---------------------------------|-------------|------------------------------|--|---|---------------------------------|---|
| Provide support services including determent of bullying/emotional abuse, and suicide risk | Principal, AP, Nurse, Counselor | Local Funds | September 2020 - August 2021 | School Nurse conducts impairment assessment as needed. Counselor's schedule | Help increase student attendance and higher academic achievement. | Side by Side Data | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Action Steps | | | | | | | |

1. Students will continue to use the bullying/suicide box.
2. Counselor will provide guidance lessons for students who are experiencing difficult times--Social Emotional Learning.

| Goal Area 3: | Improve Safety, Public Support, Culture and Climate | | | | | | |
|--|---|---|------------------------------|----------------------------|---|---|---|
| Annual Goal 3: | By August 2021, family involvement and their interaction with their child's school will increase by 5%. | | | | | | |
| Objective 1: | By August 2021, 50% of parents will participate in informational and training sessions. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Conduct Parent meetings geared toward knowledge of STATE standardized testing and accountability system. | Principal, AP, Counselor, Parent Educator | Campus STAAR Report Title I-211 / SCE - 166, Local-199, | September 2020 - August 2021 | Sign-In Sheets Agendas | Parent Surveys Increase in the areas of: Student Performance and Attendance | STAAR Assessments TELPAS, TPRI/Tejas Lee, TX-KEA, Cli Engage , District assessments | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. PAC meeting presentations will be geared to informing parents about state assessments (STAAR and TELPAS) | | | | | | | |
| 2. During PAC meetings, provide activities/strategies to parents which will allow them to help their child with homework. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Parent orientations to inform parents in the areas of: literacy development, attendance, and share Reading/Math curriculum | Principal, AP, Counselor, Parent Educator | Campus STAAR Report Title I-211 / SCE - 166, Local-199, | September 2020 - August 2021 | Sign-In Sheets Agendas | Parent Surveys Increase in the areas of: Student Performance and Attendance | STAAR Assessments TELPAS, TPRI/Tejas Lee, TX-KEA, Cli Engage , District assessments | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. During the first Title I PAC we will present the Parent Involvement Policy | | | | | | | |
| 2. Each grade level will conduct a curriculum night for parents. | | | | | | | |

| Goal Area 3: | Improve Safety, Public Support, Culture and Climate | | | | | | |
|---|---|---|------------------------------|--|------------------------------------|---------------------------------|---|
| Annual Goal 3: | By August 2021, family involvement and their interaction with their child's school will increase by 5%. | | | | | | |
| Objective 2: | By August 2021, 20% of our parents will be connected with community partners and resources. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Modify adult volunteering services programs to include student supervision at all levels. | Principal, AP, Parent Educator, Organization sponsors | Title I - 211/ SCE- 166 , Local 199, Activity Fund: Techie Club, Choir, UIL Competition, Cheerleading parade, Say NO to Drug parade | September 2020- august 2021 | Volunteer Sign In Sheets | Increase in Parent Volunteer Hours | Volunteer Sign In Sheets | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Review the District policy on roles of parent volunteers | | | | | | | |
| 2. Incorporate the district required protocol for adult volunteers at the instructional level. | | | | | | | |
| 3. Recruitment Fair to increase the number of parent volunteers. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Host at least 2 major events at primary campus: curriculum night, meet the teacher, Veteran's Day, Awards Ceremony, Graduation Ceremony, School Pep Rally, Student of the Six Weeks Celebration | Principal, AP, Parent Educator, Organization sponsors | Title I - 211 / SCE-166 , Local- 199, Activity | September 2020 - august 2021 | Volunteer Sign In Sheets, Student/Parent/Teacher Compact | Increase in Parent Volunteer Hours | Volunteer Sign In Sheets | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Establish the support needed at these events | | | | | | | |
| 2. Create a calendar for volunteers to sign up | | | | | | | |

Goal Area 4

Staff Quality, Recruitment, and Retention

| Goal Area 4: | Increase Staff Quality, Recruitment and Retention | | | | | | |
|---|---|--|-----------------------------|--|--|----------------------------------|---|
| Annual Goal 1: | All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time. | | | | | | |
| Objective 1: | All teachers will use research-based strategies in their daily lesson to increase student engagement. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/Summative Assessment | Title-I School- wide Component |
| Provide instructional coaching support and research based strategies to new teachers and experienced teachers. | Principal, Assistant Principal, New Teacher Institute, CLL | Title I - 211 / SCE-166 , Local- 199, Sp Ed- 224, Title III - 263 | September 2020- August 2021 | Coaching Logs, calendar of sessions, New Teacher Trainings | MCREL Teacher Evaluation Proficiency Level will Increase | McRel Observations Walk Throughs | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Teachers will be provided the latest in research based training and curriculums to best serve our student needs. | | | | | | | |
| 2. Monthly intravisitations by grade level cohort. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/Summative Assessment | Title-I School- wide Component |
| Teachers will use the latest technology tools to best engage their students such as: Google Classroom, Google Meets, | Principal, Assistant Principal, CIT, CLL | Title 1 - 211 / SCE - 166 , Local-199 , Sp Ed - 224, Title III - 263 | September 2020- August 2021 | Sign in sheets, Meeting agendas | Teachers/students will be well versed in the use of various technology applications. | Usage Data Reports | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. District wide technology training will be available for teachers to incorporate the latest technology applications into their instruction. | | | | | | | |
| 2. Campus wide technology trainings will be available from our CIT. | | | | | | | |

| Goal Area 4: | Increase Staff Quality, Recruitment and Retention | | | | | | |
|--|---|--|-----------------------------|--------------------------------|--|---------------------------------|---|
| Annual Goal 1: | All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time. | | | | | | |
| Objective 2: | Walk through data will be utilized to monitor and support teacher effectiveness. | | | | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Walkthrough data will be reviewed with administration within 5 days of such walkthrough and teachers and administration will reflect on best ideas moving forward. | Principal, Assistant Principal, CLL, Teachers | Title 1, Local Funds | September 2020- August 2021 | Walk-throughs Post-meetings | Teachers will improve on the efficiency of instructional time. | Walkthroughs, McRel Evaluations | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Administration will provide teachers feedback from walkthroughs on a timely manner. | | | | | | | |
| 2. Teachers will reflect on growth opportunities based on feedback from walkthroughs and intravisitations. | | | | | | | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Professional Development will be provided on the walkthrough instrument. | Principal, Assistant Principal, CLL | Title 1, Local Funds Walkthrough Document | September 2020- August 2021 | Agendas Sign in Sheets | Teachers will be more comfortable with the feedback | Walkthrough reports | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |
| 1. Schedule trainings during CLCs for each component of the walkthrough document | | | | | | | |
| 2. Create agenda which will guide the components that will be covered each session | | | | | | | |
| 3. Provide examples and non-examples of each component | | | | | | | |

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| Goal Area 4: | Increase Staff Quality, Recruitment and Retention |
| Annual Goal 2: | Use evaluation system to increase staff quality, recruitment and retention. |
| Objective 1: | Develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessments. |

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---------------------------------|--|------------------------------|---------------------------------|-----------------------|---------------------------------|---|
| Administrative team will complete district trainings and assessment on the MCREL evaluation tool. | Principal, Asst. Principal, CLL | Local - 199 , Title I -211 / SCE-166 , Sp Ed - 224 , Title III - 263 | September 2020- October 2021 | Sign In Sheets, Meeting Agendas | Calibration Assesment | McRel Evaluation Tool | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Administrative Team will attend District provided Professional Development
2. Administrative Team will pass the calibration assessment
3. Administrative team will do team walkthroughs to continue to calibrate.

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|---|--|------------------------------|---------------------------------|--|---------------------------------|---|
| Teachers will be trained on the three MCREL components: Self-Evaluation, PD Goals, SLOs, and Observation Rubric. | Principal, Asst. Principal, CLL, TXCEE Team | Local - 199 , Title I -211 / SCE-166 , Sp Ed - 224 , Title III - 263 | September 2020- October 2021 | Sign In Sheets, Meeting Agendas | Completion of all components on a timely manner. | MCREL Summative Report | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Provide trainings on MCREL components through CLC meetings.
2. Provide training one component at a time and determine timeline with due dates.

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal 2: Use evaluation system to increase staff quality, recruitment and retention.

Objective 2: Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback.

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|---|--|------------------------------|--|---|---------------------------------|---|
| Provide self-reflection opportunities on data from MCREL self-evaluation instrument. | Principal, Asst. Principal, CLL, Teachers | Title 1- 211/ SCE- 166, Local-199, SpEd-224, Title III-263 | September 2020- October 2021 | Completion of self-evaluation documented via TEEMS website, -walk-throughs | Positive growth on self-evaluation instrument | MCREL Summative Report | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. During MCREL orientation we will provide a brief overview on the self-evaluation tool
2. Teachers will have an opportunity to reflect with administrator when filling out their self-evaluation
3. Administration will assist in goal setting once self-assessment is complete.

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|---|--|--------------------------|---|---|---------------------------------|---|
| Teachers will use data from previous year evaluation tool and summative conference to create their PD goals. | Principal, Asst. Principal, CLL, Teachers | Title 1- 211/ SCE- 166, Local-199, SpEd-224, Title III-263 | September 2020- May 2021 | Completion of PD goals documented via TEEMS website -walkthroughs | Positive growth in the areas identified for PD goals. | MCREL Summative Report | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. During MCREL orientation we will provide a brief overview on PD goals
2. Teachers will have an opportunity to reflect with administrator when creating their PD goals
3. Administration will offer support in teacher PD goals

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal 3: Use evaluation system to increase staff quality, recruitment and retention.

Objective 1: Establish a system to recruit a highly qualified staff.

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|--|----------------------------|---|--|--|---|
| Participate in district job fairs to promote the successful learning environment at our campus. | Principal, Asst. Principal, Counselor, Nurse, CLL, Teachers | Title 1-211 / SCE-166, Local-199, Sp Ed-224, Title III-263 | September 2020-August 2021 | Job Fair Flyers, Attendance Sign In Sheets, | Highly Qualified Staff with appropriate certifications | Interviewee Resumes, Application/Advertisement Records | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Form a campus interviewing committee

2. Create a campus brochure to share our accolades

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|--|----------------------------|---|------------------------------|--------------------------------------|---|
| Interview committee will be familiar with the hiring process. | Principal, Assistant Principal, CLL, Counselor, Nurse, Teachers | Title 1-211 / SCE-166, Local-199, Sp Ed-224, Title III-263 | September 2020-August 2021 | Schedule of interviews, applicant resumes, interviewee questions, hiring protocols, | Better selection of teachers | Campus Interview Committee Protocols | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Selection of Interview Committee

2. Training will be provided on the interview process and documentation.

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal 3: Use evaluation system to increase staff quality, recruitment and retention.

Objective 2: Establish a system to retain 100% of our highly qualified staff.

| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|--|---|-------------------------|--|--------------------|---------------------------------|---|
| Recognize staff member for their excellence in providing a positive learning environment on our campus. | Principal, Asst. Principal, CLL, Counselor, Librarian, Nurse, Teachers | Title 1-211/ SCE-166, Local-199, Sp Ed-224, Title III-263 | September 2020-May 2021 | Postings on Social Media, Voting Ballots, District Recognitions, | Low turn-over rate | Organizational Chart | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Establish the various recognitions and criteria for selection--award to be given.

2. Calendar with the various recognitions and nomination process.

| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|---|---|---|----------------------------|--|---|---|---|
| Teachers will receive the support required for continual professional growth. | Principal, Asst. Principal, CLL, Teachers | Title 1-211/ SCE-166, Local-199, Sp Ed-224, Title III-263 | September 2020-August 2021 | PD Calendar, CLC Agendas, Coaching Logs, Mentoring Logs, | Low turn-over rate, increase in student achievement | Organizational Chart, Higher retention rate of highly qualified staff | Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6. 7, 8. 9. 10 |
| Action Steps | | | | | | | |

1. Provide research-based resources and professional development for their instructional needs

2. Mentor teachers will be provided on a as needed basis.