



**Campus Improvement Plan
2020-2021
Aida C. Escobar Elementary**

Board Approved:

Executive Summary

Mission: It is the mission of the staff at Escobar Elementary to provide academic excellence through collaboration with students, parents, and community to ensure every student achieves the highest levels of success.

Demographics Summary: The current enrollment of Escobar Elementary as of October 2020 is 658 students. The student population at Escobar Elementary consists of 99.4% Hispanic and 03% White. Our students represent low socio-economic status of approximately 90.72% with 1.2% migrant students and a 21.8 percentage of mobility. Approximately 7.3% of our student population receive special education services, while 1% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 2.3% of our student population. The bilingual population is approximately 45.3% where most of the students' home language is Spanish. We have a total of 45% on special permission and 11% out of district. The attendance rate for the campus has consistently maintained between 95-96%. Most of our students live in central Pharr in Government Assistance Housing, bordering the city of McAllen, TX.

Comprehensive Needs Assessment Summary: Escobar Elementary received an overall grade of 89 out of 100 based on performance in three different domains. In the Student Achievement domain, Escobar earned 89 scale score, which shows how much students know and can do at the end of the school year. The School Progress domain Part A was a 77 and Part B was 91 for Escobar, shows how students perform over time and how that growth compares to similar schools. Escobar scale score 85 in Closing Gaps, the domain which shows how well different student groups within a school are performing, which includes a component of TELPAS.

Curriculum and Instruction and Assessment: Teachers utilize the Balanced Literacy approach for language arts instruction using Collaborative Instructional Framework. All students participate in Sustainable Development Goals. The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice through all content areas. Our campus follows the one way dual language program. Escobar now offers a third Language of Mandarin to all K-5 students. The mission for our campus is to develop students as bilingual, bi-literate, bi-culture. Recognizing the need to engage students in authentic reading and meaningful practice, our focus will be on 21st century skills, as well as providing Social Emotional lessons. Writing will also be a focus of literacy instruction so that students will be able to compose thoughts and target handwriting too.

Summary of Goals: Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 3% in all subject areas and subgroups. Students in grades K-2 will show a 4% increase in the number of students performing in Tier 1 as determined by Istation reading and Imagine math. Each grade level will show a 3% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 3% increase in Domains I, II, and III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of students and staff will participate in our campus wide Social Emotional Learning initiative. Increase the academic achievement of all students, in all subgroups by 3%. Close the achievement gap by 5% between the economically disadvantaged, special education and ELL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Escobar will continue to partner with community stakeholders to ensure student/campus success.

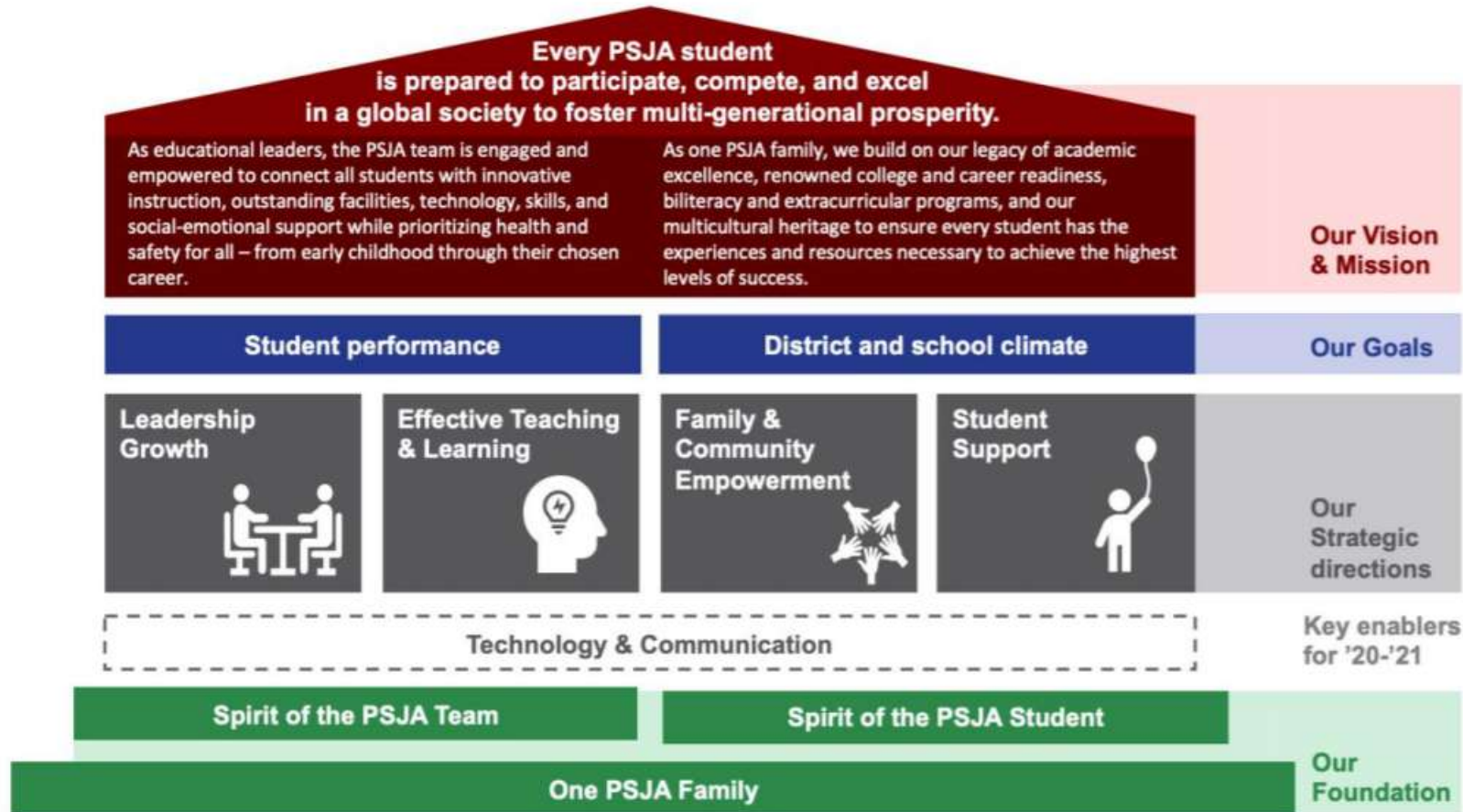
Vision

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

Mission

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

2020-2021 Strategic Planning Framework





What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

GOAL AREAS:

GOAL AREAL 1 – Student Achievement

GOAL AREA 2- Closing the Gaps

GOAL AREA 3 – Improve Safety, Public Support, Culture and Climate

GOAL AREA 4 – Increase Staff Quality, Recruitment and Retention

Title I, Part A

School wide Components:

- 1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).**
- 2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.**
- 3. Instruction by highly qualified teachers.**
- 4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.**
- 5. Strategies to attract high-quality teachers to high-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2018- 2019 STAAR Campus Summary Report
2. TPRI, Tejas Lee, C-PALLS+
3. 2019-20 Attendance
4. Discipline Referrals
5. PEIMS Demographics
6. Parental Involvement Data
7. Professional Development Plan
8. Teacher Certifications
9. TELPAS Scores
10. Technology Inventories
11. PBMAS
12. TEEMS
13. Software Reports: Summit K-12, AR, Living with Science, Galaxy Learning, Gradecam, Istation, Imagine Math

Comprehensive Needs Assessment



% in MASTERS LEVEL												
Subject	Escobar		Special Ed		Continuously Enrolled		Non-Continuously Enrolled		Eco. Disadvantaged		EL	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Reading	29	32	21	25	30	30	24	39	30	32	34	41
Math	39	36	21	21	41	36	30	34	38	35	45	40
Writing	31	20	30	0	31	20	31	19	31	22	53	33
Science	15	29	0	38	16	33	12	14	13	29	15	37

Domain 1

Comprehensive Needs Assessment



% in MEETS LEVEL												
Subject	Escobar		Special Ed		Continuously Enrolled		Non-Continuously Enrolled		Eco. Disadvantaged		EL	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Reading	56	54	33	42	57	52	54	61	56	52	66	60
Math	69	64	50	38	72	64	59	61	70	62	75	68
Writing	61	52	50	10	62	50	59	57	62	53	83	60
Science	34	61	0	63	38	62	19	55	33	58	31	62

Domain 1

Comprehensive Needs Assessment



% in APPROACHES LEVEL												
Subject	Escobar		Special Ed		Continuously Enrolled		Non-Continuously Enrolled		Eco. Disadvantaged		EL	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Reading	84	86	54	63	84	87	85	84	85	85	92	89
Math	91	92	67	79	93	91	87	94	92	92	97	93
Writing	80	79	60	40	83	80	72	76	81	83	92	84
Science	80	92	63	75	80	93	81	86	79	92	79	96

Domain 1

Comprehensive Needs Assessment



% in MEETS LEVEL Difference

Subject	District		Escobar		Special Ed		Continuously Enrolled		Non-Continuously Enrolled		Eco. Disadvantaged		EL	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Reading	39	41	56	54	33	42	57	52	54	61	56	52	66	60
Math	49	53	69	64	50	38	72	64	59	61	70	62	75	68
Writing	38	39	61	52	50	10	62	50	59	57	62	53	83	60
Science	43	48	34	61	0	63	38	62	19	55	33	58	31	62
Reading Dif.			+13		-12		-2		+7		-2		+5	
Math Dif.			+11		-26		0		-3		-2		+4	
Writing Dif.			+13		-42		-2		+5		+1		+8	
Science Dif.			+13		+2		+1		-6		-3		+2	

Domain 1

Comprehensive Needs Assessment



Total with No Points

81

Total with 1/2 Point

55

Total with 1 Point

263

(81×0)

+

(55×0.5)

+

(263×1)

290/399

+



77

73

Comprehensive Needs Assessment



Escobar Raw Score

59

Escobar ECD %

89.9

Escobar Scaled Score

91

Domain 2 Part B (Relative Performance)

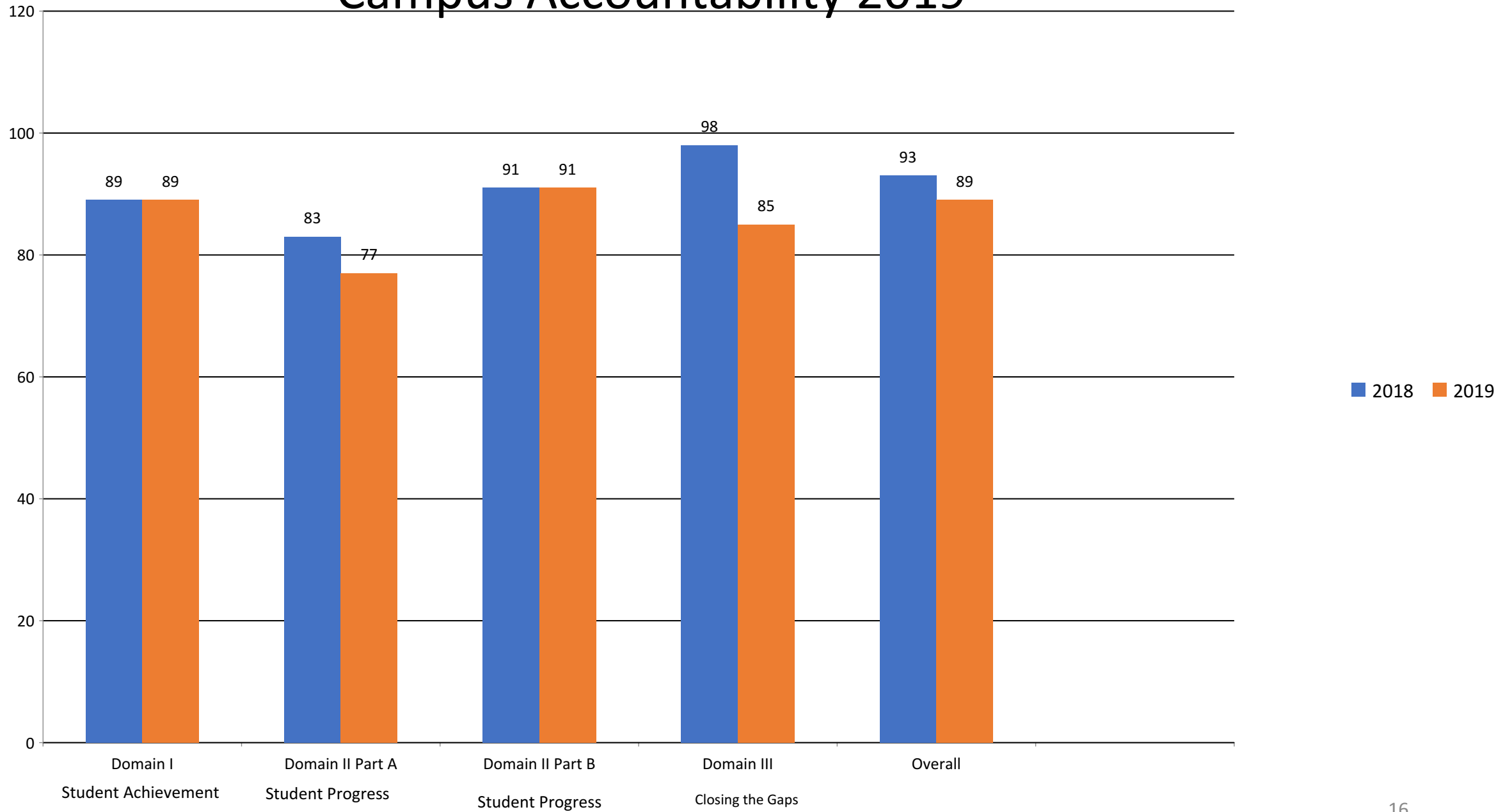
Comprehensive Needs Assessment



Component	Percent of Evaluated Indicators Met	Weight	Total Point
Academic Achievement	100	30	30
Growth	100	50	50
Student Achievement Domain	100	10	10
English Language Proficiency	0	10	0
Closing the Gaps Raw Score			90
Closing the Gaps Scaled Score			85

Domain 3

Campus Accountability 2019



Comprehensive Needs Assessment



3rd Grade													
Campus	Mathematics						Campus	Reading					
	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	Domain 1		STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	Domain 1
Standards:	75%	75%	75%	88%	88%		Standards:	76% (E) 71% (S)	76% (E) 71% (S)	76% (E) 71% (S)	85% (E) 82% (S)	85% (E) 82% (S)	
Anaya	79	84	79	31	52	77	Anaya	57	62	57	36	46	66
Garza	71	71	71	53	54	71	Palacios	56	56	56	31	30	59
Farias	68	72	68	42	34	65	Garza	45	59	45	34	37	57
Escobar	63	70	63	39	41	64	Escobar	52	46	52	28	33	57
Trevino	54	54	54	31	48	62	Palmer	67	51	67	30	24	56
Ford	59	60	59	39	34	61	Chavez	50	39	50	12	22	52
Cantu	65	63	65	39	27	59	Farias	55	57	55	32	21	51
Sorensen	62	60	62	46	33	59	Ford	52	63	52	45	16	51
Palmer	65	58	65	32	20	57	Garcia	47	45	47	19	22	50
Clover	65	49	65	27	25	55	Livas	44	58	44	30	24	50
Livas	51	60	51	22	29	54	Ramirez	46	40	46	18	18	50
Palacios	58	62	58	38	18	54	Reed Mock	36	33	36	19	26	49
Kelly Pharr	62	51	62	17	22	54	Clover	54	46	54	28	19	49
Long	63	50	63	26	17	53	Sorensen	45	49	45	28	25	47
McKeever	50	33	50	15	32	53	Cantu	46	57	46	39	19	46
Ramirez	53	44	53	20	18	52	McKeever	44	32	44	15	32	46
Chavez	41	34	41	16	22	52	Guerra	40	35	40	17	16	46
Garcia	48	47	48	10	16	50	Garza-Pena	47	49	47	17	21	46
Reed Mock	46	54	46	26	19	50	Long	49	32	49	17	15	46
Guerra	55	57	55	28	17	50	Trevino	27	55	27	37	27	45
Garza-Pena	60	64	60	39	17	50	Doedyns	43	35	43	13	18	45
Longoria	50	57	50	33	14	47	Longoria	37	55	37	38	20	44
Carman	40	43	40	16	22	45	Carman	38	32	38	12	17	42
Doedyns	52	37	52	20	17	44	Kelly Pharr	49	46	49	21	10	42
Arnold	54	25	54	11	13	44	Arnold	42	30	42	14	9	38
District	55	54	55	29	26	54	District	44	46	44	25	22	48

4th Grade																				
Campus	Mathematics					Campus	Reading					Campus	Writing							
	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020		STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020		STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	Domain 1		
Standards:	74%	74%	71%	85%	82%		Standards:	E-75% S-75%	E-75% S-75%	E-75% S-75%	E-86% S-86%	E-86% S-86%		Standards:	E-72% S-69%	E-69% S-72%	E-72% S-69%	E-84% S-84%	E-84% S-81%	
Trevino	36	37	78	17	55	77	Arnold	43	54	65	26	48	67	Arnold	44	54	65	22	36	64
Garza	52	61	73	36	56	73	Trevino	29	27	61	14	43	65	Anaya	67	83	63	40	31	60
Anaya	71	80	73	57	49	73	Kelly Pharr	55	56	49	27	42	58	Trevino	31	36	61	8	33	59
Garza-Pena	39	60	68	36	44	67	Anaya	75	75	55	45	23	56	Kelly Pharr	75	62	60	18	20	54
Arnold	48	46	72	25	39	66	Garza	43	51	59	24	22	56	Garza-Pena	49	43	54	12	22	53
Ramirez	31	42	66	21	33	60	Chavez	56	60	48	26	29	55	Chavez	59	51	57	14	16	52
Clover	47	43	57	18	44	60	Palmer	51	41	48	21	28	53	Ford	43	64	48	20	22	49
Chavez	61	62	53	30	28	55	Cantu	48	61	52	38	27	53	Clover	44	37	48	15	22	48
Cantu	48	58	54	41	28	55	Ramirez	33	38	52	17	20	52	Garza	39	54	46	18	8	46
Kelly Pharr	71	60	49	33	27	53	Clover	40	41	46	22	37	51	Escobar	51	44	43	17	20	45
Escobar	60	58	51	30	27	53	Garza-Pena	36	43	44	23	21	49	Palacios	38	45	46	21	14	45
Doedyns	41	58	52	27	27	53	Garcia	63	64	47	45	18	49	Ramirez	36	49	41	21	24	44
Palacios	43	53	46	26	31	53	Escobar	47	45	45	25	18	47	Cantu	52	59	47	21	12	44
Long	56	47	46	22	28	51	Reed Mock	39	36	42	14	20	46	Reed Mock	32	30	43	8	18	44
Reed Mock	35	39	43	14	21	49	Ford	40	41	36	21	18	46	Doedyns	41	40	41	18	20	44
Ford	43	68	46	39	22	49	Palacios	38	43	43	28	18	45	Livas	64	71	44	28	16	43
Carman	51	53	50	28	24	48	Doedyns	34	28	44	17	16	45	Long	57	52	43	16	10	41
Garcia	64	65	44	42	17	47	Farias	31	35	48	22	16	45	Garcia	58	69	41	30	11	40
Farias	34	39	50	22	15	46	Long	50	48	44	24	19	45	Sorensen	51	54	38	24	21	40
Palmer	51	48	38	23	25	46	Carman	51	51	43	26	26	45	Palmer	51	40	36	14	8	39
Guerra	41	28	41	14	19	44	Longoria	38	46	40	15	21	44	Farias	34	29	36	18	9	38
Livas	60	66	38	48	20	43	Livas	58	68	39	43	14	43	Carman	31	53	30	17	6	34
Longoria	54	45	35	22	19	42	Sorensen	50	49	33	24	18	39	Longoria	30	44	32	21	4	33
McKeever	45	36	33	22	19	39	Guerra	38	36	33	15	8	34	McKeever	34	42	29	12	9	31
Sorensen	50	51	31	28	13	36	McKeever	48	43	26	19	12	34	Guerra	35	33	22	7	4	27
District	48	52	51	28	28	53	District	48	46	45	24	22	48	District	45	49	44	18	16	44

Comprehensive Needs Assessment



5th Grade

Campus	Mathematics						Campus	Reading						Campus	Science					
	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	Domain 1		STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	Domain 1		STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	Domain 1
Standards:	72%	69%	72%	83%	83%		Standards:	E-76% S-68%	E-74% S-68%	E-76% S-68%	E-87% S-84%	E-87% S-84%		Standards:	78%	78%	78%	89%	89%	
Chavez	83	81	85	49	51	77	Anaya	63	72	77	23	46	72	Chavez	78	59	60	22	37	62
Garcia	83	74	70	43	49	71	Chavez	52	43	72	16	38	67	Garcia	67	46	58	20	33	58
Garza	59	70	68	38	46	69	Escobar	63	67	57	35	39	61	Livas	47	47	56	19	29	58
Ford	57	55	68	20	38	66	Arnold	47	55	65	22	23	59	Longoria	63	66	59	35	26	56
Palmer	74	73	63	30	41	65	Ford	60	50	56	21	31	57	Anaya	69	71	58	26	24	55
Palacios	54	33	69	11	33	63	Kelly Pharr	54	51	55	15	24	56	Ford	55	35	59	13	23	55
Anaya	88	73	58	40	38	61	Garza	51	58	54	26	29	56	Escobar	59	48	56	26	22	54
Ramirez	63	76	60	41	29	60	Palmer	62	55	53	28	29	56	Arnold	54	47	53	16	28	54
Arnold	62	56	56	26	35	60	Livas	57	56	55	25	27	54	Sorensen	66	57	56	26	23	54
Livas	49	70	60	28	34	60	Sorensen	61	60	54	32	29	54	Long	54	53	58	20	18	52
Kelly Pharr	59	48	57	20	33	59	Long	47	52	58	23	33	54	Guerra	51	38	51	9	24	52
Escobar	65	75	56	47	33	58	Cantu	60	49	53	24	30	53	McKeever	52	42	51	26	22	50
Longoria	51	50	55	21	33	57	Garza	52	58	49	22	30	53	Doedyns	49	35	47	10	17	48
Trevino	50	47	56	26	32	57	Guerra	40	43	45	19	26	52	Cantu	53	36	44	19	17	47
Long	66	60	56	29	31	57	Reed Mock	51	56	52	24	18	52	Garza	67	54	50	23	15	46
Guerra	63	44	53	17	28	55	Longoria	60	44	49	16	24	49	Palmer	65	45	38	14	24	45
Garza-Pena	55	65	52	30	30	55	Doedyns	42	40	48	18	23	48	Ramirez	53	61	43	29	24	45
Doedyns	53	47	51	15	26	54	Garza-Pena	48	37	37	18	21	45	Palacios	45	28	42	9	8	41
Sorensen	66	71	49	30	27	53	Carman	60	56	45	24	23	45	Trevino	36	42	38	22	14	41
Cantu	63	68	45	33	28	50	Clover	58	58	43	32	19	43	Reed Mock	67	35	34	7	16	40
Carman	61	59	42	25	29	48	Palacios	45	48	38	23	15	42	Kelly Pharr	53	36	34	14	10	40
Farias	64	52	39	24	14	45	Ramirez	46	47	33	17	15	40	Garza-Pena	47	42	32	16	16	37
McKeever	62	65	41	37	19	45	McKeever	56	54	37	26	17	39	Carman	55	41	33	24	17	35
Reed Mock	78	63	38	21	14	42	Trevino	43	39	31	21	12	37	Clover	67	43	26	15	7	30
Clover	69	66	35	24	14	42	Farias	51	51	28	25	11	35	Farias	51	20	25	4	5	29
District	61	61	55	29	31	57	District	48	52	50	23	25	51	District	55	45	47	19	20	48

Elementary Benchmark 2

Campus	EcoD	Domain I Raw Score	Domain I Scale Score/Rating	Domain II Part A Raw Score	Domain II Part A Scale Score/Rating	Domain II Part B Relative Performance Scale Score	Domain II Part B Domain Rating	Domain III All Student Target
								47
Anaya	95.67	67	92-A	71	74-C	93	A	Y
Garza	98.39	60	90-A	82	90-A	91	A	Y
Chavez	96.86	59	89-B	74	79-C	91	A	Y
Escobar	90.88	56	85-B	66	65-D	90	A	Y
Trevino	96.35	56	85-B	87	93-A	91	A	Y
Ford	91.54	54	82-B	76	82-B	90	A	Y
Garcia	97.79	53	80-B	71	74-C	90	A	Y
Arnold	84.9	53	80-B	68	69-D	88	B	Y
Cantu	89.97	51	78-C	65	62-D	87	B	Y
Palmer	88.89	51	78-C	66	65-D	87	B	Y
Palacios	98.27	51	78-C	71	74-C	88	B	Y
Livas	90.58	50	77-C	58	57-F	86	B	Y
Kelly Pharr	89.01	50	77-C	64	60-D	86	B	Y
Ramirez	98.12	50	77-C	74	79-C	87	B	Y
Garza-Pena	96.99	49	77-C	76	82-B	86	B	Y
Long	81.97	49	77-C	61	58-F	85	B	Y
Sorensen	82.34	48	76-C	60	58-F	84	B	Y
Doedyns	91.64	47	75-C	73	77-C	84	B	Y
Longoria	96.91	47	75-C	64	60-D	84	B	Y
Reed Mock	91.54	47	75-C	67	67-D	84	B	Y
Guerra	95.7	45	73-C	65	62-D	82	B	N
Clover	96.58	45	73-C	69	70-C	82	B	N
Farias	94.37	44	72-C	54	55-F	81	B	N
Carman	78.62	43	72-C	66	65-D	77	C	N
McKeever	84.05	42	71-C	55	55-F	77	C	N
District	92.6	50	B	68	C	88	B	Y

Comprehensive Needs Assessment



1st Grade Tejas Lee

		Conciencia fonológica						Conocimiento de los grafonemas		Comprensión de la lectura															
		Sección 1-2		Sección 3-4		Sección 5-6		Sección 7		Sección 8															
		Identificación del sonido inicial y final		Unión y segmentación de los sonidos		Omisión del sonido inicial y final		Reconocimiento de las palabras		Cuento 1				Cuento 2											
										Accuracy Level			Comprensión	Accuracy Level			Comprensión								
										Frustración	Instruccional	Independiente		Frustración	Instruccional	Independiente									
# St	Nivel	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%								
19	D	4	21%	1	5%	3	16%	7	37%	0	0%	0	0%	19	100%	7	37%	0	0%	0	0%	19	100%	7	37%
	NE			5	26%	18	84%	6	32%																
	NI	15	79%	13	68%			6	32%					12	63%									12	63%
19	D	5	26%	2	11%	4	21%	8	42%	6	32%	4	21%	9	47%	8	42%	9	47%	1	5%	9	47%	8	42%
	NE			7	37%	15	79%	5	26%																
	NI	14	74%	10	53%			6	32%					11	58%									11	58%
38	D	9	24%	3	8%	7	18%	15	39%	6	16%	4	11%	28	74%	15	39%	9	24%	1	3%	28	74%	15	39%
	NE			12	32%	31	82%	11	29%																
	NI	29	76%	23	61%			12	32%					23	61%									23	61%

Comprehensive Needs Assessment



1st Grade TPRI

Screening Status		Inventory																																
		Phonemic Awareness				Graphophonemic Knowledge				Word Reading				Reading Accuracy, Fluency, Comprehension																				
		PA 1	PA 2	PA 3	PA 4	GK 1	GK 2	GK 3	GK 4	GK 5	Set 1	Set 2	Set 3	Set 4	Story 1							Story 2							Avg Fluency					
		Blending Word Parts	Blending Phonemes	Deleting Initial Sounds	Deleting Final Sounds	Initial Consonants	Final Consonants	Middle Vowels	Initial Blends	Final Blends	Set 1	Set 2	Set 3	Set 4	Accuracy Level	Fluency/WCPM	Comprehension			Accuracy Level	Fluency/WCPM	Comprehension			D >= Goal	Within 10% Goal	Below 10% Goal							
Listening	D	10 53%	3 16%	3 16%	3 16%	2 11%	14 74%	11 58%	10 53%	4 21%	4 21%	8 42%	8 42%	7 37%	7 37%	13 68%	4 21%	2 11%	8 42%	0 0%	0 0%	0 0%	3 16%	14 74%	4 21%	5 26%	0 0%	0 0%	0 0%	3 16%	8 42%	0 0%	0 0%	
	SD	9 47%	18 84%	16 84%	16 84%	17 89%	5 26%	8 42%	9 47%	15 79%	15 79%	11 58%	13 68%	12 63%	12 63%	(8) 100%	(0) 0%	(0) 0%	16 84%	3 16%	1 5%	12 63%	(0) 100%	(0) 0%	(0) 0%	18 84%	2 11%	1 5%	13 68%	(8) 42%	(0) 0%	(0) 0%		
	SK	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	
Listening	D	9 60%	5 33%	4 27%	3 20%	0 0%	15 100%	14 93%	14 93%	10 67%	8 53%	11 73%	8 53%	7 47%	8 53%	7 47%	6 40%	2 13%	8 100%	0 0%	0 0%	0 0%	3 20%	9 60%	4 27%	2 13%	6 100%	0 0%	0 0%	0 0%	5 33%	8 53%	0 0%	0 0%
	SD	8 40%	10 67%	11 73%	12 80%	15 100%	0 0%	1 7%	1 7%	5 33%	7 47%	4 27%	7 47%	8 53%	7 47%	(8) 100%	(0) 0%	(0) 0%	12 80%	5 33%	0 0%	7 47%	(0) 100%	(0) 0%	(0) 0%	10 67%	1 7%	1 7%	8 53%	(8) 53%	(0) 0%	(0) 0%		
	SK	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	
Listening	D	10 59%	10 59%	9 53%	7 41%	6 35%	14 82%	12 71%	12 71%	8 47%	8 47%	8 47%	8 47%	8 47%	8 47%	8 47%	8 47%	1 6%	9 100%	0 0%	0 0%	0 0%	7 41%	8 47%	7 41%	2 12%	9 100%	0 0%	0 0%	0 0%	7 41%	9 52%	0 0%	0 0%
	SD	7 41%	7 41%	8 47%	10 59%	11 65%	3 18%	5 29%	5 29%	9 53%	9 53%	9 53%	9 53%	9 53%	9 53%	(9) 100%	(0) 0%	(0) 0%	10 59%	2 12%	0 0%	8 47%	(9) 100%	(0) 0%	(0) 0%	10 59%	2 12%	0 0%	8 47%	(9) 53%	(0) 0%	(0) 0%		
	SK	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	
Listening	D	29 57%	18 35%	16 31%	13 25%	8 16%	43 84%	37 73%	36 71%	22 43%	20 39%	27 53%	22 43%	23 45%	23 45%	28 55%	18 35%	5 10%	23 100%	0 0%	0 0%	13 25%	31 61%	15 29%	5 10%	20 100%	0 0%	0 0%	0 0%	15 29%	26 49%	0 0%	0 0%	
	SD	22 43%	33 65%	35 69%	38 75%	43 84%	8 16%	14 27%	15 29%	29 57%	31 61%	24 47%	29 57%	28 55%	28 55%	(23) 100%	(0) 0%	(0) 0%	38 75%	10 20%	1 2%	27 53%	(20) 100%	(0) 0%	(0) 0%	38 75%	5 10%	2 4%	29 57%	(25) 49%	(0) 0%	(0) 0%		
	SK	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%		

Comprehensive Needs Assessment



2nd Grade TPRI

		Inventory																																																																										
		Graphophonemic Knowledge				Word Reading				Reading Accuracy, Fluency, Comprehension																																																																		
Screening Status	Level	GK 1	GK 2	GK 3	GK 4	Set 1	Set 2	Set 3	Set 4	Story 1								Story 2								Avg Fluency																																																		
		Set 1	Set 2	Set 3	Set 4	Set 1	Set 2	Set 3	Set 4	Accuracy Level			Fluency/WCPM			Comprehension					Accuracy Level			Fluency / WCPM			Comprehension																																																	
		Set 1	Set 2	Set 3	Set 4	Set 1	Set 2	Set 3	Set 4	Listening	Independent	Instructional	D >= Goal	Within 10% Goal	Below 10% Goal	RD / D	SD (RSD / LSD / LD)	RSD	LD	LSD	Listening	Independent	Instructional	D >= Goal	Within 10% Goal	Below 10% Goal	RD / D	SD (RSD / LSD / LD)	RSD	LD	LSD	D >= Goal	Within 10% Goal	Below 10% Goal																																										
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%																																					
19	D	15	79%	9	47%	5	26%	5	26%	2	11%	16	84%	12	63%	10	53%	10	53%	4	21%	13	68%	2	11%	11	73%	2	13%	2	11%	8	42%							3	16%	13	68%	3	16%	11	60%	1	8%	4	21%	7	37%							10	53%	3	16%	3	16%											
	SD	4	21%	10	53%	14	74%	14	74%	17	89%	3	16%	7	37%	9	47%	9	47%							(7)	(47%)	(1)	(7%)	(7)	(37%)							11	58%	7	37%	2	11%	2	11%							(8)	(38%)	(0)	(0%)	(10)	(53%)							12	62%	9	47%	1	5%	2	11%	(7)	(37%)	(0)	(0%)	(8)
20	D	10	50%	8	40%	2	10%	6	30%	2	10%	15	75%	12	60%	10	50%	8	40%	5	25%	13	65%	2	10%	7	47%	3	20%	5	25%	12	60%							6	30%	10	50%	4	20%	6	43%	1	7%	7	35%	8	40%							7	35%	0	0%	8	40%											
	SD	10	50%	12	60%	18	90%	14	70%	18	90%	5	25%	8	40%	10	50%	12	60%							(8)	(40%)	(0)	(0%)	(9)	(45%)							8	40%	3	15%	3	15%	2	10%							(4)	(20%)	(0)	(0%)	(10)	(50%)							12	60%	6	30%	3	15%	3	15%	(5)	(25%)	(1)	(5%)	(9)
39	D	25	64%	17	44%	7	18%	11	28%	4	10%	31	79%	24	62%	20	51%	18	46%	9	23%	26	67%	4	10%	18	60%	5	17%	7	18%	20	51%							9	23%	23	59%	7	18%	17	57%	2	7%	11	28%	15	38%							17	44%	3	8%	11	28%											
	SD	14	36%	22	56%	32	82%	28	72%	35	90%	8	21%	15	38%	19	49%	21	54%							(13)	(43%)	(1)	(3%)	(16)	(41%)							19	49%	10	26%	5	13%	4	10%							(10)	(33%)	(0)	(0%)	(20)	(51%)							24	62%	15	38%	4	10%	5	13%	(12)	(31%)	(1)	(3%)	(17)

Comprehensive Needs Assessment



2nd Grade Tejas Lee

		Conocimiento de los grafonemas		Comprensión de la lectura										Conocimiento de los grafonemas							
		Sección 1		Sección 2										Sección 3							
		Reconocimiento de las palabras		Cuento 1				Cuento 2				Dictado									
				Accuracy Level			Comprensión	Accuracy Level			Comprensión										
				Frustración	Instruccional	Independiente		Frustración	Instruccional	Independiente											
# St	Nivel	#	%	#	%	#	%	#	%	#	%	#	%	#	%						
15	D	11	73%	3	20%	3	20%	9	60%	2	13%	3	20%	5	33%	7	47%	6	40%	7	47%
	NE	3	20%																		
	NI	1	7%					13	87%					9	60%	8	53%				
18	D	13	72%	3	17%	3	17%	12	67%	8	44%	5	28%	3	17%	10	56%	6	33%	11	61%
	NE	4	22%																		
	NI	1	6%					10	56%					12	67%	7	39%				
33	D	24	73%	6	18%	6	18%	21	64%	10	30%	8	24%	8	24%	17	52%	12	36%	18	55%
	NE	7	21%																		
	NI	2	6%					23	70%					21	64%	15	45%				

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from across the our campus were used to review the Special Education data by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) indicators to determine strengths and needs of our Special Education students.

Needs:

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

- In Reading, the achievement gap between Sp. Ed. and All students 2018-2019 is 12%.
- In Mathematics, the achievement gap between Sp. Ed. and All students 2018-2019 is 26%.
- In Writing, the achievement gap between Sp. Ed. and All students 2018-2019 is 42%.

Strengths:

In Science, the achievement growth between Sp. Ed. and All students 2018-2019 is 2%.

Personnel Needs:

Escobar Elementary must work closely with the Human Resource Department to ensure that our campus hires highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Continuously Enrolled:

The following sources from across the our campus were used to review the Continuously Enrolled data by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) indicators to determine strengths and needs of our Continuously Enrolled students.

Needs:

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

- In Reading, the achievement gap between Continuously Enrolled . and All students 2018-2019 is 2%.
- In Writing, the achievement gap between Continuously Enrolled . and All students 2018-2019 is 2%.

Strengths:

- In Mathematics, there was no achievement gap between Continuously Enrolled and All students 2018-2019
- In Science, the achievement growth between Continuously Enrolled and All students 2018-2019 is 1%.

Personnel Needs:

Escobar Elementary must work closely with the Human Resource Department to ensure that our campus hires highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Non-Continuously Enrolled:

The following sources from across the our campus were used to review the Non-Continuously Enrolled data by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) indicators to determine strengths and needs of our Non-Continuously Enrolled students.

Needs:

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

- In Mathematics, the achievement gap between Non-Continuously Enrolled and All students 2018-2019 is 3%.
- In Science, the achievement gap between Non-Continuously Enrolled and All students 2018-2019 is 6%.

Strengths:

- In Reading, the achievement growth between Non-Continuously Enrolled and All students 2018-2019 is 7%.
- In Writing, the achievement growth between Non-Continuously Enrolled and All students 2018-2019 is 5%.

Personnel Needs:

Escobar Elementary must work closely with the Human Resource Department to ensure that our campus hires highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Economically Disadvantage:

The following sources from across the our campus were used to review the Economically Disadvantage data by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) indicators to determine strengths and needs of our Economically Disadvantage students.

Needs:

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

- In Reading, the achievement gap between Economically Disadvantage and All students 2018-2019 is 2%
- In Mathematics, the achievement gap between Economically Disadvantage Enrolled and All students 2018-2019 is 2%
- In Science, the achievement gap between Economically Disadvantage and All students 2018-2019 is 3%.

Strengths:

- In Writing, the achievement growth between Economically Disadvantage and All students 2018-2019 is 1%.

Personnel Needs:

Escobar Elementary must work closely with the Human Resource Department to ensure that our campus hires highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Learners:

The following sources from across the our campus were used to review the English Learners data by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) indicators to determine strengths and needs of our English Learners students.

Needs:

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

- None

Strengths:

- In Reading, the achievement growth between Non-Continuously Enrolled and All students 2018-2019 is 5%.
- In Mathematics, the achievement growth between Economically Disadvantage Enrolled and All students 2018-2019 is 4%
- In Writing, the achievement growth between Non-Continuously Enrolled and All students 2018-2019 is 8%.
- In Science, the achievement growth between Economically Disadvantage and All students 2018-2019 is 2%.

Personnel Needs:

Escobar Elementary must work closely with the Human Resource Department to ensure that our campus hires highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Comprehensive Needs Assessment: Goal 1-4 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p style="text-align: center;">1</p> <p style="text-align: center;">Student Achievement</p>	<p style="text-align: center;">Academic Achievement</p>	<ul style="list-style-type: none"> • 3rd Grade Mathematics-62 • 4th Grade Mathematics-60 • 5th Grade Reading-62 • 5th Grade Mathematics-68 • 5th Grade Science-61 <p>Component Score above 60</p>	<ul style="list-style-type: none"> • 3rd Grade Reading -57 • 4th Grade Reading-53 • 4th Grade Writing-50 <p>Component Score Below 60</p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • 4th Grade Reading-53 • 4th Grade Writing-50
	<p style="text-align: center;">Technology</p>	<p>CIT Monthly trainings Implementation of technology in lesson Computer assisted instruction in computer labs and classroom setting.</p>	<ul style="list-style-type: none"> • Student typing skills • Integration into curriculum with rigor 	<ul style="list-style-type: none"> • Integration into curriculum with rigor
		<p>Special Ed Reading 2018 (36) 2019 (43) Math 2018 (46) 2019 (46) NONCont. Enr. Reading 2018 (54) 2019 (61) Math 2018 (58) 2019 (61)</p>	<p>Special Ed Writing – 2018 (46) 2019(16) Cont. Enrolled Reading 2018 (57) 2019 (56) Math 2018 (68) 2019 (63) Writing 2018 (58) 2019 (50) NONCont. Enr. Writing 2018 (54) 2019 (50) EL Current Reading 2018 (57) 2019 (56) Math 2018 (66) 2019 (63) Writing 2018 (58) 2019 (52)</p>	<p>Special Ed Writing – 2018 (46) 2019(16) Cont. Enrolled-Math 2018 (68) 2019 (63)</p>
<p style="text-align: center;">2</p> <p style="text-align: center;">Closing the Gaps</p>	<p style="text-align: center;">Student Targets</p>	<p>Escobar Elementary: Reading: Meets 54% Masters 32% Math: Meets 64% Masters 36% Science: Meets 61% Masters 29%</p>	<p>Escobar Elementary: TELPAS: Goal 38% Growth Escobar 34% Writing: Meets 52% Masters 20%</p> <ul style="list-style-type: none"> • Increase the percent of Meets and Master in Writing by 8% • Increase the percent growth in TELPAS by 4% 	<p>All students will receive additional support and intensive interventions in Writing. Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their grade level. Practice TELPAS sessions for students</p>
	<p style="text-align: center;">Academic Growth</p>		<p>Reading 2018 (79) 2019 (74) Math 2018 (77) 2019 (72)</p>	<p>Teachers analyze data and identify student growth scores then create detailed lesson plans</p>

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
3 Improve Safety, Public Support, Culture and Climate	Family and Community Involvement	<ul style="list-style-type: none"> • Open House • Meet the Teacher Night • Volunteer Program • Evening Programs • McTeacher Night • Academic Night • Literacy Evening 	<ul style="list-style-type: none"> • Increase attendance of Parent Orientation SSI • Partner with high school and middle schools to engage students in the community. • Planning Family Events • SEL Data 	<ul style="list-style-type: none"> • Increase attendance of Parent Orientation SSI • SEL Data • Planning Family Events
	School Culture and Climate	<ul style="list-style-type: none"> • Training for faculty and staff on student sexual abuse and neglect, bullying and suicide. 	<ul style="list-style-type: none"> • Improve the management, attendance education and care of children with asthma 	<ul style="list-style-type: none"> • Improve the management, attendance education and care of children with asthma
	Attendance and Recruitment	<ul style="list-style-type: none"> • Customer Service 	<ul style="list-style-type: none"> • Decrease of Enrollment 89 students <ul style="list-style-type: none"> • 2018-747 • 2019-658 • Incentive by six weeks • 2020 – 95.98% 	Increase attendance by 2.5% to reach goal of 98% Decrease of Enrollment 89 students
4 Increase Staff Quality, Recruitment, and Retention	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Recruit highly qualified staff by attending job fairs • Hire university students that have demonstrated excellence in the classroom. 	<ul style="list-style-type: none"> • Staff development and support for new teachers and 2nd year teachers • Align Mcrel observation and walkthrough • Staff recognition 	<ul style="list-style-type: none"> • Staff development and support for new teachers and 2nd year teachers
	Increase Learning Time	<ul style="list-style-type: none"> • Morning routines for technology software • Tutoring • Quick transitions 	<ul style="list-style-type: none"> • Teacher planning time to prepare materials • Minimize Interruptions 	<ul style="list-style-type: none"> • Teacher planning time to prepare materials

CAMPUS DEMOGRAPHICS



	2019-2020 Enrollment	2020-2021 Enrollment	At Risk	SPED	LEP	M1	M2	SPED/LEP	MIGRANT	ECD	GT	CTE
Number	747	658	540	48	298	0	0	21	8	597	15	0
Percent	100	100	82%	7.3	45.3	0	0	3	1.2	90.72	2.3	0

CAMPUS DEMOGRAPHICS



Total Enrollment – 658

Total Number of Classrooms-34

Percent	Escobar	PSJA ISD
Hispanic	98.1%	99.0%
Economically Disadvantaged	90.72%	91.9%
EL	47.9%	41.9%

Student Achievement Summary 2019,2020



	State	Region 1	PSJAISD	Escobar	Goals 2021
Domain 1 Student Achievement	75	74	70	Raw 59 Scale 89	Raw 61 Scale 91
Domain 2 Growth Relative Performance	41	44	41	Part A Raw=73 Part A Scale=77 Part B Raw=59 Part B Scale=91	Part A Raw=75 Part A Scale=80 Part B Raw=61 Part B Scale=92
Domain 3 Closing the Gap	40	45	43	Raw 90 Scale 85	Raw 99 Scale 98

Domain 1: Student Achievement Summary 2019,2020



All Students Performance Rates	Performance Target 2020	State	PSJAISD	Escobar	Goals 2021
Reading	60	48	42	57	60
Math	60	53	54	64	65
Writing	60	40	40	50	55
Science	60	53	49	61	62

Domain 1: Student Achievement Summary 2019



EL Current & Monitored Performance Rates	Performance Target 2019	Escobar	Goals 2021
Reading	60	63	64
Math	60	67	68
Writing	60	59	60
Science	60	62	63

Domain 1: Student Achievement Summary 2019



Special Ed Performance Rates	Performance Target 2020	Escobar	Goals 2021
Reading	60	43	45
Math	60	46	48
Writing	60	16	20
Science	60	57	59

Student Achievement Summary 2019



ECO Dis Performance Rates	Performance Target 2020	Escobar	Goals 2021
Reading	60	56	58
Math	60	63	64
Writing	60	52	54
Science	60	60	61

Student Achievement Summary 2019



Hispanic Performance Rates	Performance Target 2020	Escobar	Goals 2021
Reading	60	57	60
Math	60	64	65
Writing	60	49	55
Science	60	60	61

2020-2021 Campus Goals

- The following charts reflect the State Accountability results in **2018-2019** (STAAR), including the mathematics 3-5, and all populations.
- This will allow us to analyze our needs and set attainable goals for the 2020-2021 school year.

2020-2021 Campus Goals



3rd Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2021
Approaches		92	93
Meets		63	65
Masters		32	35

4th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2021
Approaches		86	89
Meets		61	62
Masters		34	35

5th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2021
Approaches		97	97
Meets		67	68
Masters		42	43

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2020 - 2021 Campus Goals



3 rd Grade Reading			
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>	
		2019	2021
Approaches	84	87	
Meets	52	55	
Masters	36	37	

4th Grade Reading			
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>	
		2019	2021
Approaches	84	87	
Meets	48	53	
Masters	27	30	

5 th Grade Reading			
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>	
		2019	2021
Approaches	92	93	
Meets	61	62	
Masters	33	34	

2020-2021 Campus Goals



4th Grade Writing			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaches		79	82
Meets		52	55
Masters		20	25

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2020-2021 Campus Goals



5 th Grade Science			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2021
Approaches		92	93
Meets		61	62
Masters		29	30

These

charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2020-2021 Goal Areas

- **Goal Area 1 – Student Achievement**

- Focus Area 1- Student Achievement, CCMR, Graduation Rate
- Focus Area 2- School Progress, Academic Growth, Relative Performance
- Focus Area 5- Technology
- Focus Area 6- Increase Learning Time

- **Goal Area 2 – Closing Gaps**

- Focus Area 1- Student Achievement, CCMR, Graduation Rate
- Focus Area 3- Closing Achievement Gaps
- Focus Area 5- Technology
- Focus Area 6- Increase Learning Time

- **Goal Area 3 – Improve Safety, Public Support, Culture and Climate**

- Focus Area 4- Family and Community Involvement
- Focus Area 7- School Culture and Climate

- **Goal Area 4 – Increase Staff Quality, Recruitment and Retention**

- Focus Area 6- Increase Learning Time
- Focus Area 8- Staff Quality, Recruitment and Retention

Goal Area 1:	Student Achievement						
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by four percentage points by June 2021.						
Objective 1:	The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 54% to 58% by having access to a standards-aligned guaranteed and viable curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for ELAR/SLAR based on need's assessment using data and trends will be executed.	Executive Officers Content Coordinators Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) Homeroom teachers	TEKS resources Curriculum Templates Curriculum Calendar State and local student data	June 2020 – Aug. 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
Action Steps							
1) Writing instruction will be provided for all students in grades PK – 5 th grade.							
2) Depth of Knowledge (DOK) questions will be updated for each literary selection (all genres) during curriculum development sessions.							
3) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Istation, MyOn, Newsela, Accelerated Reader, Learning Ally, and MackinVia.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Leadership Team will monitor the implementation of the curriculum through teamed-up intentional walkthroughs (virtual and in-person).	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) CLL Content Coordinators	Walkthrough Portal Pacing Guides Teacher Reminders Schedules	Sep. 2020– May 2021	Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth Teacher implementation of feedback	Formative assessments TRPI/Tejas Lee Circle DRA CBAs and Benchmarks STAAR/TELPAS STAR test from AR	Title I , II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.							
2) Ensure appropriate pacing of the curriculum based on the timelines.							
3) Team Walks, with Principal and AP will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the ELAR/SLAR curriculum through CLCs.	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) CLL TXCEE support staff	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Forde Ferier WB Mentoring Minds WB STAAR Master WB Leveled Readers Trade books	Sep. 2020- Aug. 2021	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments TRPI/Tejas Lee Circle DRA CBAs and Benchmarks STAAR TELPAS	Title I , II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Teachers will be provided support in the implementation of writing across all subjects.							
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.							
3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the reading classes being taught.							

Goal Area 1:	Student Achievement						
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by four percentage points by June 2021.						
Objective 2:	The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 54% to 58% through data-driven instruction.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be created to provide campus-wide alignment of assessments and progress monitoring	Assessment Director Executive Officers Content Coordinators Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) CLL Grade Level Leaders	Assessment calendar Instructional timelines Assessed curriculum Campus based progress monitoring	Sep. 2020 – Aug. 2021	Completed testing calendars and timelines Agendas and sign in sheets Completed assessment progress monitoring recording sheets	Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report Progress on Monitoring sheets	Formative assessments CBAs, Benchmarks [BMs] STAAR TELPAS Results Driven Accountability (RDA) Student Learning Objectives [SLOs] Pre/Post Test	Title I, II, III Special Education & Bilingual Funds, Migrant Funds
Action Steps							
1) Aligned CBAs and district Benchmarks will be administered campus-wide to monitor student progress in the curriculum.							
2) Utilize DMAC reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc.) to identify areas of concern in order to prescribe appropriate resources for intervention.							
3) Utilize DMAC TAG/stem questions to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Grade Level Performance Review sessions will be held to each grade level within 48 hours following the district level CBA or Benchmark.	Principal Campus Leadership Grade level Team	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group Lead4ward trainings	Oct. 2020 Nov. 2020 Jan. 2021 Feb. 2021 Mar. 2021	Student Progress Profiles, DMAC Reports, Campus Data Reports, Grade Level Data Reports, Teacher Data Reports, Student Data	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks Progress Monitoring STAAR TELPAS TPRI/TEJAS LEE	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds
Action Steps							
1) Closely monitor and intervene when students are not reading on grade level by the end of 2nd grade (fluency, comprehension).							
2) Following each CBA or Benchmark, the campus admin team will analyze grade level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.							
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR assessment.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Review Sessions will be held to review CBA and Benchmark data with grade level leaders identify areas of concern in order to plan next steps.	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) CLL Grade Level Leader	District and Campus Benchmark Data Reports Plan for Interventions Tutoring Calendar Trade books Teacher Created Material MyOn	Oct. 2020 Nov. 2020 Jan. 2021 Feb. 2021 Mar. 2021	Agendas and sign-in sheets Data Analysis documents Campus Review documents Tutoring Calendar	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels MyOn Reports	Formative assessments CBAs and Benchmarks Progress Monitoring STAAR TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Teachers will be provided support in the implementation of writing across all subjects.							
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.							
3) CLLs will allow for reading lesson planning during CLCs in order to create interconnection of subjects.							
4) PK-5 th Grade teachers will receive extra time to work collaboratively and align TEKS to student groups.							

Goal Area 1:	Student Achievement						
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by four percentage points by June 2021.						
Objective 3:	The percent of students performing at meets grade level or above on STAAR Reading 3-5 will increase from 54% to 58% through job-embedded instructional practices.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports Assessment Conference	Oct. 2020 - April 2021	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress	Formative assessments CBAs Progress Monitoring Benchmarks STAAR TELPAS	Title I Title II Title III Title IV
Action Steps							
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.							
2) Discuss effective reading strategies by high scoring teachers for other teachers across the campus during CLCs.							
3) Progress Monitoring (from Assessed Curriculum) will be created by Grade Level leaders and be provided to teachers based on areas of concern.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual instructional strategies (e.g. CIF) and data analysis.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	Aug. 2020 - May 2021	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress made	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Title IV
Action Steps							
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.							
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.							
3) Library Media Specialists provide training in various areas of technology and online resources for ELA/SLAR.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	ELAR Coordinators Instructional Coaches Teachers Campus Administration	Title I Title II Local Funds	Aug. 2020 - March 2021	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS	CBAs BMs STAAR TELPAS	Title I, II, III
Action Steps							
1) Training on reading development skills (state reading academies) will be conducted for K-3rd grade teachers by Region One ESC and Diana Ramirez.							
2) Training on reading comprehension skill by Forde Ferrier.							

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 two percentage points by June 2021.						
Objective 1:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 64% to 66% by having access to a standards-aligned guaranteed and viable curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for mathematics based on need's assessment using data and trends will be executed.	Content Coordinators Content teachers Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan)	TEKS resources Curriculum Templates Curriculum Calendar State and local student data Forde Ferrier WB Mentoring Minds WB STAAR Master WB	June 2020 – Aug. 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention Results Driven Accountability Report	Formative assessments CBAs, Benchmarks [BMs] STAAR Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
Action Steps							
1) Gradual Release Math Lessons have been identified/created, included in the curriculum and introduced to teachers during math curriculum rollouts.							
2) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Sharon Wells, Pearlized Math and Imagine Math							
3) End of Unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-weekly.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs (virtual and in-person).	Principals Assistant principals Executive Officers Coordinators Strategists	Principals Assistant principals Executive Officers Coordinators Strategists Walkthrough portal Technology	Sep. 2020– May 2021	–Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth	Formative assessments CBAs and Benchmarks STAAR Progress Monition progress	Title I , II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Observe and provide feedback to teachers on effective and rigorous instructional mathematics strategies that incorporate application.							
2) Ensure appropriate pacing of the curriculum based on the timelines.							
3) Team Walks, with Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for teachers and paraprofessionals.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the mathematics curriculum through CLCs.	Executive Officers Directors for Assessment, Dual Language and Special Education 504/Dyslexia Director Coordinators Coaches, Strategists Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan)	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Manipulatives Visuals Calculating devices	Sep. 2020- Aug. 2021	Agendas and sign-in sheets Collaborative Learning Communities Meetings Math Journals	BM1 and BM2 scores show increases in student achievement and growth Increase performance of students at Meets & Master performance level on STAAR	Formative assessments CBAs and Benchmarks STAAR	Title I , II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Teachers will be provided support in the implementation of writing across all subjects including math.							
2) Support technology integration within the mathematics curriculum in order to enhance the virtual learning lessons.							
3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the math classes being taught.							

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 two percentage points by June 2021.						
Objective 2:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 66% to 68% through data-driven instruction.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be created to provide district-wide alignment of assessments.	Assessment Director Executive Officers Content Coordinators Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan)	Assessment calendar Instructional timelines Assessed curriculum YAG	Sep. 2020 – Aug. 2021	Completed testing calendars and timelines Agendas and sign in sheets Progress Monitoring Sheets	Student achievement gains on Benchmarks (BM1 to BM2), STAAR, Domain III, Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I, II, III Special Education Bilingual Funds Migrant Funds
Action Steps							
1) Aligned CBAs and district Benchmarks will be administered district-wide to monitor student progress in the curriculum.							
2) Utilize DMAC reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc.) to identify areas of concern in order to prescribe appropriate resources for intervention.							
3) Utilize DMAC TAG/stem questions to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Grade Level Performance Review sessions will be held to each grade level within 48 hours following the district level CBA or Benchmark.	Principal Campus Leadership Team	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group	Oct. 2020 Nov. 2020 Jan. 2021 Feb. 2021 Mar. 2021	Student Progress Profiles, DMAC Reports, Campus Data Reports, Grade Level Data Reports, Teacher Data Reports, Student Data	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS SW/Pearlized benchmarks	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds
Action Steps							
1) Closely monitor and intervene when students are not performing on grade level.							
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.							
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Review Sessions will be held to review CBA and Benchmark data with grade level leaders identify areas of concern in order to plan next steps.	Executive Officers Program Directors Coordinators Curriculum writers for all levels	District and Campus Benchmark Data Reports Plan for Interventions Forde Ferrier WB Mentoring Minds WB STAAR Master WB	Oct. 2020 Nov. 2020 Jan. 2021 Feb. 2021 Mar. 2021	Agendas and sign-in sheets Data Analysis documents Campus Review[CPRs] documents	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments CBAs and Benchmarks STAAR	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Specialized personnel will support the academic needs of each area of need.							
2) Involve program directors and coordinators in DRSs so that collective efforts are coordinated with action plans on how each department will address areas of need.							
3) After each DRS. teachers will submit calendars with tutoring. spiral activities. and concept to admin for feedback.							

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 two percentage points by June 2021.						
Objective 3:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 66% to 68% through job-embedded instructional practices.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Oct. 2020 - April 2021	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress made	Formative assessments CBAs Benchmarks STAAR	Title I Title II Title III Title IV State Textbook Allotment
Action Steps							
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.							
2) Focused mini sessions on math strategies by high scoring teachers for other teachers across the campus.							
3) Spiral Reviews (from Assessed Curriculum) will be created by grade level leaders and be provided to teachers based on areas of concern.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual lessons/instructional strategies (e.g. CIF) and data analysis.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Aug. 2020 - May 2021	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress made	Formative assessments CBAs Benchmarks STAAR	Title I Title II Title III Title IV
Action Steps							
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.							
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.							
3) Library Media Specialists provide training in various areas of technology and online resources.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Mathematics teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	District ELAR Coordinators Instructional Coaches Teachers Campus Administration	Title I Title II Local Funds	Aug. 2020 - March 2021	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR	CBAs BMs STAAR	Title I, II, III
Action Steps							
1) Training on teaching and learning math concepts and skills will be conducted every 6 weeks in order to understand level of complexity within the SEs by Sharon Wells/Pearlized Math.							
2) Training on TEKS analysis will be conducted every six weeks prior to teaching upcoming identified TEKS.							
3) Analysis of TEKS taught will be conducted during PLCs based weekly/biweekly formative assessments							

Goal Area 1:	Student Achievement						
Annual Goal 3:	The percent of students who perform at meets grade level or above on STAAR all grades all subjects will increase by two percentage points by June 2021.						
Objective 1:	The percent of students performing at meets grade level or above on STAAR Science and Writing 3-5 will increase from 58% to 60% by having access to a standards-aligned guaranteed and viable curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for Writing and Science based on need's assessment using data and trends will be executed.	Executive Officers Content Coordinators Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) Homeroom teachers	TEKS resources Curriculum Templates Curriculum Calendar State and local student data Summit K-12 Rubric	June 2020 – Aug. 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
Action Steps							
1) Writing instruction will be provided for all students in grades PK – 5 th grade.							
2) Depth of Knowledge (DOK) questions will be updated for each literary selection (all genres) during curriculum development sessions.							
3) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Istation, MyOn, Newsela, Accelerated Reader, Learning Ally, and MackinVia.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Leadership Team will monitor the implementation of the curriculum through teamed-up intentional walkthroughs (virtual and in-person).	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) CLL Content Coordinators	Walkthrough Portal Pacing Guides Teacher Reminders Schedules Rubrics	Sep. 2020– May 2021	Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth Teacher implementation of feedback	Formative assessments TRPI/Tejas Lee Circle DRA CBAs and Benchmarks STAAR/TELPAS STAR test from AR	Title I , II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.							
2) Ensure appropriate pacing of the curriculum based on the timelines.							
3) Team Walks, with Principal and AP will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation/integration of the Science and Writing curriculum through CLCs.	Content Coordinator Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) CLL TXCEE support staff	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Forde Ferrier WB Mentoring Minds WB Leveled Readers Trade books Primary Journals Count down to STAAR	Sep. 2020- Aug. 2021	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments TRPI/Tejas Lee Circle DRA CBAs and Benchmarks STAAR TELPAS	Title I , II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Teachers will be provided support in the implementation of writing across all subjects.							
2) Support technology integration within the Science and Writing curriculum in order to enhance the virtual learning lessons.							
3) CLLs will allow for Science and Writing lesson planning during CLCs in order to create consistency among the reading classes being taught.							

Goal Area 1:	Student Achievement						
Annual Goal 3:	The percent of students who perform at meets grade level or above on STAAR all grades all subjects will increase by two percentage points by June 2021						
Objective 2:	The percent of students performing at meets grade level or above on STAAR all subjects 3-5 will increase from 58% to 60% through data-driven instruction.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be created to provide campus-wide alignment of assessments and progress monitoring	Assessment Director Executive Officers Content Coordinators Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) CLL Grade Level Leaders	Assessment calendar Instructional timelines Assessed curriculum Campus based progress monitoring	Sep. 2020 – Aug. 2021	Completed testing calendars and timelines Agendas and sign in sheets Completed assessment progress monitoring recording sheets	Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report Progress on Monitoring sheets	Formative assessments CBAs, Benchmarks [BMs] STAAR TELPAS Results Driven Accountability (RDA) Student Learning Objectives [SLOs] Pre/Post Test	Title I, II, III Special Education & Bilingual Funds, Migrant Funds
Action Steps							
1) Aligned CBAs and district Benchmarks will be administered campus-wide to monitor student progress in the curriculum.							
2) Utilize DMAC reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc.) to identify areas of concern in order to prescribe appropriate resources for intervention.							
3) Utilize DMAC TAG/stem questions to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Grade Level Performance Review sessions will be held to each grade level within 48 hours following the district level CBA or Benchmark.	Principal Campus Leadership Grade level Team Science Lab Teacher	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group Lead4ward trainings Write from the Begining	Oct. 2020 Nov. 2020 Jan. 2021 Feb. 2021 Mar. 2021	Student Progress Profiles, DMAC Reports, Campus Data Reports, Grade Level Data Reports, Teacher Data Reports, Student Data	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks Progress Monitoring STAAR TELPAS TPRI/TEJAS LEE	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds
Action Steps							
1) Closely monitor and intervene when students are not reading on grade level by the end of 2nd grade (fluency, comprehension).							
2) Following each CBA or Benchmark, the campus admin team will analyze grade level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.							
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR assessment.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Review Sessions will be held to review CBA and Benchmark data with grade level leaders identify areas of concern in order to plan next steps.	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) CLL Grade Level Leader Science Lab Teacher	District and Campus Benchmark Data Reports Plan for Interventions Tutoring Calendar Trade books Teacher Created Material Kamico Primary Journals	Oct. 2020 Nov. 2020 Jan. 2021 Feb. 2021 Mar. 2021	Agendas and sign-in sheets Data Analysis documents Campus Review documents Tutoring Calendar	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments CBAs and Benchmarks Progress Monitoring STAAR TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Teachers will be provided support in the implementation of writing across all subjects.							
2) Support technology integration within the Science and Writing curriculum in order to enhance the virtual learning lessons.							
3) CLLs will allow for Science and Writing lesson planning during CLCs in order to create interconnection of subjects.							

Goal Area 1:	Student Achievement						
Annual Goal 3:	The percent of students who perform at meets grade level or above on STAAR all grades all subjects will increase by two percentage points by June 2021.						
Objective 3:	The percent of students performing at meets grade level or above on STAAR all subjects 3-5 will increase from 58% to 60% through job-embedded instructional practices.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports Assessment Conference	Oct. 2020 - April 2021	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress	Formative assessments CBAs Progress Monitoring Benchmarks STAAR TELPAS	Title I Title II Title III Title IV
Action Steps							
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.							
2) Discuss effective reading strategies by high scoring teachers for other teachers across the campus during CLCs.							
3) Progress Monitoring (from Assessed Curriculum) will be created by Grade Lever leaders and be provided to teachers based on areas of concern.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual instructional strategies (e.g. CIF) and data analysis.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	Aug. 2020 - May 2021	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress made	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Title IV
Action Steps							
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.							
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.							
3) Library Media Specialists provide training in various areas of technology and online resources for Science and Writing							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	ELAR Coordinators Instructional Coaches Teachers Campus Administration	Title I Title II Local Funds Summit K-12	Aug. 2020 - March 2021	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS	CBAs BMs STAAR TELPAS	Title I, II, III
Action Steps							
1) Training on reading development skills (state reading academies) will be conducted for K-3rd grade teachers by Region One ESC and Summit K-12.							
2) Training on Science vertical alignment by Science Lab teacher							
3) Training on Writing vertical alignment by Science Lab teacher							

Goal Area 2:	Closing the Achievement Gaps						
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.						
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 80% of the indicators in the Academic Achievement component are met by June 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
*Collect and assess data to monitor student progress weekly and drive interventions	*Principal *Assistant Principal *Campus Leadership Team *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Success Maker *STAAR Release Assessments (BM I & II) *Interim Assessments *AR	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR Math (3 rd -5 th) *STAAR Reading (3 rd -5 th) *STAAR Writing (4 th) *STAAR Science (5 th)	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Use ongoing district and campus created formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2) Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and increase performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day							
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
*Use formative assessment results to establish priorities for weekly progress monitoring	*Principal *Assistant Principal *Campus Leadership Team * CLL *Teachers	*District Curriculum *Istation Reading *STAAR Release Assessments (BM I & II) *Imagine Math *myON	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Student Progress Profiles *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *Walkthroughs *CLCs	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR	*Formative assessments *CBAs *Benchmarks *STAAR *TELPAS *TPRI/TEJAS LEE *Interim Assessments	*Title I , II,III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds
Action Steps							
1) Re-establish priorities based on data and identified student needs							
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress							
3) Provide equitable resources on a timely manner to ensure student success							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
*Provide technology resources to facilitate reading development and differentiate student learning	*Principal *Assistant Principal *Campus Leadership Team * CLL *Teachers *CIT	*District Curriculum *Istation Reading *STAAR Release Assessments (BM I & II) *MyON	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM, *STAAR	*Formative assessments *CBAs *Benchmarks *STAAR *TELPAS *TPRI/TEJAS LEE *Interim Assessments	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Allocate resources (e.g., Istation, Accelerated Reading/Star software and myON) to facilitate reading development for student groups							
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions							

Goal Area 2:	Closing the Achievement Gaps						
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2020.						
Objective 2:	All identified student groups in the Academic Achievement component will meet 80% of the indicators by providing high-quality, research-based instruction throughout the 2020-2021 school year.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ensure effective delivery of instruction remains the key focus for student groups.	-Principal -Assistant Principal -Campus Leadership Team -CLL -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release -Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among English Learners and the all student group	-Weekly Assessments -CBA I -BM I & II -Interim Assessments -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Implement instructional programs with fidelity (e.g., Istation, Imagine Math, Edusmart, Summit K-12, Grad. Point, Star/AR, and MyOn)							
2) Utilize reports to monitor student progress and identify areas of need to personalize usage across programs.							
3) Address various learning styles with clear and focused instruction							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Use professional development time to address instructional needs of teachers as revealed by data	-Principal -Assistant Principal -Campus Leadership Team -CLL -Teachers	-District Curriculum -Istation Reading -STAAR Release -Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of English Learners on all BM and STAAR assessments	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -Interim Assessments	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Deconstruct the standards to increase content knowledge to plan and use effective instructional strategies to maximize instructional time.							
2) Allocate professional development time to coach and grow teacher efficacy							
3) Continue to provide collaborative planning time and opportunities to share best practices through peer observations							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use information from walkthrough observations to collect data trends about systemic instructional needs	-Executive Officers -Principal -Assistant Principal -Campus Leadership Team -Mentor Teachers -CLL -Teachers	-District Curriculum -Istation Reading -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of English Learners on all BM, STAAR/EOC assessments	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -Interim Assessments	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Conduct instructional rounds to highlight research based instructional practices with proven student success							
2) Use multiple data points collected through observations to coach and provide specific feedback to teachers to improve instruction							
3) Utilize formative and summative data to identify areas of need to personalize usage across programs.							

Goal Area 2:	Closing the Achievement Gaps						
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2020.						
Objective 3:	Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Ensure specialized departments and personnel support the academic needs of the different student groups	-LPAC -Diagnostician -Sped Teachers -Special Departments (DL, SpEd, Migrant, 504/RTI) -Principal -Assistant Principal -Campus Leadership Team -Teachers	District Curriculum, Istation Reading, Imagine Math, Success Maker, STAAR Release Assessments	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	MAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among Special Education students and the all student group	-Weekly and End of Unit Assessments – Interim Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Determine teacher capacity and provide targeted professional development							
2)Ensure teachers are trained and utilize research-based effective instruction to meet student needs							
3)Ensure that student groups (i. e., Special Education & English Learners) are monitors and are on track to graduate							
4)Monitor that all student groups from grades PK3-5 th are on grade level or showing growth							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Provide professional development for teachers and teacher assistants assigned to determine the best way to provide on-grade level instruction for special education students throughout the district	-District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals and Assist. Principals	-District Curriculum -Istation Reading -Study Sync -Systems 44 -Criterion -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of Special Education on all BM, STAAR/EOC assessments	-Weekly Assessments -CBA I -BM I & II -Interim Assessments -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Ensure special education teachers are involved in common planning of ELAR/content teachers and receive the same information and resources (access to the general curriculum)							
2) Collaboration between special education monitoring teachers and content teachers to design lessons and include modifications and supplement aids (noted on IEPs) to reflect the needs of the students and monitor their progress							
3) Ensure a core content teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.							
4) Provide specific instructional training for general education teachers and co-teachers to best serve special education students remotely or in class							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Ensure there is professional development, alignment of services, instruction, and resources for English Learners	-LPAC -Diagnostician -Sped Teachers -Special Departments (DL, SpEd, Migrant, 504/RTI) -Principal -Assistant Principal -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -ARD notes -Virtual and In-class walk-throughs	-Closing the achievement gap among special education students and all student group -Increase academic performance of special education students in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -Interim Assessments -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Provide training in language acquisition strategies for all teachers							
2) Ensure that Bilingual/ESL teachers are involved in common planning and receive the same information and resources							
3) Implement the English language Proficiency Standards (ELPS) and educate the entire staff is serving the EL population							
4) Monitor the implementation and use of the language supports during instructional time							

Goal Area 2:	Closing the Achievement Gaps						
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.						
Objective 1:	All students will demonstrate a 5% increase of academic progress in the areas of reading and mathematics by June 2021						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Monitor all student progress on a bi-weekly basis in the areas of Reading and Mathematics.	-District Departments (DL, SpEd, Migrant, 504/RTI) -District Strategists -Principal -Assistant Principal -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II) Count down to STAAR TEKSing to TEKS	-Aug. 2020 -Sept. 2020 -Oct. 2020 -Nov. 2020 -Dec. 2020 -Jan. 2021 -Feb. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans Application	-Closing the achievement gap among student groups -Increase of the number of students demonstrating academic growth of all student groups in all BM, STAAR tested subjects - An increase on our STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a, b, c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Use ongoing district and campus created formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3)Use assessment data to drive individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Create and display data-growth walls in the areas of Reading and Mathematics in a centralized location (e.g., data room, every classroom, CLL room) to monitor and have students set their own goals.	-Principal -Assistant Principal -CLL -Campus Leadership Team -Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Students assist in placing their 2019 STAAR data on designated data-growth wall so that they acknowledge their starting point and set their goals for the current school year.							
2) Students update data-growth walls after each CBA and Benchmark to acknowledge their growth, or lack of growth							
3) Teachers will keep track of their students' academic progress to be able to target specific student needs for growth							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (students and parents)	-Principal -Assistant Principal -Counselor -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Use student academic progress monitoring forms to identify and celebrate any growth that is demonstrated.							
2) Teacher/administrator/counselor - student meetings to discuss student academic goals to achieve growth based on 2019 STAAR performance.							
3) Communicate student growth with parents after each Benchmark							

Goal Area 2:	Closing the Achievement Gaps							
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.							
Objective 2:	All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2021.							
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component	
The progress of special education students will be monitored, and appropriate academic interventions will be provided.	-Diagnostician -LPAC -Language Coaches -SpEd Teachers -Special Departments (DL, SpEd, Migrant, 504/RTI) -Principal -Assistant Principal -Teachers	DMAC Program Istation Reading Success Maker Imagine Math Benchmarks IEP Goal Progress	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists LPAC notes Lesson Plans	-Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAAR/EOC TELPAS Systems 44 Benchmarks (BOY, MOY, EOY) Unique monthly assessments	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings	
Action Steps								
1)Provide professional development in the areas of ELA/SLA, Math, Best Practices on Co-Teaching, and State Assessment Accessibility Features and Designated Supports.								
2)Provide specialized materials and supplies as per students' IEP.								
3)Provide specialized equipment and assistive technology as per students' IEP.								
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component	
Special education personnel will support the academic needs of students with disabilities.	Director of Special Education Special Education Coordinators Special Education Assessment Staff Related Service Providers Principal Assistant Principal SpEd Teachers (Special Education Instructional Staff)	Special education data management system Eschool Plus/COGNOS DMAC	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists Special education teacher service schedules Student daily service logs Completed student IEP progress reports	-Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAAR STAAR ALT TELPAS TELPAS ALT	Special Ed 162, 224, 225 and 429. Title I provide Instructional Aides to support students in mainstream settings	
Action Steps								
1)District and campus personnel will review teacher caseloads to ensure adequate support can be provided to special education eligible students.								
2)Provide consultation to campus staff and parents to ensure student needs are met.								
3)Provide specialized materials and supplies as per students' IEP.								
4)Provide specialized equipment and assistive technology as per students' IEP.								
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component	
-Collect and assess data to monitor student progress and drive interventions	-Diagnostician -LPAC -SpEd Teachers -Special Departments (DL, SpEd, Migrant, 504/RTI) -Principal -Assistant Principal -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c	
Action Steps								
1)Use ongoing district built and campus formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)								
2)Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above								
3)Use assessment data to drive intervention plans and build intervention time into the day for every grade level								
Strategy 4	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component	
District and campus personnel will review teacher caseloads to ensure adequate support can be provided to Special Education eligible students.	-Diagnostician -LPAC -SpEd Teachers -Special Departments (DL, SpEd, Migrant, 504/RTI) -Principal -Assistant Principal -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects	Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c	
Action Steps								
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)								

Goal Area 2:	Closing the Achievement Gaps						
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.						
Objective 3:	All English Learners will demonstrate a 3% increase of academic progress in the areas of Reading and Mathematics by June 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The progress of EL students academic growth in the areas of Reading and Mathematics will be monitored bi-weekly by all stakeholders. (teachers, administrators, Dual Lang. coordinators/strategists/coaches).	-Dual Language Strategists/Coaches -Instructional Coaches -Principal -Assistant Principal -CLL -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM and STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -Interim Assessments	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Use ongoing district and campus created formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) and identify EL groups to address specific academic needs based on growth performance							
2)EL student group data will be disaggregated at the campus levels (CPR) to determine student progress and develop goals and plans to increasing performance to the Meets level and above							
3)Use assessment data to drive EL students' individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EL student group data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide specialized professional development that addresses the ELPS for Reading and Mathematics.	Dual Language Strategists/Coaches -Instructional Coaches -Principal -Assistant Principal -CLL -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II) -MyOn -Accelerated Reader	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -Interim Assessments	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Identify specific areas in which students are not meeting academic progress to provide specialized professional development and coaching							
2)Provide specialized training on the ELPS to be able to support student needs based on academic progress needs							
3) Provide professional development on differentiated instruction to assist EL student groups in meeting academic progress.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Differentiate instruction for English Learners based on their individual academic growth needs.	Dual Language Strategists/Coaches -Instructional Coaches -Principal -Assistant Principal -CLL -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II) -MyOn -Accelerated Reader	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, Interim Assessments and STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -Interim Assessments -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Analyze student assessments (CBAs and Benchmarks) to identify specific areas of need for EL students.							
2) Provide targeted instruction based on EL group needs during intervention/accelerated time (small group, Extended day tutoring, Saturday tutoring)							
3) Schedule intervention/applied instruction during school hours to target EL student groups that are unable to attend extended day/tutoring							

Goal Area 2:	Closing the Achievement Gaps						
Annual Goal 3:	English learners will advance by at least one level of TELPAS composite rating from June 2019 to June 2021.						
Objective 1:	By June 2021, the campus will effectively implement the adopted dual language programs in PK to 12th grade.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the elementary level.	Dual Language Director Dual Language Coordinator & Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assistant Principal Teachers	DLTI Region One Chapter 89 ELPS/SLPS/TEKS Summit K-12	August 2020 - June 2021	Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	STAAR TELPAS CBA's Benchmarks Biliteracy Checks Interim Assessments	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Specialized personnel will offer multiple trainings throughout the year for teachers and administrators.							
Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the secondary level.	Executive Officers for Elementary Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach	DLTI Region One Chapter 89 ELPS/SLPS/TEKS Summit K-12	August 2020-May 2021	Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	STAAR TELPAS CBA's Benchmarks Biliteracy Checks	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Specialized personnel will have multiple trainings/meetings with all DL contents teachers and administrators throughout the school year.							
Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Conduct parent trainings/meetings on the program model implemented at the elementary campus.	Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach Parental Engagement Director Parent Educators Principal Teachers	Elementary DL Models PowerPoints Chapter 89 Grading Policy	September 2020- May 2021	Flyers, Agendas, Sign-In Sheets, Meeting Recordings	Increase in student achievement Closing achievement Gaps Increase in parental involvement	STAAR TELPAS CBA's Benchmarks Biliteracy Checks	Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Dual Language department collaborates with Parental Engagement Director, parent educators and campus administrator to set meeting dates.							
Create flyers that campus PR will posts on Social Media							
Collaborate with campus Parent Educators to make contact with parents.							

Goal Area 2:	Closing the Achievement Gaps						
Annual Goal 3:	English learners will advance by at least one level on the TELPAS composite rating from June 2019 to June 2021.						
Objective 2:	By June 2021, staff servicing English Learners will be proficient in all dual language support systems.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Specialized personnel will facilitate professional development on the English Language Proficiency Standards.	-District Directors (DL, SpEd, Migrant, 504/RTI) Language Development Specialists Bilingual Strategist -Content Coordinators English Language Development Coach -Principal -Assistant Principal -Teachers	-English Language Proficiency Standards -District Curriculum -Proficiency Level Descriptors -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide	Aug. 2020 - June 2021	Sign in Sheets Agendas PowerPoint Presentations Lesson Plans Language Objectives posted and aligned	-Closing the achievement gap among student groups -Increase in student progress by domain Increase in student progress on composite level	-Weekly Assessments -TELPAS -CBAs -Benchmarks -Interim Assessments	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Specialized personnel will offer multiple trainings throughout the school year.							
Specialized personnel will ensure that the ELPS are integrated across curriculums.							
Specialized personnel will monitor and support teachers with the implementation of the ELPS during instruction.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning and intermediate levels of TELPAS on Composite Rating.	-Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assistant Principal CLL Teachers	-English Language Proficiency Standards District Curriculum -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Instructional and Assessment Accommodations Checklist New Teacher Institute	Aug. 2020 - June 2021	-LEP Strategic Plans completed -EL Accommodations Checklist completed -Agendas, Sign in Sheets -Language Objectives posted and aligned -Walk-through feedback -Lesson Plans	-Closing the achievement gap among -Increase linguistic performance of Beg/Int students Composite Level Progression	-TELPAS Benchmark TELPAS Software Quizzes -TELPAS Assessment Coaching/Mentoring Forms (plan of action)	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Specialized personnel will identify new teachers and teachers who have majority of students with B and I Composite ratings.							
2) Specialized personnel will coach staff members on how to implement instructional learning strategies regarding the implementation of the ELPS in their content.							
3) Specialized personnel will follow up with staff biweekly to provide feedback, support, and next steps (plan of action).							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development training on how to strategically analyze TELPAS data for student progress on composite level of TELPAS.	-Language Development Specialists and Strategists English Language Development Coach -Principal -Assistant Principal -CLL -Teachers	-ELPS -District Curriculum -PLDs -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Accommodations Checklist Data Reports Region One Summit K-12 Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials Individualized Student TELPAS Plan	Aug. 2020 - June 2021	-LEP Strategic Plans completed -EL Accommodations Checklist completed -Agendas, Sign in Sheets -Language Objectives posted and aligned -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase linguistic performance of Beg/Int students Increased progression in individual domains	-TELPAS Benchmark -TELPAS Assessment Student Artifacts	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Team prepares training by disaggregating 2020 TELPAS data and reviewing TEA updates							
Train TELPAS CTCs/LPAC administrators on how to analyze TELPAS student data to determine which domains to focus on for composite level progression.							
TELPAS CTCs/LPAC administrators and teachers develop individualized TELPAS plans.							

Goal Area 2:	Closing the Achievement Gaps						
Annual Goal 3:	English learners will advance by at least one level on the TELPAS composite rating from June 2019 to June 2021.						
Objective 3:	By June 2021, progress in second language acquisition will occur through embedded supports in the curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Embed TELPAS writing practice across all contents areas.	Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assistant Principal Teachers	English Language Proficiency Standards District Curriculum Types of Writing TELPAS Educator Guide PLDs	Sept. 2020 -May 2021	Writing samples TELPAS Writing Prompts Sign-In Sheets Agendas PowerPoint Presentations	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in Writing Domain	TELPAS Writing Mock Writing Collection	-Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Embed TELPAS prompts across all curriculums for student to practice at least biweekly.							
Train teachers on the embedded writing prompts in the curriculum to explain the process of collection and feedback to students.							
Monitor and support teachers to ensure that writing practice is implemented in their content.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assistant Principal Teachers	-ELPS - District Curriculum -PLDs -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Accommodations Rubric Data Reports Region One Texas Gateway Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program Summit K-12	Sept. 2020 -May 2021	Student Rosters Usage Reports Walk-through	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in individual Domains	TELPAS Software Program Quizzes TELPAS Benchmark TELPAS Assessment	-Effective & Timely -Assistance to students experiencing difficulty-a,b,c - Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Meet with TELPAS CTCs/LPAC Administrators to review the TELPAS calendar and determine practice for TELPAS and to schedule the TELPAS Benchmark.							
Schedule English Learners to practice for TELPAS Listening, Speaking, and Reading using the TELPAS Software Program and practice sets provided by the TEA.							
Administer the TELPAS Reading Benchmark as scheduled in the TELPAS calendar.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Embed ELPS across all curriculums.	Directors (Dual, SPED, Migrant, 504) Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach	English Language Proficiency Standards District Curriculum ELPS Flip Book TELPAS Educator Guide PLDs	Sept. 2020 -May 2021	ELPS embedded in Curriculum ELPS included in Lesson plans Language Objective posted and aligned	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in individual Domains	Curriculum Audit TELPAS Program Quizzes TELPAS Benchmark TELPAS Assessment Classroom Observations/ Walkthroughs	-Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Specialized personnel train teachers on how to develop language objectives (ELPS) aligned to the content objective (TEKS).							
Specialized personnel support teachers on creating language objectives for lessons based on the ELPS							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By June 2021, the campus's positive culture and climate will increase for teachers and staff perception of staff-student relationships.						
Objective 1:	By June 2021, student social and emotional learning knowledge and skills will increase.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	Teachers Principals Counselor	*Region One and State Conference Training and Materials *Research Based Best Practices *PreK-5th Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	Aug. 2020 –August 2021	*Attendance Reports *Walk Through/Observation Reports *Timelines *PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	*Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance *Walk Through Software/Portal	Title I: #2, #9, #10
Action Steps							
1) Implement Pre-K through 5th comprehensive counseling and guidance curriculum during advisory period							
2) Deliver virtual Social Emotional Learning Student Academies							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities	*Principals *Teachers *Counselor	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback	Aug. 2020 –August 2021	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	*Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener	Title I: #2 #9, #10
Action Steps							
1) Implement and address the following skills in their lessons such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.							
2) Promote the five competencies in extra-curricular activities such as cheerleading, football, UIL academic events, Enrichment Camps, etc.							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By June 2021, the district's positive culture and climate will increase based on teachers and staff perception of staff-student relationships.						
Objective 2:	By June 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	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officers *Principals *Counselors	*PowerPoint Presentations *Timelines *Tools and resources to monitor its effectiveness	Aug. 2020 –August 2021	*Agendas *Sign in Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis	*Title I: #4, #10
Action Steps							
1) Utilize the Counselor Café workshops for teachers and staff which provide social emotional learning topics							
2) Train teachers and staff on the counseling and guidance lessons and resources							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will implement and integrate social emotional learning activities with their students	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officers *Principals *Counselors	*Lessons on SEL interventions *Curriculum timeline *Tools and resources to monitor its effectiveness	Aug. 2020 –May 2021	*Walk Through Reports *Completed Teacher Surveys *Lesson Plans	*Increase in student participation and performance	*Side by side data analysis	*Title I: #4, #10
Action Steps							
1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms							
2) Use restorative practices and de-escalation techniques							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 2:	By June 2021, the students' perception for their physical and psychological school safety will improve.						
Objective 1:	By June 2021, 100% of the campus will implement safety and violence prevention protocols that will increase school safety.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide staff development for administrators, security, and campus police officers on safety procedures to increase school safety	*Assistant Superintendent for Student Services *Director of Student Management Services *Director for Security and Safety Department *Chief of Police	*Training equipment *Power Point Presentation *Security cameras *Security/Safety audits	*August 2020 *January 2021 *August 2021	*Agendas *Sign-in sheets *Security/Safety audit reports *School lockdown documentation	*No active threat situations *Improved security/safety audits	*BOY, MOY, and EOY security/safety audits	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Train on lockdown procedures and active threat situations							
2) Conduct daily security/safety audits at all campuses							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide staff development for administrators, security, and campus police officers on violence prevention procedures to increase school safety	*Assistant Superintendent for Student Services *Director of Student Management Services *Director for Security and Safety Department *Chief of Police	*Training materials *Power Point Presentation *Safe2SpeakUp App *Student Surveys	*August 2020 *January 2021 *August 2021	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data	*Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) *Students' perception of school safety has improved	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices							
2) Conduct and collect student surveys to evaluate the students' physical and psychological school safety							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 3:	By June 2021, family involvement and their interaction with their child’s school will increase.						
Objective 1:	By June 2021, 50% of parents will participate in informational and training sessions.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host district information and training sessions on a variation of topics using flexible scheduling, different days and times	*Parental Director *Site Managers *Parental Educators *Community Engagement Recruiters *District Staff *South Texas College Coordinator *Region One Director	*Region 16 and State Conference Parent Materials *Research Based Best Practices *District Policy Handbook *Texas Education Agency Material *ESL/GED *Reading Material and Technology Programs	August 2020- August 2021	*Meeting *Invites *Agendas *Minutes *Sign-In Sheets *Power Points *Photos of Meetings *District Master Course Scheduler *Attendance Reports	*Parent Surveys *Meeting Chats *Number of Parents at Meetings *Course Statistics using District Dashboard	*Assessment Results *Participation *Performance	*Title I-#2,#4
Action Steps							
1) Implement PSJA Virtual and face to face Family Learning Academies on a weekly basis							
2) Provide one to one campus sessions on multiple topics (Title I, Campus Policy, Home-School Compacts, Campus Plans, Attendance, Assessment, etc.)							
3) Schedule literacy and entrepreneurship sessions to support families							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Facilitate parental sessions for parents through a collaboration between Public Relations Department, Counseling Department and Family and Community Department	*Principals *Parental Director *Counselor Director *Administrators *Parental Coordinator *Parental Educators *Site Managers *Counselor	*District Social Media *Weekly Calendar *Parent Surveys *Parent Questions on Chat and One on One Meetings	August 2020- August 2021	*Sign-in Sheets *Invites *Agendas *Minutes *Brochure *Power-Point *Calendar Planning Dates *Counselor's Café Calendar *Video Recordings of Meetings	*Parent Surveys *Public Relations Data *Parent Feedback based on Chat and One on One Meetings *Accountability Report	*State/Local Assessments (STAAR, TELPAS, etc.) *Participation *Performance *Campus and District Assessments Reports	*Title I-#2,#4
Action Steps							
1) Conduct weekly meetings with Executive Officer of Communications and Staff on ways to engage more parents to information and training sessions							
2) Utilize tools such as school messenger and social media outlets to promote parent participation							
3) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 3:	By June 2021, family involvement and their interaction with their child's school will increase.						
Objective 2:	By June 2021, 20% of our parents will be connected with community partners and resources.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host a variation of district sessions and courses which include community partners and volunteer instructors	*Parental Director *Parental Coordinator *Parent Educators *Site Managers *Region One *South Texas College *Mexican Consulate *District Recruiters	*District Registration Page *Literacy Center Calendars *Technology Designated Classrooms *Community Pamphlets and Brochures	August 2020- August 2021	*Community Service Projects *Sign-In Sheets *Program Data Charts *Parent Created Artifacts *Certificate Ceremonies *Parent Feedback	*District Master Schedule Dashboard *Parent Created Projects *Mastery Rate Reports provided by Region One and South Texas College	*Accountability Reports provided by Collaborative Partners	*Title I- #6
Action Steps							
1) Partner with Region One, South Texas College and Mexican Consulate to offer parent literacy courses							
2) Promote community partners such as Texas A&M, Community Partner Program, STEPS, Behavioral Solutions of South Texas, etc.							
3) Recruit volunteer instructors to teach literacy and entrepreneurship courses							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Meet with community partners periodically to address goals and expectations	*Parental Director *Parental Coordinator *Administrator *Parental Educators *Community Partners	*MOUs *Parent Survey Results *Program Needs Assessment	August 2020- August 2021	*Meeting Notes *Mastery Rate Reports	*Program Participation *Program Completion Certificates *Program Artifacts (Parent Projects)	*Increase participation in community service projects	*Title I- #6
Action Steps							
1) Analyze grant specifications and/or community program key points addressing goals and expectations							
2) Create community service projects based on parent needs/feedback/surveys							

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:	Update the Instructional Focus Walkthrough form to align to McREL Teacher Evaluation System by December 2020.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Leadership committee will review the current Instructional Walk-Through Focus tool and the alignment to McREL evaluation system.	Principals, Assistant Principals, CLL, and Leadership Team	Instructional Focus Walk-Through Form McREL Evaluation Rubric/Tool Pacing guides Technology	Complete by Fall 2020	Development of revised Instructional Walk-through focus tool. Collect and review data.	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on evaluation	Review walk-through focus tool mid year and end of year.	Local funds
Action Steps							
1) Retrieve the current walk-through from form for programmers.							
2) Compare the current walk through form to the McREL teacher evaluation system to align the form with a focus on observation of highly effective instructional delivery.							
3) Schedule meetings with teachers in order to provide feedback.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Update the Instructional Focus Walk-Through Form	Principals, Assistant Principals, CLL, Leadership Team	Instructional Focus Walk-Through form McREL Evaluation tool Pacing Guides Technology	Complete by Fall 2020	Development of revised Instructional Walk-through focus tool. Collect and review data.	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on their delivery of instruction	Review walk-through focus tool mid-year and end of year.	Local Funds
Action Steps							
1) Administration will ask for feedback from teachers and campus leadership team							
2) Revise/Update Walk-Through Form							
3) Train campus staff on new Instructional Focus Walk-through Form							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor and review data from the new Instructional Focus Walk-Through Form and the impact on highly effective instructional delivery.	Principals, Assistant Principals, CLL	Instructional Focus walk-through form Gathered data McRel Rubric	Weekly Reviews	Walk-through Data Reports, Feedback on teacher/admin meetings	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on delivery of instruction	Review walk-through focus tool mid-year and end of year.	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps							
1) Collect input from teachers,, CLL, and Leadership Team							
2) Use feedback to revise and update form to meet campus needs.							
3) Collect observation data on delivery of instruction.							

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:	Use walk-through data to monitor and support teacher effectiveness.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Campus Administrators,	Instructional walk-through focus tool Pacing Guides	Aug. 2020 - May 2021	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction schedule	Professional growth and high-quality teaching Student academic achievement data from assessments	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
1) Create campus walk-through schedule							
2) Complete 10 walk-throughs per week.							
3) Review walk-through data and address areas of need.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will be provided with weekly instructional feedback by campus administrators.	Campus Administrators	Instructional walk-through focus tool Pacing Guides TEKS Release STEM Questions	Aug. 2020 - May 2021	CLC agendas Admin/teacher conferences	Professional growth and high-quality teaching Student academic growth	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps							
1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.							
2) Provide learning opportunities, i.e.... peer observations to observed effective strategies based on areas of need.							
3) Monitor and follow up with next steps							

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 3:	Provide professional learning opportunities for staff based on observed data using Instructional Focus Walk-Through Form.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Campus Administrators, CLL	Dashboard, Instructional walk-through focus tool, McREL observations, SLO data, Collaborative Learning Communities	"-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021"	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices, delivery of instruction	Walk-Through Data Reviews	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps							
1) Campus leadership will review walk-through data and identify areas of need.							
2) Campus leadership will identify staff instructional needs and develop an action plan							
3) Monitor and revise action plan.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will identify areas of need by teacher	Campus Administrators, CLL, Reading Resource Teacher	Dashboard, Instructional walk-through focus tool, McREL observations, SLO data, Professional Learning Communities.	"-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021"	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps							
1) Campus administrators and teacher will develop and monitor professional development goals to address areas of need.							
2) Provide professional development opportunities for staff							
3) Review and monitor achievement of professional development goals.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.						
Objective 1:	Develop the skills in teachers needed to complete fair, valid teacher evaluations.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all campus teachers based on their professional development goals.	Principals, Assistant Principals, CLL	Funding, professional development needs data, professional development trainers, Research-Based Resources	Fall and Spring semester	More alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	Improved student performance, higher teacher retention rate	Progress monitoring, CBA, STAAR, SLO's, McREL	T1 #3,#5
Action Steps							
1) Collect evidence of teacher PD needs.							
2) Review academic reports for district and campus needs							
3) Plan, schedule and hold trainings.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all teachers based on professional individual development goals.	Principals, Assistant Principals	Funding, professional development needs data, professional development trainers, calibration trainings opportunities	Quarterly	teacher evaluation a true reflection of teacher performance and student growth	Data showing increase alignment between teacher evaluation and student performance	McREL evaluation data, student performance data	T1 #3,#5
Action Steps							
1) Schedule quarterly meetings for teacher evaluation Calibrations							
2) Hold quarterly principal and assistant principal team walk-through and evaluation talks.							
3) Review teacher evaluations and compare to student performance.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.						
Objective 2:	Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback using McREL evaluation system twice per year.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All campus administrators will use a high-quality evaluation system (McREL) to increase staff quality,	Campus principal, assistant principal, CLL	McRel Evaluation Tool, Materials	August 2020 - May 2021	McREL evaluations, Sign-in sheets Coaching logs and schedules	Increase student achievement Higher teacher retention Higher School report card based on TAPR	McREL Evaluations	Local
Action Steps							
1) Professional development for teachers and campus leadership is provided at the beginning of the school year and continue as needed.							
2) Identify areas of need and provide professional development							
3) Provide feedback and action plans							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will receive annual McREL review sessions	-TxCEE, Principal Assistant Principal CLL	McRel Evaluation Tool , Materials McRel Guide	August 2020 - May 2021	"McREL evaluations ERO Numbers	Submit quality PD goals Growth in Standards Walkthroughs	-TxCEE, -HR Dept. -Prncipal -Assistant Principal	McRel Evaluation Tool , Materials
Action Steps							
1) Create opportunities for collaborative instructional review, i.e. Instructional Rounds.							
2) Monitor and evaluate data gather during instructional rounds.							
3) Provide support in areas of need.							
4) Additional support for new teachers and 2 nd year teachers. (walkthroughs, CLL conferences, Modeling of lessons)							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.						
Objective 3:	Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by a McREL evaluation tool.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide training for staff on the Spirit of PSJA Evaluation Tool.	Campus principal, assistant principal, CLL	Spirit of PSJA training materials	Fall, Spring	Use of the Evaluation tool, two evaluations entered per staff member	Improved customer service, increased efficiency and happier employees	Spirit of PSJA Evaluation tool	Local T1 #3, #5
Action Steps							
1) Schedule the fall training							
2) Monitor and review professional development goals to create training based on needs and goals							
3) Schedule Spirit of PSJA Categories and behaviors trainings							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Staff will create clear professional development goals and expectations.	Employees being evaluated, supervisor	Spirit of PSJA Evaluation	Fall, Spring	Evaluations entered into the system	Improved customer service, increased efficiency and happier employees	Goals entered into evaluation system	Local T1 #3#5
Action Steps							
1) Train staff on evaluation tool							
2) Give staff timeline to complete the self-evaluation and goal setting							
3) Offer growth opportunities to staff							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 3:	All teachers will be certified for teaching assignment by May 2021.						
Objective 2:	All Elementary Bilingual teachers will be certified by May 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
New teachers sign a Need to complete certification letter when signing contract	Human Resources, Dual Lang. Dept	Letter	During Onboarding	Letter on file	All bilingual teachers certified	Complete Fed/State requirement	-Title I: #3 and #5
1) Advertise the vacancy requesting the bilingual certification							
2) Monitor testing opportunities for success							
3) Staff that complete testing may be considered for continued employment							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development opportunities to improve bilingual lesson delivery and instruction.	Talent Development, Dual Lang. Dept., Professional Development Dept. NTS Dept.	funding, materials for PD delivery, PD preparation time	Fall, Spring	Meeting the bilingual students' academic needs	Improved scores for the bilingual students	STAAR	-Title I: #3 and #5
Action Steps							
1) Review student performance data to determine areas needing support							
2) Develop trainings and schedule the PD for teachers							
3) Monitor and adjust as needed to support the teachers							