

DeSoto Independent School District
Ruby Young Elementary School
Improvement Plan
2020-2021



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Comprehensive Needs Assessment

Revised/Approved: August 11th 2020

Demographics

Demographics Summary

Ruby Young Elementary School is a K-5 campus with an enrollment of 425 students. It is located in DeSoto, Texas, which is an urban community in the Dallas-Fort Worth metroplex. Current demographic statistics are as follows (based on 2018-19 TAPR information):

Black/African-American: 77.6%

Hispanic: 16%

White: 2.4%

All Other Ethnicities: 4%

Economically Disadvantaged: 72.9%

At-Risk: 56.7%

Mobility: 25.6%

Special Education: 7.3%

Demographics Strengths

The school represents ethnic and socioeconomic diversity, which enhance students' social-emotional learning and development of collaborative skills. Hispanic communities value family involvement, so parents from that subpopulation frequently attend school events. African-American families value community service, religious beliefs and storytelling, so the oral traditions of instruction are highly effective, and local congregations, as well as retired

residents, in the neighborhood provide ongoing volunteer support to assist students through mentoring, and building literacy skills.

Student Achievement

Student Achievement Summary

"C" Rating (79)

Gains in 12/24 STAAR-tested levels

Declines in 12/24 STAAR-tested levels

9% gain in Academic Growth Measure from 2017-18

Student Achievement Strengths

8+% growth in STAAR Reading Approaches level for grades 4 and 5 from 2018 to 2019

4+% growth in STAAR Reading Meets level for grades 3 and 5 from 2018 to 2019

6+% growth in STAAR Reading Masters level for grades 3 from 2018 to 2019

10+% growth in STAAR Math Approaches, Meets, *and* Masters levels for grade 5 from 2018 to 2019

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There are a significant number of students whose current reading levels qualify them for Tier 2 and Tier 3 intervention. As a result, students are barely meeting the state's "Approaches Grade Level" scores. **Root Cause:** Students are not on grade level in the areas of reading fluency and reading comprehension.

School Culture and Climate

School Culture and Climate Summary

The Campus Improvement Team (CIT) includes parents and community members, as well as campus teachers and administrators, as prescribed by the Texas Education Agency (TEA) and DeSoto ISD Board Policy. The CIT conducts the Campus Needs Assessment (CNA) process, and operates throughout the year in an advisory capacity. This work includes ongoing monitoring, evaluation, discussion, and adjustments surrounding school culture and climate issues based on the expectations of a safe, nurturing and disciplined school environment that is conducive to teaching and learning. There is an Action Plan Committee which oversees the key areas of school culture and climate for the campus: safety, discipline management, staff culture, student culture, and PBIS. Overall, the students, staff, and parents feel positive about the culture of the school, according to stakeholder feedback via email, social media, and communication during campus meetings. Some friction exists between new teachers and seasoned teachers, when it comes to their pedagogy. Expectations on campus are high regarding student behavior and academics. Parents are supportive of the school's mission and vision, and are encouraged by the campus progress. Stakeholders take pride in maintaining a clean and safe facility. Staff works to find ways to maintain school culture, traditions, and community during social distance directives.

School Culture and Climate Strengths

This campus welcomes feedback from staff, parents, and students. A culture of problem-solving is fostered, and stakeholders are encouraged to develop action plans in response to their observations regarding opportunities for improvement. Complaints must be accompanied with proposed solutions. Stakeholders take pride in the campus, and value the importance of maintaining a safe environment in which authentic learning can occur.

Implementation of PBIS/Restorative Discipline Model

CIT participation in campus climate and culture development & maintenance

Development and implementation of campus-wide discipline management plan

Use of MTSS as part of addressing students who exhibit more challenging behaviors

Community partnerships with mentors for students

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers continue to meet the Highly Qualified requirement. New teachers need coaching and mentoring for instructional best practices and behavior management strategies to be successful in their classrooms. Additional training is needed for teachers of English Language Learners, so they can receive their ESL Supplemental SBEC certificate.

Professional Learning Communities

Annual ESL Training

Annual GT Training

Data Analysis Training (ongoing)

Staff Quality, Recruitment, and Retention Strengths

Teacher retention from 2017-18 to 2018-19 is 91%. There is a heavy focus on new teachers to give ongoing feedback and support from the start of the school

year, to provide them with opportunities to grow throughout the school year. Weekly data meetings with grade levels and individuals are held to review their

data in order to identify causes for celebration and areas of concern. All district staff are provided with opportunities to complete annual G/T certification requirements.

Campus-Based Professional Development

Interview Teams

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum planning is currently in the restructuring and improvement phase. The lessons presented in the classroom do not always align to the scope and sequence. Quantitative and qualitative data is used to make decisions about tiered intervention and enrichment assignments. Teaching teams follow the YAG, and submit lesson plans in advance for administrator review and feedback. Instructional leaders create calendars that keep teachers on track in their planning, and provide time and resources for re-teach, as needed.

Curriculum, Instruction, and Assessment Strengths

Regular planning and data meetings help ensure that curriculum and instruction is proving successful, based on assessment scores. Learning objectives are aligned, and teachers have a map to get to the desired learning outcomes with their students. Teachers are given the opportunity to review and offer input regarding district-generated common assessments.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers struggle to implement all district directives regarding curriculum and instruction with fidelity. **Root Cause:** Multiple initiatives are rolled out with no clear system for implementation, or training to help teachers use the resources successfully.

Parent and Community Engagement

Parent and Community Engagement Summary

Multiple schoolwide events and programs give parents and other stakeholders opportunities to be a part of the school community, and participate in the learning process. Families and communities support the school and its programs. Partnerships with local organizations provide mentors for students, and gestures of teacher appreciation. Campus faculty and staff remains flexible in its understanding of the changing picture of a traditional family, and are aware of the impact home environment dynamics have on students' socio-emotional wellbeing and capacity for learning. All children are welcome; yet high expectations for academic achievement and appropriate behavior are maintained.

Parent and Community Engagement Strengths

School personnel play a major role in the success of family and community involvement. Events such as "Donuts with Dad," the Principal's Party, Medical and Environmental Science Magnet Academy Showcase, Family Literacy Nights, PALs program, volunteer readers, bring the community into the school. Strong PTA involvement is an active contributing factor to student success. Parents, and the community, partner with faculty and staff, to support students, and help them become the best version of themselves.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Although parent attendance is high for relationship-building events with food, such as the annual school-wide picnic, turnout is very low for events addressing student academic needs, such as our annual "Goals Night," when the summary of achievements, opportunities for growth, and action plans are presented for reflection and discussion. **Root Cause:** Parents often express a lack of self-confidence in their ability to be active participants in their child's educational progress, and feel the school personnel should address the academic needs of their children.

School Context and Organization

School Context and Organization Summary

All individuals are expected to be self-motivated, and identify personal and professional opportunities for growth, in order to set high goals for themselves. Everyone is respected as a highly-qualified educator, and is held accountable for speaking, dressing, and behaving in a way to embody the traits of a professional. Campus data from recent years indicates that campus demographics are changing, but teachers are still successfully closing gaps and helping students continue to improve academically. It will be necessary to maintain high personal expectations and work ethics in order to gain achievement, particularly in the areas of reading and writing.

School Context and Organization Strengths

All academic, behavioral, and campus climate decisions are made with students in mind. Curriculum and instructional approaches are data-driven. Administrators maintain an open-door policy to hear staff, faculty, and parent concerns. Everyone is expected to set, and continually work toward reaching, personal and professional goals.

Technology

Technology Summary

Budget constraints result in moderate technology resources and availability. Teachers did receive new laptops for the 2018-19 school year, and all instructional classrooms have a media cart with computer, doc cam, projector, five Chromebooks, and other items as warranted for the content area (i.e. music classroom has microphones). Technology is incorporated into lessons for student-centered learning, including research and presentation design. Magnet academy classrooms receive full class sets of Chromebooks to support their 21st century skill inquiry-based curriculum.

Technology Strengths

Teachers collaborate with one another, and their students, to learn new technology tools, apps, programs, and resources. Campus staff pool and share resources with one another. Students utilize Chromebooks in small groups to conduct research related to class topics, and create unique presentation formats to share information with peers and instructors.

Priority Problem Statements

Problem Statement 1: There are a significant number of students whose current reading levels qualify them for Tier 2 and Tier 3 intervention. As a result, students are barely meeting the state's "Approaches Grade Level" scores.

Root Cause 1: Students are not on grade level in the areas of reading fluency and reading comprehension.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Teachers struggle to implement all district directives regarding curriculum and instruction with fidelity.

Root Cause 2: Multiple initiatives are rolled out with no clear system for implementation, or training to help teachers use the resources successfully.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Although parent attendance is high for relationship-building events with food, such as the annual school-wide picnic, turnout is very low for events addressing student academic needs, such as our annual "Goals Night," when the summary of achievements, opportunities for growth, and action plans are presented for reflection and discussion.

Root Cause 3: Parents often express a lack of self-confidence in their ability to be active participants in their child's educational progress, and feel the school personnel should address the academic needs of their children.

Problem Statement 3 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Goals

Revised/Approved: August 7th 2020

Goal 1: Improve student achievement performance in reading.

Performance Objective 1: By May 31, 2021, build a culture of high-quality instruction to meet the literacy needs of every child in order to achieve 8% academic growth on the 2021 3rd Grade Reading STAAR assessments, compared to 2019.

Evaluation Data Sources: Prior year's STAAR scores, common assessments, benchmarks, ISIP reading assessments, campus-based tests, student work portfolios, current STAAR

Summative Evaluation: None

Strategy 1: Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for ELAR and social studies (intended to serve as reading reinforcement) to assist students' comprehension and mastery.

Strategy's Expected Result/Impact: Enable appropriate differentiation to assist all students to grow from their current ability levels.

Staff Responsible for Monitoring: Content leaders, campus administration, interventionist

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: None

Comprehensive Support Strategy

Results Driven Accountability

Formative

Dec

Feb

Apr

Summative

June

Strategy 2: Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2021 Reading STAAR performance.

Strategy's Expected Result/Impact: Students will build skills in fluency and comprehension, and progress toward grade-level literacy.	Formative
Staff Responsible for Monitoring: Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: Lever 5: Effective Instruction	Summative
Comprehensive Support Strategy	June
Additional Targeted Support Strategy	
Results Driven Accountability	

Strategy 3: Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.

Strategy's Expected Result/Impact: Students will achieve greater understanding when information is presented in the format that is most familiar to them.	Formative
Staff Responsible for Monitoring: Content leaders, campus administration, magnet program coordinator, STEM coordinator, interventionist	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: Lever 5: Effective Instruction	Summative
Comprehensive Support Strategy	June
Additional Targeted Support Strategy	
Results Driven Accountability	

Strategy 4: Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.

Strategy's Expected Result/Impact: Students will build decoding skills, and progress toward grade-level literacy.	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Grade-level teachers, reading interventionist, instructional coordinator, campus administration	
Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: None	
TEA Priorities: Build a foundation of reading and math Funding Sources: None	
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 5: Develop a support system in which teachers and interventionists identify MTSS Tier 2 and 3 students to receive additional reading assistance.

Strategy's Expected Result/Impact: Students will approach or reach grade-level reading fluency and comprehension.	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Grade-level teachers, reading interventionist, instructional coordinator, campus administration	
Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: None	
TEA Priorities: Build a foundation of reading and math Funding Sources: None	
ESF Levers: None	
Comprehensive Support Strategy	

Strategy 6: Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments

Strategy's Expected Result/Impact: Advanced students will continue to progress ahead of grade level and prepare for honors or AP classes.	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: STEM instructor, G/T instructor, campus administration	
Title I Schoolwide Elements: 2.4, 2.5	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: None	
Comprehensive Support Strategy	
Problem Statements: None	
Funding Sources: None	

Strategy 7: Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope & Sequence) to plan and implement effective lessons with aligned resources.

Strategy's Expected Result/Impact: Increased rigor and relevance for student learning; better preparation for state assessments.	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: District and campus administration	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Comprehensive Support Strategy	
Problem Statements: None	
Funding Sources: None	


Strategy 8: Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.


Strategy's Expected Result/Impact: Effective instruction that increases student learning.	Formative
Staff Responsible for Monitoring: Classroom teachers, interventionist, instructional coordinator, campus administration	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Problem Statements: None	Dec
Funding Sources: None	Feb
Comprehensive Support Strategy	Apr
Results Driven Accountability	Summative
	June

Strategy 9: Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for MTSS Tier 2/3, SST, 504, or SpEd additional supports.

Strategy's Expected Result/Impact: Provide appropriate supports for students to achieve personal academic growth.	Formative
Staff Responsible for Monitoring: Classroom teachers, interventionist, instructional coordinator, counselor, campus administration	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: Lever 5: Effective Instruction	
Problem Statements: None	Dec
Funding Sources: None	Feb
Comprehensive Support Strategy	Apr
Additional Targeted Support Strategy	Summative
Results Driven Accountability	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: By May 31, 2021, build a culture of high-quality instruction to meet the literacy needs of every child in order to achieve 8% academic growth on the 2021 4th Grade Reading STAAR assessments, compared to 2019.

Evaluation Data Sources: Prior year's STAAR scores, common assessments, benchmarks, ISIP reading and math assessments, campus-based tests, student work portfolios, current STAAR

Summative Evaluation: None

Strategy 1: Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for ELAR and social studies (intended to serve as reading reinforcement) to assist students' comprehension and mastery.	
Strategy's Expected Result/Impact: Enable appropriate differentiation to assist all students to grow from their current ability levels.	Formative
Staff Responsible for Monitoring: Content leaders, campus administration, interventionist	Dec
Title I Schoolwide Elements: 2.4, 2.5	Feb
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Apr
ESF Levers: None	Summative
Comprehensive Support Strategy	June
Strategy 2: Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2021 Reading STAAR performance.	
Strategy's Expected Result/Impact: Students will build skills in fluency and comprehension, and progress toward grade-level literacy.	Formative
Staff Responsible for Monitoring: Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: Lever 5: Effective Instruction	Summative
Comprehensive Support Strategy	June

Strategy 3: Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.

Strategy's Expected Result/Impact: Students will achieve greater understanding when information is presented in the format that is most familiar to them.	Formative
Staff Responsible for Monitoring: Content leaders, campus administration, magnet program coordinator, STEM coordinator, interventionist	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Dec
Problem Statements: None	
TEA Priorities: Build a foundation of reading and math	Feb
Funding Sources: None	
ESF Levers: Lever 5: Effective Instruction	Apr
Comprehensive Support Strategy	
	Summative
	June

Strategy 4: Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.

Strategy's Expected Result/Impact: Students will build decoding skills, and progress toward grade-level literacy.	Formative
Staff Responsible for Monitoring: Grade-level teachers, reading interventionist, instructional coordinator, campus administration	
Title I Schoolwide Elements: 2.4, 2.6	Dec
Problem Statements: None	
TEA Priorities: Build a foundation of reading and math	Feb
Funding Sources: None	
ESF Levers: None	Apr
Comprehensive Support Strategy	
Additional Targeted Support Strategy	Summative
Results Driven Accountability	June

Strategy 5: Develop a support system in which teachers and interventionists identify MTSS Tier 2 and 3 students to receive additional reading assistance.

Strategy's Expected Result/Impact: Students will approach or reach grade-level reading fluency and comprehension.	Formative
Staff Responsible for Monitoring: Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Dec
Title I Schoolwide Elements: 2.4, 2.6	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: None	Summative
Comprehensive Support Strategy	June
Additional Targeted Support Strategy	
Results Driven Accountability	

Strategy 6: Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments

Strategy's Expected Result/Impact: Advanced students will continue to progress ahead of grade level and prepare for honors or AP classes.	Formative
Staff Responsible for Monitoring: STEM instructor, G/T instructor, campus administration	Dec
Title I Schoolwide Elements: 2.4, 2.5	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: None	Summative
Comprehensive Support Strategy	June

Strategy 7: Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope & Sequence) to plan and implement effective lessons with aligned resources.

Strategy's Expected Result/Impact: Increased rigor and relevance for student learning; better preparation for state assessments.	Formative
Staff Responsible for Monitoring: District and campus administration	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Problem Statements: None	Dec
Funding Sources: None	Feb
Comprehensive Support Strategy	Apr
	Summative
	June

Strategy 8: Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.

Strategy's Expected Result/Impact: Effective instruction that increases student learning.	Formative
Staff Responsible for Monitoring: Classroom teachers, interventionist, instructional coordinator, campus administration	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Problem Statements: None	Dec
Funding Sources: None	Feb
Comprehensive Support Strategy	Apr
	Summative
	June

Strategy 9: Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for MTSS Tier 2/3, SST, 504, or SpEd additional supports.

Strategy's Expected Result/Impact: Provide appropriate supports for students to achieve personal academic growth.		Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Classroom teachers, interventionist, instructional coordinator, counselor, campus administration		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	
ESF Levers: Lever 5: Effective Instruction		
Comprehensive Support Strategy		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: By May 31, 2021, build a culture of high-quality instruction to meet the literacy needs of every child in order to achieve 8% academic growth on the 2021 5th Grade Reading STAAR assessments, compared to 2019.

Evaluation Data Sources: Prior year's STAAR scores, common assessments, benchmarks, ISIP reading assessments, campus-based tests, student work portfolios, current STAAR

Summative Evaluation: None

Strategy 1: Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for ELAR and social studies (intended to serve as reading reinforcement) to assist students' comprehension and mastery.	
Strategy's Expected Result/Impact: Enable appropriate differentiation to assist all students to grow from their current ability levels.	Formative
Staff Responsible for Monitoring: Content leaders, campus administration, interventionist	Dec
Title I Schoolwide Elements: 2.4, 2.5	Feb
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Apr
ESF Levers: None	Summative
Comprehensive Support Strategy	June
Strategy 2: Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2021 Reading STAAR performance.	
Strategy's Expected Result/Impact: Students will build skills in fluency and comprehension, and progress toward grade-level literacy.	Formative
Staff Responsible for Monitoring: Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: Lever 5: Effective Instruction	Summative
Comprehensive Support Strategy	June

Strategy 3: Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.

Strategy's Expected Result/Impact: Students will achieve greater understanding when information is presented in the format that is most familiar to them.	Formative
Staff Responsible for Monitoring: Content leaders, campus administration, magnet program coordinator, STEM coordinator, interventionist	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Dec
Problem Statements: None	
TEA Priorities: Build a foundation of reading and math	Feb
Funding Sources: None	
ESF Levers: Lever 5: Effective Instruction	Apr
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Strategy 4: Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.

Strategy's Expected Result/Impact: Students will build decoding skills, and progress toward grade-level literacy.	Formative
Staff Responsible for Monitoring: Grade-level teachers, reading interventionist, instructional coordinator, campus administration	
Title I Schoolwide Elements: 2.4, 2.6	Dec
Problem Statements: None	
TEA Priorities: Build a foundation of reading and math	Feb
Funding Sources: None	
ESF Levers: None	Apr
Comprehensive Support Strategy	
	Summative
	June

Strategy 5: Develop a support system in which teachers and interventionists identify MTSS Tier 2 and 3 students to receive additional reading assistance.

Strategy's Expected Result/Impact: Students will approach or reach grade-level reading fluency and comprehension.	Formative
Staff Responsible for Monitoring: Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Dec
Title I Schoolwide Elements: 2.4, 2.6	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: None	Summative
Comprehensive Support Strategy	June

Strategy 6: Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments

Strategy's Expected Result/Impact: Advanced students will continue to progress ahead of grade level and prepare for honors or AP classes.	Formative
Staff Responsible for Monitoring: STEM instructor, G/T instructor, campus administration	Dec
Title I Schoolwide Elements: 2.4, 2.5	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: None	Summative
Comprehensive Support Strategy	June

Strategy 7: Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope & Sequence) to plan and implement effective lessons with aligned resources.

Strategy's Expected Result/Impact: Increased rigor and relevance for student learning; better preparation for state assessments.		Formative
Staff Responsible for Monitoring: District and campus administration		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
Comprehensive Support Strategy		June

Strategy 8: Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.

Strategy's Expected Result/Impact: Effective instruction that increases student learning.		Formative
Staff Responsible for Monitoring: Classroom teachers, interventionist, instructional coordinator, campus administration		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
Comprehensive Support Strategy		June

Strategy 9: Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for RtI Tier 2/3, SST, 504, or SpEd additional supports.

Strategy's Expected Result/Impact: Provide appropriate supports for students to achieve personal academic growth.		Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Classroom teachers, interventionist, instructional coordinator, counselor, campus administration		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	
ESF Levers: Lever 5: Effective Instruction		
Comprehensive Support Strategy		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Improve student achievement performance in mathematics.

Performance Objective 1: By May 31, 2021, build a culture of high-quality instruction to meet the literacy needs of every child in order to achieve 6% academic growth on the 2021 3rd Grade Math STAAR assessments, compared to 2019.

Evaluation Data Sources: Prior year's STAAR scores, common assessments, benchmarks, ISIP reading assessments, campus-based tests, student work portfolios, current STAAR

Summative Evaluation: None

Strategy 1: Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for math and science (intended to serve as math reinforcement) to assist students' comprehension and mastery.	
Strategy's Expected Result/Impact: Enable appropriate differentiation to assist all students to grow from their current ability levels.	Formative
Staff Responsible for Monitoring: Content leaders, campus administration, interventionist	Dec
Title I Schoolwide Elements: 2.4, 2.5	Feb
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Apr
Funding Sources: None	Summative
ESF Levers: None	June
Comprehensive Support Strategy	
Results Driven Accountability	
Strategy 2: Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2021 Math STAAR performance.	
Strategy's Expected Result/Impact: Students will approach, or achieve, grade-level word problem comprehension and calculation skills.	Formative
Staff Responsible for Monitoring: Grade-level teachers, interventionist, instructional coordinator, campus administration	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: Build a foundation of reading and math	Apr
Funding Sources: None	Summative
ESF Levers: Lever 5: Effective Instruction	June
Comprehensive Support Strategy	

Strategy 3: Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.

<p>Strategy's Expected Result/Impact: Students will achieve greater understanding when information is presented in the format that is most familiar to them.</p> <p>Staff Responsible for Monitoring: Content leaders, campus administration, magnet program coordinator, STEM coordinator, interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Comprehensive Support Strategy</p>	Formative
	Dec
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 4: Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.

<p>Strategy's Expected Result/Impact: Students will approach, or achieve, grade-level word problem comprehension and calculation skills.</p> <p>Staff Responsible for Monitoring: Grade-level teachers, interventionist, instructional coordinator, campus administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Dec
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 5: Develop a support system in which teachers and interventionists identify MTSS Tier 2 and 3 students to receive additional mathematics assistance.

<p>Strategy's Expected Result/Impact: Students will approach, or achieve, grade-level word problem comprehension and calculation skills.</p> <p>Staff Responsible for Monitoring: Grade-level teachers, interventionist, instructional coordinator, campus administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Dec
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 6: Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments

<p>Strategy's Expected Result/Impact: Advanced students will continue to progress ahead of grade level and prepare for honors or AP classes.</p> <p>Staff Responsible for Monitoring: STEM instructor, G/T instructor, campus administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Dec
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 7: Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope & Sequence) to plan and implement effective lessons with aligned resources.

Strategy's Expected Result/Impact: Increased rigor and relevance for student learning; better preparation for state assessments.		Formative
Staff Responsible for Monitoring: District and campus administration		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
Comprehensive Support Strategy		June

Strategy 8: Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.

Strategy's Expected Result/Impact: Effective instruction that increases student learning.		Formative
Staff Responsible for Monitoring: Classroom teachers, interventionist, instructional coordinator, campus administration		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
Comprehensive Support Strategy		June

Strategy 9: Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for MTSS Tier 2/3, SST, 504, or SpEd additional supports.

Strategy's Expected Result/Impact: Provide appropriate supports for students to achieve personal academic growth.		Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Classroom teachers, interventionist, instructional coordinator, counselor, campus administration		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	
ESF Levers: Lever 5: Effective Instruction		
Comprehensive Support Strategy		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: By May 31, 2021, build a culture of high-quality instruction to meet the literacy needs of every child in order to achieve 6% academic growth on the 2021 4th Grade Math STAAR assessments, compared to 2019.

Evaluation Data Sources: Prior year's STAAR scores, common assessments, benchmarks, ISIP math assessments, campus-based tests, student work portfolios, current STAAR

Summative Evaluation: None

Strategy 1: Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for Math (intended to serve as reading reinforcement) to assist students' comprehension and mastery.	
Strategy's Expected Result/Impact: Enable appropriate differentiation to assist all students to grow from their current ability levels.	Formative
Staff Responsible for Monitoring: Content leaders, campus administration, interventionist	Dec
Title I Schoolwide Elements: 2.4, 2.5	Feb
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Apr
ESF Levers: None	Summative
Comprehensive Support Strategy	June
Strategy 2: Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2021 Reading STAAR performance.	
Strategy's Expected Result/Impact: Students will build skills in fluency and comprehension, and progress toward grade-level literacy.	Formative
Staff Responsible for Monitoring: Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: Lever 5: Effective Instruction	Summative
Comprehensive Support Strategy	June

Strategy 3: Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.

Strategy's Expected Result/Impact: Students will achieve greater understanding when information is presented in the format that is most familiar to them.	Formative
Staff Responsible for Monitoring: Content leaders, campus administration, magnet program coordinator, STEM coordinator, interventionist	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Dec
Problem Statements: None	
TEA Priorities: Build a foundation of reading and math	Feb
Funding Sources: None	
ESF Levers: Lever 5: Effective Instruction	Apr
Comprehensive Support Strategy	
	Summative
	June

Strategy 4: Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.

Strategy's Expected Result/Impact: Students will build decoding skills, and progress toward grade-level literacy.	Formative
Staff Responsible for Monitoring: Grade-level teachers, reading interventionist, instructional coordinator, campus administration	
Title I Schoolwide Elements: 2.4, 2.6	Dec
Problem Statements: None	
TEA Priorities: Build a foundation of reading and math	Feb
Funding Sources: None	
ESF Levers: None	Apr
Comprehensive Support Strategy	
	Summative
	June

Strategy 5: Develop a support system in which teachers and interventionists identify MTSS Tier 2 and 3 students to receive additional reading assistance.

Strategy's Expected Result/Impact: Students will approach or reach grade-level reading fluency and comprehension.	Formative
Staff Responsible for Monitoring: Grade-level teachers, reading interventionist, instructional coordinator, campus administration	Dec
Title I Schoolwide Elements: 2.4, 2.6	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: None	Summative
Comprehensive Support Strategy	June

Strategy 6: Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments

Strategy's Expected Result/Impact: Advanced students will continue to progress ahead of grade level and prepare for honors or AP classes.	Formative
Staff Responsible for Monitoring: STEM instructor, G/T instructor, campus administration	Dec
Title I Schoolwide Elements: 2.4, 2.5	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: None	Summative
Comprehensive Support Strategy	June

Strategy 7: Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope & Sequence) to plan and implement effective lessons with aligned resources.

Strategy's Expected Result/Impact: Increased rigor and relevance for student learning; better preparation for state assessments.	Formative
Staff Responsible for Monitoring: District and campus administration	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Problem Statements: None	Dec
Funding Sources: None	Feb
Comprehensive Support Strategy	Apr
	Summative
	June


Strategy 8: Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.


Strategy's Expected Result/Impact: Effective instruction that increases student learning.	Formative
Staff Responsible for Monitoring: Classroom teachers, interventionist, instructional coordinator, campus administration	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Problem Statements: None	Dec
Funding Sources: None	Feb
Comprehensive Support Strategy	Apr
	Summative
	June

Strategy 9: Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for MTSS Tier 2/3, SST, 504, or SpEd additional supports.

Strategy's Expected Result/Impact: Provide appropriate supports for students to achieve personal academic growth.		Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Classroom teachers, interventionist, instructional coordinator, counselor, campus administration		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	
ESF Levers: Lever 5: Effective Instruction		
Comprehensive Support Strategy		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: By May 31, 2021, build a culture of high-quality instruction to meet the literacy needs of every child in order to achieve 6% academic growth on the 2020 5th Grade Math STAAR assessments, compared to 2019.

Evaluation Data Sources: Prior year's STAAR scores, common assessments, benchmarks, ISIP math assessments, campus-based tests, student work portfolios, current STAAR

Summative Evaluation: None

Strategy 1: Wisely invest Title I funds to purchase appropriate materials, curriculum, and resources for math and science (intended to serve as math reinforcement) to assist students' comprehension and mastery.	
Strategy's Expected Result/Impact: Enable appropriate differentiation to assist all students to grow from their current ability levels.	Formative
Staff Responsible for Monitoring: Content leaders, campus administration, interventionist	Dec
Title I Schoolwide Elements: 2.4, 2.5	Feb
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Apr
ESF Levers: None	Summative
Comprehensive Support Strategy	June
Strategy 2: Provide rigorous, measurable, differentiated first-round instruction to raise student achievement by 6% for Approaches, Meets, and Masters levels on 2021 Math STAAR performance.	
Strategy's Expected Result/Impact: Students will approach, or achieve, grade-level word problem comprehension and calculation skills.	Formative
Staff Responsible for Monitoring: Grade-level teachers, interventionist, instructional coordinator, campus administration	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: Lever 5: Effective Instruction	Summative
Comprehensive Support Strategy	June

Strategy 3: Utilize technology as an instructional tool that redefines learning activities for students, rather than as a substitute for traditional worksheets.

<p>Strategy's Expected Result/Impact: Students will achieve greater understanding when information is presented in the format that is most familiar to them.</p> <p>Staff Responsible for Monitoring: Content leaders, campus administration, magnet program coordinator, STEM coordinator, interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Comprehensive Support Strategy</p>	Formative
	Dec
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 4: Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.

<p>Strategy's Expected Result/Impact: Students will approach, or achieve, grade-level word problem comprehension and calculation skills.</p> <p>Staff Responsible for Monitoring: Grade-level teachers, interventionist, instructional coordinator, campus administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Dec
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 5: Develop a support system in which teachers and interventionists identify MTSS Tier 2 and 3 students to receive additional mathematics assistance.

Strategy's Expected Result/Impact: Students will approach, or achieve, grade-level word problem comprehension and calculation skills.	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Grade-level teachers, interventionist, instructional coordinator, campus administration	
Title I Schoolwide Elements: 2.4, 2.6	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: None	
Comprehensive Support Strategy	
Problem Statements: None	
Funding Sources: None	

Strategy 6: Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments

Strategy's Expected Result/Impact: Advanced students will continue to progress ahead of grade level and prepare for honors or AP classes.	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: STEM instructor, G/T instructor, campus administration	
Title I Schoolwide Elements: 2.4, 2.5	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: None	
Comprehensive Support Strategy	
Problem Statements: None	
Funding Sources: None	

Strategy 7: Ensure teachers attend districtwide PLC/Design Workshop to receive ongoing professional support for high-quality instruction by effectively utilizing foundational documents (YAGs, IPGs, Scope & Sequence) to plan and implement effective lessons with aligned resources.

Strategy's Expected Result/Impact: Increased rigor and relevance for student learning; better preparation for state assessments.		Formative
Staff Responsible for Monitoring: District and campus administration		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
Comprehensive Support Strategy		June

Strategy 8: Strategically meet in horizontally and vertically aligned PLCs each week. Establish clearly-defined expectations of high-quality instruction, including training on gradual release, thorough lesson plans aligned to T-TESS Domain I criteria, submitted in advance, and meaningful assessment design. Determine evidence of high-quality instruction and student work analysis protocol.

Strategy's Expected Result/Impact: Effective instruction that increases student learning.		Formative
Staff Responsible for Monitoring: Classroom teachers, interventionist, instructional coordinator, campus administration		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
Comprehensive Support Strategy		June

Strategy 9: Conduct data analysis meetings at least once every 30 days, using district-approved protocol, to review results from Universal screener, campus-based formative assessments, common assessments, in order to monitor student progress and correctly refer students for MTSS Tier 2/3, SST, 504, or SpEd additional supports.

Strategy's Expected Result/Impact: Provide appropriate supports for students to achieve personal academic growth.		Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Classroom teachers, interventionist, instructional coordinator, counselor, campus administration		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	
ESF Levers: Lever 5: Effective Instruction		
Comprehensive Support Strategy		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 3: Address CHAMPS elements in lesson plans to minimize student attempts to cause disruptions.

<p>Strategy's Expected Result/Impact: Structured classroom instruction will drive the way students spend their time and prevent discipline concerns.</p> <p>Staff Responsible for Monitoring: Classroom teachers, PBIS committee, campus administration</p> <p>Title I Schoolwide Elements: 3.2</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 3: Positive School Culture</p>		Formative
		Dec
	Feb	
	Apr	
	Summative	
	June	

Strategy 4: Crisis management team will receive ongoing professional development to reflect on campus situations and appropriate de-escalation techniques, including renewal of CPI certificates every 24 months.

<p>Strategy's Expected Result/Impact: Ensure safety of students and staff.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I Schoolwide Elements: 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Additional Targeted Support Strategy</p>		Formative
		Dec
	Feb	
	Apr	
	Summative	
	June	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: By May 31, 2021, we will improve our communication and relationships with families to achieve a positive community feedback score of 51% or higher.

Evaluation Data Sources: Dojo reports, parent survey feedback, parent emails, Panorama survey results

Summative Evaluation: None

Strategy 1: Teachers and school organization will regularly communicate with parents, using a variety of platforms (email, Dojo, phone calls, class newsletters) to inform them of current and upcoming TEKS and learning activities.							
Strategy's Expected Result/Impact: Parents will feel connected to their child's education, and able to support students in completing their homework.	<table border="1"> <tr><td>Formative</td></tr> <tr><td>Dec</td></tr> <tr><td>Feb</td></tr> <tr><td>Apr</td></tr> <tr><td>Summative</td></tr> <tr><td>June</td></tr> </table>	Formative	Dec	Feb	Apr	Summative	June
Formative							
Dec							
Feb							
Apr							
Summative							
June							
Staff Responsible for Monitoring: Homeroom teachers, campus communication designees (1 teacher, 1 administrator)							
Title I Schoolwide Elements: 3.1	Problem Statements: None						
TEA Priorities: Improve low-performing schools	Funding Sources:						
ESF Levers: Lever 3: Positive School Culture	None						
Additional Targeted Support Strategy							
Strategy 2: Create a reputation as a campus of providing excellent customer service to all stakeholders, engaging families in the education of their children, and celebrating success of students and staff publicly within the local and global community.							
Strategy's Expected Result/Impact: Build rapport with all stakeholders.	<table border="1"> <tr><td>Formative</td></tr> <tr><td>Dec</td></tr> <tr><td>Feb</td></tr> <tr><td>Apr</td></tr> <tr><td>Summative</td></tr> <tr><td>June</td></tr> </table>	Formative	Dec	Feb	Apr	Summative	June
Formative							
Dec							
Feb							
Apr							
Summative							
June							
Staff Responsible for Monitoring: Teachers, family engagement committee, office staff, campus administration							
Title I Schoolwide Elements: 3.1, 3.2	Problem Statements: None						
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Funding Sources:						
ESF Levers: Lever 3: Positive School Culture	None						

Strategy 3: Increase parent engagement opportunities, with differentiated services for various subpopulations (English learners, dyslexia, G/T, special education, 504, A2E2, technology applications, etc.)

Strategy's Expected Result/Impact: Build rapport with all stakeholders.		Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Family engagement committee, ESL coordinator, G/T coordinator, dyslexia instructor, STEM enrichment instructor, A2E2 site supervisor, campus administrators		
Title I Schoolwide Elements: 3.1, 3.2	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: Lever 3: Positive School Culture		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Addendums