

Edgewood Independent School District

Gus Garcia Middle School

2022-2023 Campus Improvement Plan



Mission Statement

Our campus will focus on bringing together students, parents, teachers, and business members to ensure successful academic and social development of all students.

Vision

GGMS students will attain a quality education that enables them to achieve their potential and participate now and in the future.

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Comprehensive Needs Assessment

Revised/Approved: June 10, 2022

Needs Assessment Overview

Needs Assessment Overview Summary of Data

Fall 2022 all Gus Garcia University School stakeholders will be provided the opportunity to collaborate to assist with providing growth opportunities and strengths via surveys, emails and meetings. The campus stakeholders will participate in a thorough analysis of the 2022 STAAR Performance Report to help create SMART goals for all content areas and the CNA areas: (1) demographics (2) student academic achievement (3) School Processes and Programs (4) Perceptions. Gus Garcia University School will hold CPOC meetings monthly to address data/items in our campus improvement plan.

Demographics

Demographics Summary of Data

- 30% of population is LEP and SPED-213 students, 30%
- Low number of GT--students 49 students, 7%
- Attendance is 92.7%, below 95% goal
- Large number of 504 students (91)
- Migrant and homeless population is low
- 92% Economically Disadvantaged
- 85% At-Risk

Demographics Strengths

- Strong Leadership Team
- Highly qualified staff with opportunities for professional development year round
- 2 full-time instructional coaches on campus (1 ELAR Coach & 1 Math Coach)
- Partnership with Texas A&M San Antonio to include a Faculty in Residence housed on campus
- Partnership with Big Rocks Educational Services/ACE (Accelerating Campus Excellence)

Problem Statements Identifying Demographics Needs

Problem Statement 1: High number of special education and LEP students with lower passing rates across STAAR tests compared to state. **Root Cause:** Students have knowledge gaps and teachers lack differentiation.

Student Learning

Student Learning Summary of Data

2016-2017

- Met Indexes 2, 3, and 4. Did not meet Index 1 (55)
- 6th grade reading, 7th grade writing, and 8th grade math did not meet campus goals
- 8th grade science and social studies consistently low

2017-2018

Subject	Approaches	Meets	Masters
Reading	63%	23%	10%
Writing	38%	16%	2%
Math	66%	24%	8%
Science	59%	25%	10%
Social Studies	42%	10%	6%
Algebra I	84%	47%	17%

2018-2019

Subject	Approaches	Meets	Masters
Reading	58%	23%	9%
Writing	45%	14%	4%
Math	69%	29%	13%
Science	59%	28%	9%
Social Studies	46%	18%	6%
Algebra I	84%	48%	25%

2020-2021

Subject	Approaches	Meets	Masters
Reading	45%	20%	8%
Writing	26%	6%	1%
Math	42%	13%	3%

Subject	Approaches	Meets	Masters
Science	58%	19%	4%
Social Studies	18%	4%	2%
Algebra I	45%	14%	5%

2021-2022

Subject	Approaches	Meets	Masters
Reading	55%	24%	12%
Math	41%	14%	5%
Social Studies	16%	2%	0%
Algebra I	71%	37%	B21%
Biology	75%	34%	1%

Student Learning Strengths

- Increase in 6th/7th grade math by 15% points for approaches, meets, and masters
- Increase in 6th/7th/8th grade reading by 10% points for approaches, meets, and masters
- Increase in 8th grade math and Algebra I by 5% points for approaches, meets, and masters
- Increase in 8th grade science and Biology by 5% points for approaches, meets, and masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All students in all grade levels are scoring lower than the state standard for all STAAR assessments. **Root Cause:** Teachers will need to differentiate and scaffold based on individual student data to close the learning gaps.

School Processes & Programs

School Processes & Programs Summary of Data

- Consistent use of TEKS Resource System across all contents during planning. Alignment (horizontal and vertical) embedded in performance assessments.
- Campus goals written collaboratively and continuously communicated to teachers and students.
- Instructional routines set by each content area and reflected in lesson plans that includes PLC.
- Processes and procedures established for duty, lunches, communication, dismissal.
- Technology (iPads, laptops, desktops, smart boards) available to all staff and students.
- Gus Garcia University School is partnered with & operated by Texas A&M San Antonio. Through the partnership, the campus benefits from a programs that help with classroom culture (Responsive Classrooms) as well as Literacy (Literacy Based Design/LBD)
- Gus Garcia also partners with Big Rock Educational Services to provide professional development and trainings and for leadership team on classroom observation & feedback protocols and data driven instruction (DDI).

School Processes & Programs Strengths

- Designated time for planning by content during the instructional day
- Clear and effective schedule and procedures for morning and afternoon duty, lunches, dismissal, and emergency procedures
- Effective communication through email/SMORE-Charger Connection (weekly)
- Consistent use of lesson plan feedback from administrators and ICs to teachers to make adjustments to their lessons prior to the actual delivery of the lesson.
- Technology (iPads and/or laptops and desktops) available for all students and teachers
- Internet accessible devices at every campus for classroom use
- Office 365 allows for online storage and collaboration between staff, teachers, and students
- Campus security is enhanced by security camera surveillance and door access

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continual analysis of student data is not an incorporated instructional practice. **Root Cause:** Systems for data analysis have not been put into place for teachers to effectively use to adjust instruction based on student outcomes.

Perceptions

Perceptions Summary of Data

- Communication goes out to parents and is always translated into Spanish
- Teachers make parent contact but don't always make positive contact.
- School holds many events to promote parent and community involvement (literacy nights, report card nights, etc.)

Perceptions Strengths

- Parent liaison on campus 1/2 time
- Social Emotional Learning Counselor is assigned to the campus fulltime
- Faculty in Residence for Texas A&M San Antonio is assigned to campus.
- PBIS survey reflects an overall perception of safety from students and staff.
- Strong & Effective Leadership Team (Principal, Assistant Principal, Counselors & Front Office Staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent and community involvement is low. **Root Cause:** There is a lack of communication to parents and the community.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

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
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- 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
- Male / Female performance, progress, 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 1: READING

- Increase the percentage of students meeting Approaches grade level performance on STAAR middle school Reading from 55% to 85%
- Increase the percentage of students meeting Meets grade level performance on STAAR middle school Reading from 24% to 55%
- Increase the percentage of students meeting Masters grade level performance on STAAR middle school Reading from 12% to 30%

High Priority

Evaluation Data Sources: The performance of this objective will be evaluated using 2022-2023 STAAR Scores.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students will engage in vertically aligned lessons to include higher-order questioning, with specific CFUs implemented, along with teachers aggressively monitoring student work through the independent practice portion of the lesson, with an aligned DOL given at the end. Vertically aligned lessons that are aligned to STAAR are planned during PLC and content planning at the end of the day. Strategy's Expected Result/Impact: Improve STAAR scores campus wide. Staff Responsible for Monitoring: All stakeholders Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: GENERAL SUPPLIES - 211 - Title I, Part A - 211.11.6399.00.046.30.000 - \$5,000, GENERAL SUPPLIES - 199 - State Compensatory PIC 30 - 199-11-6399-00-046-30-000 - \$33,359	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will apply research based comprehension strategies that ensure reading TEKS objectives are met with appropriate depth and complexity. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, Benchmarks, and STAAR Staff Responsible for Monitoring: Principal, AP, English Coach, English Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Students will participate in guided reading lessons in which text selection is interesting, age appropriate, well written and accurately leveled. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, Benchmarks, Maps Assessment, and STAAR Staff Responsible for Monitoring: Principal, AP, English Coach, English Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, 1003 - SIG - \$2,500	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Students will apply research-based reading and writing strategies using a workshop model that ensure Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity. Strategy's Expected Result/Impact: Increased student achievement results on Common Assessments, DBAs, benchmarks, STAAR, expected writing products embedded in the TEKS Resource System, and appropriate program assessments Staff Responsible for Monitoring: Principal, AP, English Coach, English Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Students will implement the use of reading strategies and learning accommodations learned in the Dyslexia Intervention Program. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, Benchmarks, and STAAR Staff Responsible for Monitoring: Principal, AP, English Coach, English Teachers, and Dyslexia Teacher Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: All students will have access to a variety of reading material to ensure they are reading on a daily basis to include, but not limited to, books, magazines, informative articles, etc. All classrooms will have a literacy library. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, Benchmarks, and STAAR Staff Responsible for Monitoring: Principal, AP, English Coach, English Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: READING MATERIALS - 211 - Title I, Part A - 211.11.6329.00.046.30.000 - \$5,000, GENERAL SUPPLIES - 211 - Title I, Part A - 211.11.6399.00.046.30.000 - \$5,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Students will use MAP data to increase reading comprehension and lexile levels. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, Benchmarks, MAP reports, and STAAR Staff Responsible for Monitoring: Principal, AP, English Coach, English Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Teachers will utilize Lead4Ward and Eduphoria to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, Benchmarks, and STAAR Staff Responsible for Monitoring: Principal, AP, English Coach, English Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Depending on student need some ELAR classes will be double-blocked and students will attend their ELAR class daily with a reading and writing workshop model to allow sufficient time to bridge students' gaps in writing. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, Benchmarks, and STAAR Staff Responsible for Monitoring: Principal, AP, English Coach, English Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Board Superintendent Goal 1: Focus on Student Success





Performance Objective 2: MATHEMATICS

- Increase the percentage of students meeting Approaches grade level performance on STAAR 6-8 grade Math from 41% to 85%
- Increase the percentage of students meeting Meets grade level performance on STAAR 6-8 grade Math from 14% to 55%
- Increase the percentage of students meeting Masters grade level performance on STAAR 6-7 grade Math from 5% to 30%
- Increase the percentage of students meeting Approaches grade level performance on STAAR Algebra I EOC from 71% to 85%

High Priority

Evaluation Data Sources: The performance of this objective will be evaluated using 2022-2023 STAAR scores.

Strategy 1 Details	Reviews			
Strategy 1: Students will use the district problem solving approach that incorporates analyzing, planning, solving, justifying, and evaluating. Strategy's Expected Result/Impact: Increased student achievement on Common Assessments, DBAs, Benchmarks, STAAR, student products and "Look for" document that indicates instructional strategy is utilized. Staff Responsible for Monitoring: Principal, AP, Math Coach, Math Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: General Supplies - 211 - Title I, Part A - 211.11.6399.00.046.30.000 - \$5,000, GENERAL SUPPLIES - 199 - State Compensatory PIC 30 - 199-11-6399-00-046-30-000 - \$33,359	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will use internet-based instructional materials on a variety of platforms to increase learning and achievement in the math classroom. These instructional materials include publisher provided software and apps including Performing Math, SpringBoard, and Maps Assessment. Strategy's Expected Result/Impact: Increased student achievement on Common Assessments, DBAs, Benchmarks, STAAR, student product and "Look for" document that indicates instructional strategy is utilized. Staff Responsible for Monitoring: Principal, AP, Math Coach, Math Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Depending on student needs some students will be provided a double block of math to ensure ample time to address gaps in instruction. Strategy's Expected Result/Impact: Increased student outcomes on the Math STAAR exam. Staff Responsible for Monitoring: Principal, AP, Math Coach, and Math Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Math Workshop model will be implemented in all classrooms which deepens conceptual understanding and encourages personal responsibility through engaging, student-centered activities that build a growth mindset. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, Benchmarks, and STAAR Staff Responsible for Monitoring: Principal, AP, Math Coach, Math Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will utilize Lead4Ward and Eduphoria to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, Benchmarks, and STAAR Staff Responsible for Monitoring: Principal, AP, Math Coach, Math Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Students will be provided extended learning opportunities (Saturday School, Intercession, and C day) to increase achievement in low-performing TEKS. Strategy's Expected Result/Impact: Increased student achievement on Common Assessments, DBAs, Benchmarks, and STAAR Staff Responsible for Monitoring: Principal, AP, Math Coach, Math Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$500, - 211 - Title I, 1003 - SIG - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 1: Board Superintendent Goal 1: Focus on Student Success





Performance Objective 3: SCIENCE

- Increase the percentage of students meeting Approaches grade level performance on STAAR Biology EOC from 75% to 85%
- The percentage of students meeting Approaches grade level performance on STAAR 8th grade Science will be 85%
- The percentage of students meeting Meets grade level performance on STAAR 8th grade Science will be 55%
- The percentage of students meeting Masters grade level performance on STAAR 8th grade Science will be 30%

High Priority

Evaluation Data Sources: The performance of this objective will be evaluated using 2022-2023 STAAR Scores.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students will engage in vertically aligned lessons to include higher-order questioning, with specific CFUs implemented, along with teachers aggressively monitoring student work through the independent practice portion of the lesson, with an aligned DOL given at the end. Vertically aligned lessons that are aligned to STAAR are planned during PLC and content planning at the end of the day. Strategy's Expected Result/Impact: Increased student achievement results on Unit Assessments, Benchmarks, STAAR, and appropriate program assessments Staff Responsible for Monitoring: Principal, AP, Science Coach (secondary level), Science Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in engaging lessons through science labs and will demonstrate concepts through student performance assessments. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, and STAAR Staff Responsible for Monitoring: Principal, AP, Science Coach (secondary level), Science Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: GENERAL SUPPLIES - 211- School Action Fund (SAF) Continuation - 211-11-6399-00-046-30-SAF - \$76,878, GENERAL SUPPLIES - 211 - Title I, Part A - 211-11-6399-00-046-30-000 - \$5,000, GENERAL SUPPLIES - 199 - State Compensatory PIC 30 - 199-11-6399-00-046-30-000 - \$33,359, GENERAL SUPPLIES-GUS GARCIA - 199-Bilingual PIC 25 - 199-11-6399-00-046-25-000 - \$630	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize Lead4Ward, Stemscoptes, Eduphoria, and Nearpod to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, and STAAR Staff Responsible for Monitoring: Principal, AP, Science Coach (secondary), Science Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Board Superintendent Goal 1: Focus on Student Success





Performance Objective 4: SOCIAL STUDIES

- Increase the percentage of students meeting Approaches grade level performance on STAAR 8th grade Social Studies from 16% to 85%
- Increase the percentage of students meeting Meets grade level performance on STAAR 8th grade Social Studies from 2% to 55%
- Increase the percentage of students meeting Masters grade level performance on STAAR 8th grade Social Studies from 0% to 30%

High Priority

Evaluation Data Sources: The performance of this objective will be evaluated using 2022-2023 STAAR Scores.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students will engage in vertically aligned lessons to include higher-order questioning, with specific CFUs implemented, along with teachers aggressively monitoring student work through the independent practice portion of the lesson, with an aligned DOL given at the end. Vertically aligned lessons that are aligned to STAAR are planned during PLC and content planning at the end of the day. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs , and STAAR Staff Responsible for Monitoring: Principal, AP, Social Studies Coach (secondary), Social Studies Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will analyze primary sources and other stimuli to build reading, critical thinking, and writing skills to deepen their understanding of history in Geography, History, and Culture in grades 6-8. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, and STAAR, interactive notebook samples, campus walkthroughs, and appropriate program assessments Staff Responsible for Monitoring: Principal, AP, Social Studies Coach (secondary), Social Studies Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students will utilize dual-coded STAAR-based assessment questions to help increase conceptual understanding of social studies TEKS. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, and STAAR Staff Responsible for Monitoring: Principal, AP, Social Studies Coach (secondary), Social Studies Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Students will participate in strategies for direct vocabulary instruction involving content and academic terminology in Social Studies grades K-12. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, and STAAR Staff Responsible for Monitoring: Principal, AP, Social Studies Coach (secondary), Social Studies Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: General Supplies - 211 - Title I, Part A - 211.11.6399.00.046.30.000 - \$27,476	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will utilize Lead4Ward and Eduphoria to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, and STAAR Staff Responsible for Monitoring: Principal, AP, Social Studies Coach (secondary), Social Studies Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Students will be provided extended learning opportunities (Saturday School and C day) by outside tutors to increase achievement in low-performing TEKS. Strategy's Expected Result/Impact: Increased student achievement on Common Assessments, DBAs, and STAAR Staff Responsible for Monitoring: Principal, AP, Social Studies Coach (secondary), Social Studies Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$1,500	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Board Superintendent Goal 1: Focus on Student Success





Performance Objective 5: INSTRUCTIONAL TECHNOLOGY

Student Achievement: Increase digital learning activities and information access to promote collaboration, creativity, innovation and critical thinking. 100% of classrooms will have technology available for students and staff.

Evaluation Data Sources: Technology integrated lessons and technology products.

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in viable technology lessons that support, extend and enhance the core content area lessons. Strategy's Expected Result/Impact: Technology products created by students Staff Responsible for Monitoring: Instructional Coaches Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: General Supplies - 211 - Title I, Part A - 211.11.6399.00.045.30.000 - \$12,274.75	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional coaches will model lessons and/or coteach with classroom teachers to assist in the integration of technology as a learning tool. Strategy's Expected Result/Impact: Classroom Walkthroughs and Co-Teach Lesson Plans Staff Responsible for Monitoring: Principal and APs Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: A variety of training opportunities will be provided for all campus staff to include the Literacy Based Design initiative and Responsive Classrooms with our A&M partnership. Strategy's Expected Result/Impact: Attendance of professional development opportunities and implementation of learned material in class. Staff Responsible for Monitoring: Principal, APs, Instructional Coaches, Faculty in Residence Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: With the support of the technology department teachers will align technology usage in lessons with classroom instruction in order to bring relevance and real world connections to classroom lessons. Strategy's Expected Result/Impact: Classroom Walkthroughs Staff Responsible for Monitoring: Principal, APs, Instructional Coaches Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211- School Action Fund (SAF) Continuation - \$2,000, - 211 - Title I, 1003 - SIG - \$2,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Continue to replace and update technology equipment/ devices for student instruction to use so students have different forms of technology for instruction. Continue to replace and update technology equipment/ devices for administrators to assist teachers in instruction and provide feedback. Strategy's Expected Result/Impact: Inventory and usage of technology devices. Staff Responsible for Monitoring: Principal, APs, Instructional Coaches Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: FURN. AND EQUIP. UNDER 5000 - 211- School Action Fund (SAF) Continuation - 211-11-6395-00-046-30-SAF - \$18,064, FURN. AND EQUIP. UNDER 5000 - 211 - Title I, Part A - 211-11-6395-00-046-30-000 - \$57,260, TECHNOLOGY DEVICES - 211 - Title I, Part A - 211.11.6396.00.046.30.000 - \$10,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Students will use a variety of interactive applications to improve comprehension and increase engagement in all contents. Strategy's Expected Result/Impact: Increased performance on local and state assessments Staff Responsible for Monitoring: Principal, APs, Instructional Coaches Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Students will use Flocabulary, BrainPop, and Quizlet to improve comprehension and increase engagement in all contents. Strategy's Expected Result/Impact: Evidence of use during classroom walkthroughs Staff Responsible for Monitoring: Principal, APs, Instructional Coaches Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$3,000, - 211- School Action Fund (SAF) Continuation - \$3,000	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 6: Increase students' educational well-being by developing their physical and social skills through participation in interscholastic sports, physical education, and instilling life-time sports. 70% of students will participate in activities that develop their physical and emotional well-being.

Evaluation Data Sources: Increased successful student participation in athletic programs, extracurricular activities, and enrichment activities.

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in strength, conditioning, agility, and skills-building programs to support athletics and SEL mindfulness practices, along with enrichment activities at the end of the school day. These activities will include but are not limited to yoga, breathing exercises, meditation, gardening, and constructing Tiny Homes. Strategy's Expected Result/Impact: Measurement chart of student progress Staff Responsible for Monitoring: Principal, Athletic Coordinators, SEL Counselor Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: GENERAL SUPPLIES - 211 - Title I, Part A - 211-11-6399-00-046-30-000 - \$5,000, GENERAL SUPPLIES - 199 - State Compensatory PIC 30 - 199-11-6399-00-046-30-000 - \$33,359	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided the tools, resources and venues to successfully participate in the athletic program Strategy's Expected Result/Impact: Monthly evaluations on student progress Staff Responsible for Monitoring: Principal, Athletic Coordinators Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students will be provided athletic equipment and hardware for successful participation in desired sport(s). Strategy's Expected Result/Impact: Improve skill set in each sport Staff Responsible for Monitoring: Principal, Athletic Coordinators, Athletic Coaches Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 7: To increase campus wide student attendance from 80% to 95%.

High Priority

Evaluation Data Sources: PEIMS reports on student attendance rates

Strategy 1 Details	Reviews			
Strategy 1: Develop parent/student "Attendance Agreement" to promote family accountability and responsibility in increasing attendance. Strategy's Expected Result/Impact: Increased attendance rate Staff Responsible for Monitoring: Principal, APs, Data Clerk, Attendance Team Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided incentives for increased attendance throughout the year to include but not limited to dress down passes, food incentives, picnic, access to the Charger Store. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Principal, APs, Data Clerk, Attendance Team Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$3,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Attendance Committee will meet monthly to review student absences, data, and develop and implement procedures that will increase student attendance. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Principal, APs, Data Clerk, Attendance Team Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Students with excessive absences will be invited to Saturday school to make up hours for missed instruction. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Principal, APs, Data Clerk, Attendance Team Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$500	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Board Superintendent Goal 1: Focus on Student Success**Performance Objective 8:** COLLEGE and CAREER READY

Secondary Schools: 100% of 8th graders will increase performance on Pre-Scholastic Aptitude Test (PSAT)

Evaluation Data Sources: The performance of this objective will be evaluated using College Board Reports, Maps Assessment reports, and advanced level III STAAR performance.

Strategy 1 Details	Reviews			
Strategy 1: Students in 8th grade will participate in college preparation coursework to promote general college readiness and improve academic performance on PSAT. Strategy's Expected Result/Impact: Increase in Student Performance on PSAT, ACT, SAT and AP exams Staff Responsible for Monitoring: District Advanced Academic Specialist	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in test prep opportunities. Strategy's Expected Result/Impact: Increased student performance on advanced level assessments to include PSAT. Staff Responsible for Monitoring: District Advanced Academic Specialist	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Administer college readiness/entrance exams and analyze data to inform instruction. Strategy's Expected Result/Impact: Increased student performance on PSAT. Staff Responsible for Monitoring: District Advanced Academic Specialist	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Students will participate in curricular knowledge in real world situations by participating in extra curricular/enrichment activities such as: -UIL -Robotics -Chess -Fine Arts -Academic Decathlon -Athletics Strategy's Expected Result/Impact: Student performance in extra curricular activities as evidenced by increased student performance on STAAR. Staff Responsible for Monitoring: Principal, APs Funding Sources: GENERAL SUPPLIES - 211 - Title I, Part A - 211-11-6399-00-046-30-000 - \$5,000, GENERAL SUPPLIES - 199 - State Compensatory PIC 30 - 199-11-6399-00-046-30-000 - \$33,359	Formative			Summative
	Nov	Jan	Apr	June





Strategy 5 Details	Reviews			
Strategy 5: Counselors will Conduct Career Day at each campus where speakers discuss course of study students need to follow in order to enter chosen career/profession. Strategy's Expected Result/Impact: Increased career awareness. Staff Responsible for Monitoring: Director of Counseling and Guidance Funding Sources: GENERAL SUPPLIES - 211 - Title I, Part A - 211-11-6399-00-046-30-000 - \$5,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Counselors will set up a COLLEGE CORNER at each campus with information on ACT/SAT, TSI Testing, Financial Aid Forms, Scholarship Information and College Information. Strategy's Expected Result/Impact: Increased awareness of college and careers. Staff Responsible for Monitoring: Director of Counseling and Guidance	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: All 8th grade students complete a Career Interest Inventory. Strategy's Expected Result/Impact: Increased awareness of college and careers. Staff Responsible for Monitoring: Director of Counseling and Guidance	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Students and Parents will be provided transition guides to prepare for completion of high school endorsement in four years. Strategy's Expected Result/Impact: Graduation completion in four years Staff Responsible for Monitoring: Director of Counseling and Guidance	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Offer students education programs offer a sequence of courses that provides students with coherent and rigorous content (CTE). This includes Lifetime Nutrition Course, Human Growth, Art and Spanish. Strategy's Expected Result/Impact: CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions as well as provide students with high school credit prior to high school enrollment. Staff Responsible for Monitoring: Principal and Director of CTE Funding Sources: General Supplies - 211 - Title I, Part A - 211.11.6399.00.046.30.000 - \$5,000	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 9: MEASUREMENT & ASSESSMENT

Student Achievement: Implement an assessment program to measure student achievement and provide feedback on instruction.

Evaluation Data Sources: Compliance reports, assessments, and program evaluations.

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in assessments and benchmarks to monitor student progress in TEKS mastery throughout the year. Strategy's Expected Result/Impact: Increased student achievement results on assessments and benchmarks. Staff Responsible for Monitoring: Principal Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Board Superintendent Goal 2: Focus on Students, Families, and Community

Performance Objective 1: PARENTAL and COMMUNITY INVOLVEMENT

Increase the number of parents involved in their children's school by 20%.

Evaluation Data Sources: The performance of this objective will be evaluated by attendance numbers of parents participating in meetings and events.

Strategy 1 Details	Reviews			
Strategy 1: Administration will keep social media updated weekly with new information, relevant dates and monthly projects. Strategy's Expected Result/Impact: Distribution of Campus Parental Involvement website URL links, usage statistics, and the availability of computer labs for parent use. Staff Responsible for Monitoring: Leadership Team	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: GGUS stakeholders will conduct Community Walks once a semester to visit families and share department services and encourage parents to get involved. Strategy's Expected Result/Impact: Number of families visited. Staff Responsible for Monitoring: Leadership Team	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Collaborate with District Curriculum Specialists to conduct workshops for parents. To present strategies and skills to students master TEKS. In addition present to parents strategies on how to support their child's learning. Learning activities will be given to students to take home. Students will be provided instructional materials to include, but not limited to, backpacks, supplies, and other resources. Strategy's Expected Result/Impact: Parent Questionnaire and Sign In Sheets Staff Responsible for Monitoring: Leadership Team Funding Sources: General Supplies - 211 - Title I, Part A - 211.61.6399.00.046.30.000 - \$7,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Open House and Family Night meetings that will provide information to parents on different topics to help their student(s) be successful. Strategy's Expected Result/Impact: Parent Questionnaire and Sign In Sheets	Formative			Summative
	Nov	Jan	Apr	June





Staff Responsible for Monitoring: Leadership Team Funding Sources: - 211 - Title I, Part A - \$3,000					
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					

Goal 2: Board Superintendent Goal 2: Focus on Students, Families, and Community

Performance Objective 2: Provide a Safe and Functional Learning Environment for Students and Staff

Evaluation Data Sources: Monitor the number of incidents reported and results of student / teacher safety surveys.

Strategy 1 Details	Reviews			
Strategy 1: Covid 19 supplies such as disinfectant spray, wipes, hand sanitizer, and gloves will be purchased for all classrooms and offices on campus. Covid signs will be posted across school district to promote safety guidelines. Water bottles will be purchased for all students to decrease the usage of water fountains. Strategy's Expected Result/Impact: Increased student safety Staff Responsible for Monitoring: Secretary, School Nurse, Custodial Staff, Principal Funding Sources: - 211 - Title I, Part A - \$2,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Order/ update walkie talkies and accessories (ear pieces, batteries, charging stations, etc) to increase communication with campus personnel during operation. Strategy's Expected Result/Impact: Increased communication between staff members. Staff Responsible for Monitoring: Principal Funding Sources: FURN. AND EQUIP. UNDER 5000 - 211 - Title I, Part A - 211-11-6395-00-046-30-000 - \$51,561	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Order a contactless hall pass system that includes social distancing tools and has features that help limit mischief, meetups, vaping, vandalism, and much more. Strategy's Expected Result/Impact: Less hallway traffic, student accountability, decrease in insubordinate behavior Staff Responsible for Monitoring: Leadership Team Funding Sources: - 211 - Title I, Part A - \$2,000	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Update furniture to support mobile teaching an learning. Strategy's Expected Result/Impact: Differentiated instruction with an innovative classroom setting. Staff Responsible for Monitoring: Principal Funding Sources: - 211 - Title I, Part A - \$10,000	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				





Goal 3: Board Superintendent Goal 4: Focus on Employees & Organizational Improvement

Performance Objective 1: EFFECTIVE LEADERSHIP

100% of campus leadership will monitor teacher, staff, and student data and provide feedback on a weekly basis to meet campus goals through Big Rocks partnership.

Evaluation Data Sources: State assessment scores and monitoring reports

Strategy 1 Details	Reviews			
Strategy 1: Perform Comprehensive Needs Assessment (CNA) and implement campus/district improvement plans to improve student performance. Strategy's Expected Result/Impact: CNA and Campus Improvement Plan (CIP)/ District Improvement Plan (DIP) development, and Target Improvement Plan (TIP) Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement grant programs efficiently and effectively to accomplish program goals/objectives. Strategy's Expected Result/Impact: Compliance reports Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students will participate in hands-on, engaging lessons in all content areas of math, science, ELAR and social studies that include TEKS Resource System and district supplemental documents as a supplemental resource. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, STAAR, Staff Responsible for Monitoring: Principal and Campus Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Participate in site visits, conferences, and staff development sessions to advance improvement in education and target campus and district needs with a focus on accountability, innovation and school improvement through research-based practices. Strategy's Expected Result/Impact: Increased student performance on curriculum based assessments and STAAR Staff Responsible for Monitoring: Leadership Team Funding Sources: MISC CONTRACTED SERVICES - 281 ESSER II -Elem & Sec Sch Emergency Relief Gran - 281.13.6299.00.046.30.838 - \$67,500, TRAVEL (EMPLOYEES ONLY) - 211 - Title I, Part A - 211-13-6411-00-046-30-000 - \$20,000	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 3: Board Superintendent Goal 4: Focus on Employees & Organizational Improvement

Performance Objective 2: HIGHLY EFFECTIVE INSTRUCTIONAL STAFF and TEACHER RETENTION

Increase the effectiveness of instructional staff and teacher retention. Offer and support the implementation of targeted needs-based professional development in accordance with district initiatives, Big Rocks partnership and TAMUSA to 100%

Evaluation Data Sources: The performance of this objective will be measured using Eduphoria reports.

Strategy 1 Details	Reviews			
Strategy 1: Increase expertise in TEKS through development of supplemental materials, assessment, data analysis, curriculum review. Strategy's Expected Result/Impact: Increased student performance on Common Assessments, DBAs, and STAAR Staff Responsible for Monitoring: Principal, APs, Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 6th-8th ELAR teachers will participate in training and coaching sessions in writing and/or reading to ensure that all components of the ELAR Instructional Routines are addressed. Strategy's Expected Result/Impact: CWT's using look for documents, student writing products, increase in student instructional reading levels and writing performances, Common Assessments, DBAs, and STAAR Staff Responsible for Monitoring: Principal, APs, Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: All teachers will participate in weekly content meetings to develop concepts, increase rigor, and improve delivery of instruction through quality questioning and data analysis. Strategy's Expected Result/Impact: Increased student achievement results on Common Assessments, DBAs, STAAR, and appropriate program assessments Staff Responsible for Monitoring: Principal, APs, Instructional Coaches Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 6th - 8th grade math teachers will participate in grade-level appropriate staff development focused on pedagogy and content knowledge to improve student problem solving skills and conceptual understanding. Strategy's Expected Result/Impact: Increased student achievement results on Common Assessments, DBAs, STAAR and appropriate program assessments. Staff Responsible for Monitoring: Principal, APs, Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June





Strategy 5 Details	Reviews			
Strategy 5: Mentoring Leads/Department Chairs will support our teachers in their first year and build leadership capacity among our EISD teachers who have served as mentors by leading training, new teacher support meetings, modeling best practices and attending a professional learning event. Strategy's Expected Result/Impact: Increased student success in the classrooms. Staff Responsible for Monitoring: Principal, APs, Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Provide professional development opportunities (Region 20, CAST, TAMUSA, Dana Center and STEM Conference) to keep up to date with current instruction in order to increase student engagement and performance. Strategy's Expected Result/Impact: Student performance on Unit Assessments, benchmarks and STAAR EOC. Staff Responsible for Monitoring: Principal Funding Sources: - 211 - Title I, Part A - \$2,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Administrators, Instructional Coaches, and Mentor Teachers will use video to record and coach teachers to increase teacher effectiveness. Strategy's Expected Result/Impact: Increased teacher effectiveness based on failure rates, grades, and local and state assessments Staff Responsible for Monitoring: Principals, APs, Instructional Coaches Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Board Superintendent Goal 4: Focus on Employees & Organizational Improvement

Performance Objective 3: MEASUREMENT and ASSESSMENT

100% of teachers and campus leaders will implement an assessment program to measure student achievement and provide feedback on instruction.

Evaluation Data Sources: Compliance reports, Maps assessments, Benchmarks, common assessment data, and program evaluations

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in curriculum based assessments and benchmarks to monitor student progress in TEKS mastery throughout the year. Resources: Eduphoria, Test Hound, Lead4ward, Gradecam, TEKS Bank item bank, and TRS Strategy's Expected Result/Impact: Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments. Staff Responsible for Monitoring: Principal, APs, Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers and Instructional Coaches will have the opportunity to help develop curriculum based assessments for every unit and administer them on campus. Strategy's Expected Result/Impact: Increase in supplemental duty forms. Alignment between lessons, exit tickets, and assessments to STAAR Staff Responsible for Monitoring: Principal, APs, Instructional Coaches, Teachers	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Coordinators will collaborate with APs and instructional coaches to ensure the appropriate development of formative assessments in all classrooms. Strategy's Expected Result/Impact: Increased student achievement results on Common Assessments, DBAs, STAAR and appropriate classroom formative assessments. Staff Responsible for Monitoring: Principal, APs, Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 1: SPECIAL EDUCATION





- Increase Special Education student performance in STAAR Biology from 47% to 60%
- Increase Special Education student performance in STAAR Algebra from 50% to 60%
- Increase Special Education student performance in Social Studies STAAR from 0% to 20%
- Increase Special Education student performance in STAAR Reading from 13% to 30%
- Increase Special Education student performance in STAAR Math from 3% to 20%

Evaluation Data Sources: This objective will be evaluated using 2022-2023 STAAR results.

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in specialized instruction by a special education teacher in a co-teach model targeting individual student needs utilizing a variety of modalities. Strategy's Expected Result/Impact: Increased student achievement results on Interim Assessments, benchmarks, STAAR and appropriate program assessments. Staff Responsible for Monitoring: Principal, APs, Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in co-teach classrooms in the core content areas at the secondary level using differentiated instructional strategies and accommodations provided in the general education classroom. This model of instruction will be provided based on student need. Strategy's Expected Result/Impact: Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments. Staff Responsible for Monitoring: Principal, APs, Instructional Coaches Funding Sources: - 211 - Title I, Part A - \$500	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students will receive special education services and will have an assigned case manager that will maintain data, monitor progress, and ensure modifications and accommodations are in place, to guide stakeholders to make informed decisions. Strategy's Expected Result/Impact: Review of case manager data Staff Responsible for Monitoring: Principal, APs, Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Students will receive related services as identified by the ARDC. Consultants will provide services such as: speech therapy, OT/PT Therapy, Deaf Interpreters, language interpretation, music therapy and psychological assessment. Strategy's Expected Result/Impact: Increased student performance on CBA, benchmarks, STAAR, and appropriate program assessments. Staff Responsible for Monitoring: Principal, Special Education Director	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Students will utilize academic applications on iPads or laptops to extend and/or enhance lessons in the classroom. Strategy's Expected Result/Impact: Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments. Staff Responsible for Monitoring: Teachers, Instructional Coaches Funding Sources: - 199-Special Education PIC 23 - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs). Strategy's Expected Result/Impact: Increased student achievement based on IEP report card Staff Responsible for Monitoring: Principal, APs, Special Education Teachers	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Special education teachers will use eSped to document ARDs. Bilingual ARDs will be audio recorded. Parents will receive an audio copy of the ARD. Program specialists are meeting with teachers to ensure that teachers have a complete understanding of eSped. Professional development: Ongoing Strategy's Expected Result/Impact: Use of eSped for all ARDS Staff Responsible for Monitoring: ARD Facilitator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: General education and special education department staff members and teachers will participate in professional development sessions to include research based instructional practices and strategies, accommodations, and modifications that address the academic, functional, and behavioral needs of students with disabilities. Strategy's Expected Result/Impact: Increased student achievement among students who participate in Special Education Staff Responsible for Monitoring: Principal, Special Education Director, Special Education Teachers Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Apr	June

Strategy 9 Details	Reviews			
Strategy 9: Classroom teachers, Coaches, and Special Education teachers, will participate in intensive planning sessions utilizing resources to ensure appropriate vertical alignment, vocabulary development, depth and complexity. Strategy's Expected Result/Impact: Increased student achievement results on Unit Assessments, benchmarks, STAAR, "Look for" document and appropriate program assessments. Staff Responsible for Monitoring: Principal, APs, Instructional Coaches, Teachers, and Special Education Teachers Funding Sources: - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: Provide professional development opportunities for paraprofessionals who work with students having academic and/or behavioral difficulties. Strategy's Expected Result/Impact: Increased student outcomes Staff Responsible for Monitoring: Principal, APs	Formative			Summative
	Nov	Jan	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: Students will engage in differentiated instruction that addresses learning gaps identified through a variety of data sources as analyzed by special education case managers and teachers. Strategy's Expected Result/Impact: Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments. Staff Responsible for Monitoring: Principal, APs, Instructional Coaches Funding Sources: - 211 - Title I, Part A - \$500	Formative			Summative
	Nov	Jan	Apr	June
Strategy 12 Details	Reviews			
Strategy 12: Special Education students will receive a continuum of services in accordance with student needs. Strategy's Expected Result/Impact: Increased student achievement as a result of Campus Master Schedules that demonstrates a continuum of services Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Apr	June

Strategy 13 Details	Reviews			
Strategy 13: Students from the Edgewood Transition Center (ETC) and students in Life Skills participating in Community Based Instruction (CBI) will receive district and city bus transportation services. Strategy's Expected Result/Impact: Increased student achievement as a result of student participation in programs. Staff Responsible for Monitoring: Principal, Director of Special Education Funding Sources: - 211 - Title I, Part A - \$3,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 14 Details	Reviews			
Strategy 14: Purchase general supplies for lessons and activities in the special education resource rooms and Life Unit classroom. Strategy's Expected Result/Impact: Increase student participation Staff Responsible for Monitoring: Principal Funding Sources: - 199 - State Compensatory PIC 30 - \$500	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 2: ENGLISH LANGUAGE LEARNERS (BILINGUAL/ESL)

Increase the percentage of English language students (ELL) (6-12) meeting or exceeding their progress measure on STAAR from 37% to 42%.





Increase the number of English learners students meeting the STAAR Approaches grade level in grades 6 - 8 (PBMAS Indicators) from 55% to 65%

- Increase English learners performance in Social Studies STAAR from 21% to 50%
- Increase English learners performance in Reading STAAR (6-8) from 42% to 70%
- Increase English learners performance in Math (6-8) from 42% to 75%
- Increase English learners performance in STAAR Biology EOC (6-8) from 58% to 65%

- Decrease TELPAS Beginning and Intermediate Composite Rating levels for students in U.S. schools

Evaluation Data Sources: The performance of this objective will be measured using STAAR Progress measure or ELL progress measure data.

Strategy 1 Details	Reviews			
Strategy 1: ELL students will develop English language proficiency through participation in ELLA, dual language classes, and cultural/academic activities. Strategy's Expected Result/Impact: ELL student performance on curriculum based assessments, Texas English Language Proficiency Assessment System (TELPAS) and STAAR Staff Responsible for Monitoring: LPAC Chair, Principal, APs, Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: EL students will engage in instructional programs to address their linguistic needs based on Language Proficiency Assessment Committee (LPAC) recommendations utilizing the ELlevation Platform. Strategy's Expected Result/Impact: Increased student achievement results on Unit Assessments, benchmarks, STAAR, appropriate program assessments and ELL student performance on TELPAS Staff Responsible for Monitoring: LPAC Chair, Principal, APs, Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: ELL student writing samples and TELPAS proficiency level descriptors (PLDs) will be consistently used to rate ELL students Strategy's Expected Result/Impact: Students will engage in writing activities based on ELPS English Language Proficiency Standards. Staff Responsible for Monitoring: LPAC Chair, Principal, APs, Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Provide training to teachers in sheltered instruction strategies to address the needs of EL students, such as Questioning, integrating language skills (reading, writing, listening and speaking), use of cognates, building academic language, visual tools, response signals, structured conversations, structured reading and writing activities, and others. Strategy's Expected Result/Impact: Increased EL student achievement results on Unit Assessments, benchmarks, STAAR, TELPAS and appropriate program assessments. Staff Responsible for Monitoring: LPAC Chair, Principal, APs, Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Dual language teachers will participate in training opportunities to promote literacy in both Spanish and English. Strategy's Expected Result/Impact: Increased student achievement results on Unit Assessments, benchmarks, STAAR, Eduphoria reports and appropriate program assessments. Staff Responsible for Monitoring: LPAC Chair, Principal, APs, Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Provide professional development opportunities to LOTE teachers addressing the new LOTE TEKS and effective instructional strategies second language learners Strategy's Expected Result/Impact: Eduphoria Reports and classroom walkthroughs Staff Responsible for Monitoring: LPAC Chair, Principal, APs, Instructional Coaches	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: ELL students will utilize an online educational software to build use of academic and conversational language. Strategy's Expected Result/Impact: Increased student achievement results on Unit Assessments, benchmarks, and state assessments Staff Responsible for Monitoring: LPAC Chair, Principal, APs, Instructional Coaches Funding Sources: - 211 - Title I, Part A - \$500	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.





Performance Objective 3: - Migrant Identification and Recruitment Action Plan. Identify and recruit 100% of migrant families residing in the Shared Service Agreement (SSA) and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.

- Ensure 100% of eligible migrant families residing in the district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).

Evaluation Data Sources: Provided through Shared Service Arrangement with Region 20.

Strategy 1 Details	Reviews			
Strategy 1: Contact potential/current eligible migrant families based on family survey leads or referrals.- Timeline: Year Round Strategy's Expected Result/Impact: Recruiter logs and certified letters to parents after three attempts to contact the family; completed COEs, videos Staff Responsible for Monitoring: Region XX ESC MEP (Recruiters/SEA/Reviewers)	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct community outreach and contact other federal agencies that serve migrant families. Timeline: Year Round Strategy's Expected Result/Impact: Recruiter logs, agency resource list Staff Responsible for Monitoring: Region XX ESC MEP (Recruiters)	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed. Timeline: July 1 - Oct 1 and As needed Strategy's Expected Result/Impact: Completed COEs and documentation of contact attempts on First Contact Spreadsheet, Unique Student Count Report. Staff Responsible for Monitoring: Region XX ESC MEP (Recruiters)	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Review Family Surveys for potential eligible students. Follow procedures as outlined in MEP procedural manual. Timeline Aug to Oct 31 for beginning. of School Year and continue Year Round Strategy's Expected Result/Impact: Complete COEs for qualifying family surveys. Staff Responsible for Monitoring: Region XX ESC MEP staff	Formative			Summative
	Nov	Jan	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer. Timeline: Year round Strategy's Expected Result/Impact: Completed COE and SDF for all families having a new QAD Staff Responsible for Monitoring: Region XX ESC MEP (Recruiters/SEA/Reviewers)	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period. Strategy's Expected Result/Impact: Monthly Residency Verification Report Staff Responsible for Monitoring: Region XX ESC MEP (Recruiters, System Specialist, Ed Spec)	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff. Timeline: Year round Strategy's Expected Result/Impact: Community Outreach Fair passports to visit agencies who provide services. Sign-in sheets from agencies attending events. Staff Responsible for Monitoring: Region XX ESC MEP (OSY Recruiter/Recruiters/Ed Spec Counselor)	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends. Timeline: Year round Strategy's Expected Result/Impact: Compliance with Records Retention policies by April 30 Staff Responsible for Monitoring: Region XX ESC MEP staff	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Validate eligibility through re-interview process according to instructions set forth by TEA. Strategy's Expected Result/Impact: 100% accuracy rate Staff Responsible for Monitoring: Region XX ESC MEP staff	Formative			Summative
	Nov	Jan	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement. Strategy's Expected Result/Impact: Identified strengths and weaknesses to redesign the services provided by	Formative			Summative
	Nov	Jan	Apr	June

ESC-20 MEP. Staff Responsible for Monitoring: Region XX ESC MEP				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 4: MIGRANT EDUCATION

Ensure that identified Priority for Service (PFS) migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children. 100% of Priority for Service (PFS) migrant students will receive priority access to supplemental instructional and support opportunities.





Increase the number of Migrant students meeting the STAAR passing standard Phase-in 1 Level II in grades 3 - 8 (PBMAS Indicators)

- Increase Migrant student performance Reading (6-8) from 36% to 52%
- Increase Migrant student performance in 8th grade Science from 0% to 28%
- Increase Migrant student performance in 8th grade Social Studies from 0% to 28%

Evaluation Data Sources: Provided through shared service arrangement with Region 20

Strategy 1 Details	Reviews			
Strategy 1: Monthly NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. Strategy's Expected Result/Impact: NGS Monthly Reports Staff Responsible for Monitoring: Region XX ESC MEP (System Specialists)	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow with PFS students. Timeline: Monthly Strategy's Expected Result/Impact: Emails to district contacts with PFS Reports Staff Responsible for Monitoring: Region XX ESC MEP (Ed Spec Supervisors, System Specialists) District Designee	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide all migrant parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness. Strategy's Expected Result/Impact: PFS Criteria letter, sign-in sheets from Community Outreach, recruiter logs Staff Responsible for Monitoring: Region XX ESC MEP (Ed Spec Supervisors, Recruiters)	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Provide parents of PFS students with the knowledge of local and state requirements for promotion, graduation and post-secondary opportunities Timeline: Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed Strategy's Expected Result/Impact: Counselor follow-up, student feedback, agendas, sign-in sheets; tutor timesheets Staff Responsible for Monitoring: Region XX ESC MEP team (migrant tutors, campus designee)	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide parents of PFS students an update on the academic progress of their child. Timeline: Year Round Strategy's Expected Result/Impact: Parent evaluations/feedback, counselor follow-up, phone logs, email documentation, mail out list Staff Responsible for Monitoring: Region XX ESC MEP (Ed Spec Supervisors, Tutors) campus admin, or campus designee	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Provide parents of PFS students information about available community and /or social services. Strategy's Expected Result/Impact: Parent evaluations/feedback, counselor follow-up, tutor feedback, student feedback Staff Responsible for Monitoring: Region XX ESC MEP (Ed Spec Supervisors, recruiters, tutors) District designee	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Develop a set of written procedures that outline a variety of strategies for migrant students with late entry and/or early withdrawal and saved course slots in elective and core subject areas. Timeline: Aug. - Nov. Strategy's Expected Result/Impact: Written procedures from a group of SSA districts Staff Responsible for Monitoring: Region XX ESC MEP (Ed Spec) District contact or appropriate designee	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Collect and analyze sources of student data (transcripts, testing data) to determine progress toward graduation. Timeline: Year Round Strategy's Expected Result/Impact: Increased number of students completing credits and/or passing state assessments. Not on time for graduation report. Staff Responsible for Monitoring: Region XX ESC Counselor, Ed Spec Supervisor, System Specialists, Migrant tutors	Formative			Summative
	Nov	Jan	Apr	June





Strategy 9 Details	Reviews			
Strategy 9: Provide appropriate placement/programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, online migrant course work, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/services. Timeline: Year Round Strategy's Expected Result/Impact: Increased number of students completing partial credit and/or passing state assessments. Partial credit report, retention report, formal/informal assessment. Staff Responsible for Monitoring: Region XX ESC Ed Spec, Ed Spec Supervisor, ESC Counselor, District designee	Formative			Summative
	Nov	Jan	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: Coordinate with Region 20 Migrant Education Program staff to provide resources and tools to promote student academic success. Timeline: Year Round Strategy's Expected Result/Impact: NGS supplemental count report Staff Responsible for Monitoring: Region XX ESC MEP (Ed Spec, Ed Spec Supervisor, migrant tutors, recruiters, ESC counselors)	Formative			Summative
	Nov	Jan	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: Identify dropout students/out-of-school youth (OSY) and provide information regarding options for obtaining diploma/GED. Timeline: Year round Strategy's Expected Result/Impact: Identify and provide information regarding options to 100% of OSY students. Supplemental report, OSY Report, Student Termination Report Staff Responsible for Monitoring: Region XX ESC MEP (OSY Recruiter, Ed Spec Supervisor), District designee	Formative			Summative
	Nov	Jan	Apr	June
Strategy 12 Details	Reviews			
Strategy 12: Identify state, federal and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental. Timeline: Year round Strategy's Expected Result/Impact: Completed documentation for supplemental tutoring form from each SSA district on file (or district version). Staff Responsible for Monitoring: Region XX ESC MEP (Ed Spec Supervisor), District designee	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 5: GIFTED and TALENTED

Increase Masters level student performance with Gifted and Talented students in 6th through 8th grade Reading from 20% to 60%.

Evaluation Data Sources: Percent of GT students meeting Masters STAAR performance

Strategy 1 Details	Reviews			
Strategy 1: Provide GT orientation, in depth training and consultative support to EISD teachers through Region 20 CO-Op and professional development services. Strategy's Expected Result/Impact: Increased advanced level student performance Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide GT teachers, Pre-AP, AP teachers and advanced academic specialist professional development opportunities in advanced instructional strategies. Strategy's Expected Result/Impact: Increased student performance on AP exams Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Student Support Services: To provide a well-rounded education to increase student achievement.

Performance Objective 1: COMPREHENSIVE GUIDANCE PROGRAM

Implement school counseling program that provides developmentally appropriate direct services for all students, and at the same time deliver specialized assistance to those who need it.

Evaluation Data Sources: Increased academic achievement and graduation rate





Strategy 1 Details	Reviews			
Strategy 1: GUIDANCE CURRICULUM -The guidance curriculum is designed to systematically provide lessons to students that facilitate growth, development, and transferable skills in the areas of educational, career, personal, and social development. * Intrapersonal effectiveness * Interpersonal effectiveness * Post-secondary education and career readiness * Personal health and safety Strategy's Expected Result/Impact: Data will indicate a decrease in discipline referrals, increase in attendance, student engagement and achievement. Staff Responsible for Monitoring: Campus Counseling Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RESPONSIVE SERVICES - Support students and intervene on behalf of any student whose immediate personal concerns or problems put the students continued educational, career, personal, or social development at risk. The level of need for responsive services may be based on preventative, remedial, or crisis oriented. Strategy's Expected Result/Impact: Data will indicate a decrease in discipline referrals, increase in attendance, student engagement and achievement. Staff Responsible for Monitoring: Campus Counseling Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: : INDIVIDUAL PLANNING - to guide all students as they plan, monitor, and manage their individual educational, career, personal, and social development.</p> <p>Counselors will systematically use a variety of resources to assist students in developing and implementing personalized plans. Through the individual planning system, students can:</p> <ul style="list-style-type: none"> * Set challenging educational, career, personal, and social goals that are based on self-knowledge and information such as results on assessments or interest inventories; * Learn about school, the world of work, and their society; * make plans for achieving short-, intermediate- and long- term goals * communicate the significance of their culture and family values during this process; * Select future preferences, such as pursuing a trade, technical field, career, or college options * Analyze how their strengths and weakness enhance or hinder the achievement of their goals; * Assess their current progress towards their goal and * Make decisions that reflect their plans <p>Strategy's Expected Result/Impact: Students will gain self-knowledge and awareness of personal/social development, as well as investigate career and college readiness possibilities. Students will understand high school graduation requirements, endorsement pathways and complete a 4-year plan.</p> <p>Staff Responsible for Monitoring: Campus Counseling Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: SYSTEM SUPPORT- the ongoing administration and program management of a comprehensive school counseling program.</p> <p>The purpose of system support is to identify and coordinate resources and activities on campus and in the community that indirectly benefit students as well as to assess student and campus data to support effective school counseling programs. Management activities are required to assure the delivery of high quality school counseling programs. These activities include</p> <ul style="list-style-type: none"> *school counseling program development and management; *school counselor designed and implemented staff development; *professional development activities (the school counselor is the participant); *community outreach and psychoeducation; *consultation with teachers, parents, and administrators regarding programs, interventions, needs, counselor roles and responsibilities, program service provision; *collaboration with stakeholders to develop a school counseling advisory board that provides feedback and support to the school counselor regarding the school counseling program; and *development of appropriate written policies, procedures, and guidelines that will ensure a comprehensive school counseling program model is implemented to increase school improvement and student success. <p>Strategy's Expected Result/Impact: Documented support for Student Support Services staff and community.</p> <p>Staff Responsible for Monitoring: Campus Counseling Team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Counselors will participate in department meetings and seek opportunities to continually improve and enhance their professional skills through participation in professional conferences and workshops.</p> <p>Strategy's Expected Result/Impact: Increase knowledge of research-based counseling techniques</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Provide support and coordinate services with district social worker for identified McKinney-Vento students on campus Strategy's Expected Result/Impact: Increased attendance rate for homeless student population Staff Responsible for Monitoring: SEL Counselor and District Social Workers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Provide Responsive Classroom Training to teachers. Attendees will implement Responsive Classroom strategies to enhance classroom management and positively impact student achievement. Strategy's Expected Result/Impact: Decrease in classroom referrals Staff Responsible for Monitoring: Campus Administration, Counseling Team and TAMUSA faculty and residence TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211- School Action Fund (SAF) Continuation - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Counselors will provide required training on anti-bullying prevention, policy and procedures to students, staff and parents Strategy's Expected Result/Impact: Positive survey results and reduced bullying incidents Staff Responsible for Monitoring: Campus Counseling Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June

Strategy 9 Details	Reviews			
Strategy 9: Counselors will provide required training on suicide prevention, policy and procedures to students, staff and parents. Strategy's Expected Result/Impact: Decrease in student outcries and self-harm/mutilation reports. Staff Responsible for Monitoring: Campus Counseling Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: Counselors will provide required training on child and sex abuse reporting policies to all staff members Strategy's Expected Result/Impact: Education, prevention, and proper reporting of child and sexual abuse Staff Responsible for Monitoring: Campus Counseling Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: Counselors will provide trauma informed training to all staff Strategy's Expected Result/Impact: Education on how effectively support students who have been affected by various forms of trauma Staff Responsible for Monitoring: Campus Counseling Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June

Strategy 12 Details	Reviews			
Strategy 12: Students will participate in Human Sexuality Education related to sexually transmitted diseases, human immunodeficiency virus, and abstinence as preferred choice of behavior in relationship to all sexual activity. Strategy's Expected Result/Impact: Increase graduation rate and decrease dropout rate. Education about sexually transmitted infections and pregnancy and decrease in STI and teen pregnancy rates. Staff Responsible for Monitoring: Campus Administration and Counseling Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers and students will engage in vertically aligned lessons to include higher-order questioning, with specific CFUs implemented, along with teachers aggressively monitoring student work through the independent practice portion of the lesson, with an aligned DOL given at the end. Vertically aligned lessons that are aligned to STAAR are planned during PLC and content planning at the end of the day.
1	1	2	Students will apply research based comprehension strategies that ensure reading TEKS objectives are met with appropriate depth and complexity.
1	1	3	Students will participate in guided reading lessons in which text selection is interesting, age appropriate, well written and accurately leveled.
1	1	4	Students will apply research-based reading and writing strategies using a workshop model that ensure Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity.
1	1	5	Students will implement the use of reading strategies and learning accommodations learned in the Dyslexia Intervention Program.
1	1	6	All students will have access to a variety of reading material to ensure they are reading on a daily basis to include, but not limited to, books, magazines, informative articles, etc. All classrooms will have a literacy library.
1	1	7	Students will use MAP data to increase reading comprehension and lexile levels.
1	1	8	Teachers will utilize Lead4Ward and Eduphoria to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students.
1	1	9	Depending on student need some ELAR classes will be double-blocked and students will attend their ELAR class daily with a reading and writing workshop model to allow sufficient time to bridge students' gaps in writing.
1	2	1	Students will use the district problem solving approach that incorporates analyzing, planning, solving, justifying, and evaluating.
1	2	2	Students will use internet-based instructional materials on a variety of platforms to increase learning and achievement in the math classroom. These instructional materials include publisher provided software and apps including Performing Math, SpringBoard, and Maps Assessment.
1	2	3	Depending on student needs some students will be provided a double block of math to ensure ample time to address gaps in instruction.
1	2	4	Math Workshop model will be implemented in all classrooms which deepens conceptual understanding and encourages personal responsibility through engaging, student-centered activities that build a growth mindset.
1	2	5	Teachers will utilize Lead4Ward and Eduphoria to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students.
1	2	6	Students will be provided extended learning opportunities (Saturday School, Intercession, and C day) to increase achievement in low-performing TEKS.

Goal	Objective	Strategy	Description
1	3	1	Teachers and students will engage in vertically aligned lessons to include higher-order questioning, with specific CFUs implemented, along with teachers aggressively monitoring student work through the independent practice portion of the lesson, with an aligned DOL given at the end. Vertically aligned lessons that are aligned to STAAR are planned during PLC and content planning at the end of the day.
1	3	2	Students will participate in engaging lessons through science labs and will demonstrate concepts through student performance assessments.
1	3	3	Teachers will utilize Lead4Ward, Stemsscopes, Eduphoria, and Nearpod to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students.
1	4	1	Teachers and students will engage in vertically aligned lessons to include higher-order questioning, with specific CFUs implemented, along with teachers aggressively monitoring student work through the independent practice portion of the lesson, with an aligned DOL given at the end. Vertically aligned lessons that are aligned to STAAR are planned during PLC and content planning at the end of the day.
1	4	2	Students will analyze primary sources and other stimuli to build reading, critical thinking, and writing skills to deepen their understanding of history in Geography, History, and Culture in grades 6-8.
1	4	3	Students will utilize dual-coded STAAR-based assessment questions to help increase conceptual understanding of social studies TEKS.
1	4	4	Students will participate in strategies for direct vocabulary instruction involving content and academic terminology in Social Studies grades K-12.
1	4	5	Teachers will utilize Lead4Ward and Eduphoria to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students.
1	4	6	Students will be provided extended learning opportunities (Saturday School and C day) by outside tutors to increase achievement in low-performing TEKS.
1	5	1	Students will participate in viable technology lessons that support, extend and enhance the core content area lessons.
1	5	2	Instructional coaches will model lessons and/or coteach with classroom teachers to assist in the integration of technology as a learning tool.
1	5	3	A variety of training opportunities will be provided for all campus staff to include the Literacy Based Design initiative and Responsive Classrooms with our A&M partnership.
1	5	4	With the support of the technology department teachers will align technology usage in lessons with classroom instruction in order to bring relevance and real world connections to classroom lessons.
1	5	5	Continue to replace and update technology equipment/ devices for student instruction to use so students have different forms of technology for instruction. Continue to replace and update technology equipment/ devices for administrators to assist teachers in instruction and provide feedback.
1	5	6	Students will use a variety of interactive applications to improve comprehension and increase engagement in all contents.
1	5	7	Students will use Flocabulary, BrainPop, and Quizlet to improve comprehension and increase engagement in all contents.
1	6	1	Students will participate in strength, conditioning, agility, and skills-building programs to support athletics and SEL mindfulness practices, along with enrichment activities at the end of the school day. These activities will include but are not limited to yoga, breathing exercises, meditation, gardening, and constructing Tiny Homes.

Goal	Objective	Strategy	Description
1	6	2	Students will be provided the tools, resources and venues to successfully participate in the athletic program
1	6	3	Students will be provided athletic equipment and hardware for successful participation in desired sport(s).
1	7	1	Develop parent/student "Attendance Agreement" to promote family accountability and responsibility in increasing attendance.
1	7	2	Students will be provided incentives for increased attendance throughout the year to include but not limited to dress down passes, food incentives, picnic, access to the Charger Store.
1	7	3	Attendance Committee will meet monthly to review student absences, data, and develop and implement procedures that will increase student attendance.
1	7	4	Students with excessive absences will be invited to Saturday school to make up hours for missed instruction.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers and students will engage in vertically aligned lessons to include higher-order questioning, with specific CFUs implemented, along with teachers aggressively monitoring student work through the independent practice portion of the lesson, with an aligned DOL given at the end. Vertically aligned lessons that are aligned to STAAR are planned during PLC and content planning at the end of the day.
1	1	2	Students will apply research based comprehension strategies that ensure reading TEKS objectives are met with appropriate depth and complexity.
1	1	3	Students will participate in guided reading lessons in which text selection is interesting, age appropriate, well written and accurately leveled.
1	1	4	Students will apply research-based reading and writing strategies using a workshop model that ensure Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity.
1	1	5	Students will implement the use of reading strategies and learning accommodations learned in the Dyslexia Intervention Program.
1	1	6	All students will have access to a variety of reading material to ensure they are reading on a daily basis to include, but not limited to, books, magazines, informative articles, etc. All classrooms will have a literacy library.
1	1	7	Students will use MAP data to increase reading comprehension and lexile levels.
1	1	8	Teachers will utilize Lead4Ward and Eduphoria to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students.
1	1	9	Depending on student need some ELAR classes will be double-blocked and students will attend their ELAR class daily with a reading and writing workshop model to allow sufficient time to bridge students' gaps in writing.
1	2	1	Students will use the district problem solving approach that incorporates analyzing, planning, solving, justifying, and evaluating.
1	2	2	Students will use internet-based instructional materials on a variety of platforms to increase learning and achievement in the math classroom. These instructional materials include publisher provided software and apps including Performing Math, SpringBoard, and Maps Assessment.
1	2	3	Depending on student needs some students will be provided a double block of math to ensure ample time to address gaps in instruction.
1	2	4	Math Workshop model will be implemented in all classrooms which deepens conceptual understanding and encourages personal responsibility through engaging, student-centered activities that build a growth mindset.
1	2	5	Teachers will utilize Lead4Ward and Eduphoria to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students.
1	2	6	Students will be provided extended learning opportunities (Saturday School, Intercession, and C day) to increase achievement in low-performing TEKS.

Goal	Objective	Strategy	Description
1	3	1	Teachers and students will engage in vertically aligned lessons to include higher-order questioning, with specific CFUs implemented, along with teachers aggressively monitoring student work through the independent practice portion of the lesson, with an aligned DOL given at the end. Vertically aligned lessons that are aligned to STAAR are planned during PLC and content planning at the end of the day.
1	3	2	Students will participate in engaging lessons through science labs and will demonstrate concepts through student performance assessments.
1	3	3	Teachers will utilize Lead4Ward, Stemsscopes, Eduphoria, and Nearpod to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students.
1	4	1	Teachers and students will engage in vertically aligned lessons to include higher-order questioning, with specific CFUs implemented, along with teachers aggressively monitoring student work through the independent practice portion of the lesson, with an aligned DOL given at the end. Vertically aligned lessons that are aligned to STAAR are planned during PLC and content planning at the end of the day.
1	4	2	Students will analyze primary sources and other stimuli to build reading, critical thinking, and writing skills to deepen their understanding of history in Geography, History, and Culture in grades 6-8.
1	4	3	Students will utilize dual-coded STAAR-based assessment questions to help increase conceptual understanding of social studies TEKS.
1	4	4	Students will participate in strategies for direct vocabulary instruction involving content and academic terminology in Social Studies grades K-12.
1	4	5	Teachers will utilize Lead4Ward and Eduphoria to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students.
1	4	6	Students will be provided extended learning opportunities (Saturday School and C day) by outside tutors to increase achievement in low-performing TEKS.
1	5	1	Students will participate in viable technology lessons that support, extend and enhance the core content area lessons.
1	5	2	Instructional coaches will model lessons and/or coteach with classroom teachers to assist in the integration of technology as a learning tool.
1	5	3	A variety of training opportunities will be provided for all campus staff to include the Literacy Based Design initiative and Responsive Classrooms with our A&M partnership.
1	5	4	With the support of the technology department teachers will align technology usage in lessons with classroom instruction in order to bring relevance and real world connections to classroom lessons.
1	5	5	Continue to replace and update technology equipment/ devices for student instruction to use so students have different forms of technology for instruction. Continue to replace and update technology equipment/ devices for administrators to assist teachers in instruction and provide feedback.
1	5	6	Students will use a variety of interactive applications to improve comprehension and increase engagement in all contents.
1	5	7	Students will use Flocabulary, BrainPop, and Quizlet to improve comprehension and increase engagement in all contents.
1	6	1	Students will participate in strength, conditioning, agility, and skills-building programs to support athletics and SEL mindfulness practices, along with enrichment activities at the end of the school day. These activities will include but are not limited to yoga, breathing exercises, meditation, gardening, and constructing Tiny Homes.

Goal	Objective	Strategy	Description
1	6	2	Students will be provided the tools, resources and venues to successfully participate in the athletic program
1	6	3	Students will be provided athletic equipment and hardware for successful participation in desired sport(s).
1	7	1	Develop parent/student "Attendance Agreement" to promote family accountability and responsibility in increasing attendance.
1	7	2	Students will be provided incentives for increased attendance throughout the year to include but not limited to dress down passes, food incentives, picnic, access to the Charger Store.
1	7	3	Attendance Committee will meet monthly to review student absences, data, and develop and implement procedures that will increase student attendance.
1	7	4	Students with excessive absences will be invited to Saturday school to make up hours for missed instruction.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers and students will engage in vertically aligned lessons to include higher-order questioning, with specific CFUs implemented, along with teachers aggressively monitoring student work through the independent practice portion of the lesson, with an aligned DOL given at the end. Vertically aligned lessons that are aligned to STAAR are planned during PLC and content planning at the end of the day.
1	1	2	Students will apply research based comprehension strategies that ensure reading TEKS objectives are met with appropriate depth and complexity.
1	1	3	Students will participate in guided reading lessons in which text selection is interesting, age appropriate, well written and accurately leveled.
1	1	4	Students will apply research-based reading and writing strategies using a workshop model that ensure Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity.
1	1	5	Students will implement the use of reading strategies and learning accommodations learned in the Dyslexia Intervention Program.
1	1	6	All students will have access to a variety of reading material to ensure they are reading on a daily basis to include, but not limited to, books, magazines, informative articles, etc. All classrooms will have a literacy library.
1	1	7	Students will use MAP data to increase reading comprehension and lexile levels.
1	1	8	Teachers will utilize Lead4Ward and Eduphoria to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students.
1	1	9	Depending on student need some ELAR classes will be double-blocked and students will attend their ELAR class daily with a reading and writing workshop model to allow sufficient time to bridge students' gaps in writing.
1	2	1	Students will use the district problem solving approach that incorporates analyzing, planning, solving, justifying, and evaluating.
1	2	2	Students will use internet-based instructional materials on a variety of platforms to increase learning and achievement in the math classroom. These instructional materials include publisher provided software and apps including Performing Math, SpringBoard, and Maps Assessment.
1	2	3	Depending on student needs some students will be provided a double block of math to ensure ample time to address gaps in instruction.
1	2	4	Math Workshop model will be implemented in all classrooms which deepens conceptual understanding and encourages personal responsibility through engaging, student-centered activities that build a growth mindset.
1	2	5	Teachers will utilize Lead4Ward and Eduphoria to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students.
1	2	6	Students will be provided extended learning opportunities (Saturday School, Intercession, and C day) to increase achievement in low-performing TEKS.

Goal	Objective	Strategy	Description
1	3	1	Teachers and students will engage in vertically aligned lessons to include higher-order questioning, with specific CFUs implemented, along with teachers aggressively monitoring student work through the independent practice portion of the lesson, with an aligned DOL given at the end. Vertically aligned lessons that are aligned to STAAR are planned during PLC and content planning at the end of the day.
1	3	2	Students will participate in engaging lessons through science labs and will demonstrate concepts through student performance assessments.
1	3	3	Teachers will utilize Lead4Ward, Stemsscopes, Eduphoria, and Nearpod to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students.
1	4	1	Teachers and students will engage in vertically aligned lessons to include higher-order questioning, with specific CFUs implemented, along with teachers aggressively monitoring student work through the independent practice portion of the lesson, with an aligned DOL given at the end. Vertically aligned lessons that are aligned to STAAR are planned during PLC and content planning at the end of the day.
1	4	2	Students will analyze primary sources and other stimuli to build reading, critical thinking, and writing skills to deepen their understanding of history in Geography, History, and Culture in grades 6-8.
1	4	3	Students will utilize dual-coded STAAR-based assessment questions to help increase conceptual understanding of social studies TEKS.
1	4	4	Students will participate in strategies for direct vocabulary instruction involving content and academic terminology in Social Studies grades K-12.
1	4	5	Teachers will utilize Lead4Ward and Eduphoria to create aligned assessments to STAAR, analyze data, determine the frequency of tested TEKS, and provide differentiated, targeted instruction to their students.
1	4	6	Students will be provided extended learning opportunities (Saturday School and C day) by outside tutors to increase achievement in low-performing TEKS.
1	5	1	Students will participate in viable technology lessons that support, extend and enhance the core content area lessons.
1	5	2	Instructional coaches will model lessons and/or coteach with classroom teachers to assist in the integration of technology as a learning tool.
1	5	3	A variety of training opportunities will be provided for all campus staff to include the Literacy Based Design initiative and Responsive Classrooms with our A&M partnership.
1	5	4	With the support of the technology department teachers will align technology usage in lessons with classroom instruction in order to bring relevance and real world connections to classroom lessons.
1	5	5	Continue to replace and update technology equipment/ devices for student instruction to use so students have different forms of technology for instruction. Continue to replace and update technology equipment/ devices for administrators to assist teachers in instruction and provide feedback.
1	5	6	Students will use a variety of interactive applications to improve comprehension and increase engagement in all contents.
1	5	7	Students will use Flocabulary, BrainPop, and Quizlet to improve comprehension and increase engagement in all contents.
1	6	1	Students will participate in strength, conditioning, agility, and skills-building programs to support athletics and SEL mindfulness practices, along with enrichment activities at the end of the school day. These activities will include but are not limited to yoga, breathing exercises, meditation, gardening, and constructing Tiny Homes.

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1	7	2	Students will be provided incentives for increased attendance throughout the year to include but not limited to dress down passes, food incentives, picnic, access to the Charger Store.
1	7	3	Attendance Committee will meet monthly to review student absences, data, and develop and implement procedures that will increase student attendance.
1	7	4	Students with excessive absences will be invited to Saturday school to make up hours for missed instruction.

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	GENERAL SUPPLIES	211.11.6399.00.046.30.000	\$5,000.00
1	1	4			\$1,000.00
1	1	5			\$1,000.00
1	1	6	READING MATERIALS	211.11.6329.00.046.30.000	\$5,000.00
1	1	6	GENERAL SUPPLIES	211.11.6399.00.046.30.000	\$5,000.00
1	1	8			\$1,000.00
1	2	1	General Supplies	211.11.6399.00.046.30.000	\$5,000.00
1	2	2			\$1,000.00
1	2	4			\$1,000.00
1	2	5			\$1,000.00
1	2	6			\$500.00
1	3	2	GENERAL SUPPLIES	211-11-6399-00-046-30-000	\$5,000.00
1	3	3			\$1,000.00
1	4	4	General Supplies	211.11.6399.00.046.30.000	\$27,476.00
1	4	5			\$1,000.00
1	4	6			\$1,500.00
1	5	1	General Supplies	211.11.6399.00.045.30.000	\$12,274.75
1	5	5	FURN. AND EQUIP. UNDER 5000	211-11-6395-00-046-30-000	\$57,260.00
1	5	5	TECHNOLGY DEVICES	211.11.6396.00.046.30.000	\$10,000.00
1	5	6			\$1,000.00
1	5	7			\$3,000.00
1	6	1	GENERAL SUPPLIES	211-11-6399-00-046-30-000	\$5,000.00
1	7	2			\$3,000.00
1	7	4			\$500.00
1	8	4	GENERAL SUPPLIES	211-11-6399-00-046-30-000	\$5,000.00
1	8	5	GENERAL SUPPLIES	211-11-6399-00-046-30-000	\$5,000.00
1	8	9	General Supplies	211.11.6399.00.046.30.000	\$5,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1			\$1,000.00
2	1	3	General Supplies	211.61.6399.00.046.30.000	\$7,000.00
2	1	4			\$3,000.00
2	2	1			\$2,000.00
2	2	2	FURN. AND EQUIP. UNDER 5000	211-11-6395-00-046-30-000	\$51,561.00
2	2	3			\$2,000.00
2	2	4			\$10,000.00
3	1	4	TRAVEL (EMPLOYEES ONLY)	211-13-6411-00-046-30-000	\$20,000.00
3	2	3			\$1,000.00
3	2	6			\$2,000.00
3	2	7			\$1,000.00
4	1	2			\$500.00
4	1	8			\$1,000.00
4	1	9			\$1,000.00
4	1	11			\$500.00
4	1	13			\$3,000.00
4	2	7			\$500.00
Sub-Total					\$276,571.75
199-Special Education PIC 23					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5			\$1,000.00
Sub-Total					\$1,000.00
199-Bilingual PIC 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	GENERAL SUPPLIES-GUS GARCIA	199-11-6399-00-046-25-000	\$630.00
Sub-Total					\$630.00
199 - State Compensatory PIC 30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	GENERAL SUPPLIES	199-11-6399-00-046-30-000	\$33,359.00
1	2	1	GENERAL SUPPLIES	199-11-6399-00-046-30-000	\$33,359.00

199 - State Compensatory PIC 30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	GENERAL SUPPLIES	199-11-6399-00-046-30-000	\$33,359.00
1	6	1	GENERAL SUPPLIES	199-11-6399-00-046-30-000	\$33,359.00
1	8	4	GENERAL SUPPLIES	199-11-6399-00-046-30-000	\$33,359.00
4	1	14			\$500.00
Sub-Total					\$167,295.00
211 - Title I, 1003 - SIG					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$2,500.00
1	2	6			\$1,000.00
1	5	4			\$2,000.00
Sub-Total					\$5,500.00
211- School Action Fund (SAF) Continuation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	GENERAL SUPPLIES	211-11-6399-00-046-30-SAF	\$76,878.00
1	5	4			\$2,000.00
1	5	5	FURN. AND EQUIP. UNDER 5000	211-11-6395-00-046-30-SAF	\$18,064.00
1	5	7			\$3,000.00
5	1	7			\$1,000.00
Sub-Total					\$100,942.00
281 ESSER II -Elem & Sec Sch Emergency Relief Gran					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	MISC CONTRACTED SERVICES	281.13.6299.00.046.30.838	\$67,500.00
Sub-Total					\$67,500.00