Pasadena Independent School District Atkinson Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Pasadena ISD and Atkinson Elementary provides unlimited opportunities to engage students in positive relationships, rigorous curriculum and innovative meaningful experiences.

Vision

Pasadena ISD and Atkinson Elementary empowers students to become accomplished, self-directed, collaborative, life-long learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative	
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators	40%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$80,884, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$13,019, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$36,712			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	65%		65%

Strategy 3 Details	Fo	Formative Reviews	
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	•
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished Continue/Modify	Discontinue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative	
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals,	Jan	Apr	June
and higher level of achievement on assessments			
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	85%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - G/T - \$1,497			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.	Ian	Formative	Iumo
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language	Jan	Apr	June
domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee	85%		90%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - Bil/ESL - \$2,492, - 263 - Title III A - Bilingual Education, Language - Title 3 Bil./ESL - \$1,722			

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	85%		85%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - Extended Day/Tutorial - Extended Day - \$800, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$26,360, - 199 - General Fund - Special Ed \$1,238, - 282 - ESSER III - ESSER - \$28,000, - State Compensatory Funds - \$80,136			
No Progress Accomplished — Continue/Modify X Discontinue	e		1

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details		Formative Reviews		ews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative		
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jai	n	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100	9%	100%	100%
Strategy 2 Details		Forn	native Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities.]	Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jai	n	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	0%	6	•	0%
No Progress Continue/Modify	Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	85%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	80%		90%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	80%		100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	80%		100%
No Progress Continue/Modify X Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

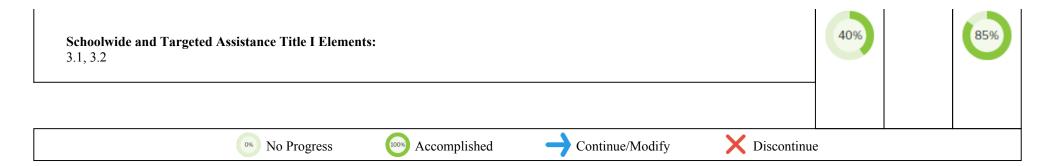
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator		-	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	80%		100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Jan	Formative	June
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator	85%		100%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,474			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative	
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor	-	-	!



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase	nd students to increase Formative		
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	70%		100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,	Formative		
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	0.5W		O.F.W.
Staff Responsible for Monitoring: Campus administrators, counselor, staff	35%		85%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance		Formative	
center.	Jan	Apr	June
Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	704		
Staff Responsible for Monitoring: Administrators	70%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior		Formative	
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	80%		100%
No Progress Accomplished — Continue/Modify X Discontinue	P		

Pasadena Independent School District Bailey Elementary

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

Pasadena ISD Mission Statement: Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

The mission of Bailey Elementary is to ensure high levels of success for all students that inspires life-long learning by:

Implementing student centered, rigorous, and relevant instruction that promotes engaging learning opportunities through
collaboration, positive relationships, and innovative technology, while fostering a safe environment and a culturally diverse school
community.

Vision

Pasadena ISD Vision Statement: Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

We at Bailey Elementary will work with parents and the community to ensure a safe environment that empowers life-long learning based on cooperation, positive interactions, structure, consistency, and relationships.

Bailey Guidelines for Success

Believe in yourself

Achieve your goals

Inspire others

Learn something new everyday

Everyone deserves respect

You are responsible for your choices

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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ensuring students are future ready.	
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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

community stakeholders to support students and staff.

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Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.

Strategic Plan: 1.2.1, 1.1.2, 1.4.7, 1.4.5

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: walkthrough documentation, lesson plans, progress reports, staff development sign in sheets and agendas.

Strategy 1 Details	For	mative Rev	views
Strategy 1: Implement district curriculum, scope and sequence and instructional practices to integrate reading and writing in the context of		Formative	
science & social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement.			
Staff Responsible for Monitoring: Campus Administrators	40%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: BFU, Overtime, Fixed - 199 - General Fund - \$46,592, Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$19,564, Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$166,512			
Strategy 2 Details	For	mative Rev	views
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	,
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches	40%	-	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	4070		100%

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Create a master schedule that will provide common planning and PLC time.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Continue/Modify Discontinue/Modify	ue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: We will provide rigorous and meaningful curriculum by creating curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: walkthroughs, lesson plans and assessment data

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to	Formative		
high levels of learning and meets the academic, social emotional needs of all Advanced Academic/Gifted & Talented students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of identified GT students, reduction in number of discipline referrals, higher level of achievement on assessments.	10004	1000	10000
Staff Responsible for Monitoring: Campus Administrators, GT Coordinator	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: G/T - 199 - General Fund - \$1,920			
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies using a tiered instructional model with resources to accelerate English acquisition.	T	Formative	T
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain measures.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators, LPAC Committee	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: Bilingual Education, Language - 263 - Title III A - Bilingual Education, Language - \$1,322, Bilingual/ESL - 199 - General Fund - \$4,380			

Strategy 3 Details	For	mative Rev	iews
Strategy 3: Ensure a comprehensive and systematic campus-wide PK-4 Response to Intervention and Special Programming approach that	Formative		
provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all subgroups in order to close the achievement gaps. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers	70%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: Special Ed, Extended Day/Tutorial - Supplies - Ext Day/Tutorial - ESSR - 199 - General Fund - \$1,522, At Risk - 199 - General Fund - \$3,120, Title 1 Instructional Para - 211 - Title 1 A - Economically Disadvantaged Study - \$58,050, ESSER - Extended Day/Tutorial - \$38,500, Extended Day - Extended Day/Tutorial - \$7,316, Dyslexia/Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$79,333, Compensatory Ed - State Compensatory Funds - \$79,077			
No Progress Accomplished — Continue/Modify X Discontinue	le		1

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of every student.

Performance Objective 1: During the school year, students will receive information and participate in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agenda of college week activities, pictures, social media posts

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Student Council Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide students with real world experiences that explore a wide range of careers.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various career options.	Jan	Apr	June
Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		l

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR Reports

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide mentorship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate.	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%
No Progress Accomplished — Continue/Modify X Discontinue	ie		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: sign in sheets, agendas

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices to ensure compliance with state required training.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	_
the culture and mission of the district and campus. Stratogyla Expected Result/Impact. Increased participation in compus and district leadership nethyrous	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%
No Progress Accomplished — Continue/Modify X Discontinue	:		1

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

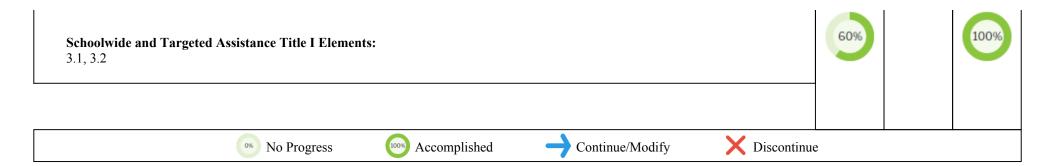
Performance Objective 1: During the current school year, a parent and community involvement program will be established and implemented to increase collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys, sign in sheets

Strategy 1 Details	For	mative Rev	iews	
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative		
Strategy's Expected Result/Impact: Increased awareness and participation in school activities. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator	Jan	Apr	June	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	65%		100%	
Funding Sources: Parent Funds - 211 - Title 1 A - Economically Disadvantaged Study				
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding		Formative		
academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator	Jan	Apr	June	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2				
Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$22,468, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$4,629				
Strategy 3 Details	For	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative		
Strategy's Expected Result/Impact: Increased participation in service projects. Staff Responsible for Monitoring: Campus Administrators, Student Council, Parent Coordinator	Jan	Apr	June	



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures to present, prepare, respond and recover from all potential threats, natural and man made. Strategic Plan 5.4

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs and training sign in sheets & agendas

Strategy 1 Details			ews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase			
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during crisis situations. Staff Responsible for Monitoring: Campus Administrators, MERT Team	100%	100%	100%
No Progress Continue/Modify X Discontinue	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Increase student engagement in current PBIS/SEL focused programming including safe and civil schools, conscious discipline, Habits of Success and other respectful practices.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including safe and civil schools, conscious discipline, Habits of Success and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increased student achievement, equip students and staff to self regulate and resolve conflict peacefully. Staff Responsible for Monitoring: Campus Administrators, Counselor, Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 50%	Formative Apr	
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	Formative		
Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 65%	Apr	June 100%
Strategy 3 Details	Formative Reviews		iews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior	Formative		
Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint	Jan	Apr	June

Training and Texas Behavior Support Initiative requirements.

Staff Responsible for Monitoring: Administrators

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

No Progress

No Progress

Continue/Modify

Discontinue

Pasadena Independent School District Beverly Hills Intermediate 2021-2022 Goals/Performance Objectives/Strategies

Mission Statement

The Beverly Hills Intermediate Community, consisting of all employees, parents, business/community members, and students, is dedicated to providing an environment focused on developing responsible citizens who are striving to acquire knowledge, master skills, and maximize talents according to their fullest potential.

Vision

At Beverly Hills Intermediate we aim to reach every student in an effort to create critical thinkers and lifelong learners by engaging students in the

- learning process through relevant instruction, technology, and innovative teaching practices that illustrate connections to their life while teaching
- problem solving and critical thinking. We continue to provide structure and a safe environment that promotes learning, as well as, responsibility
- and accountability. We will emphasize building strong relationships through open communication, supporting extra curricular activities, and
- fostering parental involvement.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.	

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parents, business/community members, and students, is dedicated to	
providing an environment focused on developing responsible citizens	
who are striving to acquire knowledge, master skills, and maximize talents	
according to their fullest potential.	
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Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.	
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Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.	2

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Students who were unsuccessful on STAAR will show growth on MAP & STAAR.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Fall, Winter and Spring MAP data as well as STAAR results.

Strategy 1 Details		Formative Reviews	
trategy 1: Reading and math intervention classes scheduled into the school day to support students.		Formative	
Strategy's Expected Result/Impact: Additional instruction will fill gaps that will result in growth.	Jan	Apr	June
Staff Responsible for Monitoring: Intervention teachers, Campus Instructional Coaches, Administrators. Comprehensive Support Strategy	100%	100%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted after school tutorials provided to support students.	Formative		
Strategy's Expected Result/Impact: Student growth and increase in student performance.	Jan	Apr	June
Staff Responsible for Monitoring: Intervention teachers, Campus Instructional Coaches, Administrators. Comprehensive Support Strategy Funding Sources: Transportation and Food for After School and Saturdays - 211 - Title 1 A - Economically Disadvantaged Study - \$8,914	60%		100%
No Progress Continue/Modify X Discontinue	e		

Performance Objective 2: Increase academic achievement in all subjects

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR, MAP Tests, Common Assessments, Grades

Strategy 1 Details	Formative Reviews		
Strategy 1: Create purposeful, engaging lessons to meet needs of students.	Formative		
Strategy's Expected Result/Impact: Increase student performance.	Jan	Apr	June
Staff Responsible for Monitoring: Teacher, Instructional Coaches, Administrators		•	
Funding Sources: Instructional supplies - 199 - General Fund - \$84,080	40%		90%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Providing common planning period for all core area teachers, and teams will meet with PLC twice per week.		Formative	
Strategy's Expected Result/Impact: Creation of meaningful lessons, data disaggregation	Jan	Apr	June
Staff Responsible for Monitoring: Instructional Coaches, Administrators	100%	100%	100%
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide instructional materials to enhance the learning experience for both students and teachers.		Formative	
Strategy 3: Provide instructional materials to enhance the learning experience for both students and teachers. Strategy's Expected Result/Impact: Expand the learning experience for both student and teacher	Jan		June
	Jan	Formative	June
Strategy's Expected Result/Impact: Expand the learning experience for both student and teacher	Jan 40%	Formative	June
Strategy's Expected Result/Impact: Expand the learning experience for both student and teacher Staff Responsible for Monitoring: Instructional Coaches, Administrators	40%	Formative	90%
Strategy's Expected Result/Impact: Expand the learning experience for both student and teacher Staff Responsible for Monitoring: Instructional Coaches, Administrators Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$23,819	40%	Apr	90%
Strategy's Expected Result/Impact: Expand the learning experience for both student and teacher Staff Responsible for Monitoring: Instructional Coaches, Administrators Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$23,819 Strategy 4 Details	40%	Apr Apr	90%

Strategy 5 Details	Formative Reviews		iews
Strategy 5: Offer a variety of student incentives (six weeks behavior/grade incentives, tech cafes, bear bucks, etc) to increase classroom		Formative	
performance and improve classroom behaviors.	Jan	Apr	June
Strategy's Expected Result/Impact: Improved student behavior will result in more time spent in class and on task. Students will work to get good grades in order to partake in student incentives. Staff Responsible for Monitoring: Counselors, Instructional Coaches, Administrators	50%		100%
Funding Sources: Instructional Incentives - 211 - Title 1 A - Economically Disadvantaged Study - \$23,819.52			
No Progress Accomplished Continue/Modify X Discontinue	•		

Performance Objective 3: Implementation of HB 4545 to meet the needs of students who are not successful on STAAR.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR and Map data

Strategy 1 Details	Formative Reviews		
Strategy 1: Intervention schedule created to allow for extra instruction for students that did not pass previous year's STAAR tests.			
Strategy's Expected Result/Impact: Close the gap in learning for struggling students.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators	100%	100%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Day twice a week focused on students that failed previous year's STAAR test	Formative		
Strategy's Expected Result/Impact: Close the gap in learning for struggling students.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators			
Funding Sources: ESSER Funds - Extended Day/Tutorial - \$30,000	60%		100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Saturday school offered at various times throughout the school year.		Formative	
Strategy's Expected Result/Impact: Close the gap in learning for struggling students.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators			
Funding Sources: ESSER Funds - Extended Day/Tutorial - \$20,000	60%		100%

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Intervention Specialist will work with targeted students in math and reading (students that did not pass previous year's STAAR		Formative	
test).	Jan	Apr	June
Strategy's Expected Result/Impact: Students will receive extra instruction in math and reading leading to improved test scores. Staff Responsible for Monitoring: Instructional Coaches, Administrators	35%		100%
Funding Sources: ESSER Funds - Extended Day/Tutorial - \$25,000			
No Progress Accomplished Continue/Modify Discontinu	e		

Performance Objective 4: Professional Development will be made a priority by providing consistent training and workshops that enhance expertise in instructional content

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Implementation of resources gathered at each training

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Providing staff development throughout the year to support teachers.		Formative	
Strategy's Expected Result/Impact: Staff Training based on resources collected from professional development.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators Funding Sources: - 199 - General Fund - \$10,000	30%		100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Attending instructional trainings within the district or outside the district.		Formative	
Strategy's Expected Result/Impact: Staff Training based on resources collected from professional development.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	40%		100%
No Progress Accomplished Continue/Modify X Discontinue	;		

Performance Objective 1: Multiple opportunities will be provided for students to learn about educational and vocational opportunities for high school and beyond.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Strategy 1 Details	Formative Reviews		
trategy 1: All 8th graders will attend a CTHS field trip in order to see career and educational offerings.			
Strategy's Expected Result/Impact: Students will be able to make more informed decisions with their high school/career choices.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors, Administrators	100%	100%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: The Kuder exam will be administered to help students learn what career paths align with their personal interests.			
Strategy's Expected Result/Impact: Students will receive results stating which careers could be most suitable for them.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors, Teachers	0%		100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Dobie week allows students the opportunity to get more comfortable with their future school and activities they can be involved		Formative	
in.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will be more prepared and enthusiastic about moving into High School. Staff Responsible for Monitoring: Counselors, Administrators	20%		50%

Strategy 4 Details	For	Formative Reviews		
Strategy 4: ECHS visits to speak with 8th graders.		Formative		
Strategy's Expected Result/Impact: Students will learn the difference between two year and four year colleges, associates degrees, and community college vs university.	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors, Administrators	100%	100%	100%	
Strategy 5 Details	For	mative Revi	iews	
Strategy 5: Students take the PSAT to better prepare for college admittance tests.		Formative		
Strategy's Expected Result/Impact: Students gain experience with SAT testing.	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors	100%	100%	100%	
Strategy 6 Details	For	mative Revi	iews	
Strategy 6: Students will participate in College and Career Week activities		Formative		
Strategy's Expected Result/Impact: Students will gain a better understanding of opportunities available after high school	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors	100%	100%	100%	
No Progress Accomplished Continue/Modify X Discontinue	ie			

Performance Objective 1: Provide ongoing campus based professional development for our staff.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Seeking needs of staff through surveys and continually providing staff development to tend to those needs.		Formative	
Strategy's Expected Result/Impact: Creating a more efficient, well-rounded staff with higher morale.	Jan	Apr	June
Staff Responsible for Monitoring: Instructional Coaches, Administrators	50%		100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 2: Each school year all new teachers will be provided additional support and training to ensure a successful school year.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: ETP completion, participation in monthly new teacher meetings and opportunities, participation in RISE program

Strategy 1 Details	For	mative Revi	iews
Strategy 1: All teachers who are new to the district will participate in Effective Teaching Practices (ETP) staff development. The campus		Formative	
conducts meetings with new staff regularly through the year to provide support via our New Teacher training.	Jan	Apr	June
Strategy's Expected Result/Impact: Effective and proficient new staff at BHI Staff Responsible for Monitoring: Instructional Coaches, Administrators	50%		100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: All teachers new to Beverly Hills are assigned a mentor or buddy depending on level of experience.		Formative	
Strategy's Expected Result/Impact: New staff is supported with a veteran teacher	Jan	Apr	June
Staff Responsible for Monitoring: Instructional Coaches, Administrators	100%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: All ELAR teachers will be provided training and strategies to support ELL students.		Formative	
Strategy's Expected Result/Impact: All ELAR teachers will become ESL certified	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, ELAR teachers, Instructional coaches TEA Priorities: Recruit, support, retain teachers and principals	50%		100%
No Progress Accomplished — Continue/Modify X Discontinue	ie		

Performance Objective 3: The collaboration through the PLC process helps develop new teachers and provide growth.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Teachers will be placed in PLC and have a common/shared conference period to plan and collaborate.		Formative	
Strategy's Expected Result/Impact: Being part of this PLC helps develop new teachers and provides growth.	Jan	Apr	June
Staff Responsible for Monitoring: Instructional Coaches, Counselors, Administrators	100%	100%	100%
No Progress	e		

Performance Objective 4: A committee approach is used when hiring all positions.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Strategy 1 Details	Formative Reviews		iews
Strategy 1: When filling an open position, a committee will be created for the interview process (at least one administrator, department head		Formative	
or team lead, and instructional coach).	Jan	Apr	June
Strategy's Expected Result/Impact: Highly qualified staff selected by a committee leads to higher morale and cohesive teams. Staff Responsible for Monitoring: Instructional Coaches, Administrators Funding Sources: Teacher salaries and supplies - State Compensatory Funds - \$1,029,589	55%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Increase the level of parent engagement and participation at school events.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Monthly parent events are planned throughout the year.	Formative		
Strategy's Expected Result/Impact: Increased parental involvement	Jan	Apr	June
Staff Responsible for Monitoring: Counselors, Parent Coordinator, Administrators Funding Sources: Parent Title Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$5,085	50%		100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Monthly newsletter highlighting various parent, fine arts, sporting, and club events.		Formative	
Strategy's Expected Result/Impact: Increased parent involvement, attendance, and engagement	Jan	Apr	June
Staff Responsible for Monitoring: parent coordinator, administrators	50%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Increase community awareness of current events at BHI.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Southbelt Leader submissions		Formative	
Strategy's Expected Result/Impact: Creating more awareness in the community about current events at BHI.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	25%		100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Social media presences (facebook, instagram, etc.)		Formative	
Strategy's Expected Result/Impact: Creating more awareness in the community about current events at BHI.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	50%		100%
No Progress Accomplished — Continue/Modify X Discontinue	:		1

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Decrease discipline referrals and increase positive relationships using PBIS and Ruby Payne strategies.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Providing all staff with PBIS, restorative circles, and Ruby Payne trainings.		Formative	
Strategy's Expected Result/Impact: Increase in positive relationships between staff and students and decrease in discipline referrals.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative	
Strategy's Expected Result/Impact: Fewer days of removal from class for students with disabilities.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	50%		100%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and		Formative	
Texas Behavior Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers and paras will be CPI trained and follow proper procedures when restraints are required Staff Responsible for Monitoring: Administrators	40%		100%
No Progress Accomplished — Continue/Modify X Discontinue	÷		•

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Bear Camp is offered for incoming 7th graders or students new to BHI.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Strate	gy 1 Details			For	mative Revi	ews
Strategy 1: All incoming 7th graders are invited to the campus to tou	ar the school and learn	the "BHI way" prior to the begi	nning of the year.		Formative	
Strategy's Expected Result/Impact: Students begin school wi	-			Jan	Apr	June
Staff Responsible for Monitoring: Counselors, Instructional C	Coaches, Administrator	rs		100%	100%	100%
% No Progress	Accomplished	Continue/Modify	X Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: Create an environment where students control and care about the safety of the school

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Implement Anonymous Alerts system for students and parents to report concerns.		Formative	
Strategy's Expected Result/Impact: Students are able to report things that make them feel unsafe creating a safer environment.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Implement the Safe Schools Ambassador program on campus.		Formative	
Strategy's Expected Result/Impact: Improved climate and culture on campus due to student engagement in keeping the school safe.	Jan	Apr	June
Staff Responsible for Monitoring: Instructional Coaches, Counselors, Administrators	50%		100%
No Progress Continue/Modify X Discontinue	e	1	

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learn departments that integrate established and innovative practices, standards,		of ancillary service
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Pasadena Independent School District Bondy Intermediate

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Elmer G. Bondy Intermediate School is to meet the needs of every student.

Vision

Through personalized learning, students will gain the confidence to overcome challenges and reach their maximum potential.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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integrate established and innovative practices, standards, and systems.

Goals

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Create and systematically implement integrated learning experiences to support the development of critical thinking, collaboration, creativity, and communication.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Planned field trips and guest speakers, platform data, Campus teacher-led planning

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Investigate and create 7-12 problem or project-based learning experiences in all content areas expanding engaging learning		Formative	
opportunities. Strategy's Expected Result/Impact: Extended learning opportunities will be provided for students by offering and attending field trips. Students will attend field trips such as Artist Boat, the Lone Star Flight Museum, Houston Museum of Natural Science. Personalized learning provides project-based experiences through core classes that promote real-life application and development of cognitive skills. Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers Funding Sources: BFU - 199 - General Fund - \$112,097, Plan4learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Jan 50%	Apr	June 70%
Strategy 2 Details	For	mative Revi	iews
Strategy 2:		Formative	
Provide personalized professional learning opportunities for staff to support the implementation of integrated and problem/project-based learning that increases student growth.	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers will plan to use and implement district-provided resources such as Writing Revolution, Solution Tree, and the PLC at Work, Teachers will use district professional development sessions to assist in planning throughout the year such as Vertical Alignment, Focus and Convening Sessions, Backward Planning, and Lead4Ward Resources. Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers	50%		50%

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Provide Accelerated Instruction to students who were unsuccessful in STAAR from the previous school year and who require		Formative	
xtended day tutorials.	Jan	Apr	June
Strategy's Expected Result/Impact: Measured by STAAR results of the current year. Staff Responsible for Monitoring: all staff Schoolwide and Tougsted Assistance Title L'Elements:	50%		90%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy			
Funding Sources: Teacher Tutoring Salary - 282 - ESSER III - \$87,178, Supplemental Funding for Extended Day - Extended Day/Tutorial - \$9,666, Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$21,439.59, Extended Day - Extended Day/Tutorial - \$1,600			

Performance Objective 2: Infuse Social Emotional Learning (SEL) into all curricula by developing culturally responsive PK-12 competencies for student wellness to increase each student's knowledge, skills, and behavior health leading to stronger relationships, academic success, and future employment.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Increased numbers of student-centered activities and visitors that promote learning.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Develop district wide social emotional learning themes and learning delivery methods based on whole child needs.		Formative	
Strategy's Expected Result/Impact: Using Summit Learning's Habits of Success will meet the needs of the whole child.	Jan	Apr	June
Staff Responsible for Monitoring: all staff Schoolwide and Tougsted Assistance Title I Florents:	50%		60%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers:			
Lever 3: Positive School Culture, Lever 5: Effective Instruction			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Create a campus Whole Child Team for curriculum development.		Formative	
Strategy 2. Create a campus whole Child Team for curriculum development.			
Strategy's Expected Result/Impact: Counseling advisory board	Jan	Apr	June
	Jan		June
Strategy's Expected Result/Impact: Counseling advisory board Staff Responsible for Monitoring: Counselors, Bondy Counseling Advisory Board	Jan		June 0%
Strategy's Expected Result/Impact: Counseling advisory board Staff Responsible for Monitoring: Counselors, Bondy Counseling Advisory Board Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6			
Strategy's Expected Result/Impact: Counseling advisory board Staff Responsible for Monitoring: Counselors, Bondy Counseling Advisory Board Schoolwide and Targeted Assistance Title I Elements:			

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Provide professional development to ensure teacher learning and growth in SEL as it relates to Whole Child Team, student		Formative	
success and college, career, or military readiness.	Jan	Apr	June
Strategy's Expected Result/Impact: Second Step Program implementation in all classes after initial professional development and refresher course after first semester. Staff Responsible for Monitoring: Classroom teachers, counselors	100%	100%	100%
Start Responsible for Monitoring. Classiconi teachers, counselors			
Schoolwide and Targeted Assistance Title I Elements: 2.6			
- ESF Levers:			
Lever 3: Positive School Culture			
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Examine current practices regarding the empowerment of student voice.		Formative	
Strategy's Expected Result/Impact: Student onboarding program, executive board, student council, parent and student SMORE, and NJHS all provide student leadership opportunities based on their interests.	Jan	Apr	June
Staff Responsible for Monitoring: Principal, APs, Teachers, Class Sponsors	75%		80%
Schoolwide and Targeted Assistance Title I Elements:			
2.6			
- ESF Levers:			
Lever 3: Positive School Culture			
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Foster and augment current academic mindsets regarding the habits of success necessary for future readiness and leadership.		Formative	
Strategy's Expected Result/Impact: Campus created Personalized Learning norms consistent throughout campus to promote habits of success through personalized learning.	Jan	Apr	June
Staff Responsible for Monitoring: all staff	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- TEA Priorities:			
Build a foundation of reading and math - ESF Levers:	i		

Strategy 6 Details	For	mative Revi	ews
Strategy 6: Increase student engagement in current PBIS/SEL focused programming including Restorative practices, Safe and Civil Schools,		Formative	
Conscious Discipline, AVID, and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: PBIS/SEL, Safe School Ambassador program, CHAMPS and conscious discipline allow students to work in a safe environment maximized for engagement. Staff Responsible for Monitoring: counselors, assistant principals Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	75%		75%
No Progress Accomplished — Continue/Modify X Discontinue	÷		

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Performance Objective 3: Refine and expand the comprehensive districtwide framework for literacy and numeracy that highlights and values a multi-literate world so that students can communicate and interact effectively.

Evaluation Data Sources: District-funded and grant-funded technology applications will be implemented during weekly math and reading instruction.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Review and update reading curriculum and approaches based on the latest research and science studies to increase student fluency		Formative	
and comprehension acquisition.	Jan	Apr	June
Strategy's Expected Result/Impact: Grant-funded programs will be used during daily instruction. Education Galaxy will provide reading students with both intervention and enrichment on their specific reading needs. IXL will be used to practice reading for students' specific needs. Staff Responsible for Monitoring: Administration and RELA Department	25%	•	80%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Examine and refine the Bilingual Continuum		Formative	
Strategy's Expected Result/Impact: Pilot program for Summit K-12	Jan	Apr	June
Staff Responsible for Monitoring: Administration and Multilingual and RELA Departments TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	25%		90%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Explore increasing options for biliteracy instruction to expand opportunities for students to develop and maintain two languages		Formative	
through graduation.	Jan	Apr	June
Strategy's Expected Result/Impact: The Emergent Bilingual Program will be implemented throughout 7th and 8th grades for EB students. ESL family nights and field trips will promote biliteracy. Staff Responsible for Monitoring: Administrators, ESL Teacher(s), and RELA Campus Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Bil/ESL - 199 - General Fund - \$2,251	50%		60%

Strategy 4 Details	For	mative Rev	iews
Strategy 4: Implement a tiered instructional model with supporting curriculum and/or resources for social and academic language acceleration		Formative	
for all English Learners across grade levels.	Jan	Apr	June
Strategy's Expected Result/Impact: ESL 1 and ESL 2 classes are offered allowing students of different levels to be taught social and academic language. Differentiated support for sub-populations in the classroom will increase student grade-level performance. Teachers and paraprofessionals will use SIOP strategies to differentiate instruction for ESL students. Staff Responsible for Monitoring: Counselors and ESL Teacher(s) and Paraprofessional Support	50%		70%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: ELL - 263 - Title III A - Bilingual Education, Language - \$1,510.76			
Strategy 5 Details	For	Formative Reviews	
Strategy 5: Update and create digital literacy infusion across content areas to promote student competency.		Formative	
Strategy's Expected Result/Impact: Library services will provide digital literacy across content areas.	Jan	Apr	June
Staff Responsible for Monitoring: Librarian ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	75%		75%
Strategy 6 Details	For	mative Rev	iews
Strategy 6: Increase numerical competency by strengthening student problem-solving in Mathematics.		Formative	
Strategy's Expected Result/Impact: Desmos and Dreambox will be used during math instruction to increase problem-solving math skills.	Jan	Apr	June
Staff Responsible for Monitoring: Administration, Math Department (Teachers and Campus Coach)	80%		90%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Teacher Salary - State Compensatory Funds - \$158,172			

Strategy 7 Details	For	mative Revi	ews
Strategy 7: Cultivate a shared understanding of key concepts and instructional implications of the language acquisition process, biliteracy	Formative		
development, and culturally responsive teaching across all grade levels.	Jan	Apr	June
Strategy's Expected Result/Impact: Using the Writing Revolution strategy will help students with the language acquisition process. Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	25%		40%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 4: Provide time and support to include more options and opportunities for personalized education approaches that meet diverse learner needs.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Technology applications will be used to provide students with learning experiences in core subjects. School-wide experiences will be provided to enrich student learning.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Develop a comprehensive and systematic districtwide K-12 Advanced Academics / GT program that provides a commitment to		Formative	
high levels of learning and meets the needs (academic and social/emotional) of all Advanced Academic/GT students.	Jan	Apr	June
Strategy's Expected Result/Impact: Advanced academics provide opportunities for students to extend their learning beyond grade-level expectations. This includes gifted and talented students, Pre-AP math, and HS credit opportunities for Art, Spanish, and Algebra. All teachers are G/T certified/qualified and students are required to complete the additional Power Focus Areas in the learning platform.	100%	100%	100%
Staff Responsible for Monitoring: Administration, Campus Coaches, Campus G/T coordinator(s), and Teachers			
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6 TEA Description			
- TEA Priorities: Build a foundation of reading and math - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: G/T - 199 - General Fund - \$3,251			

Strategy 2 Details	For	mative Revi	ews
Strategy 2: Ensure a comprehensive and systematic districtwide K-12 curriculum that supports high levels of learning and meets the needs		Formative	
(academic, behavioral, social, and emotional) of all students. Strategy's Expected Result/Impact: School-wide experiences will be provided to enrich student learning. Students will participate in Career Day, Flip Day, and STE(A)M Night. Enrichment Clubs will be provided for students to join and extend learning opportunities. The following clubs will be offered to promote real-life applications: Science Club, Robotics Team, Chess, Art Club, Anime Club. District Events will be offered for students to participate in and extend learning opportunities. The following will be offered to promote real-life application: UIL Competition, Science Fair, Name that Book Contest, Poetry Slam, Pentathlon, and Spelling Bee. CHAMPs, Second Step, Safe Schools Ambassadors, Minute Meetings, Summit Mentoring, Teacher/ Student counselor referral link, and Anonymous Alerts are provided and offered on campus. Staff Responsible for Monitoring: All staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Jan 75%	Apr	June 85%
Funding Sources: Advanced Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Ensure a comprehensive and systematic districtwide K-12 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the needs (academic, behavioral, social, and		Formative	
emotional) of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Implement RTI program and Multi-Tiered Support System (MTSS) to address academic and behavioral needs. Interventions are built-in to the school day as well as before and after school for all subjects to provide support to students based on their specific needs. Accelerated instruction, priority day tutorials by content, extended day, and READ time provide students with time throughout the day to practice specific skills in reading/math. Small group instruction, co-teach model, and SDI strategies will provide support for students struggling with specific content needs, including SPED and ESL. Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers	75%		80%
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Spec Ed - 199 - General Fund - \$2,030			

Strategy 4 Details	For	mative Rev	iews	
Strategy 4: Special Education Disciplinary Removals		Formative		
Strategy's Expected Result/Impact: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.	Jan	Apr	June	
Staff Responsible for Monitoring: Principal, Asst. Principals	25%		100%	
Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				
Strategy 5 Details	For	Formative Reviews		
Strategy 5: Staff will be trained on proper restraint techniques.		Formative		
Strategy's Expected Result/Impact: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.	Jan	Apr	June	
Staff Responsible for Monitoring: Principal, Asst. Principals, District SPED staff	25%		70%	
Strategy 6 Details	For	mative Revi	iews	
Strategy 6: Ensure all CORE instructional teachers are GT and ESL certified.		Formative		
Strategy's Expected Result/Impact: 100% of CORE Instructional teachers	Jan	Apr	June	
Staff Responsible for Monitoring: Principal, Asst. Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	70%	-	70%	
No Progress Continue/Modify Discontinue	e		I	

Performance Objective 1: 2.1 Design and implement effective systems to improve informed decision making that result in post-secondary success for all students.

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: Partner with labor market organizations to increase awareness of high demand careers in our area.		Formative		
Strategy's Expected Result/Impact: Students will participate in Manufacturing Day.	Jan	Apr	June	
Staff Responsible for Monitoring: Campus Coaches, Counselors, Principals Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	25%		0%	
- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Develop recommendations for appropriate selection of college readiness assessments (ACT, SAT, TSIA) and a timeline for		Formative		
administration of these assessments to maximize opportunities for students.	Jan	Apr	June	
Strategy's Expected Result/Impact: 8th grade students will take the PSAT 8/9 to gain insight on the skills they need to gain for college. Staff Responsible for Monitoring: Counselors, CCs, Teachers	100%	100%	100%	
No Progress Accomplished — Continue/Modify X Discontinu	e			

Performance Objective 2: Create a personalized educational planning system for college, career, and/or military post-secondary success that allows students to take an active part in making decisions about the future. We will design and implement effective systems to improve informed decision making that results in post-secondary success for all students.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Students will be provided the opportunity to meet with community professionals, take college and career exams, participate in high school and college tours, as well as participate in career-oriented field trips and activities.

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Provide career related experiences that enrich the personalized education plan for each student.		Formative		
Strategy's Expected Result/Impact: Activities such as Career Day, CTHS Tours, and partnering with Workforce Solutions will help expose students to different career and educational pathways.	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors, Principals, and Teachers Schoolwide and Targeted Assistance Title I Elements:	80%		45%	
2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Provide early and centralized coordinated recruitment for high school programs so that parents and students are aware of all		Formative		
opportunities. Strategy's Expected Result/Impact: Prepare students for greater success in high school by providing high school campus visits, tours,	Jan	Apr	June	
and inviting the high schools over to showcase different auxiliaries. Staff Responsible for Monitoring: Counselors, Assistant Principals	100%	100%	100%	
No Progress Continue/Modify X Discontinue	e			

Performance Objective 3: Ensure students have a competitive edge for college, career, and /or military success upon graduation.

Evaluation Data Sources: Summit Learning Platform, MAP RIT Scores, student exposure to College, Career, and/or Military success information

Strategy 1 Details	For	ews		
Strategy 1: Develop and implement strategies to aid student mastery of executive functioning skills to enhance post-secondary decision-		Formative		
making skills.	Jan	Apr	June	
Strategy's Expected Result/Impact: Continue to implement Habits of Success schoolwide which helps students become academically successful. Staff Responsible for Monitoring: Teachers, Administrators, Counselors	50%		80%	
No Progress Continue/Modify Discontinue	e			

Performance Objective 1: Create a climate and culture that would attract and retain teachers at Bondy.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Teacher retention rates for each academic year, survey responses regarding campus climate and culture

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Through a variety of campus events, initiatives, gatherings, and increased planning time, Bondy teachers will have longevity in		Formative	
teaching positions.	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers will feel supported at Bondy.		•	
Staff Responsible for Monitoring: Principal, APs	100%	100%	100%
TEA Priorities:			
Recruit, support, retain teachers and principals - ESF Levers:			
Lever 3: Positive School Culture			
Funding Sources: Teacher Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$70,301.35, Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$27,613.15, Content Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$73,301.32			
No Progress Continue/Modify X Discontinue	.		

Performance Objective 2: Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

District Objective:

Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Evaluation Data Sources: Teacher retention data, staff who come with multiple certifications

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Create, extend, and leverage promotional materials to highlight the PISD employee experience.		Formative	
Strategy's Expected Result/Impact: Use of social media and campus visits to highlight the experience of Bondy teachers thus	Jan	Apr	June
showcasing the success of Bondy Intermediate. Staff Responsible for Monitoring: Principal, APs TEA Priorities:	75%		100%
Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture			
No Progress Continue/Modify X Discontinue	e		

Performance Objective 1: 4.1 Collaborate with families to provide high-quality services needed to partner in the education of their children.

Evaluation Data Sources: Training certificates or sign in sheets, parent survey, student surveys, and Feedback.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Develop and promote family engagement opportunities within feeder area schools.		Formative	
Strategy's Expected Result/Impact: To create a community of partners in education. Bike ride parade, Patriot Camp (incoming 7th graders visit the school), 8th graders get to visit CTHS and Early College. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors. Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Jan 80%	Apr	June
Strategy 2 Details	Formative Reviews		iews
Strategy 2: Provide culturally responsive training for all personnel on the benefits of building equitable partnerships with families to support student learning. Strategy's Expected Result/Impact: Consistent positive engagement for our families. CHAMPS training, PBIS committee, ESL Nights. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors. Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.1 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Involvement - 211 - Title 1 A - Economically Disadvantaged Study - \$4,665.81	Jan 90%	Apr	June 90%

Strategy 3 Details	For	mative Rev	iews
Strategy 3: Provide effective two-way communication methods for families to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increase and maintain engagement in student learning.	Jan	Apr	June
Emails, Social Media, maintain staff contact information on campus website, Skylert/Skyward automated messages. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors, Mrs. Denham. Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers:	80%		90%
Lever 3: Positive School Culture			
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Provide family engagement activities in academic and social emotional areas to increase student success.		Formative	
Strategy's Expected Result/Impact: ESL Family nights, STEAM nights, Artist boat, Washington DC trip, Field trips, Flight Museum, Holocaust Museum, Parent Conferences, Bilingual Services, Concerts,	Jan	Apr	June
Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, Parent Coordinator and Counselors.	100%	100%	100%
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: General Supplies & Materials - State Compensatory Funds - \$4,129			
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Include families in meaningful consultation and planning of programs and activities to support student success.		Formative	
Strategy's Expected Result/Impact: Parent Conferences, SBDM, SHAC committee, Counselor Advisory Board.	Jan	Apr	June
Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, Parent Coordinator and Counselors. Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers:	75%		80%
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$20,517.79			
No Progress Accomplished Continue/Modify X Discontinu	ıe	<u> </u>	<u> </u>

Performance Objective 2: Utilize a variety of reliable digital and traditional marketing and communication channels to effectively and interactively foster positive relationships among all stakeholders.

Evaluation Data Sources: Increase in enrollment numbers

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Develop an innovative marketing plan to promote our school as a preferred choice by area families.		Formative	
Strategy's Expected Result/Impact: Use Social Media to promote and celebrate all the great things happening at Bondy and PISD.	Jan	Apr	June
Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors. Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide professional development for social media managers on campus to increase family engagement with student's education	Formative		
and campus events.	Jan	Apr	June
Strategy's Expected Result/Impact: Train all Social Media managers on expectations and cohesiveness of social media posts for our campus. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	75%		100%
No Progress Accomplished — Continue/Modify X Discontinue	<u> </u>		

Performance Objective 3: Engage business and community members to expand and extend partnerships.

Evaluation Data Sources: Increase career awareness and participants.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Develop a system wide database of individuals in the community who are interested in assisting campus projects to provide more		Formative	
opportunities for students and staff. Strategy's Expected Result/Impact: Campus Contact Database	Jan	Apr	June
Staff Responsible for Monitoring: APs	80%		80%
ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Inform families of educational and career opportunities through timely communication.		Formative	
Strategy's Expected Result/Impact: Monthly Smores, emails, and Social Media.	Jan	Apr	June
Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 1: Foster a culture that champions a restorative and relational model for behavior development, learning, and response. We will promote a culture that produces a safe learning environment that is beneficial to achieving the academic and social-emotional goals of all students.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Second Step, Safe Schools Ambassadors and Student Executive Board, Minute Meetings, Summit Mentoring, Teacher/ Student counselor referral link.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Implementation of student-focused behavior programs and a thorough social-emotional curriculum.		Formative	
Strategy's Expected Result/Impact: C.H.A.M.P.S will allow for teachers to model appropriate classroom behavior expectations throughout the school, and the Second-Step social-emotional curriculum will provide lessons on bullying, growth mindset, relationship	Jan	Apr	June
building, and managing conflict.			
Staff Responsible for Monitoring: Counselors and Teachers	75%		80%
Schoolwide and Targeted Assistance Title I Elements: 2.6			
- ESF Levers:			
Lever 3: Positive School Culture			
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Recruit students to be Safe School Ambassadors on campus.		Formative	
Strategy's Expected Result/Impact: Decrease in bullying referrals and reports to Anonymous Alerts	Jan	Apr	June
Staff Responsible for Monitoring: Principals and Teachers, ESF Levers: Lever 3: Positive School Culture	75%		90%

Formative Apr	June
Apr	June
	85%
_	

Performance Objective 2: Provide updated life-saving training skills and emergency response protocols for all staff, including substitutes regularly to increase preparedness and response.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: ALICE, Campus Emergency Response Team, Raptor Training, Campus Drills (Fire, Tornado, Shelter-In-Place, Lockdown, Evacuation)

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Train students and staff on campus emergency protocols.		Formative	
Strategy's Expected Result/Impact: All students and staff will be trained on district guided emergency protocols.	Jan	Apr	June
Staff Responsible for Monitoring: APs, Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	100%
No Progress	e		

Performance Objective 3: Expand campus and inter-agency community partner emergency response drills to include students and staff at all campuses to ensure proactive planning and mitigate damage.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: ALICE training for staff and students, Campus Emergency Response Team, Raptor Training, Campus Drills (Fire, Tornado, Shelter-In-Place, Lockdown, Evacuation); The Anonymous Alerts system will continuously be promoted.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Students have access to report any issues or problems they see on campus.		Formative	
Strategy's Expected Result/Impact: Anonymous Alerts and Teacher and Student Counselor Referral link	Jan	Apr	June
Staff Responsible for Monitoring: Principals, counselors, and Teachers ESF Levers: Lever 3: Positive School Culture	75%		100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 4: Augment the physical security of campus to provide greater safety for students and employees.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Campus referrals, discipline data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Addition of cameras to monitor the campus, addition of rails to the stairs leading up to the cafeteria stage, campus doors locked/		Formative	
unlocked on a timer, administrators and teachers monitoring hallways during transition time as well as during class time.	Jan	Apr	June
Strategy's Expected Result/Impact: New cameras will provide additional views of campus to ensure safety. Staff Responsible for Monitoring: APs, Principal ESF Levers: Lever 3: Positive School Culture	85%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 5: Establish safe schools while meeting the cultural needs of all students and staff in a culturally responsive environment.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: staff surveys

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Implement Cultural Awareness Committee, Dia de los Muertos festivities, celebration of different heritages during designated		Formative	
months/weeks, Teacher Appreciation Drinks/Snacks, Bondy Family Mile Meet, Annual Bike-A-Thon, School Health Advisory Committee (SHAC), healthy nutrition information provided at lunch, newly replaced campus HVAC system	Jan	Apr	June
Strategy's Expected Result/Impact: staff participation, positive campus climate and culture Staff Responsible for Monitoring: APs, Principal	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.5, 3.2 - ESF Levers: Lever 3: Positive School Culture			
No Progress Continue/Modify Discontinue	e		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Evaluation Data Sources: Parent & Teacher surveys, communication

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Create a consistent customer service model and expectations school wide and provide customer service training in all ancillary		Formative	
service departments to convey a better understanding customer needs and expectations.	Jan	Apr	June
Strategy's Expected Result/Impact: Increase customer satisfaction through survey responses and stakeholder communication. Staff Responsible for Monitoring: Principal	80%		80%
ESF Levers:			
Lever 3: Positive School Culture			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Restructure school and ancillary webpages to be more accessible and friendly to all stakeholders.		Formative	
Strategy's Expected Result/Impact: Streamline communication for all stakeholders.	Jan	Apr	June
Staff Responsible for Monitoring: APs, staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	60%	1	70%
No Progress Complished Continue/Modify Discontinue			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

District Objective:

Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: Ensure student technology is up to date and maintianing it to meet student needs.

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Continue to "Beautify Bondy" through additions, replacements, and new structures intended to increase the overall aesthetic of the		Formative	
campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Students, staff, and parents will observe the changes Staff Responsible for Monitoring: Principal	50%		80%
No Progress Accomplished — Continue/Modify X Discontinue	;		

Pasadena Independent School District Burnett Elementary

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Burnett Elementary, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, and collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that....

A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
 We will honor our country, our freedom, and all those who protect and defend our constitutional rights.

Family and community profoundly influence decisions individuals make.

Everyone has purpose, worth, and dignity with immeasurable potential.

Connecting with others and building positive, meaningful relationships is essential.

Learning is instinctive, lifelong, and unique to the individual.

Communication is pervasive, essential, ever-present, and multidimensional.

We must provide a safe physical, emotional, and social environment to enhance the ability to learn.

Diversity adds value to all areas of life.

Change is inevitable for growth and success.

Each person is responsible and accountable for the choices he or she makes.

We must foster an environment of honesty and integrity.

All staff members will contribute to Burnett Elementary School's friendly, inviting environment. We will set the tone through our actions and attitudes. We will demonstrate our continuous support and encouragement of all students in four important ways.

- 1. We will teach students the expectations for responsible behavior in all school settings by relating student actions to our Guidelines for Success
- 2. We will provide positive feedback to students when they are meeting expectations and following the Guidelines for Success.
- 3. We will view minor misbehaviors as teaching opportunities, and respond calmly and consistently with corrections or consequences.
- 4. We will work collaboratively to solve behavior problems that are chronic or severe in nature.

Guidelines for Success

Be responsible

Everyone deserves respect

Listen and learn

Imagine what you can be

Exercise good behavior

Value honesty

Expect success in yourself

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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ensuring students are future ready.	
Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that	8
meet the needs of each student.	
Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.	9
Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and	11
community stakeholders to support students and staff.	

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs 5

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

5

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative	
science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators	60%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$15,878, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coaches - \$174,604, - 199 - General Fund - BFU, Overtime, Fixed - \$40,277, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	60%		0%

Strategy 3 Details	For	Formative Reviews	
Strategy 3: Create a master schedule that will provide common planning and PLC time.		Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X D	riscontinue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative	
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,507	Jan 75%	Apr	June 0%
Strategy 2 Details Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate	For	Formative Reviews Formative	
English acquisition. Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - Title 3 Bil/ESL - \$1,466, - 199 - General Fund - Bil/ESL - \$2,133	Jan 50%	Apr	June 0%

Strategy 3 Details	For	mative Revi	iews
3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan Apr		June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers, ACE Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	60%		0%
Funding Sources: - 199 - General Fund - Special Ed \$1,766, - Extended Day/Tutorial - Extended Day - \$800, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Aide - \$54,223, - 199 - General Fund - At Risk - \$4,561, - Extended Day/Tutorial - Extended Day - \$5,003, - Extended Day/Tutorial - ESSER - \$30,500, State Compensatory Ed - State Compensatory Funds - \$85,457			
No Progress Accomplished — Continue/Modify X Discontinue	l		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	For	rmative Rev	iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges and technical schools.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 ESE Levers	30%		0%
- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
No Progress Continue/Modify X Discon	tinue	,	,

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		0%
No Progress Accomplished — Continue/Modify X Discontinue	ue		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	50%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator	60%		0%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		0%
No Progress Accomplished — Continue/Modify X Discontinue	e		

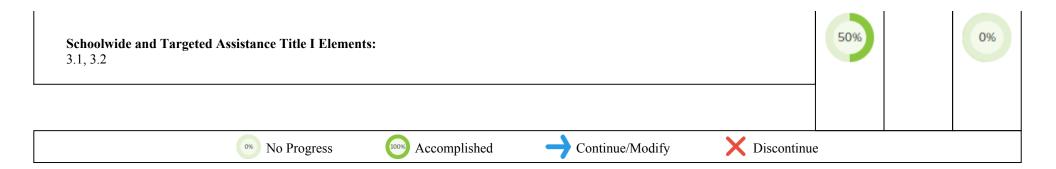
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator, ACE Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Jan 70%	Apr	June
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Jan	Formative	
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator, ACE Coordinator	60%		0%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,802			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative	
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor, ACE Coordinator	-	-	



Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase	Formative		
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis. Staff Responsible for Monitoring: Campus administrators, MERT	50%		0%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,		Formative	
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts effectively			
Staff Responsible for Monitoring: Campus administrators, counselor, staff	50%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
	Formative Reviews		
Strategy 2 Details	For	mative Revi	iews
Strategy 2 Details Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	For	mative Revi Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.	For Jan		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative	I _
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.		Formative	I _
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center.	Jan	Formative	June

Strategy 3 Details		Formative Reviews	
y 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior	Formative		
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	70%		0%
No Progress Accomplished — Continue/Modify X Discontinue	e.		

Pasadena Independent School District Bush Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Laura Bush Elementary, is to empower students to become accomplished, self-directed, and collaborative citizen scholars who boldly contribute to an increasingly complex and evolving world by engaging in rigorous curriculum, relevant experiences, and positive relationships while embracing the uniqueness of each individual.

Vision

We believe everyone has purpose, worth, and dignity.

We believe individual potential is unknown and immeasurable.

We believe family dynamics profoundly influence the decisions individuals make and the people they become.

We believe connecting with others and building positive, meaningful relationships are essential.

We believe learning is instinctive, lifelong, and unique to the individual.

We believe communication is pervasive, essential, everpresent, and multidimensional.

We believe feeling safe enhances the ability to learn.

We believe diversity adds value to all areas of life.

We believe change is natural and continuous.

We believe each person is responsible and accountable in all aspects of life for the choices he or she makes.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals					
Goal 1: CURRICULUM & INSTRUCTION	- We will provide rigorous and	meaningful curriculum by o	creating integrated learning e	xperiences to meet individual	student needs

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		iews	
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative		
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	45%		100%	
Funding Sources: Title 1 Instructional Materials (+ \$4,000 ADVANCED FUNDS) - 211 - Title 1 A - Economically Disadvantaged Study - \$14,246.46, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Salary Title 1 Peer Facilitator / Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$76,579.24, BFU, Overtime, Fixed - 199 - General Fund - \$46,592 Strategy 2 Details	For	mativa Pay	iovs	
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.	Formative Reviews Formative			
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan		T _	
Staff Responsible for Monitoring: Campus administrators and instructional coaches	Jan	Apr	June	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	45%		100%	

Strategy 3 Details		Formative Reviews		
Strategy 3: Create a master schedule that will provide common planning and PLC time, Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.		Formative		
		Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		65%		100%
No Progress Accomplished — Continue/Modify	X Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details		Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals,		Formative		
		Apr	June	
and higher level of achievement on assessments	AEW.		40000	
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	45%		100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: G/T (Pgm 21) - 199 - General Fund - \$1,920				
Strategy 2 Details	Formative Reviews		iews	
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.		Formative Lun		
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, LPAC committee	40%		100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: Bil/ESL (Pgm 25) - 199 - General Fund - \$4,462, Title 3 Supplemental Funds - 263 - Title III A - Bilingual Education, Language - \$933.11				

Strategy 3 Details		Formative Reviews	
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	40%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Special Ed. (Pgm 23) - 199 - General Fund - \$1,462, ESSER Allotment - Extended Day/Tutorial - \$37,500, At Risk (Pgm 24) - 199 - General Fund - \$2,412, Salary Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study -			
\$28,899.76, Regular Extended Day Funds - Extended Day/Tutorial - \$600, Supplemental Funding - Extended Day/Tutorial - \$5,956, State Compensatory Ed. Funds - State Compensatory Funds - \$2,675			
No Progress Continue/Modify X Discontinue	<u> </u>		•

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details			Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week.			Formative		
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June		
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	45%		100%		
Strategy 2 Details	For	mative Revi	ews		
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative			
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June		
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	40%	•	100%		
No Progress Accomplished — Continue/Modify X Di	iscontinue	•			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	55%		100%
No Progress Accomplished — Continue/Modify X Discontinue/	nue		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Rev	iews				
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.	es for all employees. Formativ	tiated learning opportunities for all employees. For	ment on-demand platform for differentiated learning opportunities for all employees.		ployees. Formative		
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June				
Staff Responsible for Monitoring: Campus administrators	45%		100%				
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6							
Strategy 2 Details	For	mative Rev	iews				
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative					
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June				
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	45%		100%				
Strategy 3 Details	For	mative Rev	iews				
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative					
the culture and mission of the district and campus.	Jan	Apr	June				
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%				
No Progress Accomplished — Continue/Modify X Discontinu	e						

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

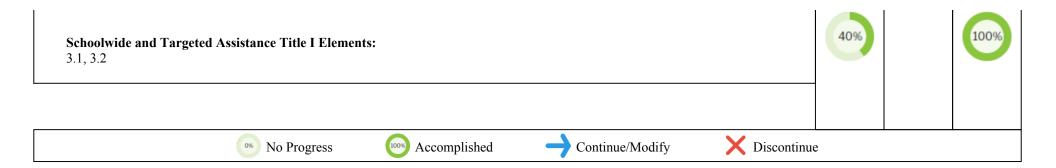
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.	Form		
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator			
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	50%		100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Υ	Formative	1
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator	45%		100%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: Salary Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$22,211.40, Title 1 Parent Component Funds (+\$1,000 ADVANCED FUNDS) - 211 - Title 1 A - Economically Disadvantaged Study - \$3,690.55			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative	
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor	-	-	



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	55%		100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,	Formative			
and other respectful practices.	Jan	Apr	June	
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	O.F.N.			
Staff Responsible for Monitoring: Campus administrators, counselor, staff	65%		100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance		Formative		
center.	Jan	Apr	June	
Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	- FEW			
Staff Responsible for Monitoring: Administrators	55%		100%	
Schoolwide and Targeted Assistance Title I Elements:				
2.4, 2.5, 2.6				
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				

Strategy 3 Details	Formative Reviews		iews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior		Formative	
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements:	55%		100%
2.4, 2.5, 2.6			

Pasadena Independent School District Dr. Kirk Lewis Career and Technical High School 2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the Dr. Kirk Lewis Career and Technical High School is to empower students to successfully transition to the global community through unique educational experiences.

Vision

The vision of the Dr. Kirk Lewis Career and Technical High School is to immerse our students in a transformative environment, empowering them to engage their active and creative minds in experiential learning through innovative academic and career pathway courses. Upon graduation, students will have the courage and compassion to utilize their unique genius to become responsible, ethical leaders able to overcome challenges and grasp opportunities presented in the global community.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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	needs ensuring students are future ready.	
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	meet the needs of each student.	
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	staff in a culturally responsive environment.	
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	integrate established and innovative practices, standards, and systems.	

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

Performance Objective 1: CTHS will increase STAAR EOC progress by 5% for special education students and English learners (EL) through implementation of support facilitation (SF) and sheltered instruction observation protocol (SIOP) approaches.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Special Education and EL student progress on STAAR English II (Reading) and Algebra I EOC examinations.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Special education support facilitation staff will participate in PLC's with general education teaching staff to analyze student		Formative	
performance data and adjust instructional strategies as needed. Strategy's Expected Result/Impact: Increase implementation of collaborative planning and teaching between special education support facilitation staff and general education staff.	Jan	Apr	June
Staff Responsible for Monitoring: Chad Phillips - Asst. Principal	40%		80%
Others include: Monique Holmes - Special Education Tracey Balusek - Transition Counselor Kim Voight - Master Scheduler			
TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Special Education Supplies and Materials - 199 - General Fund - 6300 - \$1,746			

Strategy 2 Details	For	mative Revi	iews
Strategy 2: 40% of CTHS Emergent Bilingual (EB) students will advance at least one language proficiency level as measured by the 2022		Formative	
TELPAS assessment by participating in Structured Conversations and voice recording opportunities in all classes. Strategy's Expected Result/Impact: 1. Increase English language acquisition of EB students 2. Build academic language 3. Increase writing proficiency 4. Improve understanding of rigorous texts 5. Increase level of performance on TELPAS composite scores 6. Staff training in Structured Conversations 7. Increased monitoring of EB students and SIOP classrooms to ensure implementation of Structured Conversations and needs for both student and teacher support. Staff Responsible for Monitoring: Whitney Barber, SIOP Campus Coach PLC teams Campus administrators Campus Content Specialists TEA Priorities: Build a foundation of reading and math Funding Sources: Bilingual/ESL/EL/EB Supplies and Materials - 263 - Title III A - Bilingual Education, Language - 6300 - \$2,055.07 , Bilingual/ESL/EL/EB Supplies and Materials - 199 - General Fund - 6300 - \$3,094	Jan 40%	Apr	June 65%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: CTHS administrative, counseling, and special education staff will monitor the number of students with disabilities being removed		Formative	
to In-School Suspension (ISS), Out-of-School Suspension (OSS), and Disciplinary Alternative Education Placements (DAEP).	Jan	Apr	June
 Strategy's Expected Result/Impact: 1. Improve early intervention and effective behavior management strategies and plans for students with disabilities. 2. Increase monitoring of disciplinary actions and removals for students with disabilities. 3. Decrease the number of removals for students with disabilities to ISS, OSS, or DAEP settings. 	45%		70%
Staff Responsible for Monitoring: Principal Assistant Principals			

trategy 4: CTHS administrators and special education staff will work collaboratively with the district special education office to ensure ampliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.			
empliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.		Formative	;
	Jan	Apr	June
Strategy's Expected Result/Impact: 1. Ensure that all staff needing restraint training have been trained and meet current TBSI requirements. Staff Responsible for Monitoring: Principal Assistant Principals Transition Counselor Campus special education staff	25%	•	75%

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

Performance Objective 2: CTHS will support and increase the academic growth and achievement of all students by 5% on appropriate summative assessments by effectively and efficiently implementing, monitoring and adjusting our tutorial, intervention, and extended day offerings for students.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: 1. Number of students attending tutorials and extended day offerings

- 2. Quality of student tasks and engagement during intervention
- 3. STAAR academic performance and academic growth data

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Implement, an electronic system for students and teachers to schedule appointments and attend highly focused, data-driven		Formative	
internal tutorials (Reboot) on campus.	Jan	Apr	June
Strategy's Expected Result/Impact: 1. Increase number of students attending Reboot tutorials 2. Implement electronic scheduling system for internal tutorials. 3. Improve student interventions and teacher training to prevent student failure and increase academic success.	50%		75%
Staff Responsible for Monitoring: Jessica McCoy - Asst. Principal			
Others include: Shaun Webb - Technology CCS Steve Fleming - Principal Chad Phillips - Asst. Principal Tom Le - Asst. Principal Kristi White - Asst. Principal			
ESF Levers: Lever 4: High-Quality Curriculum			

Strategy 2 Details	For	mative Rev	iews	
trategy 2: Monitor the level of student engagement and increase the accountability of both adults and students during planned intervention		Formative		
nd enrichment (PIE) to ensure efficient and effective use of both time and structure.	Jan	Apr	June	
 Strategy's Expected Result/Impact: 1. Increase student engagement in instructional or literacy tasks during PIE time Increase number of students actively engaged as noted in walkthroughs. Increase student registration and use of PSAT/SAT preparation materials. Improve student interventions and teacher training to prevent student failure and increase academic success. Staff Responsible for Monitoring: Steve Fleming - Principal 	65%		70%	
Others include: Chad Phillips - Asst. Principal Dr. Tom Le - Asst. Principal Kristi White - Asst. Principal Jessica McCoy - Asst. Principal Shaun Webb - Technology CCS Diana Labauve - Soc. Studies CCS Ethan Rieck - Math CCS Gabriel Luciano - Science CCS Jennifer Jett - ELA CCS				
ESF Levers: Lever 5: Effective Instruction				

Strategy 3 Details	For	native Revi	iews
Strategy 3: Implement, document and monitor the required House Bill 4545 tutorials for students who did not meet grade-level expectations		Formative	
n order to address learning deficiencies.	Jan	Apr	June
Strategy's Expected Result/Impact: 1. Increase student attendance in mandatory HB 4545 tutorials	0.112		June
2. Improve student interventions and teacher training to prevent student failure and increase academic success.			2224
Staff Responsible for Monitoring: Steve Fleming - Principal	55%		80%
Others include:			
Chad Phillips - Asst. Principal			
Dr. Tom Le - Asst. Principal			
Kristi White - Asst. Principal			
Jessica McCoy - Asst. Principal			
Shaun Webb - Technology CCS			
Diana Labauve - Soc. Studies CCS			
Ethan Rieck - Math CCS			
Gabriel Luciano - Science CCS			
Jennifer Jett - ELA CCS			
ESF Levers:			
Lever 5: Effective Instruction			
Funding Sources: HB 4545, Extended Day, and Saturday Transportation - 289 - Title IV- Student Support & Academic Enrichm - 6494 - \$8,000, HB 4545, Extended Day, and Saturday Miscellaneous Operation Costs - 289 - Title IV- Student Support & Academic Enrichm - 6499 - \$7,128, HB 4545, Extended Day, and Saturday Personnel - 282 - ESSER III - 6118 - \$50,500			

Strategy 4 Details	Fori	mative Revi	iews
Strategy 4: Monitor and adjust the implementation of campus literacy initiative during PIE time by creating a school-wide literacy plan to		Formative	
focus on college, career and military readiness literacy requirements.	Jan	Apr	June
 Strategy's Expected Result/Impact: 1. Increase the number of students checking out print and electronic books from CTHS LRC. Increase in the number of students logging pages read into campus literacy database. Create face-to-face book club and recruit students and staff for participation. Develop CTHS Literacy Plan 	45%	·	65%
Staff Responsible for Monitoring: Steve Fleming - Principal			
Others include:			
Chad Phillips - Asst. Principal			
Dr. Tom Le - Asst. Principal			
Kristi White - Asst. Principal			
Jessica McCoy - Asst. Principal			
Jennifer Jett - ELA CCS Jennifer Fountain FLA Pont Chair			
Jennifer Fountain - ELA Dept. Chair Amy Whalen - LRC Specialist			
Jennifer Brabston - LRC Specialist			
TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 3: Positive School Culture			
			<u> </u>
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

Performance Objective 3: CTHS students will demonstrate an increase in performance at the approaches grade level, meets grade level, and masters grade level on all STAAR EOC examinations and demonstrate progress (yearly growth) through the implementation of strategies from district and campus professional development.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: STAAR EOC examination scores

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Students taking the initial ELA I STAAR examination will increase performance to 65% at the meets grade level and 12% at the		Formative	
masters grade level.	Jan	Apr	June
Strategy's Expected Result/Impact: Increase student performance in English I as documented through: 1. Student ELA common or district assessment data			
2. Student STAAR ELA I scores	45%		90%
3. Walkthrough data			
Staff Responsible for Monitoring: Jessica McCoy - Asst. Principal ELA			
Others include:			
Steve Fleming - Principal			
Jennifer Jett - ELA CCS			
Jennifer Fountain - ELA Dept. Chair			
ELA I instructors			
TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: BFU/OT/Fixed Base Funding - 199 - General Fund - \$55,624.25			

Charles 2. Challes a Line de Livid I FLA II CTAAD annie de Lillian a Charles a 1770/ 441.	For	mative Revi	iews
Strategy 2: Students taking the initial ELA II STAAR examination will increase performance to 77% at the meets grade level, and to 12% at		Formative	
the masters grade level.	Jan	Apr	June
Strategy's Expected Result/Impact: Increase student performance in English II as documented through:			
1. Student ELA II common or district assessment data	50%		65%
2. Student STAAR ELA II data	30%		0370
3. Walkthrough data			
Staff Responsible for Monitoring: Jessica McCoy - Asst. Principal ELA			
Others include:			
Steve Fleming - Principal			
Jennifer Jett - ELA CCS			
Jennifer Fountain - ELA Dept. Chair			
ELA I instructors			
TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Stundows 2 Datable	Ear	mative Revi	
Strategy 3 Details	ror		iews
Strategy 3: CTHS students will increase expected progress on the English II STAAR examination to 60% at the expected progress level and to 2% at the accelerated progress level by the end of the school yea		Formative	
Strategy's Expected Result/Impact: Students will show expected progress on ELA II STAAR examinations.	Jan	Apr	June
Positive impact on campus accountability and student readiness for graduation and post-secondary education.			
Staff Responsible for Monitoring: Jessica McCoy - Assistant Principal	50%		60%
Stan Responsible for Monitoring: Jessica McCoy - Assistant Principal			
· · · · · · · · · · · · · · · · · · ·			
Others include:			
Others include: Jennifer Jett, ELA CCS			
Others include:			
Others include: Jennifer Jett, ELA CCS Jennifer Fountain, ELA Dept. Chair ELA II Instructors			
Others include: Jennifer Jett, ELA CCS Jennifer Fountain, ELA Dept. Chair ELA II Instructors TEA Priorities:			
Others include: Jennifer Jett, ELA CCS Jennifer Fountain, ELA Dept. Chair ELA II Instructors TEA Priorities: Build a foundation of reading and math			
Others include: Jennifer Jett, ELA CCS Jennifer Fountain, ELA Dept. Chair ELA II Instructors TEA Priorities:			

Strategy 4 Details	For	mative Revi	iews
Strategy 4: Students on the initial Algebra I STAAR examination will increase performance to 60% at the meets grade level and to 35% at the		Formative	ı
masters grade level. Strategy's Expected Result/Impact: Increase student performance in Algebra I as documented through: 1. Student Algebra I common or district assessment data 2. Student STAAR Algebra I data 3. Walkthrough data Staff Responsible for Monitoring: Dr. Tom Le - Asst. Principal Mathematics Others include: Steve Fleming - Principal Ethan Rieck - Math CCS Shelly Saenz - Math Dept. Chair Algebra I instructors TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: BFU/OT/Fixed Base Funding - 199 - General Fund - \$55,624.25	Jan 50%	Apr	June 100%
Strategy 5 Details Strategy 5: CTHS students will increase expected progress on the Algebra 1 STAAR examination from 83% to 86% at the expected progress	For	mative Revi	iews
Strategy 5: CTHS students will increase expected progress on the Algebra 1 STAAR examination from 83% to 86% at the expected progress level and accelerated progress from 47% to 50% by the end of the school year. Strategy's Expected Result/Impact: 1. Increase the expected progress and growth shown from 8th grade to Algebra I by the end of the school year. Staff Responsible for Monitoring: Dr. Tom Le - Asst. Principal Others Include: Ethan Rieck - CCS Shelly Saenz - Math Dept. Chair Algebra I Instructors TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Jan 50%	Apr	June 65%

Strategy 6 Details		Formative Review		
trategy 6: Students taking the initial Biology STAAR examination will increase performance to 80% at the meets grade level, and 35% at		Formative	ı	
Strategy's Expected Result/Impact: Increase student performance in Biology I as documented through: 1. Student Biology common or district assessment data 2. Student Biology STAAR data 3. Walkthrough data	Jan 50%	Apr	June 90%	
Action steps to include: 1. Incorporate SIOP strategies into lessons and RtI 2. Continue common formative assessments 3. Adjust instruction based on CBA data 4. PIE pull-outs in second semester for struggling students 5. Evaluate CFA and CBA data during PLC's Staff Responsible for Monitoring: Kristi White - Asst. Principal Science				
Others include: Steve Fleming - Principal Gabriel Luciano - Science CCS Lindsey Roberts - Science Dept. Chair Biology I instructors				
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: BFU/OT/Fixed Base Funding - 199 - General Fund - \$55,624.25				

Strategy 7 Details	For	Formative Reviews			
Strategy 7: Students on the U. S. History STAAR examination will increase performance from 83% to 86% at the meets grade level, and from	1	Formative		Formative	
53% to 55% at the masters grade level.	Jan	Apr	June		
Strategy's Expected Result/Impact: Increase student performance in U.S. History as documented through:		1			
1. Student U. S. History common or district assessment data	E00/		10000		
2. Student U. S. History STAAR data	50%		100%		
3. Common assessments, both formative and summative					
4. US History Tier 3 RtI, Reboot tutorials and extended day lessons.					
Staff Responsible for Monitoring: Chad Phillips - Asst. Principal Social Studies					
Others include:					
Steve Fleming - Principal					
Diana Labauve - Soc. Std. CCS					
Gary Chattman - Soc. Std. Dept. Chair					
U.S. History instructors					
ESF Levers:					
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction					
Funding Sources: BFU/OT/Fixed Base Funding - 199 - General Fund - \$55,624.25					

Strategy 8 Details	For	mative Rev	iews
Strategy 8: CTHS will maximize the effectiveness of campus content specialists by providing instructional coaching and support for teachers		Formative	
n order to maximize student success in core subjects and technology integration.	Jan	Apr	June
 Strategy's Expected Result/Impact: Increase effectiveness of the Campus Content Specialist team as documented through: CCS collaboration, professional development, instructional coaching, and model lesson delivery to all instructional staff. CCS tutorial and intervention assistance with students. CCS guidance and coaching of teachers through the PLC process. CCS development and implementation of electronic content, EOC remediation plans, and intervention strategies to support student success on STAAR. CCS provided professional development to improve effectiveness of tutorials, which will be determined by comparing mock STAAR 	65%	•	90%
and common or district assessment data. Staff Responsible for Monitoring: Steve Fleming - Principal			
Others include: Jennifer Jett - ELA CCS Ethan Rieck - Math CCS Diana Labauve - Social Studies CCS Gabriel Luciano - Science CCS Shaun Webb - Technology CCS			
ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Payroll Costs for Campus Content Specialists - 255 - Title II A - Improving Teacher & Principal Q - 6100 - \$103,411.79			

Strategy 9 Details	For	mative Revi	iews
Strategy 9: CTHS will utilize an online credit recovery program along with grade level counselor and assistant principal monitoring to		Formative	
support students in recovering and regaining academic credits.	Jan	Apr	June
 Strategy's Expected Result/Impact: 1. Increase the number of students successfully completing Edgenuity courses to regain lost academic credits as documented through Edgenuity reports, student academic plans and transcripts. 2. Reduce the number of students taking remedial summer school or evening school courses for credit recovery. 3. Regular monitoring and follow up with campus counselor to assist students with goal setting and individual or parent conference as needed. 	20%		50%
Staff Responsible for Monitoring: Toni Waller - Edgenuity Lab Manager			
Others Include: Steve Fleming - Principal Kim Voight - Lead Counselor CTHS Counseling Team CTHS Assistant Principals			
ESF Levers: Lever 5: Effective Instruction Funding Sources: Payroll Costs for Secondary Computer Aide Lab Manager - State Compensatory Funds - 6100 - \$31,174			
No Progress Continue/Modify Discontinue	e		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

Performance Objective 4: CTHS will increase the percentage and performance of students taking Advanced Placement examinations for the Advanced Placement courses in which they are enrolled.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Advanced Placement examination registrations

Advanced Placement examination scores

Strategy 1 Details	Formative Reviews		ews
Strategy 1: CTHS will increase the campus percentage of students taking the Advanced Placement exam for the Advanced Placement course	Formative		
in which they are enrolled until 100% examination participation is achieved.	Jan	Apr	June
Strategy's Expected Result/Impact: Increase the percentage of students taking the AP exam for the AP course in which they are enrolled. Staff Responsible for Monitoring: Dr. Tom Le, Asst. Principal Sarah Smith, Campus Testing and AP Coordinator AP course instructors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	50%	•	50%

Strategy 2 Details	Formative Review		iews
Strategy 2: CTHS will increase the campus percentage of students earning a qualifying score of 3, 4, or 5 on all AP exams by 5% during the		Formative	
Strategy's Expected Result/Impact: Increase student performance on Advanced Placement examinations as documented through: 1. The number of AP examinations administered 2. The number of students earning a qualifying score of 3, 4, or 5 3. The number of students attending the AP preparation sessions 4. The number of students using the myAP application Staff Responsible for Monitoring: Dr. Tom Le, Asst. Principal Sarah Smith, Campus Testing and AP Coordinator AP Course instructors TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: G/T and AP Supplies and Testing Materials - 199 - General Fund - 6300 - \$4,813	Jan 25%	Apr	June 30%
No Progress Accomplished — Continue/Modify X Discontinue	·		

Performance Objective 1: CTHS will continue to promote the exploration of post secondary career and educational opportunities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

HB3 Goal

Evaluation Data Sources: 1. Student participation in PSAT/SAT preparation classes

- 2. Student participation in both face-to-face and virtual College Now field trips
- 3. Student and parent participation in financial aid presentations and college workshops
- 4. Student enrollment in the AVID elective
- 5. Student applications for scholarships through the College Now program
- 6. Number of students accepted to colleges and universities
- 7. Student participation in Texas College Bridge

Strategy 1 Details	For	mative Revi	iews
rategy 1: CTHS will maximize the College Now program to effectively provide both career and college readiness opportunities for students.		Formative	
Strategy's Expected Result/Impact: Increase the college and career readiness for all students as documented by:	Jan	Apr	June
 Student participation in PSAT/SAT preparation classes Student participation in both face-to-face and virtual College Now field trips Student participation in Decision Day Fair Student and parent participation in financial aid presentations and college workshops Number of students accepted into colleges and universities Number of students receiving scholarships and post high school funding College recruiting sessions held at CTHS Career fairs per pathway held at CTHS Staff Responsible for Monitoring: Tammy Gernander - College Now Coordinator Brandie Gwaltney - College Now Secretary 	50%		90%
Others include: Steve Fleming - Principal Kim Voight - Lead Counselor TEA Priorities: Connect high school to career and college			

Strategy 2 Details	For	Formative Reviews	
Strategy 2: CTHS College Now and senior class counseling staff will work collaboratively with students and parents to ensure that 100% of		Formative	
seniors have completed and submitted either the Federal Application for Financial Student Assistance (FAFSA) or Texas Application for Student Financial Assistance (TASFA).	Jan	Apr	June
 Strategy's Expected Result/Impact: 1. 100% of eligible senior students will complete and submit either the FAFSA or TASFA application. 2. More CTHS senior students will recieve the financial assistance necessary to attend college. Staff Responsible for Monitoring: Tammy Gernander, CTHS College Now Coordinator Dr. Christina Flores, CTHS counselor Brandie Gwaltney, CTHS College Now Secretary 	60%		90%
TEA Priorities:			
Connect high school to career and college			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: CTHS will maximize the AVID elective to effectively provide support and strategies for students.		Formative	
Strategy's Expected Result/Impact: Increase the number of students enrolled and actively participating in AVID as documented by: 1. Number of students enrolled in AVID	Jan	Apr	June
 Number of students enrolled in AVID Completion of AVID site plan Increase in number of students and levels of AVID elective offered at CTHS Increase number of in person and virtual AVID college visits Staff Responsible for Monitoring: Carol Patterson - AVID Instructor 	65%		80%
Others include: Jessica McCoy - Asst. Principal Whitney Barber - AVID Site Coordinator Steve Fleming - Principal			
TEA Priorities: Connect high school to career and college Funding Sources: AVID Supplies and Reading Materials - State Compensatory Funds - 6400 - \$1,300, AVID Miscellaneous Operating Costs and Transportation - State Compensatory Funds - 6300 - \$5,542			
No Progress Continue/Modify X Discontinue	2		

Performance Objective 2: Increase student recruitment and retention by 5% each year until maximum campus enrollment capacity (1600 students) is reached and maintained.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

HB3 Goal

Evaluation Data Sources: 1. Campus enrollment by grade level

2. Student retention percentages

	Formative Reviews	
Form	mative	
Jan A	Apr June	
70%	90%	

Performance Objective 3: Increase the number of students earning College, Career and Military Readiness accountability requirements from 75% to 85% as recorded in our Texas Education Agency Accountability Rating.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

HB3 Goal

Evaluation Data Sources: CCMR accountability data, CTE pathway student enrollment data, Graduation data

Strategy 1 Details	Formative Reviews			
Strategy 1: 100% of seniors in participating courses who are using the Texas College Bridge program in senior English and Mathematics	Formative		•	
classes will complete all Texas College Bridge modules and earn their Texas College Bridge certificate.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increase the number of senior students completing the Texas College Bridge curriculum Increase the number of senior students earning their CCMR TCB certificate	250/		0000	
Staff Responsible for Monitoring: Tammy Gernander, College Now Coordinator	35%		80%	
Dr. Tom Le, Assistant Principal				
Jessica McCoy, Assistant Principal				
Ethan Rieck, Campus Content Specialist				
Jennifer Jett, Campus Content Specialist				
Senior mathematics and ELA teachers				
TEA Priorities:				
Connect high school to career and college				
- ESF Levers:				
Lever 4: High-Quality Curriculum				

Strategy 2 Details	For	Formative Reviews	
Strategy 2: Increase parent involvement and awareness of College, Career and Military opportunities through multiple communication	Formative		
methods such as FAFSA nights and Saturday FAFSA events, College Now Parent Night, the CTHS and Counseling websites, and social media.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased parent involvement in students' college application process. Increase outreach to and information sharing with parents and students. Staff Responsible for Monitoring: Christina Flores - Counselor/Parent Coordinator Tammy Gernander - College Now Coordinator VIP Committee (Very Involved Parents)	35%		50%
TEA Priorities: Connect high school to career and college			
No Progress Accomplished — Continue/Modify X Discontin	ue		

Performance Objective 4: Monitor regional and local employment forecasts, cultivate business partnerships, update course offerings annually as needed and resources are available, and track student enrollment in campus pathways making adjustments as needed.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

HB3 Goal

Evaluation Data Sources: Regional and local employment forecasts

Student and parent survey data Student pathway enrollment data

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: CTHS will offer expand the Computer Science pathway by offering both Pre-AP and AP Computer Science courses with support		Formative		
from the TEALS program leading to coding, programming, web design, and gaming in subsequent years.	Jan	Apr	June	
Strategy's Expected Result/Impact: Expand the course offerings in the computer science pathway to include Pre-AP Computer Science, AP Computer Science Principles, and AP Computer Science. Offer computer science courses as electives to support students in other pathways such as Computer Maintenance/Networking and Pre-Engineering.	75%		75%	
Staff Responsible for Monitoring: Principal - Steve Fleming				
Others include: Chad Phillips - Asst. Principal Tom Le - Asst. Principal Kim Voight - Lead Counselor Crystal Fullerton - Computer Science Teacher TEA Priorities: Connect high school to career and college - ESF Levers:				
Lever 4: High-Quality Curriculum				
No Progress Continue/Modify X Discontinue)			

Performance Objective 5: CTHS will work collaboratively with CTE pathway instructors and district staff to implement appropriate curriculum, adjust certification testing timelines, and offer certification testing opportunities as early as possible for an appropriate industry-recognized certification for students in every pathway.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

HB3 Goal

Evaluation Data Sources: 1. List of available, appropriate industry-recognized certifications

- 2. Number of students taking certification examinations
- 3. Number of student successfully completing certification examinations.

Strategy 1 Details	For	Formative Reviews	
trategy 1: CTHS will work collaboratively with Pasadena ISD Career & Technical Education district staff to develop list of available,	Formative		
appropriate, industry-recognized certifications for every pathway.	Jan	Apr	June
Strategy's Expected Result/Impact: Develop, monitor and maintain a list of available, appropriate, industry-recognized certifications for every pathway as documented by both: 1. Perkins Effectiveness Report (PER) Certifications, and 2. Non-PER, industry-recognized certifications. Staff Responsible for Monitoring: Steve Fleming - Principal Tanya Hagar - CTE Executive Director	45%		85%
Others include: CTHS Asst. Principals CTE District Coordinators CTHS and CTE Business Partner Liaisons TEA Priorities: Connect high school to career and college			

Strategy 2 Details	For	Formative Reviews	
CTHS administrative staff will meet with every CTE pathway instructor to determine level of implementation, curriculum, and		Formative	
testing opportunities for all students.	Jan	Apr	June
Strategy's Expected Result/Impact: Collaborative meetings between pathway teachers, CTHS administration, and PISD CTE staff to determine level of implementation, curriculum, and testing opportunities for students. Staff Responsible for Monitoring: CTHS Administrative Team	20%	-	20%
Others include: CTHS CTE pathway instructors PISD CTE Executive Director PISD CTE Coordinators			
TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college			
No Progress Accomplished — Continue/Modify X Discontinu	e		I

Performance Objective 6: CTHS will work collaboratively with local business, industry, community and educational stakeholders to establish new or expand existing business and industry advisory groups for all CTE pathways.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

HB3 Goal

Evaluation Data Sources: Number of business and industry advisory groups at CTHS

Strategy 1 Details	For	Formative Reviews		
Strategy 1: CTHS administrative team will work collaboratively with CTE district staff, CTE pathway instructors, and local business and		Formative	Formative	
industry leaders to establish and grow business and industry advisory groups for all pathways. Strategy's Expected Result/Impact: Establishment of new or expansion of existing business and industry advisory groups for all pathways. Staff Responsible for Monitoring: CTHS Administrative team PISD CTE administrative team CTHS CTE pathways instructors	Jan 30%	Apr	June 40%	
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture				
No Progress Accomplished — Continue/Modify X Discontinue	ıe		<u> </u>	

Performance Objective 7: CTHS will increase the number of business partnerships for each CTE program pathway that will result in expanded field experiences, internships, financial support, equipment donations and/or professional collaboration.

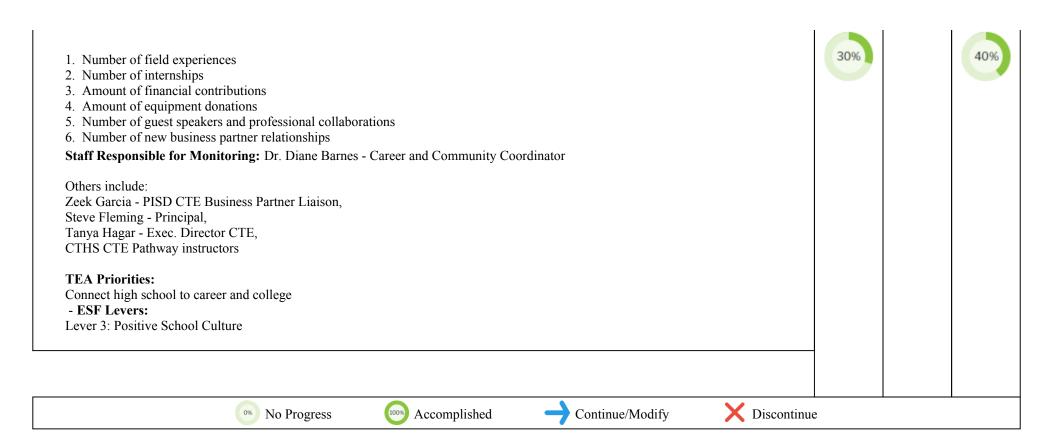
District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

HB3 Goal

Evaluation Data Sources: Business partnerships for each pathway New business partnerships for each pathway Field experiences for each pathway Financial contributions, donations, and equipment donations for each pathway Professional speaking and collaborative opportunities for each pathway

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaboratively develop and grow the number of business partnerships for each CTE program pathway by working with PISD	Formative		
CTE staff, CTE program instructors, and local business and industry leaders.	Jan	Apr	June
Strategy's Expected Result/Impact: Increases in:		b.	June



Performance Objective 1: CTHS will actively develop and retain a highly qualified staff.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: 1. CTHS instructional staff retention rate

- 2. Number of instructional staff open positions
- 3. Number of highly qualified instructional staff

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Develop and refine teacher-led support systems including teacher-led staff development, peer observations, and a buddy teacher		Formative	
system.	Jan	Apr	June
Strategy's Expected Result/Impact: Provide tools and strategies, peer support systems and solutions addressing staff concerns and increasing staff retention. Staff Responsible for Monitoring: Steve Fleming - Principal Others include: Dr. Tom Le - Asst. Principal Chad Phillips - Asst. Principal	30%	•	30%
TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers			

Strategy 2 Details	For	Formative Reviews	
Strategy 2: Develop and refine a bi-annual staff survey to gather staff input on campus climate and express individual concerns.		Formative	
Strategy's Expected Result/Impact: Increase communication with staff and address teacher concerns in a timely manner to improve staff morale and involvement. Staff Responsible for Monitoring: Steve Fleming - Principal Others include: Assistant Principals Campus Technology Facilitator Campus Improvement Team	Jan 0%	Apr	June
TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture			
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: CTHS will increase involvement and communication with parents.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Formation of Very Involved Parents (VIP) team

Meeting agendas/minutes from VIP meetings Parent attendance at school events and functions Parent involvement at school events and activities Parents serving as chaperones for field trips

Strategy 1 Details	Formative Reviews		iews
trategy 1: Increase parental involvement and communication at CTHS through the creation of a Very Involved Parents (VIP) team and		Formative	
utilize this team at school wide events and as chaperones for pathway field trips and events. Strategy's Expected Result/Impact: 1. Increase parental involvement at school wide functions and events 2. Increase parental supervision as chaperones on field trips	Jan 0%	Apr	June 0%
Others Include: Steve Fleming - Principal Kristi White - Asst. Principal Dr. Diane Barnes - Career and Community Coordinator ESF Levers: Lever 3: Positive School Culture			

Strategy 2 Details	For	mative Revi	iews
Strategy 2: Write and post a monthly newsletter to parents on the CTHS website.		Formative	
Strategy's Expected Result/Impact: Increase the availability of information concerning important monthly events at CTHS as	Jan	Apr	June
documented by the writing and posting of the Principal's Pen newsletter. Staff Responsible for Monitoring: Steve Fleming - Principal Others include: Jennifer Brabston - CTHS Webmaster and LRC Specialist	70%		95%
ESF Levers: Lever 3: Positive School Culture			
No Progress Continue/Modify X Discontinue	ue		

Performance Objective 1: CTHS will prioritize the safety of students and staff at CTHS by providing safety training, regularly communicating safety information, implementing an instant message reporting system and organizing a Medical Emergency Response Team (MERT).

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Strategy 1 Details	Formative Review		iews
Strategy 1: CTHS Positive Behavioral Intervention Support (PBIS) Team will develop, communicate, and implement the CTHS Guiding		Formative	
Principles and non-negotiables as guidelines for success.	Jan	Apr	June
Strategy's Expected Result/Impact: 1. Videos developed to teach Guiding Principles to students and staff 2. Updates from PBIS Team at faculty meetings regarding attendance and discipline data 3. Observations conducted by PBIS Team Staff Responsible for Monitoring: Chad Phillips - Asst. Principal Others include: Steve Fleming - Principal CTHS PBIS Team ESF Levers: Lever 3: Positive School Culture	0%		0%

Strategy 2 Details	For	mative Revi	iews
Strategy 2: CTHS will continue safety training (i.e. ALICE), provide ongoing communication and safety updates, implement random metal		Formative	
detector screenings, and implement an instant message reporting system. Strategy's Expected Result/Impact: 1. Provide ALICE training for all CTHS staff. 2. Utilize the Anonymous Alerts app to provide anonymous reporting of safety concerns from students to administrators. 3. Utilize the Raptor EM Alert app to provide instant messaging and reporting of safety concerns between administrators and staff. 3. Communicate safety information and training to staff on an ongoing basis. 4. Conduct regularly scheduled emergency and crisis drills. 5. Coordinate with Pasadena ISD Police to complete unscheduled and table-top safety and crisis drills. 6. Coordinate with Pasadena ISD to conduct random metal detector screenings. 7. Provide initial training and ongoing implementation of Safe School Ambassadors. Staff Responsible for Monitoring: Chad Phillips - Asst. Principal Others include: Steve Fleming - Principal Kristi White - Asst. Principal Jessica McCoy - Asst. Principal Dr. Tom Le - Asst. Principal ESF Levers: Lever 3: Positive School Culture	Jan 65%	Apr	June 75%
Strategy 3 Details	For	mative Revi	l iews
Strategy 3: CTHS will organize, train and implement a Medical Emergency Response Team (MERT) to provide trained personnel to respond		Formative	
in a medical emergency or mass casualty event.	Jan	Apr	June
 Strategy's Expected Result/Impact: 1. Organize and train MERT team members 2. Provide ongoing CPR, Stop the Bleed, First Aid training to MERT team members 3. Conduct AED and MERT drills to simulate emergency situations. Staff Responsible for Monitoring: Caitlyn Woods, R.N Campus Nurse 	50%		75%
Others include: Campus administrators MERT team members			
ESF Levers: Lever 3: Positive School Culture			

Strategy 4 Details	For	Formative Reviews	
Strategy 4: CTHS will implement district and campus procedures to mitigate and respond to suspected and confirmed COVID-19 virus cases	Formative		
on our campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Monitor and maintain the health and safety of students and staff at CTHS related to the spread of the COVID-19 virus. Staff Responsible for Monitoring: All CTHS staff ESF Levers:	75%		80%
Lever 3: Positive School Culture			
No Progress Accomplished Continue/Modify X Discontinue	<u>. </u>		

Performance Objective 2: CTHS will implement proactive strategies to increase campus and individual student grade level average daily attendance (ADA) by 0.20% (current campus ADA of 96.38%) until we reach a campus ADA of 98.0% and then maintain.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Average Daily Attendance Reports Summative Attendance Reports Unsubmitted Attendance Reports

Strategy 1 Details	For	mative Revi	ews
rategy 1: Implement proactive strategies to increase student average daily attendance at the six weeks and semester checkpoint.		Formative	
Strategy's Expected Result/Impact: Increase CTHS average daily student attendance through:	Jan	Apr	June
 Student incentives such as raffle drawings, recognition on campus monitors, gift card donations, Reboot celebrations for students with perfect attendance, homeroom competitions among grade levels, etc. Faculty recognition for ADA submission (Attendance Pro's) Provide public recognition of students Staff Responsible for Monitoring: Steve Fleming - Principal 	35%		50%
Others include: Jessica McCoy - Asst. Principal CTHS Attendance Clerical staff CTHS Assistant Principals			
ESF Levers: Lever 3: Positive School Culture			
No Progress Ontinue/Modify X Discontinue	e		

Performance Objective 3: CTHS will promote and implement student clubs and organizations designed to foster appropriate positive relationships, provide opportunities for school and community service, and allow for competition and participation in local, regional, state, and national events.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Student Competition Data

Number of student clubs and organizations

Number of students participating in clubs and organizations

Number of students representing CTHS in competitive events

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement and expand opportunities for students to participate in clubs and organizations at CTHS such as but not limited to		Formative	
Academic Decathlon, Student Council, National Honor Society, Skills USA, Music Club, Gamers Club, Soccer Club, Basketball Club, etc.	Jan	Apr	June
Strategy's Expected Result/Impact: 1. Increase number of students participating in clubs and organizations by 5% as measured through student survey results and participation 2. Increase number of students participating in Academic Decathlon. 3. Increase number of students participating in and completing community service projects/hours. 4. Increase number of students participating in Skills USA. Staff Responsible for Monitoring: Kristi White, Assistant Principal CTHS campus administration CTHS club and organization teacher sponsors	55%		65%
ESF Levers: Lever 3: Positive School Culture			
No Progress Accomplished — Continue/Modify X Discontinue		•	

Performance Objective 4: CTHS will support students and staff in maintaining their physical well being by providing opportunities for stress management, health, wellness and nutrition.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Submitted evidence of kinesthetic activity in classrooms Campus designation in Excellence in Wellness campaign

Strategy 1 Details		Formative Reviews	
Strategy 1: CTHS will utilize the Campus Wellness Team to build a culture of health and wellness through activities and events that increase		Formative	
physical activity, support social/emotional health, and promote healthy lifestyle choices. Strategy's Expected Result/Impact: 1. Increase staff and faculty participation in district and campus challenges by 5% during 2021-22 school year. 2. Increased publicity for campus Campus Wellness Teams events and challenges (i.e. flyers, school website, Remind101, social media)	Jan 30%	Apr	June
Others include: Roseanne Chapa, Fitness Instructor Brad Waller, Fitness Instructor Patrick Mclendon, Fitness Instructor Dr. Christina Flores, Counselor, Caitlyn Woods R.N., School Nurse ESF Levers: Lever 3: Positive School Culture			

Strategy 2 Details	For	mative Rev	iews
Strategy 2: CTHS will form and implement a student-led Student Health Advisory Council (SHAC) to gain student input and promote student		Formative	
involvement in health and wellness.	Jan	Apr	June
Strategy's Expected Result/Impact: 1. Creation of SHAC to consist of 6 students, at least 1 from all four grade levels at CTHS. 2. Earn campus designation of Platinum in Excellence in Wellness.			
Staff Responsible for Monitoring: Dr. Tom Le, Asst. Principal/CHAC Administrator	0%		0%
Others include:			
Roseanne Chapa, Fitness Instructor			
Brad Waller, Fitness Instructor			
Patrick Mclendon, Fitness Instructor			
Dr. Christina Flores, Counselor, Caitlyn Woods, R.N., School Nurse			
Califyli Woods, K.N., School Nuise			
ESF Levers:			
Lever 3: Positive School Culture			
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 5: CTHS will increase opportunities for students to receive recognition and participate in campus culture and spirit activities to foster campus culture and boost student morale.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

 $\textbf{Evaluation Data Sources:} \ \ \textbf{Increased student participation in extracurricular activities by 5\%}$

Student survey responses on participation and engagement

Attendance and participation data for campus events and spirit days

Strategy 1 Details	Formative Reviews		ews
Strategy 1: CTHS will recognize students who adhere to the CTHS Principles through teacher nominations in the Principal's Award each six		Formative	
weeks. In addition, two students per grade level will be recognized for the overall Principal's Award each semester.	Jan	Apr	June
Strategy's Expected Result/Impact: Increase student morale through recognition of outstanding demonstration of CTHS Principles of Collaboration, Trust, High Expectations and Service Staff Responsible for Monitoring: Kristi White - Asst. Principal, Others include: Campus Culture and Climate Committee, Assistant Principals, Principal ESF Levers: Lever 3: Positive School Culture	0%		20%

Strategy 2 Details	For	mative Revi	ews
Strategy 2: CTHS will increase student morale by hosting a minimum of one campus-wide special event per semester to build campus climate		Formative	
and culture.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased campus culture and student morale through campus sponsored events and celebrations such as Fall Festival, Dances, CTE Pathway Showcase Nights, Movie Nights, etc.			
Staff Responsible for Monitoring: Kristi White - Assistant Principal	40%		40%
Others include:			
Dr. Diane Barnes - Career & Community Coordinator,			
Climate & Culture Committee			
ESF Levers:			
Lever 3: Positive School Culture			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: CTHS will continue to implement Fall, Winter, and Spring Spirit Weeks.		Formative	
Strategy's Expected Result/Impact: Increased campus culture and student morale through campus sponsored events and celebrations	Jan	Apr	June
Staff Responsible for Monitoring: Kristi White - Assistant Principal			
Others include:	40%		40%
Dr. Diane Barnes - Career & Community Coordinator,			
Climate & Culture Committee			
ESF Levers:			
Lever 3: Positive School Culture			
No Progress Accomplished — Continue/Modify X Discontinue	2		

Performance Objective 6: CTHS will investigate options for adding and offering selected extracurricular sports at CTHS to increase student enrollment and participation, foster campus culture and increase student morale.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Meetings and discussions with district officials

Meetings and discussions with campus teachers for potential coaching opportunities

Evaluation of impacts on staffing and master schedule

Strategy 1 Details	For	Formative Reviews	
Strategy 1: CTHS will field an electronic sports (ESports) team(s) to compete in the Electronic Gaming Federation matches (EGF).		Formative	
Strategy's Expected Result/Impact: Support CTHS ESports team that will build excitement and provide an opportunity for students to participate in structured, competitive gaming Positively impact CTHS student recruiting by offering a unique competitive opportunity for students Staff Responsible for Monitoring: Steven Fleming, Principal Chad Phillips, Assistant Principal Dr. Tom Le, Assistant Principal Casey Crews, Campus ESports Director ESF Levers: Lever 3: Positive School Culture	Jan 70%	Apr	June 80%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: CTHS will investigate options for offering competitive sports at CTHS such as, but not limited to, cross country and powerlifting		Formative	
and continue to grow the campus archery team. Structural Expected Regult/Impacts. Create and offer limited competitive enerts that would attract additional students to CTUS.	Jan	Apr	June
Strategy's Expected Result/Impact: Create and offer limited competitive sports that would attract additional students to CTHS. Staff Responsible for Monitoring: Steven Fleming, Principal Chad Phillips, Assistant Principal Dr. Tom Le, Assistant Principal Kim Voight, Lead Counselor/Master Scheduler	45%		80%
ESF Levers: Lever 3: Positive School Culture			
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: CTHS will promote an exemplary learning environment for students and staff by coordinating with ancillary service departments to expand established and innovative practices, standards and systems.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: CTHS will coordinate with PISD Network Services, Technical Services, and the Office of Compliance and Monitoring to increase user access to online programs for student and parent information such as Skyward Family Access. Strategy's Expected Result/Impact: Increase the user access rate of students and parents to Skyward Family Access and Parent Portal. Staff Responsible for Monitoring: CTHS Attendance Office staff CTHS Campus Attendance Administrator ESF Levers: Lever 3: Positive School Culture	Jan 85%	Apr	June 85%
Strategy 2 Details	Formative Reviews		iews
Strategy 2: CTHS will coordinate with PISD Curriculum and Instruction, Innovation and Development, and Technical Services to purchase		Formative	
and implement an online system to facilitate the student and teacher selection of students for tutorials, PIE time interventions, after school tutorials, and HB 4545 tutorials.	Jan	Apr	June
Strategy's Expected Result/Impact: Increase effectiveness of student and teacher selection for tutorials and PIE time interventions Reduce stress and workload on staff as result of current tutorial and PIE time intervention workarounds Staff Responsible for Monitoring: CTHS Administration CTHS Technology Facilitator CTHS Teaching staff	65%		85%
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: CTHS will coordinate with Pasadena ISD Technical Services, Innovation and Development, and PISD Purchasing departments to		Formative	
develop a plan to regularly evaluate the instructional technology software and equipment utilized on our campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Provide consistent review process for instructional technology software and equipment. Provide feedback and input for new and replacement campus instructional technology purchases. Staff Responsible for Monitoring: CTHS Technology Facilitator CTHS Administration CTHS Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	0%		0%
No Progress Continue/Modify X Discontinue	e	!	

Pasadena Independent School District De Zavala Middle School 2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

At De Zavala Middle School, we are committed to academic excellence for **all** students in an environment that promotes student achievement, positive relationships, and responsible citizenship.

Every student. **Every** day. **Every** opportunity.

Vision

Our campus vision is to create an environment where everyone is responsible and accountable for achieving academic excellence.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Consistent implementation of district curriculum researched-based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR, TELPAS

Strategy 1 Details	Formative Reviews		ews
Strategy 1: All teachers will utilize language acquisition strategies on a regular and ongoing basis when planning and teaching.		Formative	
Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs and observations.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Instructional Campus Coaches			
Schoolwide and Targeted Assistance Title I Elements:	45%		75%
2.4, 2.5, 2.6 - TEA Priorities:			
Build a foundation of reading and math - ESF Levers:			
Lever 5: Effective Instruction			

Strategy 2 Details	For	mative Rev	iews
Strategy 2: Teachers will implement the use of a variety of instructional strategies to enhance student learning and comprehension.		Formative	:
Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs and observations. Staff Responsible for Monitoring: Administrators, Instructional Campus Coaches	Jan	Apr	June
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Field Trip Fees, Transportation, Supplies, Books - 211 - Title 1 A - Economically Disadvantaged Study - \$2,728,	65%		85%
Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$80,533.58	For	mative Rev	iova
Strategy 3 Details	FOI		
Strategy 3: Teachers will use various resources to support and increase student learning throughout the school year.		Formative	1
Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results. Staff Responsible for Monitoring: Administrators, Campus Coaches	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Supplies, Incentives, Admission Fees, Books - 211 - Title 1 A - Economically Disadvantaged Study - \$3,996.28, Supplies, Incentives, Admission Fees, Books - 199 - General Fund - \$59,694	65%		80%
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Planning days will be provided for teachers in order to plan highly effective lessons and look at the data to support and increase		Formative	: -
student learning. Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results. Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Subs, Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$3,200	Jan 65%	Apr	June 100%

Strategy 5 Details	For	mative Revi	iews
Strategy 5: The Curriculum Leadership Team and Teacher Leaders will provide training to teachers and staff on enhancing instruction through the use of technology and other instructional strategies.		Formative	ı
Strategy's Expected Result/Impact: Increased teacher buy-in which will lead to increased student learning and higher quality Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	70%	Apr	June
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Teachers will provide additional assistance after school and on Saturdays using MAP data and Summit Platform data to determine the needs of students. Strategy's Expected Result/Impact: Growth on MAP Staff Responsible for Monitoring: Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Personnel for Tutoring - 282 - ESSER III - \$46,000, Supplies - Extended Day/Tutorial - \$6,605	Jan 45%	Apr Apr	June
Strategy 7 Details	For	mative Revi	ews
Strategy 7: Utilize Plan4Learning software to monitor and revise the campus improvement plan throughout the year. Strategy's Expected Result/Impact: Campus Improvement Plan Staff Responsible for Monitoring: Principal and SBDM Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Jan 70%	Apr	June 70%

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Offer high-quality instruction for special populations.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR results, TELPAS data and LAS data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: All ELL students will be receiving targeted interventions including small groups, English Language Development club, System		Formative	
44, and Read 180. Our EB students are placed on the bilingual team where two or more of the teachers are bilingual certified. In addition to the bilingual certified teacher, the students have teachers who are ESL certified. Any teachers not bilingual, SIOP trained, or ESL certified will be	Jan	Apr	June
trained. Based on our diverse makeup of teacher certifications our campus utilizes the Bilingual Program, ESL Content-based model, and the Sheltered Content-based model.	60%		95%
Strategy's Expected Result/Impact: Students will read, write, and speak in English.			
Staff Responsible for Monitoring: Bilingual Teachers, Intervention Teacher, ELAR/Intervention Campus Coach			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools - ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: books, supplies and mateirals - 263 - Title III A - Bilingual Education, Language - \$3,065.95, books, supplies and mateirals, training - 199 - General Fund - \$5,132			

Strategy 2 Details	For	mative Rev	iews
Strategy 2: ALL students in Special Education will receive grade-level instruction with needed support and instructional strategies.		Formative	!
Strategy's Expected Result/Impact: Students in Special Education will show growth in MAP throughout the year.	Jan	Apr	June
Staff Responsible for Monitoring: Special Education Teachers, Admin over Special Education		r	
Schoolwide and Targeted Assistance Title I Elements:	75%		75%
2.4, 2.5, 2.6			
- TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Reading Materials, Supplies, Manipulative, Incentives - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000, Reading Materials, Supplies, Manipulative, Incentives - 199 - General Fund - \$1,888			
Strategy 3 Details	For	mative Rev	iews
strategy 3: Dyslexia Intervention services will be provided for all students who need it.		Formative	
Strategy's Expected Result/Impact: Growth in MAP Reading	Jan	Apr	June
Staff Responsible for Monitoring: Administrators		1	4
	85%		95%
Schoolwide and Targeted Assistance Title I Elements:	0370		33%
2.4, 2.5, 2.6 TEA Disputition			
- TEA Priorities: Improve low-performing schools			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Dyslexia Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$85,017.13			
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Enrichment will be provided for Gifted and Talented students.		Formative	
Strategy's Expected Result/Impact: Gifted and Talented students will show growth in MAP.	Jan	Apr	June
Staff Responsible for Monitoring: Curriculum Coaches, AP over GT		P-	

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	90%	100%
- TEA Priorities:		1
Improve low-performing schools - ESF Levers:		
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
Funding Sources: Supplies, books - 199 - General Fund - \$2,167		
No Progress Accomplished — Continue/Modify X Discontinue	;	

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Students and Parents will learn about college and career opportunities.

Evaluation Data Sources: Campus Planning Calendar

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Explore various college opportunities during College Week.		Formative	
Strategy's Expected Result/Impact: Increased exposure to colleges and careers	Jan	Apr	June
Staff Responsible for Monitoring: Parent Coordinator, Counselors, Teachers			
Schoolwide and Targeted Assistance Title I Elements: 2.5	100%	100%	100%
- TEA Priorities:			
Connect high school to career and college			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Host a Career Day and recruit volunteers to share their path to their profession on "In The News."		Formative	
Strategy's Expected Result/Impact: Students will learn about the various paths the volunteers took to achieve their goals and share information about their careers.	Jan	Apr	June
Staff Responsible for Monitoring: Parent Coordinator, Counselors, Teachers	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 TEAR: **:**			
- TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers:			
Lever 3: Positive School Culture			
Funding Sources: Materials, Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$861			
No Progress Accomplished — Continue/Modify X Discontinue	e e		

Performance Objective 1: All teachers will participate in staff development that develops their instructional practices.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Staff Development Agendas and Sign-in Sheets

Strategy 1 Details	For	Formative Reviews		
egy 1: Provide substitutes for Math, Science, ELAR, and Social Studies teachers so they can attend campus based staff development with		Formative		
District Instructional Specialists, Campus Coachs, and Administrators.	Jan	Apr	June	
Strategy's Expected Result/Impact: Staff Development Sign-in Sheets, Lesson Plans Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers, and District Instructional Specialists. Comprehensive Support Strategy	40%		100%	
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Attend one hour campus faculty meetings which provide training for curriculum and instruction, PBIS, 7 Steps to a Language		Formative		
Rich Classroom and Interventions, and Safe and Civil. Strategy's Expected Result/Impact: Faculty Meeting Agendas and Sign-in Sheets	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators, Campus Coaches, and Teachers ESF Levers:	75%		100%	
Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy				
No Progress Continue/Modify X Discontinue	e		•	

Performance Objective 2: Administrators, Counselors, Campus Coaches, and the librarian will participate in staff development and meetings which will develop their leadership skills.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Staff Development Agendas, Meeting Agendas, Sign-in Sheets, Certificates of Completion

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Participate in weekly Leadership Team meetings to plan campus events, to discuss concerns, and to coordinate calendars.		Formative		
Strategy's Expected Result/Impact: Agendas and Sign-in Sheets	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators, Campus Coaches, Counselors	0004	1	10004	
ESF Levers:	90%		100%	
Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy				
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Participate in monthly meetings between Administrators and Campus Coaches to plan department meetings, discuss curriculum,		Formative		
analyze campus data, and review student interventions/enrichments.	Jan	Apr	June	
Strategy's Expected Result/Impact: Meeting Minutes and Administrator/Campus Coach Calendars Staff Responsible for Monitoring: Administrators and Peer Facilitators	75%	-	100%	
ESF Levers:				
Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy				
Strategy 3 Details	Formative Reviews		iews	
Strategy 3: Participate in monthly Curriculum Leadership Team campus walk-throughs and debrief to discuss campus successes and next		Formative	_	
steps. Strategy's Expected Result/Impact: Improved instruction campus-wide	Jan	Apr	June	
Staff Responsible for Monitoring: Curriculum Leadership Team (Principal, APs, Campus Coachers, Teacher Leaders)	80%		100%	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy				

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Participate in professional development and join professional teams.		Formative	
Strategy's Expected Result/Impact: Improved instruction campus wide	Jan	Jan Apr	
Staff Responsible for Monitoring: Administrators			
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy Funding Sources: Professional Development and Professional Fees - 211 - Title 1 A - Economically Disadvantaged Study - \$164	100%	100%	100%
Strategy 5 Details	For	Formative Reviews	
Strategy 5: All teachers can request assistance from a Campus Coach to assist with concerns over curriculum, teaching methods, classroom nanagement, etc.	Formative		
Strategy's Expected Result/Impact: Improved classroom instruction	Jan	Apr	June
Staff Responsible for Monitoring: Adminstrators	90%		100%
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers:			
Lever 2: Effective, Well-Supported Teachers			
Funding Sources: Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$153,859.49			

Performance Objective 3: All staff will participate in staff development to address relationship building, classroom management, campus procedures.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Staff Development Agendas, Sign-in Sheets, and Certificates of Completion

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Attend training provided by Safe and Civil Committee which addresses campus procedures, expectations, and relationship	Formative		
building.	Jan	Apr	June
Strategy's Expected Result/Impact: Sign-in Sheets and Agendas Staff Responsible for Monitoring: Safe and Civil Committee, Campus Staff			
Comprehensive Support Strategy	85%		100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Attend district-wide Safe and Civil training.	Formative		
Strategy's Expected Result/Impact: Certificate of Completion	Jan	Apr	June
Staff Responsible for Monitoring: Safe and Civil Committee Comprehensive Support Strategy	75%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		•

Performance Objective 4: All staff will work as a team to celebrate successes, to encourage other staff members, and to build a sense of family at the campus.

Evaluation Data Sources: Observations, Staff Feedback, Retention Rate

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Participate in team building activities throughout the school year.		Formative	
Strategy's Expected Result/Impact: Sign-in Sheets, Agendas, and Campus Planning Calendar	Jan	Apr	June
Staff Responsible for Monitoring: All Campus Staff			
Funding Sources: Supplies, Materials, Books - 211 - Title 1 A - Economically Disadvantaged Study - \$636	95%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 5: Hire highly qualified staff.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Attend district, college, and local job fairs.	Formative		
Strategy's Expected Result/Impact: Hire highly qualified staff.	Jan	Apr	June
Staff Responsible for Monitoring: Leadership Team			
TEA Priorities:	0%		100%
Recruit, support, retain teachers and principals			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Reach out to certifications programs in order to actively recruit bilingual certified teachers.	Formative		
Strategy's Expected Result/Impact: Hire highly qualified teachers	Jan	Apr	June
Staff Responsible for Monitoring: Leadership Team			
TEA Priorities:	0%		100%
Recruit, support, retain teachers and principals			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Parental involvement across the campus will increase during the school year. We will hold a variety of events in different formats and times (face to face and via zoom and during the school day and afterschool).

Evaluation Data Sources: Records of parent volunteers and attendance at campus events.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Provide activities that will welcome parents to our campus.		Formative		
Strategy's Expected Result/Impact: Event Plans, Campus Planning Calendar	Jan	Apr	June	
Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS		-		
Funding Sources: Snacks, Office Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500	70%		100%	
Strategy 2 Details	For	mative Rev	riews	
Strategy 2: Recruit parent volunteers		Formative		
Strategy's Expected Result/Impact: Improve campus safety	Jan	Apr	June	
Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS	3111			
ESF Levers: Lever 3: Positive School Culture Funding Sources: Personalized Items for Volunteers - 211 - Title 1 A - Economically Disadvantaged Study - \$964	75%		100%	
Strategy 3 Details	For	mative Rev	iews	
Strategy 3: Provide parent trainings using community resources based on parent feedback on their needs.		Formative		
Strategy's Expected Result/Impact: Improved parent involvement, improved student attendance	Jan	Apr	June	
Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS		-		
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: snacks, paper, supplies and materials - 211 - Title 1 A - Economically Disadvantaged Study - \$500, Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$26,613.15	90%		100%	
No Progress Continue/Modify X Disconti	nue			

Performance Objective 1: We will establish a safe school while meeting the social and emotional needs of all students and staff in a culturally responsive environment.

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Teachers will use Second Step Grade k-8 lessons weekly during Wellness Wendesday.		Formative	
Strategy's Expected Result/Impact: Students will learn how to manage emotions, stay organized, and have resiliency. Staff Responsible for Monitoring: Counselors, Behavior Intervention Teacher Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Second Step - 211 - Title 1 A - Economically Disadvantaged Study - \$3,103	Jan 55%	Apr	June 65%
Strategy 2 Details Strategy 2: CIS Counselor will provide students and parents with during school and after school activities to promote social-emotional	For	Formative Reviews Formative	
Strategy's Expected Result/Impact: Increased parent involvement, improved student behavior Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: CIS Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500	Jan 80%	Apr	June 80%

Strategy 3 Details	Formative Reviews		ews
Strategy 3: To ensure De Zavala is safe campus for all students and staff, we have focused efforts to maximize safety for everyone in the		Formative	
building by having clear, instant communication.	Jan	Apr	June
Strategy's Expected Result/Impact: Students and staff will be safe.			
Staff Responsible for Monitoring: Leadership Team, Front Office Staff	100%	100%	100%
ESF Levers: Lever 3: Positive School Culture			
Funding Sources: Two Way Radios, Safe and Civil Schools Material - 211 - Title 1 A - Economically Disadvantaged Study - \$1,272			
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: In collaboration with the district Food and Nutrition department, we will continue to create an efficient approach to promoting healthy food choices and providing access to breakfast and lunch on a daily basis for all students regardless of SES.

District Objective:

Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Data that shows number of students who eat breakfast and lunch at school

Strategy 1 Details		Forr	native Revi	ews
Strategy 1: Provide a safe and clean place for students to eat breakfast and lunch every day. Any student who arrives on c	ampus will be		Formative	
provided an opportunity to eat a cafeteria meal if they choose.		Jan	Apr	June
Strategy's Expected Result/Impact: Students will have a healthy option for breakfast and lunch. Staff Responsible for Monitoring: Cafeteria Staff		100%	100%	100%
No Progress Continue/Modify	X Discontinue			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: We will consistently monitor and adjust the purchasing of custodial supplies to ensure the overall cleanliness of the school to maintain a clean and safe learning environment.

District Objective:

Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: Teacher and Staff Survey, Teacher Emails

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Meet with the head custodian regularly to ensure the custodial staff has all supplies and support needed to maintain the building.	Formative		
Staff Responsible for Monitoring: Principal	Jan	Apr	June
ESF Levers: Lever 3: Positive School Culture	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	;		

Pasadena Independent School District De Zavala Middle School 2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

At De Zavala Middle School, we are committed to academic excellence for **all** students in an environment that promotes student achievement, positive relationships, and responsible citizenship.

Every student. **Every** day. **Every** opportunity.

Vision

Our campus vision is to create an environment where everyone is responsible and accountable for achieving academic excellence.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Consistent implementation of district curriculum researched-based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR, TELPAS

Strategy 1 Details	Formative Reviews		ews
Strategy 1: All teachers will utilize language acquisition strategies on a regular and ongoing basis when planning and teaching.	Formative		
Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs and observations.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Instructional Campus Coaches			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	45%		75%
- TEA Priorities:			
Build a foundation of reading and math - ESF Levers:			
Lever 5: Effective Instruction			

Strategy 2 Details	For	mative Rev	iews
Strategy 2: Teachers will implement the use of a variety of instructional strategies to enhance student learning and comprehension.		Formative	:
Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs and observations. Staff Responsible for Monitoring: Administrators, Instructional Campus Coaches	Jan	Apr	June
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Field Trip Fees, Transportation, Supplies, Books - 211 - Title 1 A - Economically Disadvantaged Study - \$2,728,	65%		85%
Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$80,533.58	For	mative Rev	iova
Strategy 3 Details	FOI		
Strategy 3: Teachers will use various resources to support and increase student learning throughout the school year.		Formative	1
Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results. Staff Responsible for Monitoring: Administrators, Campus Coaches	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Supplies, Incentives, Admission Fees, Books - 211 - Title 1 A - Economically Disadvantaged Study - \$3,996.28, Supplies, Incentives, Admission Fees, Books - 199 - General Fund - \$59,694	65%		80%
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Planning days will be provided for teachers in order to plan highly effective lessons and look at the data to support and increase		Formative	: -
student learning. Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results. Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Subs, Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$3,200	Jan 65%	Apr	June 100%

Strategy 5 Details	For	mative Revi	iews
Strategy 5: The Curriculum Leadership Team and Teacher Leaders will provide training to teachers and staff on enhancing instruction through the use of technology and other instructional strategies.		Formative	ı
Strategy's Expected Result/Impact: Increased teacher buy-in which will lead to increased student learning and higher quality Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	70%	Apr	June
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Teachers will provide additional assistance after school and on Saturdays using MAP data and Summit Platform data to determine the needs of students. Strategy's Expected Result/Impact: Growth on MAP Staff Responsible for Monitoring: Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Personnel for Tutoring - 282 - ESSER III - \$46,000, Supplies - Extended Day/Tutorial - \$6,605	Jan 45%	Apr Apr	June
Strategy 7 Details	For	mative Revi	ews
Strategy 7: Utilize Plan4Learning software to monitor and revise the campus improvement plan throughout the year. Strategy's Expected Result/Impact: Campus Improvement Plan Staff Responsible for Monitoring: Principal and SBDM Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	Jan 70%	Apr	June 70%

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Offer high-quality instruction for special populations.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR results, TELPAS data and LAS data

Strategy 1 Details	For	mative Revi	iews
Strategy 1: All ELL students will be receiving targeted interventions including small groups, English Language Development club, System		Formative	
44, and Read 180. Our EB students are placed on the bilingual team where two or more of the teachers are bilingual certified. In addition to the bilingual certified teacher, the students have teachers who are ESL certified. Any teachers not bilingual, SIOP trained, or ESL certified will be	Jan	Apr	June
trained. Based on our diverse makeup of teacher certifications our campus utilizes the Bilingual Program, ESL Content-based model, and the Sheltered Content-based model.	60%		95%
Strategy's Expected Result/Impact: Students will read, write, and speak in English.			
Staff Responsible for Monitoring: Bilingual Teachers, Intervention Teacher, ELAR/Intervention Campus Coach			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: books, supplies and mateirals - 263 - Title III A - Bilingual Education, Language - \$3,065.95, books, supplies and mateirals, training - 199 - General Fund - \$5,132			

Strategy 2 Details	For	mative Rev	iews
Strategy 2: ALL students in Special Education will receive grade-level instruction with needed support and instructional strategies.		Formative	
Strategy's Expected Result/Impact: Students in Special Education will show growth in MAP throughout the year.	Jan	Apr	June
Staff Responsible for Monitoring: Special Education Teachers, Admin over Special Education		r	
Schoolwide and Targeted Assistance Title I Elements:	75%		75%
2.4, 2.5, 2.6			
- TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Reading Materials, Supplies, Manipulative, Incentives - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000, Reading Materials, Supplies, Manipulative, Incentives - 199 - General Fund - \$1,888			
Strategy 3 Details	For	mative Rev	iews
strategy 3: Dyslexia Intervention services will be provided for all students who need it.		Formative	
Strategy's Expected Result/Impact: Growth in MAP Reading	Jan	Apr	June
Staff Responsible for Monitoring: Administrators		1	4
	85%		95%
Schoolwide and Targeted Assistance Title I Elements:	0370		33%
2.4, 2.5, 2.6 TEA Disputition			
- TEA Priorities: Improve low-performing schools			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Dyslexia Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$85,017.13			
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Enrichment will be provided for Gifted and Talented students.		Formative	
Strategy's Expected Result/Impact: Gifted and Talented students will show growth in MAP.	Jan	Apr	June
Staff Responsible for Monitoring: Curriculum Coaches, AP over GT		P-	

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	90%	100%
- TEA Priorities:		1
Improve low-performing schools - ESF Levers:		
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
Funding Sources: Supplies, books - 199 - General Fund - \$2,167		
No Progress Accomplished — Continue/Modify X Discontinue	;	

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Students and Parents will learn about college and career opportunities.

Evaluation Data Sources: Campus Planning Calendar

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Explore various college opportunities during College Week.		Formative	
Strategy's Expected Result/Impact: Increased exposure to colleges and careers Staff Responsible for Monitoring: Parent Coordinator, Counselors, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5 TEA Principitary	Jan 100%	Apr 100%	June 100%
- TEA Priorities: Connect high school to career and college			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Host a Career Day and recruit volunteers to share their path to their profession on "In The News."		Formative	
Strategy's Expected Result/Impact: Students will learn about the various paths the volunteers took to achieve their goals and share information about their careers.Staff Responsible for Monitoring: Parent Coordinator, Counselors, Teachers	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	100%	100%	100%
- ESF Levers: Lever 3: Positive School Culture Funding Sources: Materials, Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$861			
No Progress Continue/Modify X Discontinue	e		

Performance Objective 1: All teachers will participate in staff development that develops their instructional practices.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Staff Development Agendas and Sign-in Sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide substitutes for Math, Science, ELAR, and Social Studies teachers so they can attend campus based staff development with		Formative	
District Instructional Specialists, Campus Coachs, and Administrators.	Jan	Apr	June
Strategy's Expected Result/Impact: Staff Development Sign-in Sheets, Lesson Plans Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers, and District Instructional Specialists. Comprehensive Support Strategy	40%		100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Attend one hour campus faculty meetings which provide training for curriculum and instruction, PBIS, 7 Steps to a Language		Formative	
Rich Classroom and Interventions, and Safe and Civil.	Jan	Apr	June
Strategy's Expected Result/Impact: Faculty Meeting Agendas and Sign-in Sheets Staff Responsible for Monitoring: Administrators, Campus Coaches, and Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy	75%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 2: Administrators, Counselors, Campus Coaches, and the librarian will participate in staff development and meetings which will develop their leadership skills.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Staff Development Agendas, Meeting Agendas, Sign-in Sheets, Certificates of Completion

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Participate in weekly Leadership Team meetings to plan campus events, to discuss concerns, and to coordinate calendars.		Formative	
Strategy's Expected Result/Impact: Agendas and Sign-in Sheets	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Campus Coaches, Counselors	0004		10000
ESF Levers:	90%		100%
Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Participate in monthly meetings between Administrators and Campus Coaches to plan department meetings, discuss curriculum,		Formative	
analyze campus data, and review student interventions/enrichments.	Jan	Apr	June
Strategy's Expected Result/Impact: Meeting Minutes and Administrator/Campus Coach Calendars Staff Responsible for Monitoring: Administrators and Peer Facilitators	75%	•	100%
ESF Levers:			
Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Participate in monthly Curriculum Leadership Team campus walk-throughs and debrief to discuss campus successes and next		Formative	
steps. Strategy's Expected Result/Impact: Improved instruction campus-wide	Jan	Apr	June
Staff Responsible for Monitoring: Curriculum Leadership Team (Principal, APs, Campus Coachers, Teacher Leaders)	80%		100%
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy			

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Participate in professional development and join professional teams.		Formative	
Strategy's Expected Result/Impact: Improved instruction campus wide	Jan	Jan Apr	
Staff Responsible for Monitoring: Administrators		<u> </u>	
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	100%	100%	100%
- Comprehensive Support Strategy Funding Sources: Professional Development and Professional Fees - 211 - Title 1 A - Economically Disadvantaged Study - \$164			
Strategy 5 Details	For	mative Revi	ews
Strategy 5: All teachers can request assistance from a Campus Coach to assist with concerns over curriculum, teaching methods, classroom management, etc.	Formative		T
Strategy's Expected Result/Impact: Improved classroom instruction	Jan	Apr	June
Staff Responsible for Monitoring: Adminstrators	90%		100%
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers:			
Lever 2: Effective, Well-Supported Teachers			
Funding Sources: Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$153,859.49			

Performance Objective 3: All staff will participate in staff development to address relationship building, classroom management, campus procedures.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Staff Development Agendas, Sign-in Sheets, and Certificates of Completion

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Attend training provided by Safe and Civil Committee which addresses campus procedures, expectations, and relationship	Formative		
building.	Jan	Apr	June
Strategy's Expected Result/Impact: Sign-in Sheets and Agendas Staff Responsible for Monitoring: Safe and Civil Committee, Campus Staff Comprehensive Support Strategy	85%		100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Attend district-wide Safe and Civil training.		Formative	
Strategy's Expected Result/Impact: Certificate of Completion	Jan	Apr	June
Staff Responsible for Monitoring: Safe and Civil Committee Comprehensive Support Strategy	75%	1	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 4: All staff will work as a team to celebrate successes, to encourage other staff members, and to build a sense of family at the campus.

Evaluation Data Sources: Observations, Staff Feedback, Retention Rate

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Participate in team building activities throughout the school year.		Formative	
Strategy's Expected Result/Impact: Sign-in Sheets, Agendas, and Campus Planning Calendar	Jan	Apr	June
Staff Responsible for Monitoring: All Campus Staff			
Funding Sources: Supplies, Materials, Books - 211 - Title 1 A - Economically Disadvantaged Study - \$636	95%		100%
No Progress Accomplished Continue/Modify X Discontinue	e		

Performance Objective 5: Hire highly qualified staff.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Attend district, college, and local job fairs.		Formative	
Strategy's Expected Result/Impact: Hire highly qualified staff.	Jan	Apr	June
Staff Responsible for Monitoring: Leadership Team			
TEA Priorities:	0%		100%
Recruit, support, retain teachers and principals			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Reach out to certifications programs in order to actively recruit bilingual certified teachers.		Formative	
Strategy's Expected Result/Impact: Hire highly qualified teachers	Jan	Apr	June
Staff Responsible for Monitoring: Leadership Team			
TEA Priorities:	0%		100%
Recruit, support, retain teachers and principals			
No Progress Continue/Modify X Discontinu	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Parental involvement across the campus will increase during the school year. We will hold a variety of events in different formats and times (face to face and via zoom and during the school day and afterschool).

Evaluation Data Sources: Records of parent volunteers and attendance at campus events.

Strategy 1 Details	For	mative Rev	riews
Strategy 1: Provide activities that will welcome parents to our campus.		Formative	!
Strategy's Expected Result/Impact: Event Plans, Campus Planning Calendar	Jan	Apr	June
Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS		-	
Funding Sources: Snacks, Office Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500	70%		100%
Strategy 2 Details	For	mative Rev	riews
Strategy 2: Recruit parent volunteers		Formative	!
Strategy's Expected Result/Impact: Improve campus safety	Jan	Apr	June
Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS	3111		
ESF Levers: Lever 3: Positive School Culture Funding Sources: Personalized Items for Volunteers - 211 - Title 1 A - Economically Disadvantaged Study - \$964	75%		100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Provide parent trainings using community resources based on parent feedback on their needs.		Formative	
Strategy's Expected Result/Impact: Improved parent involvement, improved student attendance	Jan	Apr	June
Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS		-	
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: snacks, paper, supplies and materials - 211 - Title 1 A - Economically Disadvantaged Study - \$500, Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$26,613.15	90%		100%
No Progress Continue/Modify X Disconti	nue		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: We will establish a safe school while meeting the social and emotional needs of all students and staff in a culturally responsive environment.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Teachers will use Second Step Grade k-8 lessons weekly during Wellness Wendesday.		Formative	
Strategy's Expected Result/Impact: Students will learn how to manage emotions, stay organized, and have resiliency. Staff Responsible for Monitoring: Counselors, Behavior Intervention Teacher Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Jan 55%	Apr	June 65%
Funding Sources: Second Step - 211 - Title 1 A - Economically Disadvantaged Study - \$3,103 Strategy 2 Details	For	mative Rev	iews
Strategy 2: CIS Counselor will provide students and parents with during school and after school activities to promote social-emotional		Formative	
Strategy's Expected Result/Impact: Increased parent involvement, improved student behavior Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: CIS Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500	Jan 80%	Apr	June 80%

Strategy 3 Details	For	mative Revi	ews
Strategy 3: To ensure De Zavala is safe campus for all students and staff, we have focused efforts to maximize safety for everyone in the		Formative	
building by having clear, instant communication.	Jan	Apr	June
Strategy's Expected Result/Impact: Students and staff will be safe.			
Staff Responsible for Monitoring: Leadership Team, Front Office Staff	100%	100%	100%
ESF Levers: Lever 3: Positive School Culture)	
Funding Sources: Two Way Radios, Safe and Civil Schools Material - 211 - Title 1 A - Economically Disadvantaged Study - \$1,272			
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: In collaboration with the district Food and Nutrition department, we will continue to create an efficient approach to promoting healthy food choices and providing access to breakfast and lunch on a daily basis for all students regardless of SES.

District Objective:

Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Data that shows number of students who eat breakfast and lunch at school

Strategy 1 Details		Formative Reviews		ews
Strategy 1: Provide a safe and clean place for students to eat breakfast and lunch every day. Any student who arrives on c	ampus will be	Formative		
provided an opportunity to eat a cafeteria meal if they choose.		Jan	Apr	June
Strategy's Expected Result/Impact: Students will have a healthy option for breakfast and lunch. Staff Responsible for Monitoring: Cafeteria Staff		100%	100%	100%
No Progress Continue/Modify	X Discontinue			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: We will consistently monitor and adjust the purchasing of custodial supplies to ensure the overall cleanliness of the school to maintain a clean and safe learning environment.

District Objective:

Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: Teacher and Staff Survey, Teacher Emails

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Meet with the head custodian regularly to ensure the custodial staff has all supplies and support needed to maintain the building.	Formative		
Staff Responsible for Monitoring: Principal	Jan	Apr	June
ESF Levers: Lever 3: Positive School Culture	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	·		

Pasadena Independent School District Dobie High School

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

We are purpose driven people who create opportunities for learning where relationships are priority, effort is expected, learning is supported and success is celebrated.

Vision

We exist to become better: better administrators, better teachers, better students, better people.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocated under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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staff in a culturally responsive environment.		
Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service d	lepartments that 14	4

integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Technology experiences will be integrated into the curriculum and utilized in instruction and monitoring for all students.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walk-through data, use of one-to-one technology in classrooms, variety of technology utilized for effective instruction

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Teachers will integrate opportunities for students to use critical thinking skills to plan and conduct research, manage projects,	Formative		
solve problems, and make informed decisions using appropriate digital tools, technology and resources.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased scores on formative and summative assessments Staff Responsible for Monitoring: Teachers in the classroom Funding Sources: Resources needed for continued technology training for teachers, as they provided skilled instruction using the most up to date technology and effective techniques - 199 - General Fund - \$1,800	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the 2021-2022 School Year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Formative and Summative Assessments

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Targeted support will be provided, during the school day, after school, and on Saturday mornings, with a focus on areas of		Formative	
weakness, as indicated by EOC assessments and STAAR data, for all students including students identified as 504, Special Education, Limited English Proficient, Migrant, At-Risk, Dyslexic, Speech Pathology, and any other population needing intervention. Students qualifying	Jan	Apr	June
through HB4545 will be included in the targeted support. After school transportation and other materials will be provided for Extended Day students, using ESSR Funds. Strategy's Expected Result/Impact: 85% Mastery on all EOC assessments for special population students; increased numbers of	100%	100%	100%
students scoring Meets Grade Level on STAAR assessment			
Staff Responsible for Monitoring: Teachers, Special Education staff, Assistant Principal for each content area			
Additional Targeted Support Strategy			
Funding Sources: Dobie Main Resources needed for training and materials for Special Education teachers and Support Facilitators - 199 - General Fund - \$5,968, Dobie Main Resources needed for training and materials for ESL and SIOP teachers - 199 - General Fund - \$4,470, Resources needed for teachers to provide focused tutoring and appropriate materials, based on student needs, in preparation for STAAR - 255 - Title II A - Improving Teacher & Principal Q - \$109,157.92, Dobie Main Resources needed for teacher aides to assist in classrooms, teacher training for SIOP model and other staff development for teachers, ESL certification programs for teachers - 263 - Title III A - Bilingual Education, Language - \$194,677.13, Resources needed for after school transportation, teacher pay and other materials for Extended Day Students Extended Day/Tutorial - \$46,747, Dobie Main Basic Instructional Funding (BFU/OT/FIXED) - 199 - General Fund - \$438,492, Dobie9 Basic Instructional Funding (BFU/OT/FIXED) - 199 - General Fund - \$136,658, Dobie9 Resources needed for training and materials for ESL and SIOP teachers - 199 - General Fund - \$1,990, Dobie9 Resources needed for training and materials for Special Education teachers and Support Facilitators - 199 - General Fund - \$1,989, Dobie9 Resources needed for teacher aides to assist in classrooms, teacher training for SIOP model and other staff development for teachers, ESL certification programs for teachers - 263 - Title III A - Bilingual Education, Language - \$182,277.51, Dobie Resources needed for Teacher tutorial pay, student transportation and student supplies for HB4545 students - 282 - ESSER III - \$135,000, Dobie Main Resources for Staffing, Substitute teachers, Support Personnel, clerical medical, retirement/TSR Car - State Compensatory Funds - \$2,509,054, Dobie9 Resources for Staffing, Substitute teachers, Support Personnel, clerical medical, retirement/TSR Care - State Compensatory Funds - \$2,512,621, Dobie9 Miscellaneous Operating Costs - State Compensatory Funds - \$			

Strategy 2 Details	For	Formative Reviews		
Strategy 2: Special Education Disciplinary Removals Strategy: Campus will monitor the number of students with disabilities being removed		Formative		
to ISS, OSS, or DAEP.	Jan	Apr	June	
Strategy's Expected Result/Impact: Close monitoring of students with disabilities being removed to ISS, OSS, or DAEP Staff Responsible for Monitoring: Diagnostician, Assistant Principal	100%	100%	100%	
Strategy 3 Details	For	Formative Reviews		
Strategy 3: Special Education Restraint Strategy: Campus will work collaboratively with the district special education office to ensure		Formative		
compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.	Jan	Apr	June	
Strategy's Expected Result/Impact: Compliance with Restraint Training and Texas Behavior Support Initiative requirements. Staff Responsible for Monitoring: Assistant Principal	100%	100%	100%	
Strategy 4 Details	For	mative Revi	ews	
Strategy 4: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the		Formative		
district's ESL Institute and to have the teachers take the ESL Certification Exam.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased scores on TELPAS and STAAR for our ESL students Staff Responsible for Monitoring: Assistant Principal, ESL Peer Facilitator	100%	100%	100%	
No Progress Accomplished — Continue/Modify X Discontinue	e	ı		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: By June 2022, we will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including post secondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Graduation Data

Strategy 1 Details	Formative Reviews			
Strategy 1: Students will have preliminary exposure to college level courses and expectations through dual credit courses that sharpen study		Formative		
skills and enable collaboration with peers.	Jan	Apr	June	
Students will transition smoothly from high school to post-secondary school through college orientations and self-advocacy strategies.	100%	100%	100%	
Students through the use of KHAN academy personalized practice will prepare for PSAT/SAT testing.				
Students through the college now coordination receive tools to use in college such as Big Future from College Board and FAFSA one-to-one assistance.				
Strategy's Expected Result/Impact: Increased number of High School students receiving college credit				
Staff Responsible for Monitoring: Audra Lozano, College Now Coordinator				
Strategy 2 Details	Formative Reviews			
Strategy 2: Early College students take AVID for all 4 years in ECHS. They learn skills essential to college success that range from		Formative		
organization to time management to research. Our students have the opportunity to earn an Associate's Degree upon high school graduation and almost all of those that fall a little short still end up "core complete" entering their four year university.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased number of High School students successfully earning college credits	100%	100%	100%	
Staff Responsible for Monitoring: Ryan Peel, Dean of Early College High School (ECHS)	100%	100%	100%	
Strategy 3 Details	Formative Reviews			
Strategy 3: All students will be encouraged to take advanced coursework and participate in ACT,SAT, PSAT testing to ensure they are		Formative		
college/career/military ready.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased number of High School students successfully earning college credits Staff Responsible for Monitoring: Principal, Assistant Principal, Content Specialists				
Stan Responsible for Wonttoring. Frincipal, Assistant Frincipal, Content Specialists	100%	100%	100%	
Funding Sources: Dobie Main Resources needed for teacher training, teacher resources and student materials for G/T - 199 - General Fund - \$9,464, Dobie Main Resources needed for teacher training, teacher resources and student materials for G/T - 199 - General Fund - \$3,155				

Strategy 4 Details	For	Formative Reviews	
Strategy 4: An AFJROTC program will be offered to students as an alternative elective for students interested in the military. The objectives		Formative	
of JROTC are to educate and train High School cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student participation in program Staff Responsible for Monitoring: AFJROTC leaders	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 1: By January 2022, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Increased numbers of Highly Qualified personnel

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Potential candidates will be screened by PISD Administration and scored based on specific criteria. Dobie High School will view		Formative	
the scores and discuss whether the candidate meets the present need of our campus. Candidates chosen will be interviewed by the Principal/ Assistant Principal, Content Specialist or other representative.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased number of highly effective teachers on staff.	100%	100%	100%
Staff Responsible for Monitoring: Principal, Assistant Principal	100%	100%	
No Progress Ontinue/Modify Discontinue Continue/Modify	•		

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Training for staff will be offered throughout the school year on campus and at the District. Staff will receive information about the		Formative	
dates and times of the training and will have opportunity to register for the training they need.	Jan	Apr	June
 Strategy's Expected Result/Impact: Increased rigorous, relevant instruction noted during walk through; increased scores on formative and summative assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, Content Specialists Funding Sources: Resources are needed for teacher training and materials 199 - General Fund - \$3,600 	100%	100%	100%
No Progress ON Accomplished Continue/Modify X Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: By July 2022, we will engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys, Participation at events

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Parents will be actively pursued to increase involvement in extracurricular activities, campus activities and academic pursuits of		Formative	
their children. Parent nights, special ceremonies, Open House and invitations to opportunities which showcase academic achievement will be planned throughout the year for parental involvement.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased parental involvement	100%	100%	100%
Staff Responsible for Monitoring: Assistant Principals, Leaders of extracurricular activities	No so		
No Progress Continue/Modify Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: We will dialogue with business and community partners to share the needs of our students and campus and ask partners how they might be able to help us in our effort to provide the highest quality education possible to our students.

Evaluation Data Sources: Surveys, Community Events

Strategy 1 Details	Formative Reviews		
Strategy 1: We will work with the area business and community organizations to provide guest speakers for campus wide events, such as	Formative		
college day, career talks, and other events.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased business and community involvement Staff Responsible for Monitoring: Principal, Assistant Principal, Content Specialists	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: We will partner with community organizations and businesses for large community service projects such as a Dobie food drive,		Formative	
Seniors helping Seniors, and other community needs that may arise.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased business and community involvement Staff Responsible for Monitoring: Assistant Principals	50%	50%	50%
No Progress Accomplished Continue/Modify X Discontinue	·		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By June 2022, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made. Strategic Plan 5.4

Strategy 1 Details	For	mative Revi	ews
Strategy 1: We will follow the District plan for safety and security for all of our staff and students. Administrators, teachers and students will		Formative	
be trained in ALICE by campus police to provide schoolwide safety procedures.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased safety and security for Administrators, teachers and students Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Police	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: All teachers, support staff and students will be trained in the components of the school safety plan.		Formative	
Strategy's Expected Result/Impact: Increased safety on campus; Increased emotional safety	Jan	Apr	June
Staff Responsible for Monitoring: Crisis Management Team, Counseling Team	100%	100%	100%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: All campus staff will view a video about bullying to raise awareness of this issue and to provide information on how best to assist		Formative	
students who report bullying issues.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased awareness of bullying; increased knowledge on how to effectively help students who report bullying issues. Staff Responsible for Monitoring: Administrators	100%	100%	100%
No Progress Continue/Modify X Discontinue	.		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: During the 21-22 SY, we will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Programs focused on the Social/Emotional health of students will be provided in Fine Arts, including Band, Choir, Dance,		Formative	
Orchestra, Theatre Arts, Art, as well as, through Physical Education, including Athletics, Sports Medicine, PE, Outdoor Education, JROTC, Tennis, Weightlifting and Health Education.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased Social/Emotional health of students as indicated by improved attendance, success in academics, increased involvement in School Programs	100%	100%	100%
Staff Responsible for Monitoring: Administrators, Teachers			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: The Dobie 9th Grade Campus will provide a smaller learning environment and closer supervision while students make the social/		Formative	
emotional adjustment necessary when moving from Intermediate School to High School.	Jan	Apr	June
Strategy's Expected Result/Impact: Successful student transition from Intermediate School to High School Staff Responsible for Monitoring: Administrators, counselors	100%	100%	100%
No Progress	e		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Structure innovative technology solutions to provide service and educational options and opportunities.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: TechPrep/CATE will be offered as an option to students with interests in career technology. The program will provide all		Formative	
students with relevant, rigorous educational opportunities to prepare them for success in post-secondary education and/or entrance into the workforce upon high school graduation. Students will be given opportunities for occupational certifications and/or articulated credit through	Jan	Apr	June
Tech-Prep agreements. Strategy's Expected Result/Impact: Increased enrollment in post-secondary education	100%	100%	100%
Staff Responsible for Monitoring: CATE Teachers			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: The Personalized Learning Program provides opportunity for students to experience an on-line, self-paced learning program,		Formative	
within a classroom and guided by a classroom teacher. Students work through modules of learning with instructional support when needed. Rigorous, relevant projects are part of the on-line program providing stretch learning for the students as they apply what they learn in various	Jan	Apr	June
Ways.			
Strategy's Expected Result/Impact: Increased enrollment in post-secondary education	100%	100%	100%
Staff Responsible for Monitoring: PL teachers, Assistant Principal			
No Progress Accomplished — Continue/Modify Discontinue	e		

Pasadena Independent School District Fisher Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Pasadena ISD and Fisher Elementary School, provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.



Vision

We believe that...

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
 We will honor our country, our freedom and all those who protect and defend our constitutional rights.
 Family and community profoundly influence decisions individuals make.
 Everyone has purpose, worth, and dignity with immeasurable potential.
 Connecting with others and building positive, meaningful relationships is essential.
 Learning is instinctive, lifelong, and unique to the individual.
 Communication is pervasive, essential, ever-present, and multidimensional.
 We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
 Diversity adds value to all areas of life.
 Change is inevitable for growth and success.
 Each person is responsible and accountable for the choices he or she makes.
 We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative	
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators, Campus Coaches	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6)
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$18,816.36, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4 Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$149,480.91			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Funding Sources: BFU, Overtime, Fixed - 199 - General Fund - \$33,000			

Strategy 3 Details	Fo	rmative Revi	iews
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	•
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished Continue/Modify	Discontinue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative	
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments	1000	12000	OFW.
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	100%	100%	85%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - G/T - \$1,946			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.	T	Formative	T
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, LPAC committee	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: Bil/ESL - 263 - Title III A - Bilingual Education, Language - \$1,777.36, Instructional Staff - State Compensatory Funds - \$164,272, - 199 - General Fund - Bil/ESL - \$5,510			

Strategy 3 Details	For	mative Rev	iews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, intervention teachers, teachers	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: tutors - 282 - ESSER III - ESSER - \$35,000, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$53,221.20, Teachers - Extended Day/Tutorial - Supplies/Resources - \$1,000, Dyslexia Teacher - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$78,070.51, - 199 - General Fund - Special Education - \$1,908, Extra Duty Pay - State Compensatory Funds - \$2,985			
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Exceptions or waivers will be filed to ensure teachers who are not properly certified as a Bilingual or ESL teacher will continue to		Formative	
serve our English Language learners/Emergent Bilingual Students for the 2021-2022 school year	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of teachers attend the ESL institute to be fully certified Staff Responsible for Monitoring: Campus administrators, campus LPAC coordinator and MLC	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 5 Details	For	mative Rev	iews
Strategy 5: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP		Formative	
Strategy's Expected Result/Impact: Increase awareness of students who are being removed to ISS, OSS, or DAEP	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, special education case manager, campus LSSP			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and		Formative	
Texas Behavior Support Initiative (TBSI) requirements			

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

No Progress

No Progress

Staff Responsible for Monitoring: Campus administrators, counselor, teachers

100%

100%

100%

100%

No Progress

Continue/Modify

Discontinue

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	For	rmative Revi	iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discor	tinue	•	

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		ı

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

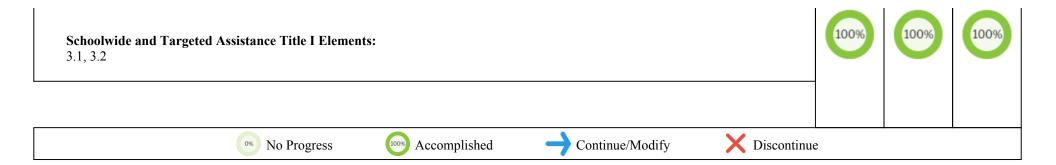
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator, school counselor			
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: ACE/CIS and Counselor will provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	_	Formative	1
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: CIS & ACE campus coordinator, school counselor and campus administrator	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$23,892.22, - 211 - Title 1 A - Economically Disadvantaged Study - Parent Component - \$3,320.53			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative	
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor	———	-	



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,		Formative	
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	10004	12000	12000
Staff Responsible for Monitoring: Campus administrators, counselor, staff	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Q	_		
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	For	mative Revi Formative	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.	For Jan		ews June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative	_
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center		Formative	_
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Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators	Jan	Formative Apr	June

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior		Formative	
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Pasadena Independent School District Frazier Elementary

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Pasadena ISD and *Campus Name*, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

•	A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
•	We will honor our country, our freedom and all those who protect and defend our constitutional rights
•	Family and community profoundly influence decisions individuals make.
•	Everyone has purpose, worth, and dignity with immeasurable potential.
•	Connecting with others and building positive, meaningful relationships is essential.
•	Learning is instinctive, lifelong, and unique to the individual.
•	Communication is pervasive, essential, ever-present, and multidimensional.
•	We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
•	Diversity adds value to all areas of life.
•	Change is inevitable for growth and success.
•	Each person is responsible and accountable for the choices he or she makes.
•	We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative		
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators	55%		95%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$85,731, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$12,462, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$34,508				
Strategy 2 Details	For	mative Rev	riews	
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	!	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	65%		95%	

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Disconti	nue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative	
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments	100%	10000	100%
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - G/T - \$1,402			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.	T	Formative	τ
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, LPAC committee	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$789, - 199 - General Fund - Bil/ESL - \$1,026			

Strategy 3 Details	For	mative Revi	iews
y 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - Special Ed \$1,299, - 282 - ESSER III - ESSER - \$22,000, - Extended Day/Tutorial - Extended Day - \$4,211, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$28,382, - 199 - General Fund - At Risk - \$1,026			
No Progress Continue/Modify Discontinue	e		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	65%	1	40%
No Progress Accomplished — Continue/Modify X Discon	tinue	•	•

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	70%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	65%		75%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Continue/Modify Discontinue	e		<u> </u>

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

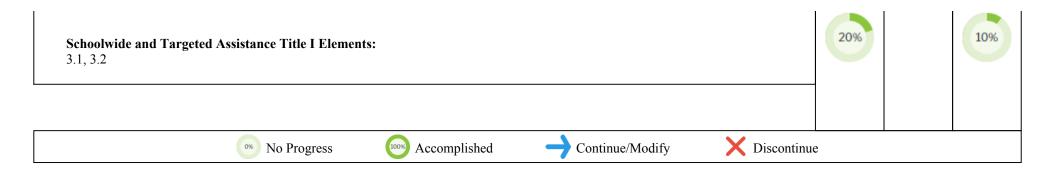
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator		1	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	50%		55%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Ian	Formative	
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator	25%		50%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$22,452, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,376			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.	Formative		
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor	-	1	



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase	Formative		
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	70%		100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,	Formative		
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	10004	12000	12000
Staff Responsible for Monitoring: Campus administrators, counselor, staff	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Q	_		
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	For	mative Revi Formative	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.	For Jan		ews June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative	_
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center		Formative	_
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of	Jan	Formative Apr	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements:	Jan	Formative Apr	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators	Jan	Formative Apr	June

Strategy 3 Details		Formative Reviews		
3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior		Formative		
Support Initiative (TBSI) requirements.	Jan	Apr	June	
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements:	60%		100%	
2.4, 2.5, 2.6				

Pasadena Independent School District Freeman Elementary 2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

To establish an environment that fosters academic, social, and emotional learning.

Vision

The members of the AB Freeman Elementary community will take ownership of the future. We will foster a collaborative environment that encourages risk taking, and the pursuit of life-long learning by focusing on the social, emotional, and academic goals of our students and families.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system to effectively measure student growth and mastery that will meet or exceed the state average.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walk-through documentation, lesson plans, progress reports, report cards, staff development sign-in sheets, and agendas.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative	
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement. Staff Responsible for Monitoring: Campus Administrators			0%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Targeted Support Strategy			
Funding Sources: BFU - 199 - General Fund - 199 - \$33,374, Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$154,114, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Fixed - 199 - General Fund - 199 - \$1,752, Overtime - 199 - General Fund - 199 - \$902, Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$11,510			

Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative		
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Jan	Apr	June 0%	
Strategy 3 Details	For	mative Rev	iews	
Strategy 3: Create a master schedule that will provide common planning and PLC time.		Formative		
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Title I Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$51,941, Title 1 Funded Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$79,614, Dyslexia/Intervetion Teacher with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - \$79,843		-	0%	
No Progress Continue/Modify Discontinue	e			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning expereiences, through personalized education approaches, to better meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walk-throughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative	
high levels of learning and meets the academic, and social & emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction in the number of discipline referrals, and higher level of achievement on assessments		-	000
Staff Responsible for Monitoring: Campus Administrators, G/T coordinator	1		0%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6 - ESF Levers:			
Lever 1: Strong School Leadership and Planning - Targeted Support Strategy			
Funding Sources: - 199 - General Fund - 199 - \$1,468			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.		Formative	
Strategy's Expected Result/Impact: Increased percentage of students moving up at least on proficiency level on TELPAS language domain levels.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators, LPAC Committee			0%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6	1		
- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy			
Funding Sources: - 263 - Title III A - Bilingual Education, Language - 263 - \$1,810, - 199 - General Fund - 199 - \$2,671	i	1	

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Ensure a comprehensive and systematic campus-wide PK-4 Response to Intervention and Special Programming approach that		Formative	
provides support fo struggling students in order to achieve high levels of learning and meet the academick, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub-groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers			0%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: At-Rish - 199 - General Fund - 199 - \$2,442, ESSR Funds - 199 - General Fund - 199 - \$20,000, Special Education			
- 199 - General Fund - 199 - \$1,076, Extended Day/Tutorials - 199 - General Fund - \$900, - State Compensatory Funds - \$4,352 One No Progress One No Progress One Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participate in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agnedas and pictures of College Week activities

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Encourage student to attend college by promoting College Week		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Counselor		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			0%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide opportunities for students to explore various career opportunities		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Counselor		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			0%
No Progress Continue/Modify X Discontinue	;	ı	1

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR Reports

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Provide mentorship and staff development opportunities to new personnel		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators			
Schoolwide and Targeted Assistance Title I Elements:			0%
2.4, 2.5, 2.6			
- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers			
Level 1. Strong School Leadership and Framming, Level 2. Effective, wen-supported Teachers			
No Progress Accomplished — Continue/Modify X Discontinu	e e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professonal development agendas and sign-in sheets

Strategy 1 Details	For	mative Revi	iews
egy 1: Offer personalized professional development on-demand platform for differentiated learning opportunities for all employees.			
Strategy's Expected Result/Impact: Increased quality ofinstruction and professional practices and to ensure compliance with state requirements.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators			0%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			0%

Strategy 3 Details	For	mative Revi	iews
y 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in	Formative		
the culture and mission of the district	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways		<u> </u>	
Staff Responsible for Monitoring: Campus administrators	ı		0%
Schoolwide and Targeted Assistance Title I Elements:	1		
2.4, 2.5, 2.6	1		
- ESF Levers:	i		
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	i		
	1		
No Progress Accomplished — Continue/Modify X Discontinue		•	

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parent and community involvement program will be established and implemented to increase collaborative partnerships.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign-in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide effective two-way communication methods for families to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus Administrator, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Jan	Apr	June 0%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding		Formative	
academic, social, and emotional needs Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$23,927, Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$2,913	Jan	Apr	June 0%

Strategy 3 Details	For	rmative Revi	iews
Strategy 3: Promote student/parent/business involvement through volunterism and community services		Formative	
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrator, Parent Coordinator, Counselor Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture			0%
No Progress Accomplished Continue/Modify X Dis	continue		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond, and recover from all potential threats, natural and manmade

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign-in sheets and agendas

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response	Jan	Apr	June
Strategy's Expected Result/Impact: Staff will be equiped to respond appropriately during a crisis Staff Responsible for Monitoring: Campus Administrators, MERT ESF Levers: Lever 3: Positive School Culture			0%
No Progress Continue/Modify X Discontinue	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social and emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, Safe and Civil Schools, Conscious Discipline,		Formative	
and others. Strategy's Expected Result/Impact: Decreased descipline referrals, increased student achievement, equip students and staff to self-regulate and resolve conflicts peacefully Staff Responsible for Monitoring: Campus Administrators, Counselor, Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Jan	Apr	June 0%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Montior the number of students with disabilities being removed to in-school suspension, out of school suspension, and DAEP.		Formative	
Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy			0%

For	rmative Rev	views
	Formative	,
Jan	Apr	June 0%
For	mative Rev	riews
	Formative	
Jan	Apr	June
		0%
	Jan	Jan Apr Formative Rev Formative

Goal 6: ANCILLARY SERVICES - We will promote departments that integrate established and innovative p	e an exemplary learning environment for students and spractices, standards, and systems.	staff through the utilization of ancillary service
Freeman Elementary Generated by Plan4I earning com	18 of 18	Campus #10191710; January 20, 2023 1:20 PM

Pasadena Independent School District Gardens Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

At Gardens Elementary, all children can learn and reach their maximum potential by promoting high expectations of academic excellence, cultural pride and respect for individual differences in a safe and nurturing environment.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Gardens Elementary

Gators will learn! Gators will lead! Gators will succeed!

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
 We will honor our country, our freedom and all those who protect and defend our constitutional rights.
 Family and community profoundly influence decisions individuals make.
 Everyone has purpose, worth, and dignity with immeasurable potential.
 Connecting with others and building positive, meaningful relationships is essential.
 Learning is instinctive, lifelong, and unique to the individual.
 Communication is pervasive, essential, ever-present, and multidimensional.
 - We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
 - Diversity adds value to all areas of life.
 - Change is inevitable for growth and success.
 - Each person is responsible and accountable for the choices he or she makes.
 - We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

Table of Contents

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating	g integrated learning experiences to meet individual student needs 5	,
ensuring students are future ready.		
Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military prepara	ation and readiness through the use of systems and structures that 8	,
meet the needs of each student.		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

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Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 11 community stakeholders to support students and staff.

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative	
science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	10%		55%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$151,883.42, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$17,593.24, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$41,576			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	5%		60%

Strategy 3 Details		Forn	native Revi	ews
Strategy 3: Create a master schedule that will provide common planning and PLC time,			Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Ja	an	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	85	5%		100%
No Progress Accomplished Continue/Modify	X Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative	
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,705	Jan 5%	Apr	June 35%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.		Formative	
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels	Jan	Apr	June 40%

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	5%		60%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - Special Ed \$2,111, - Extended Day/Tutorial - ESSER - \$30,000, - Extended Day/Tutorial - Extended Day - \$800, Instructional Paraprofessional - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$57,565.59, - State Compensatory Funds - At Risk - \$2,884, Salary Title 1 DAIT with benefits - 211 - Title 1 A - Economically Disadvantaged Study - DAIT with benefits - \$84,070.79, Compensatory Ed Funds - State Compensatory Funds - \$81,085, Supplemental Funding For Extended Day - 211 - Title 1 A - Economically Disadvantaged Study - \$4,377			
No Progress Continue/Modify X Discontinue			I

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	55%		50%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	5%	•	40%
No Progress Accomplished — Continue/Modify X Discont	inue		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	35%		55%
No Progress Accomplished Continue/Modify X Discont	inue		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	15%		30%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	10%		30%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	25%		40%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Jan 55% For	Apr mative Rev Formative	June 40%
55% For	mative Rev Formative	40%
For	Formative	iews
	Formative	I
Jan		1
Jan	Apr	
	ı	June
10%		40%
For	mative Rev	iews
	Formative	
-	For	Formative Revi

Schoolwide and Tar 3.1, 3.2	geted Assistance Title I Elemen	ats:			0%	5%
	0% No Progress	Accomplished	Continue/Modify	X Discontinue		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details			Formative Reviews	
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase	Formative			
preparedness and response.	Jan	Apr	June	
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	65%		55%	
No Progress Accomplished — Continue/Modify X Discontinu	e			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Formative Reviews		
Formative		
Jan	Apr	June
2004		FFOX
30%		55%
Formative Reviews		
Formative		
Jan	Apr	June
50%		80%
	Jan 30%	Formative Jan Apr 30% Formative Revi Formative

Strategy 3 Details			Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior			Formative		
Support Initiative (TBSI) requirements.	Jan	Apr	June		
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		55%		
No Progress Accomplished Continue/Modify X Discontinue	<u> </u>				

Pasadena Independent School District Garfield Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena ISD and Garfield Elementary provide unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD and Garfield Elementary empower students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals					
Goal 1: CURRICHI HM & INSTRUCTION.	We will provide rigorous and a	neaningful curriculum by	creating integrated learning	experiences to meet individual s	student needs

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs 4 ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details			Formative Reviews	
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative		
science and social studies to increase academic language and deepen student critical thinking.		Apr	June	
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators			100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy				
Funding Sources: BFU - Overtime - 199 - General Fund - 199 - \$1,146, Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$157,859.95, BFU - 199 - General Fund - 199 - \$42,402, Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$19,151.04, BFU - Fixed - 199 - General Fund - 199 - \$1,752, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$550				

Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	70%		100%
- Additional Targeted Support Strategy			
Strategy 3 Details Strategy 3: Create a master schedule that will provide common planning and PLC time.	For	mative Revi	iews
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 ESE Legense	100%	100%	100%
- ESF Levers: Lever 5: Effective Instruction			
No Progress Accomplished — Continue/Modify X Discontinue/	nue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative		
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments		Apr	June	
		1000	1000	
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	100%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: G/T Supplies, Camp Registration - 199 - General Fund - 199 - \$1,865			ļ	
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.	T	Formative	T	
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, LPAC committee	100%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: Bil/ESL - 199 - General Fund - 199 - \$5,852, Bil/ESL - 263 - Title III A - Bilingual Education, Language - 263 - \$1,799.58				
Funding Sources: Bil/ESL - 199 - General Fund - 199 - \$5,852, Bil/ESL - 263 - Title III A - Bilingual Education, Language - 263 -				

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach	Formative		
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	70%		80%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy			
Funding Sources: ESSER - Extended Day/Tutorial - \$35,500, Extended Day - Extended Day/Tutorial - \$5,625, Special Ed 199 - General Fund - 199 - \$1,116, At Risk - 199 - General Fund - 199 - \$3,264, Title 1 Instructional Paras - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$55,259.72, Supplemental Extended Day - Extended Day/Tutorial - \$1,000			
No Progress Accomplished Continue/Modify X Discontinue	<u>l</u> e		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	June	
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	70%	•	100%
No Progress Accomplished — Continue/Modify X Discont	inue		

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide opportunities for all teachers to become ESL certified through the PISD ESL Institute.		Formative	
Strategy's Expected Result/Impact: All English Language Learners in all programs school-wide will be serviced by a certified ESL teacher.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administration	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- ESF Levers:			
Lever 2: Effective, Well-Supported Teachers			
No Progress Continue/Modify Discontinue	e e		

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Rev	iews	
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.	Formative			
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrators	75%		80%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative		
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	75%		100%	
Strategy 3 Details	For	mative Rev	iews	
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative		
the culture and mission of the district and campus.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	75%		100%	
No Progress Continue/Modify Discontinue	e			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

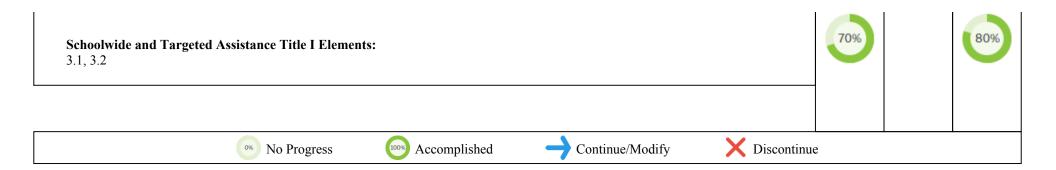
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.	Formative		
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator			
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Jan	Formative	June
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator	85%		85%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$24,905.65, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$3,379.59			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative	
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor	-	-	



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details For			iews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	90%		100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, Conscious Discipline,	Formative		
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	OF0/		10000
Staff Responsible for Monitoring: Campus administrators, counselor, staff	85%		100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	ews
Strategy 2 Details Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	For	mative Revi Formative	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.	For Jan	Formative	ews June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of			
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	Jan	Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators	Jan	Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	Jan	Formative	

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.		Formative	
		Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements:	90%		100%
2.4, 2.5, 2.6			
No Progress Accomplished — Continue/Modify X Discontinue			

Pasadena Independent School District Genoa Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals						
Goal 1: CURRICULUM & INS	STRUCTION - We will prov	ide rigorous and meaning	ful curriculum by creating	g integrated learning exper	iences to meet individual student need	s

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative		
science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Posult/Impact: Increased quality instruction and curriculum alignment to improve student achievement.		Apr	June	
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: BFU - 199 - General Fund - 199 - \$43,882, Overtime - 199 - General Fund - 199 - \$1,186, Fixed - 199 - General Fund - 199 - \$1,752, Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$17,779, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$550, Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$152,776	25%	100%	100%	
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative		
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	25%	100%	100%	

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Create a master schedule that will provide common planning and PLC time.		Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Funding Sources: Title 1 Instructional Paraprofessionals - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$52,453, Title 1 Nurse - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$79,936, Dyslexia & Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$81,538			
No Progress Accomplished — Continue/Modify X Discontinue	e e		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative	
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments	FOOV	100%	1000
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	50%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: GT supplies, camp registration - 199 - General Fund - 199 - \$1,930			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.		Formative	.
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, LPAC Committee	50%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: Bilingual/ESL - 199 - General Fund - 199 - \$3,876, Title 3 Bilingual - 263 - Title III A - Bilingual Education, Language - 263 - \$2,588			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	50%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: Special Ed - 199 - General Fund - 199 - \$1,766, Extended Day/Tutorial - ESSER - Extended Day/Tutorial - \$35,000, At Risk - 199 - General Fund - 199 - \$2,985, Extended Day/Tutorial - Extended Day/Tutorial - \$900, Extended Day Supplemental - Extended Day/Tutorial - \$5,565, State Compensatory Ed - State Compensatory Funds - \$237,825			
No Progress Accomplished Continue/Modify X Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details		For	Formative Reviews	
Strategy 1: Encourage students to attend college by promoting College Week.		Formative		
Strategy's Expected Result/Impact: Increased awareness of various colleges		Jan Apr Ju		June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		100%	100%	100%
Strategy 2 Details		For	mative Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities.			Formative	
Strategy's Expected Result/Impact: Increased awareness of career options		Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		50%	100%	100%
No Progress Continue/Modify	X Discontinue			

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide mentorship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: *In the 2021-22 school year, Genoa will continue to hire certified Bilingual/ESL teachers and train existing teachers to make sure		Formative	
that all students are educated by a highly qualified teacher.	Jan	Apr	June
Strategy's Expected Result/Impact: The proposed temporary alternative language program for Ms. Blair's self-contained, medically fragile, special education classroom is the appropriate placement for her students based on educational need. Linguistically Ms. Blair's classroom is language rich in both Spanish and English as well as appropriate oral language support from the teachers and paraprofessionals in the classroom. - In hiring new staff specifically look for ESL certifications. - With the current staff, offer and try to send 2-4 staff each time the ESL academy is provided.	25%	100%	100%
The staff member in question has already completed the ESL academy. - Ms. Blair is preparing to test but has not scheduled it yet. She understands the need to complete the test and to request the certification. Staff Responsible for Monitoring: Administrators, LPAC committee			
Schoolwide and Targeted Assistance Title I Elements: 2.6			
No Progress Accomplished — Continue/Modify X Discontinue	e	'	

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	25%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	25%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	25%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		I

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

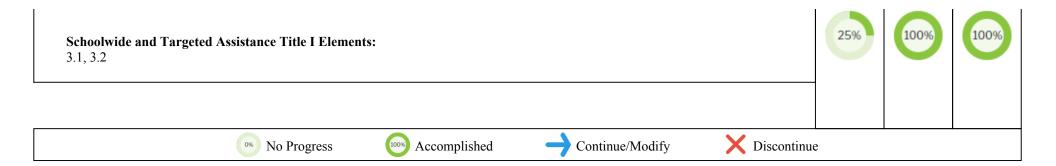
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative		
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Jan Apr		
Staff Responsible for Monitoring: Campus administrator, parent coordinator				
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	50%	100%	100%	
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Jan	Formative		
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, parent coordinator	25%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2				
Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$24,657, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$4,314				
Strategy 3 Details	For	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.	Formative			
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, counselor	 	-	 	



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase	Formative		
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	25%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,		Formative	
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self-regulate and resolve conflicts peacefully	F00/	10000	10000
Staff Responsible for Monitoring: Campus administrators, counselor, staff	50%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	ews
Strategy 2 Details Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	For	mative Revi Formative	ews
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Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements:	Jan	Formative Apr	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Staff Responsible for Monitoring: Administrators	Jan	Formative Apr	June

Strategy 3 Details	For	mative Revi	iews
trategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior	Formative		
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%	100%	100%
No Progress Continue/Modify X Discontinue	_		

Pasadena Independent School District Golden Acres Elementary 2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

Golden Acres Elementary will provide a secure, positive learning environment in which all students will acquire the knowledge, master the skills, and maximize the talents necessary to become responsible, productive citizens in our changing society.

Vision

Golden Acres will provide a 21st century learning environment to our students, integrating all that technology has to offer with our core values of relationship-building, high expectations, and an unwavering commitment to providing outstanding instruction delivered by highly qualified teachers.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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staff in a culturally responsive environment.	
Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that	13

integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of	Formative		
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus Administrators Funding Sources: - 199 - General Fund - BFU - \$31,620	30%		45%
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	50%	-	50%
No Progress Continue/Modify X Discontinu	<u> </u> e		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews			
Strategy 1: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative		
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	50%		50%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,644.06, - 428 - G/T Performance Standards - \$1,279, - 282 - ESSER III - \$235,000, - Extended Day/Tutorial - \$4,300, - State Compensatory Funds - \$2,394				
Strategy 2 Details	Formative Reviews		iews	
Strategy 2: Conduct ongoing data talks with PLC Teams and make instructional adjustments to ensure the success and performance growth of	Formative			
all students.	Jan	Apr	June	
Strategy's Expected Result/Impact: Data binders, Intervention Reports - Close gaps and higher student achievement. Staff Responsible for Monitoring: Campus Administrators, Instructional Leadership Team	50%	-	60%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
No Progress Ontinue/Modify Discontinue Continue/Modify				

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to attend college by promoting College Week.	Formative		
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor ESF Levers: Lever 3: Positive School Culture	100%	100%	100%
No Progress ON Accomplished Continue/Modify Discontinue	e		

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.	Formative		
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements:	50%		50%
2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Participate in the Pasadena ISD job fair in order to recruit highly qualified teachers.	Formative		
Strategy's Expected Result/Impact: Attendance at Job Fair	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	0%	•	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		•

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.	Formative		
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	35%		50%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	Formative Reviews		iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	40%		40%
Strategy 3 Details	Formative Reviews		iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in	Formative		
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators	40%		40%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals			
No Progress Continue/Modify X Discontinu	<u> </u> e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator		-	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	70%		70%
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Increased input and participation in school activities		-	
Staff Responsible for Monitoring: Campus administrator, parent coordinator	50%		70%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$12,089.64			
Strategy 3 Details	Formative Reviews		
Strategy 3: Schedule an Open House meeting during the first weeks of school to share Title 1 Information and give parents the opportunity to		Formative	
connect with classroom teachers, administrators, and staff.	Jan	Apr	June
Strategy's Expected Result/Impact: Sign-In Sheets	-	+	H

Staff Responsible for Monitoring: Campus Administrators

Schoolwide and Targeted Assistance Title I Elements:
3.1, 3.2

No Progress

No Progress

Continue/Modify

Discontinue

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	50%		100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

For	mative Rev	iews
	Formative	
Jan	Apr	June
1004		1004
40%		40%
For	mative Rev	iews
	Formative	
Jan	Apr	June
80%		80%
	Jan 40% For	Formative Rev Formative Jan Apr

Strategy 3 Details	For	mative Rev	iews
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and		Formative	
Texas Behavior Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: Be in compliance with TBSI requirements Staff Responsible for Monitoring: Campus Administrators, SpEd staff Schoolwide and Targeted Assistance Title I Elements: 2.6	65%		100%
No Progress Accomplished — Continue/Modify X Discontinu	ie		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning departments that integrate established and innovative practices, standards, a	ing environment for students and staff through the utilization of and systems.	ancillary service
Golden Acres Elementary		Campus #107
Golden Acres Elementary Generated by Plan4Learning.com	14 of 14	Campus #107 January 20, 2023 1:24 PM

Pasadena Independent School District Guidance Center 2021-2022 Goals/Performance Objectives/Strategies

Mission Statement

The Guidance Center is an off-campus independent study center providing students with strategies and knowledge to allow them to be successful academically and behaviorally when they return to their home campuses.

Vision

Collaboration is paramount for students to achieve.

Building strong relationships is the key to successful teaching.

High expectations will drive our process with students.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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integrate established and innovative practices, standards, and systems.

Goals

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Students will receive support in literacy in the four core subject areas.

Evaluation Data Sources: Eduphoria Walk-Through Analysis

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Teachers will reinforce STAAR objectives and strategies.		Formative	
Strategy's Expected Result/Impact: Assistant Principal Monitor	Jan	Apr	June
Staff Responsible for Monitoring: Teachers and Assistant Principal		-	
Funding Sources: Salaries for instructional staff, student and staff supplies, classroom and office materials State Compensatory Funds - \$1,492,734,090	45%		100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Students will read recently published works relevant to content subject areas		Formative	
Strategy's Expected Result/Impact: Walk-throughs	Jan	Apr	June
Staff Responsible for Monitoring: Teachers and Assistant Principal	50%	•	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: 4) Students are able to read top notch literature from the teacher's classroom library when finished with classwork.		Formative	
Strategy's Expected Result/Impact: Walk-throughs and student reading logs	Jan	Apr	June
Staff Responsible for Monitoring: Teachers and Assistant Principal	50%		100%

Strategy 4 Details	For	mative Rev	iews
Strategy 4: All staff members utilize research based strategies to support student instructional needs and enhance learning.		Formative	
Strategy's Expected Result/Impact: Walk-throughs	Jan	Apr	June
Staff Responsible for Monitoring: Teachers and Assistant Principal	60%		100%
No Progress Accomplished — Continue/Modify X Discon	tinue		

Performance Objective 2: The needs of special population students will be met.

Evaluation Data Sources: Eduphoria Walk-Through Analysis Daily Roster

Strategy 1 Details	For	mative Rev	iews
Strategy 1: ARD packets and 504 accommodations will be required from home campuses and provided to Guidance Center teachers through		Formative	
E-sped.	Jan	Apr	June
Strategy's Expected Result/Impact: Sign-off log monitored by SpEd staff Staff Responsible for Monitoring: Lead Special Education Teacher	50%		100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Modifications will be implemented effectively in inclusive and special education classrooms.		Formative	
Strategy's Expected Result/Impact: Monitor, Walkthroughs	Jan	Apr	June
Staff Responsible for Monitoring: Teachers	50%		100%
Strategy 3 Details	For	Formative Reviews	
Strategy 3: Accommodations will be made for ESL/LEP students.		Formative	
Strategy's Expected Result/Impact: Walkthroughs, Monitor	Jan	Apr	June
Staff Responsible for Monitoring: Teachers and Assistant Principal	50%	-	100%
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Students with disabilities will have access to campus facilities		Formative	
Strategy's Expected Result/Impact: Compliance records from TEA	Jan	Apr	June
Staff Responsible for Monitoring: Assistant Principal	50%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e	•	•

Performance Objective 3: Instruction in social skills appropriate to achieving success in real-world situations will be emphasized.

Evaluation Data Sources: Eduphoria Walk-Through Analysis

Strategy 1 Details	For	mative Revi	ews
Strategy 1: All staff will implement the Safe and Civil guidelines		Formative	
Strategy's Expected Result/Impact: Published S and C guidelines, observation	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Counselor, Assistant Principal	50%		80%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Social skills lessons will be taught five times weekly to students in grades 5-8 (i.e. following instructions, accepting "No" for an		Formative	
answer, talking with others, introducing yourself, accepting criticism or a consequence, disagreeing appropriately, showing respect, exhibiting sensitivity to others)	Jan	Apr	June
Strategy's Expected Result/Impact: Walkthroughs, Monthly lesson calendar Staff Responsible for Monitoring: 5-8 teachers, Assistant Principal	50%		100%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: 3)All staff will implement the framework of CHAMPS in their classrooms.		Formative	
Strategy's Expected Result/Impact: Walkthroughs and T-TESS Observation data	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Support Staff, Counselor, Assistant Principal	50%		80%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 4: Positive social skills, character education, and career awareness will be addressed and reinforced.

Evaluation Data Sources: Eduphoria, walkthrough analysis, Counselor log

Strategy 1 Details	For	mative Rev	iews
Strategy 1: The counselor will engage students in individual counseling sessions.		Formative	
Strategy's Expected Result/Impact: Counselor Records	Jan	Apr	June
Staff Responsible for Monitoring: Counselor	50%		50%
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Character Education Lessons/activities will be taught 5 times weekly to students in grades 5 - 8 (i. e. Trustworthiness, Respect,		Formative	
Responsibility, Fairness, Caring, Citizenship, 3 R's of Growing Up, Values, Self-esteem, Setting Goals, Dealing with Pressure, Handling Emotions, Conflict, Saying "No" to Drugs/Alcohol, Friendship, Getting Along with Parents, and Respecting Others.)	Jan	Apr	June
Strategy's Expected Result/Impact: Monthly Lesson Calendar, Walkthroughs. Staff Responsible for Monitoring: 5 - 8 Concepts Teacher, Assistant Principal, Counselor	50%		100%
No Progress Continue/Modify X Discontinue)		1

Performance Objective 5: The job-related issues of students which affect successful progress at school will be addressed.

Evaluation Data Sources: Attendance Records, Counselor Log

Strategy 1 Details	For	mative Revi	iews
Strategy 1: The counselor will engage students in individual counseling.		Formative	
Strategy's Expected Result/Impact: Counselor	Jan	Apr	June
Staff Responsible for Monitoring: Counselor	50%		100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Flexible scheduling will be provided for students as needed.		Formative	
Strategy's Expected Result/Impact: Student Schedule	Jan	Apr	June
Staff Responsible for Monitoring: GC Liaison	50%		50%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 6: The physical and emotional needs of the students will be addressed.

Evaluation Data Sources: Counselor Log

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Researched based presentations created by GC teacher PLC's will be utilized to enhance student understanding about Alcohol/		Formative	
Drugs, Peer Pressure, Self-esteem, and/or Lack of Respect. These presentations will be done in small group settings.	Jan	Apr	June
Strategy's Expected Result/Impact: Presentations, Meeting Notes, Staff Sign-In Sheets and Student Sign-In Sheets. Staff Responsible for Monitoring: Assistant Principal, Teacher PLC's	50%		50%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: The counselor will assist students with immediate needs.		Formative	
Strategy's Expected Result/Impact: Counselor Records	Jan	Apr	June
Staff Responsible for Monitoring: Counselor	50%		100%
Strategy 3 Details	For	Formative Reviews	
Strategy 3: The counselor will coordinate with the GC Liaison to assist students and /or families in need of long-term assistance.		Formative	
Strategy's Expected Result/Impact: Counselor Records,	Jan	Apr	June
Staff Responsible for Monitoring: Counselor, GC Liaison	50%		100%
Strategy 4 Details	For	mative Rev	iews
Strategy 4: The counselor will coordinate with the GC Liaison to implement the intervention (RTI) for students who demonstrate persistent		Formative	
work avoidance behaviors (i.e. refusal to complete assignments, sleeping, etc.)	Jan	Apr	June
Strategy's Expected Result/Impact: Work Refusal Intervention Form, Counselor Records Staff Responsible for Monitoring: Assistant Principal, Teachers, Counselor, GC Liaison	50%		100%
No Progress Continue/Modify X Discontinu	e		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Procedures and processes are in place so that all students are successful.

Evaluation Data Sources: Reduction in Discipline Referrals

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: Students receive enrichment through computer use.		Formative		
Strategy's Expected Result/Impact: Computer Use records	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers, Technology Liaison	100%	100%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Guidance Center staff members will follow the GC discipline management plan.		Formative		
Strategy's Expected Result/Impact: Referrals, Skyward Data	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers, Assistant Principal	50%		100%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Administrative team meetings are held as needed.		Formative		
Strategy's Expected Result/Impact: Minutes from meetings	Jan	Apr	June	
Staff Responsible for Monitoring: Assistant Principal, Counselor, Guidance Center Liaison	100%	100%	100%	
Strategy 4 Details	Formative Reviews			
Strategy 4: New students will watch a Guidance Center orientation video during first period on the first day of the student's placement.	Formative			
Strategy's Expected Result/Impact: Student Surveys	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers, Technology Liaison	100%	100%	100%	

Strategy 5 Details	For	mative Revi	iews
Strategy 5: PLC teams will meet weekly.		Formative	
Strategy's Expected Result/Impact: Minutes from PLC Meetings	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Assistant Principal	75%	100%	75%
Strategy 6 Details	For	mative Revi	iews
Strategy 6: The guidelines and pillars of Safe and Civil Schools and CHAMPS will be implemented in all Guidance Center classrooms.	Formative		
Strategy's Expected Result/Impact: Discipline Referrals and records	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Assistant Principal, Counselor	100%	100%	85%
Strategy 7 Details	For	mative Revi	iews
Strategy 7: The counselor will coordinate with the GC Liaison to implement the intervention (RTI) for students who demonstrate persistent		Formative	
work avoidance behaviors (e.i., refusal to complete assignments, sleeping, etc.)	Jan	Apr	June
Strategy's Expected Result/Impact: Work Refusal Intervention Form, Counselor Records Staff Responsible for Monitoring: Assistant Principal, Teachers, Counselor, GC Liaison	75%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and train a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Staff is provided on-going staff development activities that specifically meet the needs of at-risk students attending our campus.

Evaluation Data Sources: Eduphoria Record of Staff Development Teacher Retention Records T-TESS Records Staff Survey Analysis

Strategy 1 Details	Fo	Formative Reviews		
Strategy 1: Campus Procedures and Policies		Formative		
Strategy's Expected Result/Impact: Safety Records, Discipline Records	Jan	Apr	June	
Staff Responsible for Monitoring: Assistant Principal, Teachers, Counselor	50%		100%	
Strategy 2 Details	Fo	rmative Rev	iews	
Strategy 2: Safe and Civil Schools Guidelines		Formative		
Strategy's Expected Result/Impact: Publication of Guidelines	Jan	Apr	June	
Surveys Staff Responsible for Monitoring: Teachers, Assistant Principal	100%	100%	85%	
Strategy 3 Details	Fo	rmative Rev	iews	
Strategy 3: CPI training		Formative		
Strategy's Expected Result/Impact: Certificates, Eduphoria	Jan	Apr	June	
Staff Responsible for Monitoring: Assistant Principal	20%		0%	
Strategy 4 Details	Fo	ormative Rev	iews	
Strategy 4: New Teacher Orientation		Formative		
Strategy's Expected Result/Impact: Sign in sheets, new teacher survey	Jan	Apr	June	
Staff Responsible for Monitoring: Assistant Principal, Guidance Center Liaison	0%		0%	

Strategy 5 Details	Fo	rmative Rev	views	
Strategy 5: Effective teaching practices		Formative)	
Strategy's Expected Result/Impact: Certificates, Eduphoria	Jan	Jan Apr J		
Staff Responsible for Monitoring: Assistant Principal	0%		80%	
Strategy 6 Details	Fo	rmative Rev	views	
Strategy 6: Off-site staff development as needed		Formative)	
	Jan	Apr	June	
Strategy's Expected Result/Impact: Sign in sheets, surveys Staff Responsible for Monitoring: Assistant Principal	75%		95%	
Strategy 7 Details	Fo	Formative Reviews		
Strategy 7: Attend district Focus meetings to be aware of campus and student needs.		Formative	<u>, </u>	
Strategy's Expected Result/Impact: Registration records, sign in sheets, Eduphoria	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers and Assistant Principal	75%		100%	
Strategy 8 Details	Fo	rmative Rev	views	
Strategy 8: Bully Awareness		Formative	<u> </u>	
Strategy's Expected Result/Impact: Reduction in Bullying	Jan	Apr	June	
Staff Responsible for Monitoring: Assistant Principal	25%		25%	
Strategy 9 Details	Fo	Formative Reviews		
Strategy 9: Professional Learning Community (PLC) Training		Formative		
Strategy's Expected Result/Impact: Sign-in Sheets, Research Project, Eduphoria	Jan	Apr	June	
Staff Responsible for Monitoring: Assistant Principal	0%		100%	

Strategy 10 Details	Fo	rmative Rev	iews
Strategy 10: GC Intervention		Formative	
Strategy's Expected Result/Impact: Sign-in Sheets, Work Avoidance Intervention Forms/Discipline Referrals for 'Refusing to Wor 'Sleeping'.	k' or Jan	Apr	June
Staff Responsible for Monitoring: Assistant Principal and Counselor	100%	100%	100%
Strategy 11 Details	For	rmative Rev	iews
Strategy 11: District Focus Trainings		Formative	
Strategy's Expected Result/Impact: Eduphoria Records	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Assistant Principal	75%		100%
Strategy 12 Details	For	rmative Rev	iews
Strategy 12: Digital Resource Training		Formative	
Strategy's Expected Result/Impact: Eduphoria Certificates	Jan	Apr	June
Staff Responsible for Monitoring: Teachers and Assistant Principal	0%		0%
Strategy 13 Details	For	rmative Rev	iews
Strategy 13: Working with ELL Students		Formative	
Strategy's Expected Result/Impact: Eduphoria Certificates	Jan	Apr	June
Staff Responsible for Monitoring: Teachers and Assistant Principal	85%		100%
No Progress Continue/Modify X Discon	ntinue		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: The physical and emotional needs of the students will be addressed.

Evaluation Data Sources: Attendance Phone Records

Counselor Phone Logs

Administrative Parental Contact Logs

Strategy 1 Details	Formative Reviews		
Strategy 1: The professional staff/counselor will meet with students in need of long-term assistance to involve parents and home school	Formative		
campuses.	Jan	Apr	June
Strategy's Expected Result/Impact: Parent Survey, Home School Survey Staff Responsible for Monitoring: Professional staff/Counselor	70%		100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: The professional staff/counselor will assist students with immediate needs.		Formative	
Strategy's Expected Result/Impact: Professional Staff/ Counselor Records	Jan	Apr	June
Staff Responsible for Monitoring: Professional Staff/Counselor	70%		100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Parents of students who are absent will be notified.		Formative	
Strategy's Expected Result/Impact: Phone Records and Remind	Jan	Apr	June
Staff Responsible for Monitoring: Attendance Clerk	100%	100%	100%
Strategy 4 Details	Formative Reviews		
Strategy 4: Resource/educational materials will be made available to parents on campus and via the Guidance Center web site.	Formative		
Strategy's Expected Result/Impact: Phone/Email Records	Jan	Apr	June
Home campus surveys Staff Responsible for Monitoring: Counselor, Assistant Principal			0%

Strategy 5 Details		For	mative Revi	iews
Strategy 5: Parent/Teacher or Counselor Conferences			Formative	
Strategy's Expected Result/Impact: Record of conference		Jan	Apr	June
Staff Responsible for Monitoring: Teachers and /or Counselor		75%	•	100%
Strategy 6 Details		For	mative Revi	iews
Strategy 6: Parent/Administrator Conferences			Formative	
Strategy's Expected Result/Impact: Record of conference		Jan	Apr	June
Staff Responsible for Monitoring: Assistant Principal		75%		100%
No Progress Accomplished Continue/Modify	X Discontinue			•

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Students will receive support to complete their home campus assignments.

Evaluation Data Sources: Eduphoria Walkthough Analysis

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Quality work will be returned to the home campus upon completion of the student's Guidance Center placement.		Formative		
Strategy's Expected Result/Impact: Monitoring by Assistant Principal, Home School Survey	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers	75%		100%	
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Teachers will cooperate and communicate with teachers on home campuses.		Formative		
Strategy's Expected Result/Impact: Home School Survey	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers	60%		100%	
Strategy 3 Details	For	mative Rev	iews	
Strategy 3: Targeted students will receive additional instructional support.		Formative		
Strategy's Expected Result/Impact: Monitoring by Assistant Principal, student survey	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers, Counselor, GC Liaison, Assistant Principal	75%		100%	
Strategy 4 Details	For	mative Rev	iews	
Strategy 4: Home campuses will be notified of student absences		Formative		
Strategy's Expected Result/Impact: Phone/Email records, Home campus surveys	Jan	Apr	June	
Staff Responsible for Monitoring: Attendance Clerk	100%	100%	100%	

Strategy 5 Details	For	mative Revi	iews
Strategy 5: The GC intervention process will be utilized for students exhibiting work avoidance behaviors (i.e., refusing to complete		Formative	
assignments, sleeping, etc.)	Jan	Apr	June
 Strategy's Expected Result/Impact: 'Work Avoidance' Referral, Counseling Records, Discipline Referrals for 'Refusing to Work' or 'Sleeping' Staff Responsible for Monitoring: Teachers, Counselor, GC Liaison, Principal, Assistant Principal 	100%	100%	100%
No Progress Complished Continue/Modify Discontinu	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 3: The transition of students to and from the Guidance Center will be facilitated.

Evaluation Data Sources: Student Survey Analysis

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Orientation will be provided to each student on his/her first day at Guidance Center		Formative		
Strategy's Expected Result/Impact: Student Survey Analysis	Jan	Jan Apr		
Staff Responsible for Monitoring: Counselor, Teachers, Assistant Principal	100%	100%	100%	
Strategy 2 Details	For	rmative Rev	iews	
Strategy 2: Students will be asked to complete a Counselor Survey during orientation.		Formative		
Strategy's Expected Result/Impact: Student Surveys	Jan	Apr	June	
Staff Responsible for Monitoring: 1st Period Teachers, Counselor and Assistant Principal	0%		100%	
Strategy 3 Details	For	rmative Rev	iews	
Strategy 3: Students will meet with a counselor or professional staff member as requested.		Formative		
Strategy's Expected Result/Impact: Counselor or Administrator	Jan	Apr	June	
Staff Responsible for Monitoring: Counselor/Administrator	80%	•	100%	
Strategy 4 Details	For	mative Revi	iews	
Strategy 4: Counselor/Administrator at home campuses will be contacted with areas of concern.		Formative		
Strategy's Expected Result/Impact: Counselor/Administrator Records	Jan	Apr	June	
Staff Responsible for Monitoring: Counselor, Assistant Principal, Teachers	100%	100%	100%	
No Progress Accomplished — Continue/Modify	Discontinue			

Performance Objective 1: Safe guards are in place to ensure the safety of Students and Staff of GC.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Staff members will wear district ID badges at all times		Formative		
Staff Responsible for Monitoring: Assistant Principal	Jan	Apr	June	
	75%		100%	
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Students will go through metal detectors and have their belongings checked upon entering the building.		Formative		
Staff Responsible for Monitoring: Assistant Principal and morning duty personnel.	Jan	Apr	June	
	100%	100%	100%	
Strategy 3 Details	For	Formative Reviews		
Strategy 3: All outside doors will remain locked at all times.		Formative		
Staff Responsible for Monitoring: Custodians, Assistant Principal, Secretary	Jan	Apr	June	
	100%	100%	100%	
Strategy 4 Details	For	mative Revi	ews	
Strategy 4: Students will be escorted to first period by their homeroom teacher.	Formative			
Staff Responsible for Monitoring: Teachers and Assistant Principal	Jan	Apr	June	
	50%		100%	

Strategy 5 Details	Fo	rmative Rev	iews
Strategy 5: Staff stand in the halls during class change to ensure all students safely arrive at their classes.		Formative	
Staff Responsible for Monitoring: Staff members and Assistant Principal	Jan	Apr	June
	100%	100%	100%
Strategy 6 Details	Fo	rmative Revi	iews
Strategy 6: Students will be escorted by a staff member if transitioning during non class time changes.		Formative	
Staff Responsible for Monitoring: Staff and Assistant Principal	Jan	Apr	June
	100%	100%	100%
No Progress Continue/Modify X I	Discontinue	•	•

Performance Objective 2: Citizenship will be incorporated in the GC experience during the concepts/electives period.

Strategy 1 Details	For	mative Rev	iews	
Strategy 1: Characteristics of Citizenship are taught during Character Education lessons everyday in grades 5 - 8.	Formative			
Staff Responsible for Monitoring: Elective Teacher 5 - 8, Assistant Principal and Counselor	Jan	Apr	June	
	100%	100%	100%	
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Counselor will meet individually with each student on the student's first GC placementcitizen topics will be included in the		Formative		
discussion with the student. Staff Responsible for Monitoring: Counselor and Assistant Principal	Jan	Apr	June	
	80%		100%	
Strategy 3 Details	Formative Reviews		iews	
Strategy 3: Characteristics of Citizenship are taught during elective classes for students in grades 9 - 12.		Formative		
Staff Responsible for Monitoring: Electives Teacher, Counselor, Assistant Principal	Jan	Apr	June	
	0%		0%	
No Progress Continue/Modify X Discontinue	e		•	

Performance Objective 3: Students will receive educational, social, emotional and physical well-being support.

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Counselor will meet with each student individually during each GC placement.	Formative			
Staff Responsible for Monitoring: Counselor and Assistant Principal	Jan	Apr	June	
	100%	100%	100%	
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Students have a short break 4 of the 5 class periods each day where students are offered the opportunity to walk the halls, go to the restroom and get a drink of water with supervision. Staff Responsible for Monitoring: Teachers, Instructional Support Staff and Assistant Principal		Formative		
		Apr	June	
			100%	
Strategy 3 Details	Formative Reviews		ews	
Strategy 3: All Faculty and staff will assist in supporting the social, emotional, and physical needs of students to ensure academic success for		Formative		
all.	Jan	Apr	June	
Staff Responsible for Monitoring: All personnel	100%	100%	100%	
No Progress Ontinue/Modify X Discontinue Notinue/Modify	e			

Performance Objective 4: Staff members are provided frequent, short breaks through out the day.

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Paraprofessional staff members will relieve teachers during the school day for one 15 minute break.		Formative		
Staff Responsible for Monitoring: Teachers, Paraprofessionals and Assistant Principal.	Jan	Apr	June	
	50%		100%	
No Progress Accomplished — Continue/Modify X Discontinue	 -			

Performance Objective 5: Staff survey is done annually to determine specific staff needs for the following year and gather information on current practices at the Guidance Center.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Students are exposed to technology in the classroom

Evaluation Data Sources: Eduphoria Walk-Through Analysis

Strategy 1 Details	Fo	Formative Reviews		
Strategy 1: ACTIVboard		Formative		
Strategy's Expected Result/Impact: Walkthroughs	Jan	Apr	June	
Staff Responsible for Monitoring: Assistant Principal	100%	100%	100%	
Strategy 2 Details	Fo	Formative Reviews		
Strategy 2: Edgenuity, Google Classroom, Schoology, etc.		Formative		
Strategy's Expected Result/Impact: Walkthroughs, Student Success on Test	Jan	Apr	June	
Staff Responsible for Monitoring: Assistant Principal and Teachers	100%	100%	100%	
Strategy 3 Details	Fo	Formative Reviews		
Strategy 3: PISD Library		Formative		
Strategy's Expected Result/Impact: Walkthroughs,	Jan	Apr	June	
Staff Responsible for Monitoring: Assistant Principal and Teachers	100%	100%	100%	
Strategy 4 Details	Fo	Formative Reviews		
Strategy 4: Various web-based instructional sites (i.e., Brainpop, Discovery Ed, Khan Academy, Des Mos Math)		Formative		
Strategy's Expected Result/Impact: Walkthroughs	Jan	Apr	June	
Staff Responsible for Monitoring: Assistant Principal and Teachers	70%		100%	
No Progress Accomplished — Continue/Modify	X Discontinue	<u>l</u>		

Pasadena Independent School District Hancock Elementary

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Pasadena ISD and *Thomas Hancock Elementary School*,

is to provide unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

• Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs 4 ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
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Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative		
science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators	Jan	Apr	June	
	100%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - State Compensatory Funds - Instructional Coach - \$79,113, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$12,420.28, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$32,077				
Strategy 2 Details	Formative Reviews			
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.	Formative			
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	70%	70%	70%	

Strategy 3 Details		For	mative Revi	ews
Strategy 3: Create a master schedule that will provide common planning and PLC time,			Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.		Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		100%	100%	100%
No Progress Accomplished — Continue/Modify	X Discontinue			

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative	
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments	100%	10000	100%
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	100%	(100%)	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - G/T - \$1,298			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate		Formative	
English acquisition.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels			
Staff Responsible for Monitoring: Campus administrator, LPAC committee	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$366.58, - 199 - General Fund - Bil/ESL - \$2,540			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - Special Ed \$670, - 282 - ESSER III - ESSER - \$25,500, - Extended Day/Tutorial - Extended Day - \$700, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$27,111.87, - State Compensatory Funds - At Risk - \$1,911			
No Progress Continue/Modify Discontinue	e	I	I

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Disco	ontinue	•	

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	80%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus. Stretagy's Expected Result/Impact. Increased participation in compuse and district leadership pathysays.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements:	85%	90%	100%
2.4, 2.5, 2.6 No Progress Accomplished Continue/Modify Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

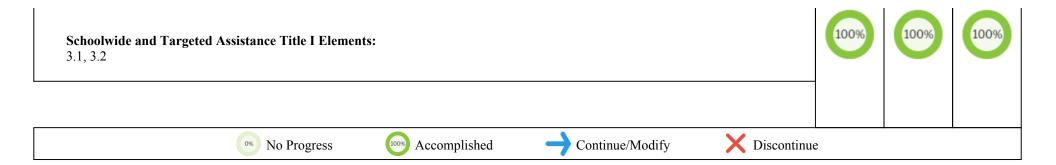
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator			
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Formati		1
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$21,492.93, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,191.81			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.	Formative		
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor	1	-	



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details			ews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,		Formative	
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	10004	12000	12000
Staff Responsible for Monitoring: Campus administrators, counselor, staff	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Q	_		
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	For	mative Revi Formative	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.	For Jan		ews June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative	_
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center		Formative	_
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Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators	Jan	Formative Apr	June

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior	Formative		
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
No Progress Accomplished — Continue/Modify X Discontinue	<u> </u>		

Pasadena Independent School District Jackson Intermediate 2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

James Andrew Jackson Intermediate is dedicated to providing each student the opportunity to receive a well-rounded, quality education in a safe, caring environment. Jackson is committed to developing a partnership with families and community members in order to promote successful, life-long learners.

Vision

- 1. Self-worth will be promoted through recognition of student achievement.
 - 2. Students will master skills required for their next level of learning.
- 3. Each student will develop a sense of dignity and value for all cultures.
 - 4. We anticipate involvement of parents.
 - 5. Students will contribute to a safe environment.
 - 6. Critical thinking skills will be developed.
 - 7. Every person is entitled to respect from others.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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staff in a culturally responsive environment.	
Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that	56

Goals

integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: ELAR: Increase literacy level--40% of students will be at grade level or above by May, 2021

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: MAP Growth Data comparisons Fall - Winter & Winter-Spring Literably Scores Fall - Spring DEAR Time and Read2 logs Reading Elective Course

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implementation of Drop Everything and Read (DEAR), Reading MAP Growth	Formative		
and Literably reading proficiency level in 7th and 8th Grade to measure students reading proficiency progress.	Jan	Apr	June
Strategy's Expected Result/Impact: Currently we have 23% of students reading on grade level and the expected result will be to have at least 40% of the students reading on grade level or above. Staff Responsible for Monitoring: ELAR Leadership MAP Growth- January 2021/Campus Coach and Assistant Principal Literably - November 2020 & May 2021 Teachers and Campus Coach DEAR Time - Teachers / Campus Coaches / Assistant Principal ReadSquare Logs - Teachers & Librarian	50%	•	0%
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Instructional materials - 211 - Title 1 A - Economically Disadvantaged Study - \$5,373.44			

Strategy 2 Details	For	mative Revi	iews
Strategy 2: Reading Intervention for students of all subgroups including students currently in the Reading Elective Class through the use of		Formative	
innovative technology and digital resources to engage students in the learning process.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will be expected to improve at least 1 reading proficiency level. Staff Responsible for Monitoring: ELAR Leadership Literably - Teachers and Campus Coach in the Spring and Fall Semester. Reading Elective Progress - End of the Spring & Fall Semester/ Reading Elective Teachers and Campus Coach	75%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$73,667			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 2: ELAR: Increase performance on standardized tests to at least 30% of African American students obtaining satisfactory results.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Summit Learning Platform - Projects and Power Focus Areas

Semester Exam

Progress Monitoring in Reading Class

Reading Mock STAAR & Reading STAAR

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Identify a group of ~15 African American students needing reading intervention in 7th & 8th grade and implement culturally		Formative	
diverse and culturally rich text that the students can relate to.	Jan	Apr	June
Strategy's Expected Result/Impact: 50% of African American students will be expected to score approaches on the STAAR test. Staff Responsible for Monitoring: ELAR Leadership Every Six Weeks- Teachers, Campus Coach and Assistant Principal. Campus Coach & Assistant Principal December 2020, February and May 2021.	25%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	For	mative Rev	iews
rategy 2: Provide students with a clear description of intended learning outcomes and set goals in ELAR Summit Learning Platform		Formative	
Strategy's Expected Result/Impact: At least 90% of students will be able to articulate learning target for the day	Jan	Apr	Jun
Staff Responsible for Monitoring: ELAR Leadership			
Weekly PLC Lesson Planning- Campus Coach and Assistant Principal	7504		0%
Campus Coach & CCS Observations	75%		070
ILT Walkthroughs			
Weekly Data Analysis Protocol = Teachers, Campus Coach & CCS.			
Schoolwide and Targeted Assistance Title I Elements:			
2.4			
- TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers: Lever 5: Effective Instruction			
Level 3. Effective histraction			
Strategy 3 Details	For	mative Rev	iews
rategy 3: Parent phone calls will be made to students at the end of the second and fifth week of the six weeks		Formative	
Strategy's Expected Result/Impact: At least 90% of students will not have zeros in the gradebook	Jan	Apr	Jun
Staff Responsible for Monitoring: ELAR Leadership		Г	
Progress reports and report cards	FOO		000
Parent Phone Call Logs	50%		09
Schoolwide and Targeted Assistance Title I Elements:			
2.6			
- TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 5: Effective Instruction			

Performance Objective 3: At least 20% of Sp.Ed. students will receive satisfactory scores on standardized tests (STAAR).

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Weekly Lesson Plans

Supplemental aids used by students.

Anchor charts

Preferential seating

Differentiated instruction

IEP Implementation Documentation

Support Facilitation Logs

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide accommodations for special education students based on IEPs		Formative	
Strategy's Expected Result/Impact: At least 20% of Sp.Ed. students are obtaining mastery of 70% or greater on their PFA content assessments following interventions/accommodations.	Jan	Apr	June
Staff Responsible for Monitoring: ELAR Leadership: Weekly Lesson Plans (Differentiation)/Teachers/ Campus Coach RTI Compliance Documentation Spreadsheet	75%		0%
Case Manager Check-ins IEPs Compliance/ Accommodation Spread Sheet Every Progress Report Week/Report Card (Example Red Binder)			
Campus Coach/ CCS Observations/Feedback ILT Walkthroughs			
Schoolwide and Targeted Assistance Title I Elements:			
2.4	-		
- TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers: Lever 5: Effective Instruction			
Funding Sources: - 199 - General Fund - \$1,644			

Strategy 2 Details	For	mative Revi	iews
Strategy 2: Use data to drive instructional decisions to pull small groups.		Formative	
Strategy's Expected Result/Impact: Students who participate in data driven small groups will increase scores on tests by at least 10%. Staff Responsible for Monitoring: ELAR Leadership PLC Lesson Planning/Teachers/ Campus Coach/Assistant Principal Campus Coach and CCS Observations ILT Walkthroughs Mock STAAR data, STAAR data, PFA data	Jan 75%	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 4: ELAR: At least 32% of LEP students will achieve satisfactory scores on standardized tests (STAAR).

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Weekly Lesson Plans Workshops/Small Group Instruction Purposeful grouping Increases in data points

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Identify ELL students levels 3 & 5 needing reading intervention in 7th & 8th Grade.		Formative	
Strategy's Expected Result/Impact: 32% of the students will be expected to score approaches on the STAAR. Staff Responsible for Monitoring: ELAR Leadership: December 2020 February 2021 May 2021	Jan 25%	Apr	June
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide students with a clear description of intended learning outcomes and set goals in ELAR in the Summit Learning Platform		Formative	
Strategy's Expected Result/Impact: At least 90% of students will be able to articulate learning target for the day	Jan	Apr	June
Staff Responsible for Monitoring: ELAR Leadership PLC Lesson Planning Campus Coach & CCS Observations ILT Walkthroughs Weekly Data Analysis Protocol	75%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction			

Strategy 3 Details	For	Formative Reviews	
Strategy 3: Provide students with ESL & SIOP strategies intended to support their language acquisition and academic language.		Formative	
Strategy's Expected Result/Impact: At least 32% of the students will score approaches on the STAAR.	Jan	Apr	June
Staff Responsible for Monitoring: ELAR Leadership			
PLC Lesson Planning	E00/		0%
Campus Coach & CCS Observations	50%		0%
ILT Walkthroughs			
Weekly Data Analysis Protocol	ļ		
Every nine weeks in projects.			
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$2,917			
No Progress Accomplished — Continue/Modify X Disconti	nue		•

Performance Objective 5: ELAR: At least 30% of students will show an increase in proficiency levels on TELPAS 2020-2021

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Content and Language objectives are posted on board daily Exit tickets (or other PLC question #2 assessments) will be aligned to learning target 90% of students will answer exit tickets correctly 90% of students will have set their goals in the Summit Learning Platform.

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Provide students with a clear description of intended learning outcomes using the four domains of language acquisition Listening,		Formative	
Speaking, Reading and Writing and set goals in ELAR in the Summit Learning Platform	Jan	Apr	June
Strategy's Expected Result/Impact: At least 90% of students will be able to articulate learning target for the day Staff Responsible for Monitoring: ELAR Leadership PLC Lesson Planning Campus Coach & CCS Observations ILT Walkthroughs Weekly Data Analysis Protocol	75%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide students with ESL & SIOP strategies intended to support their language acquisition and academic language using		Formative	
echnology and a variety of digital resources to engage students in the learning process. Strategy's Expected Result/Impact: At least 30% of the students will increase their TELPAS composite rating one proficiency level or higher. Staff Responsible for Monitoring: ELAR Leadership PLC Lesson Planning Campus Coach & CCS Observations ILT Walkthroughs Weekly Data Analysis Protocol Every nine weeks in projects on the Summit Learning Platform. Mid-year & End of the Year LPAC Committee Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Jan 75%	Apr	June

Performance Objective 6: ELAR: Increase amount of students achieving meets/masters on STAAR test by 5%.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Higher scores on Winter and Spring MAP test

Higher scores on Mock STAAR

Increase of student achievement in the areas of meets and masters on STAAR/PSAT test.

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Review MAP Data with students and set purposeful goals to achieve higher scores on STAAR test		Formative	
Strategy's Expected Result/Impact: Goal setting sheets will be used for MAP and STAAR to prioritize achievement goals which will result in a greater increase in students obtaining meets and masters on STAAR. Staff Responsible for Monitoring: ELAR Leadership PFA data - Weekly DAP Mock STAAR data in February or March MAP data Fall-Winter, Winter-Spring	Jan 50%	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction			

Strategy 2 Details	For	mative Revi	iews
ategy 2: Provide students with GT and Pre-AP extensions and enrichment activities to improve their STAAR & PSAT scores.		Formative	
Strategy's Expected Result/Impact: Increase 5% the amount of students achieving meets and masters scores on the STAAR and Improve scores on the PSAT test.	Jan	Apr	June
Staff Responsible for Monitoring: ELAR Leadership January PSAT Administration March PSAT Data Talks - Student Reflections Summit Learning Projects every nine weeks. GT Showcase - May, 2021	25%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction			
Funding Sources: - 199 - General Fund - \$2,060			
No Progress Accomplished Continue/Modify Discontinu	ıe		1

Performance Objective 7: Social Studies: Students will exceed the District average on the 8th Grade Social Studies STAAR test

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Lesson Plans

Observations and walkthroughs

Final Products in the Summit Platform

STAAR Test Results

Writing during Warm-ups and Exit Tickets

Structured Writing using Writing Revolution strategies

Semester CBA

Mock STAAR

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Increase extended writing using high rigor questioning strategies		Formative	
Strategy's Expected Result/Impact: Improvement in writing	Jan	Apr	June
Improved Cognitive scores in projects Staff Responsible for Monitoring: SS Leadership Each six weeks Final Product Due Dates	75%		0%
10-20 12-15 8th grade only 2-20 7th Grade only March 5th 8th Grade only May 20th			
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$5,373.44			

Strategy 2 Details	For	Formative Reviews	
Strategy 2: Spiraling highly tested and lower scoring standards through Common assessments		Formative	
ntroduce 8th grade STAAR type questions during warm-ups and exit tickets	Jan	Apr	June
Strategy's Expected Result/Impact: Student data percentages increase for targeted standards Increased familiarity and success on STAAR type questions Increased cognitive skill scores	75%	7.191	0%
Staff Responsible for Monitoring: SS Leadership Each 6 weeks			
Each checkpoint			
End of semester			
Schoolwide and Targeted Assistance Title I Elements:			
2.4			
- TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 5: Effective Instruction			
Strategy 3 Details	For	mative Revi	
Strategy 3: Vertical alignment between 7th grade and 8th Grade		Formative	
Strategy's Expected Result/Impact: 7th graders can answer higher level, multi-task questions similar to 8th grade	Jan	Apr	June
7th graders can understand topics from the 8th grade curriculum			
Staff Responsible for Monitoring: SS Leadership	750/		004
Each 6 weeks	75%		0%
12-6			
1-17			
2-14			
4-25			
Schoolwide and Targeted Assistance Title I Elements:			
2.4			
- TEA Priorities:			
Build a foundation of reading and math - ESF Levers:			
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Performance Objective 8: Social Studies: 90% of Jackson students will achieve mastery in the Summit Platform in Social Studies

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Lesson Plans

Observations Walkthroughs Platform data Grades

Strategy 1 Details		Formative Reviews	
Strategy 1: Data driven small group Instruction within the classroom		Formative	
Strategy's Expected Result/Impact: Mastery of PFA	Jan	Apr	June
Mastery of Projects Staff Responsible for Monitoring: SS Leadership Minimum of 1 time each 3 weeks grading period	75%		0%
Schoolwide and Targeted Assistance Title I Elements:			
2.4 - TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 5: Effective Instruction			

Strategy 2 Details	Fo	Formative Reviews	
Strategy 2: Grade level Interventions among Social Studies teachers each class period		Jan Apr Ju	
Strategy's Expected Result/Impact: Mastery of Focus Areas Mastery of Projects Staff Responsible for Monitoring: SS Leadership Minimum of 1 time each 3 weeks grading periodEach 3 weeks Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction			
Strategy 3 Details	For	mative Rev	riews
Strategy 3: Intervention groups across classes conducted by the Intervention Team		Formative	:
Strategy's Expected Result/Impact: Mastery of Focus Areas Mastery of Projects Staff Responsible for Monitoring: SS Leadership Bi-weekly	Jan 75%	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Performance Objective 9: Social Studies: 90% of all Emerging Bilinguals and Special Education Students will increase scores

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Warm-ups using academic vocabulary

Use of word walls or anchor charts

Structured conversations

Strategy 1 Details		Formative Reviews		
Strategy 1: Emerging Bilinguals will increase academic speaking and writing in the classroom		Formative		
Strategy's Expected Result/Impact: Increased student talk in the classroom Increased mastery of Cognitive Increased academic writing Staff Responsible for Monitoring: SS Leadership Each 9 weeks or more Weekly lesson plans monitored each 6 weeks	Jan 25%	Apr	June	
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Strategy 2 Details		Formative Reviews		
Strategy 2: Special Education will use supplemental aids		Formative		
Strategy's Expected Result/Impact: Increased use of supplemental aids on a regular basis Staff Responsible for Monitoring: SS Leadership	Jan	Apr	June	

Each 6 weeks

Schoolwide and Targeted Assistance Title I Elements:
2.4
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction

No Progress

No Progress

Continue/Modify

Discontinue

Performance Objective 10: Science Goal: 90% of all students will receive credit for their science course by the end of year.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Teachers with less than 90% pass rate in the first six weeks will increase their passing rate by 10% for 2nd six weeks

Planned Tier 2 lesson in classroom workshops

Parent contact logs

Improvement in six weeks grade

Strategy 1 Details	For	mative Revi	iews		
Strategy 1: Provide students rigorous curriculum with numerous scaffolded resources in the Summit Platform. (implemented by qualified		Formative			
teachers and staff) Strategy's Expected Result/Impact: At least 90% of students will earn a 70 or greater on each six weeks Staff Responsible for Monitoring: Science Leadership Progress reports and report cards Lesson Plans Weekly Platform checks Schoolwide and Targeted Assistance Title I Elements: 2.4	Jan 100%	Apr 100%	June 100%		
- TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$5,373.44					

Strategy 2 Details	For	Formative Reviews	
Strategy 2: Provide students with clear description of intended learning outcomes and daily expectations in the classroom		Formative	
Strategy's Expected Result/Impact: At least 90% of students will be able to articulate learning target for the day Staff Responsible for Monitoring: Science Leadership Internal rounds AP Walkthroughs CCS observations Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities:	Jan 100%	Apr 100%	June 100%
Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Strategy 3 Details	For	mative Revi	ews
Strategy 3: Parent phone calls will be made to students at the end of every sixth week grading period.		Formative	
Strategy's Expected Result/Impact: At least 90% of students will not be Off Track in the SUMMIT Platform in science.	Jan	Apr	June
Staff Responsible for Monitoring: Science Leadership Progress reports and report cards Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math	25%	100%	100%

Performance Objective 11: Science: Data Driven Interventions to Increase Students performance within the Classroom

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Exit ticket or CFA as the student leaves the intervention

Success on the SE in the given PFA

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Pull outs with Mrs. Haynes based on low scoring SE's		Formative		
Strategy's Expected Result/Impact: Students every 2 weeks will work with her to gain satisfactory on an SE	Jan	Apr	June	
Staff Responsible for Monitoring: Science Leadership Performance on SE data from the PFA	75%		0%	
Schoolwide and Targeted Assistance Title I Elements: 2.4				
- TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Wildcat Time - students are pulled by low performing SE's and/or Cog Skill		Formative		
Strategy's Expected Result/Impact: Improved SE performance	Jan	Apr	June	
Improved Cog Skills Staff Responsible for Monitoring: Science Leadership Every 2 weeks	100%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				

Strategy 3 Details]	Formative Reviews	
Strategy 3: Saturday School and Extended Day		Formative	
Strategy's Expected Result/Impact: Improved PFA and/or checkpoint completion	Jan	Apr	June
Staff Responsible for Monitoring: Science Leadership		-	
Week before the date of the planned Intervention Day	25%		0%
Schoolwide and Targeted Assistance Title I Elements:			
2.4			
- TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 5: Effective Instruction			
Funding Sources: - 282 - ESSER III - \$59,500			
No Progress Continue/Modify	X Discontinue		•

Performance Objective 12: Science: Meet or beat the district in the 8th Grade STAAR Test 2022

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Successful completion of the PFA's and AFA's in the Platform Increased Cog Skill scores STAAR Released Questions

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide students rigorous curriculum with numerous scaffolded resources in the Summit Platform.	Formative		
Strategy's Expected Result/Impact: Increased Cog Skills scores	Jan	Apr	June
Increased AFA's attempted Staff Responsible for Monitoring: Science Leadership Increased percentages on PFAs and AFAs	100%	100%	100%
Cog Skill score in the Summit Platform			
Semester and MOCK Exams			
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide data driven small groups within the classroom		Formative	
Strategy's Expected Result/Impact: Students will have an increased performance on their PFA's and Cog Skills	Jan	Apr	June
Staff Responsible for Monitoring: Science Leadership Weekly Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math	100%	100%	100%
- ESF Levers: Lever 5: Effective Instruction			
No Progress Accomplished — Continue/Modify X Disc	ontinue		

Performance Objective 13: Science: Grade Level PLC Planning to support Student Success in the Classroom

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: PLC agenda minutes

Lesson Plans Completed DAP

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Twice a week professional learning communities (PLCs)		Formative	
Data analysis Lesson planning	Jan	Apr	June
Lesson planning Strategy's Expected Result/Impact: Student growth due to the collaboration of their teachers. Staff Responsible for Monitoring: Science Leadership PLCs w/CCS, AP and instructional coach	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	For	mative Revi	iews
Strategy 2: District level professional development		Formative	
PL convening Science FOCUS meetings	Jan	Apr	June
Strategy's Expected Result/Impact: Improved teacher knowledge of projects and curriculum Teaching strategies	100%	100%	100%
Staff Responsible for Monitoring: Science Leadership December			
May			
Schoolwide and Targeted Assistance Title I Elements: 2.4			
- TEA Priorities:			
Recruit, support, retain teachers and principals - ESF Levers:			
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Instructional coaching		Formative	
Strategy's Expected Result/Impact: Improved teacher performance in teacher selected area of focus	Jan	Apr	June
Staff Responsible for Monitoring: Science Leadership			
Instructional Coach			Y
Teacher			
Schoolwide and Targeted Assistance Title I Elements:			
2.4			
e e e e e e e e e e e e e e e e e e e			
2.4 - TEA Priorities:			

Performance Objective 14: Math: Increase student success on math assessments by 30%.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Summit data

Amount of students passing the end of unit assessment on the first attempt increases Amount of students passing the common assessments increases

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Data driven intervention groups		Formative		
Strategy's Expected Result/Impact: Teachers will evaluate and adapt for student's individual needs Students will receive more targeted interventions	Jan	Apr	June	
Staff Responsible for Monitoring: Math Leadership 10/29 11/29 12/15 1/30 2/25 3/30 4/30	50%		0%	
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$5,373.44				

Strategy 2 Details	For	mative Revi	iews
Strategy 2: Targeting instructional accommodations and appropriate scaffolds		Formative	
Strategy's Expected Result/Impact: Students will be able to utilize strategies and accommodations specific to their learning needs Staff Responsible for Monitoring: Math Leadership Classroom observations bi-weekly Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Jan 50%	Apr	June
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Lesson planning		Formative	
Strategy's Expected Result/Impact: Students will have an increase in growth and success on assessments	Jan	Apr	June
Staff Responsible for Monitoring: Science Leadership Monitor lesson plan template and PLC collaboration Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers:	100%	100%	100%
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction No Progress Continue/Modify Discontinue	ue		

Performance Objective 15: Math: 50% of students will meet their RIT goal score in MAP testing in Math.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Teachers will examine dreambox data to see where students are performing

Teachers will be aware of vertical alignment, have PLC discussions, and access prior knowledge during lesson plans

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Use vertical alignment to scaffold students who are not on grade level		Formative	
Strategy's Expected Result/Impact: Students will start to close gaps from prior grade levels.	Jan	Apr	June
Use vertical alignment chart in PLC, and when utilizing map learning continuum Staff Responsible for Monitoring: Math Leadership End of each month, analyzing dreambox data Weekly during PLC Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	75%		0%
No Progress Accomplished Continue/Modify Discontinue	<u> </u> e		<u> </u>

Performance Objective 16: Math: The percentage of students projected to pass STAAR by map reports will increase by 10%

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Teacher will use DAP and discuss results during PLC meetings

Students will be assigned Wildcat time based on their needs from common assessment

Strategy 1 Details		Formative Reviews	
Strategy 1: Providing tutoring and homeroom interventions	Formative		
Strategy's Expected Result/Impact: Have performance level to properly give intervention and tutoring for low performing students Students will improve on teks they perform low	Jan	Apr	June
Staff Responsible for Monitoring: After each math unit ends Miller to monitor Wildcat time	50%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction			

Strategy 2 Details	For	mative Revi	ews
Strategy 2: Recommend Math elective class		Formative	
Strategy's Expected Result/Impact: Students in math elective will have an increase in their success on common assessments and benchmarks given.	Jan	Apr	June
Staff Responsible for Monitoring: Math Leadership At the end of each 6 weeks:	100%	100%	100%
11/1/21			
12/17/21			
2/21/22			
4/11/22			
5/20/22			
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Performance Objective 17: Intervention: To implement an innovative intervention team whose focus is on maintaining consistent student interventions throughout the school year.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Master schedule to reflect team member schedule changes and intervention periods

Organized GLT interventions

Intervention team members will pull students based on collected data for GLT's and PLC's

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Intervention team members will organize across content interventions.	Formative		
Strategy's Expected Result/Impact: To create more opportunities for students to receive needed interventions for missed instruction.	Jan	Apr	June
Staff Responsible for Monitoring: Intervention Team Review effectiveness of GLT intervention rotation by the following week the intervention was conducted. Survey for teachers and students to gauge the effectiveness of the intervention period by December.	75%		0%
Schoolwide and Targeted Assistance Title I Elements:			
2.4 - TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 2 Details	For	mative Revi	iews
Strategy 2: Use intervention periods for team members to pull students data		Formative	
Strategy's Expected Result/Impact: To facilitate specific interventions for students Staff Responsible for Monitoring: Intervention Team GLT interventions should review the data with GLT's each week that is focused on targeted students. Coaches will evaluate data weekly during GLT meetings. Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: - State Compensatory Funds - \$380,799	Jan 75%	Apr	June 0%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Interventionist lead pulls HB4545 students for interventions.		Formative	
Strategy's Expected Result/Impact: To satisfy the HB requirements and support students with supplemental instruction. Staff Responsible for Monitoring: Intervention team MAP Test (January) Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Jan 75%	Apr	June 0%

Strategy 4 Details	For	mative Revi	iews
Strategy 4: Extended day interventions		Formative	
Saturday School Interventions	Jan	Apr	June
Strategy's Expected Result/Impact: To provide more interventions for students outside of the school day while targeting specific students falling behind. Staff Responsible for Monitoring: Intervention Team Extended Day Interventions: Survey Saturday Interventions: Survey Summit Platform: Data percentage comparisons per intervention On/ Off track Number of PFA attempts	50%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Instructional Materials - Extended Day/Tutorial - \$7,728, - State Compensatory Funds - \$3,530			
No Progress Accomplished — Continue/Modify X Discontinu	ue		

Performance Objective 18: Special education student needs will be met fully in instruction and behavior contexts

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: discipline data

performance data

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative	
Strategy's Expected Result/Impact: Reduced number of special education students being removed from the instructional environment	Jan	Apr	June
Staff Responsible for Monitoring: Admin			
Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	75%		0%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.		Formative	-
Strategy's Expected Result/Impact: improved compliance with TBSI	Jan	Apr	June
Staff Responsible for Monitoring: Admin	50%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.6			
- ESF Levers:			
Lever 3: Positive School Culture, Lever 5: Effective Instruction			
No Progress Continue/Modify X Discontinue	2		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Post-Secondary: Give students opportunities to explore colleges and programs of study.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: In homeroom mentors will ask students to produce and ultimately present their top options for employment and explain the various paths they have to attain their goals.

Homeroom teachers can also post any project/visual in the classroom and hallway promoting the various interests of their students.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: College and Career Fair		Formative	
Strategy's Expected Result/Impact: Students will be able to explore the myriad of options when it comes to colleges, careers, and	Jan	Apr	June
military options upon exiting high school. Students will be able to investigate and research various sources of employment and career options that interest them based off their individual Kudor results.	75%		0%
Staff Responsible for Monitoring: Counseling Team HR mentor checks for project completion Students present their projects Student work displayed in the classroom and hallways.			
Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities:			
Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum			

Strategy 2 Details	Formative Reviews		iews
Strategy 2: Academic Pep Rallies		Formative	
Strategy's Expected Result/Impact: Students will be able to identify different colleges, universities and their programs of study.	Jan	Apr	June
Staff Responsible for Monitoring: Counseling Team		-	
Kahoot Results	75%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum			
Level 3. I ostave belioof culture, Level 4. Ingh Quanty Cultivatum			
No Progress Accomplished Continue/Modify X Discontinue	l nue		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: High School - Students learn the opportunities and Career programs available to them in Pasadena ISD.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Students will apply for programs within the district. By understanding and meeting district deadlines.

Students will select a career pathway for highschool.

Students will select their courses for High School understanding the differences between Dual Credit, AP, Pre Ap and Regular classes.

Strategy 1 Details	Formative Reviews		iews
Strategy 1: CTHS/Early College - Exploration		Formative	
Strategy's Expected Result/Impact: Students learn the differences between all high school programs and pathways so that they are able to make an informed decision on what educational program best fits their college/career goals.	Jan	Apr	June
Staff Responsible for Monitoring: Counseling Team 8th Grade Counselor will meet with all 8th Graders to record each student's educational decision.	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Power of Choice - Celebration Day		_	
Strategy's Expected Result/Impact: Students will share with the teacher, staff and student body their high school program selection. Staff Responsible for Monitoring: Counseling Team	Jan	Apr	June

the 8th Grade Counselor will meet with all 8th Graders to record each student's educational decision.

Schoolwide and Targeted Assistance Title I Elements:
2.5
- TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 3: Albemarle - Presentations from Guest Speakers in STEM related fields.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Once a week students will participate and donate their time to events and projects in the community and school at large.

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Albemarle - Mentorship Program		Formative	
Strategy's Expected Result/Impact: Students will be able to participate in the after school mentoring program affiliated with Albemarle.	Jan	Apr	June
Students will be able to participate in the educational kayaking field trip at the end of the year.			
Staff Responsible for Monitoring: Counseling Team			
Schoolwide and Targeted Assistance Title I Elements:			
2.5			
- TEA Priorities:			
Connect high school to career and college			
- ESF Levers:			
Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Kuder Testing		Formative	
Strategy's Expected Result/Impact: Students have an idea of what careers match with their current interests.	Jan	Apr	June
Staff Responsible for Monitoring: Counseling Team	- Jun	- 1-p1	ounc
Schoolwide and Targeted Assistance Title I Elements:	50%		0%
2.5			
- TEA Priorities:			
Connect high school to career and college - ESF Levers:			
Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum			
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No Progress Accomplished — Continue/Modify X Discont	inue		•

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Retention rate for teachers at 95% or above

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Evaluation Data Sources: Retention rate

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Teacher appreciation events ongoing throughout the year		Formative		
Strategy's Expected Result/Impact: Higher retention rate	Jan	Apr	June	
Staff Responsible for Monitoring: Admin TEA Priorities:	75%	-	0%	
Recruit, support, retain teachers and principals - ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				
Strategy 2 Details	Formative Reviews		ews	
Strategy 2: Provide teachers with opportunities for growth in leadership		Formative		
Strategy's Expected Result/Impact: Higher retention rate	Jan	Apr	June	
Staff Responsible for Monitoring: Admin	50%	-	0%	
TEA Priorities:	50%		0%	
Recruit, support, retain teachers and principals				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Provide quality ongoing professional development		Formative	
Strategy's Expected Result/Impact: higher retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers:	75%	•	0%
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
No Progress Complished Continue/Modify X Discontinu	e	•	•

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Increase parent volunteer numbers by 10%

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Number of parent volunteers

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Parent coordinator will reach out to parents on a regular basis to offer opportunities for volunteering		Formative	
Strategy's Expected Result/Impact: Parent volunteers will increase	Jan	Apr	June
Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assistance Title I Elements: 3.2 - ESF Levers:	50%		0%
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture No Progress Accomplished Continue/Modify Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Increase family and community engagement through consistent and timely information distribution

District Objective:

Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Social media followers and website visits

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Update website and social media platforms consistently		Formative	
Strategy's Expected Result/Impact: increase involvement in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Admin			
Schoolwide and Targeted Assistance Title I Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	75%		0%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Establish a teacher led coalition to organize events and involvement opportunities		Formative	
Strategy's Expected Result/Impact: Increased opportunities for parent involvement	Jan	Apr	June
Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assistance Title I Elements: 3.2	75%		0%
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,793.02			
No Progress Continue/Modify X Discontinue	;		

Performance Objective 1: Provide one-to-one direct counseling for students experiencing a myriad of emotional and social needs.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Evidence of growth, understanding, and improvement in their ability to cope, process, and make decisions in reference to social and emotional issues they encounter throughout their daily lives.

Students are able to navigate crisis situations using the skills discussed during counseling sessions.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Direct counseling sessions with students on a scheduled and walk-in basis.		Formative	
Strategy's Expected Result/Impact: Students will be able to express their social/emotional needs and circumstances while working	Jan	Apr	June
with the counselor to explore methods to self-direct problem solving skills along with socially and emotional acceptable decision making skills			
Staff Responsible for Monitoring: Counseling Team	100%	100%	100%
Weekly Check Ins			
Monthly Check Ins			
Teacher Feedback			
Schoolwide and Targeted Assistance Title I Elements:			
2.5			
- ESF Levers:			
Lever 3: Positive School Culture			

Strategy 2 Details	For	mative Revi	iews
Strategy 2: Actively monitor and assign weekly meetings with students who need more consistent monitoring and guided interactions.		Formative	
Strategy's Expected Result/Impact: Students who are scheduled on a weekly basis will intentionally work on skills that they show	Jan	Apr	June
difficulty in managing after a few individual sessions. These ongoing sessions will be more intensive and more focused to ensure growth and understanding of how to best navigate social/emotional well-being moving forward in their lives. Staff Responsible for Monitoring: Counseling Team Weekly Check Ins Parent Feedback Teacher Feedback Updating Behavior Plans/Safety Plans	100%	100%	100%
ESF Levers: Lever 3: Positive School Culture			

Performance Objective 2: Provide students alternate resources to reach out to the counseling staff when they feel the need for social and emotional support.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Students will be able to access information/announcements that are posted and updated on the website as the year progresses to ensure they are aware of all the activities that are being provided for them as students here at JIS.

Students will be able to access "rooms" on the JIS student webpage under the "Counselor" tab in which they can enter rooms that allow for relaxation, self-reflection, and/or personal growth

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Maintain Jackson Website Counseling Page		Formative	
Strategy's Expected Result/Impact: Students will be able to access the Jackson website for additional resources in reference to social	Jan	Apr	June
and emotional well-being; along with being able to access other methods of communicating with the counselor as a virtual or face-to-face learner.		42224	(100)
Staff Responsible for Monitoring: Counseling Team Check in with students in the morning and at lunch to remind them about features on the website and how informative the website is, along with the many self-care options the website afords.	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.5			
- ESF Levers: Lever 3: Positive School Culture			

Strategy 2 Details	For	mative Revi	ews
Strategy 2: Counselor Request Google Form		Formative	
Strategy's Expected Result/Impact: Students will be able to fill out a Counselor Referral form via the Jackson Website so that an	Jan	Apr	June
appointment can be requested at any time regardless of their chosen learning format. Staff Responsible for Monitoring: Counseling Team Check the responses page throughout the week to update any concerns/student's needs. Remind PLC and GLT meeting members that the referral is there and a tool that can be used to help with social/emotional needs of the students	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture			
No Progress Continue/Modify X Discontinu	e	1	

Performance Objective 3: Provide monthly guidance lessons that address social and emotional needs for our students in the world around them.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Students will be able to access information/announcements that are presented and discussed via the counselors as the year progresses to ensure they are aware of all the activities that are being provided for them as students here at JIS.

Students will be able to receive guidance lessons and social/emotional presentations throughout the year to continue to help each student grow and mature in a productive manner.

Students will be able to receive guidance lessons and social/emotional presentations throughout the year to continue to help each student grow and mature in a productive manner.

Awareness of social and emotional issues that exist not only on our campus, but in our world around us will be discussed and given appropriate attention to help guide our studen as they navigate these very formative years in jr. high.

Strategy 1 Details	For	Formative Reviews Formative	
Strategy 1: Habits of Success Lessons			
Strategy's Expected Result/Impact: Students will be informed, updated, and educated on social/emotional issues and skills that are	Jan	Apr	June
essential during the Jr. High formative years that are linked to their Habits of Success in the Summit Learning Platform. Students will be guided in a lesson given by the counselor in which social and emotional skills are focused on which will allow the students to begin applying them to their everyday lives. Staff Responsible for Monitoring: Counseling Team Homeroom/Mentor activities prior to and post guidance lesson delivery, as well as counselor check ins with specific students. Referencing data such as counselor referrals and /or AP referrals pertaining to acceptable social/emotional issues.	75%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture			
No Progress Accomplished Continue/Modify X Discontin	ue		

Performance Objective 4: Provide a safe and rejuvenating environment in the Counseling Center to create a climate of trust and reassurance that we are here to help them succeed socially and emotionally at all times.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Students will be able to have a safe, calm space to take a time out that will allow them to collect themselves and make good choices/decisions when in an overly emotional or difficult mood or position.

The Sanctuary Room will help lead to fewer emotional/social outbursts in classrooms and/or hallways, along with lessening the number of confrontations between students-students and students-teachers.

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Sanctuary Room	Formative		
Strategy's Expected Result/Impact: Sanctuary Room will be a place for the student to use as a "cooling off" zone so they can refocus	Jan	Apr	June
and calm down while facing a socially/emotionally difficult event, decision, or circumstance. They will be able to access this room privately under the supervision of Ms. Garcia and then be expected to have a private one on one session with their grade level counselor. Staff Responsible for Monitoring: Counseling Team Create Google Forms to check in with students about the effectiveness and productivity of the Sanctuary Room.	50%		0%
Continuous polling of students to see what they would like to have access to in the Sanctuary Room to help make it most effective when they need it.			
Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture			

Strategy 2 Details	For	mative Revi	ews
Strategy 2: Stress Toys, Diffusers, Relaxing Music, Lighting for Calm and Mood Sensitivity	Formative		
Strategy's Expected Result/Impact: These stress relief options will be available during one on one sessions, along with being	Jan	Apr	June
accessible in the Sanctuary Room as a means to help calm, focus, and/or ease the student into being able to express the social/emotional issue or concern they are here to discuss with their counselor. Staff Responsible for Monitoring: Counseling Team Compare data concerning students leaving the classroom to come to the counseling center due to social/emotional needs that are not within the category of emergency and/or severe issues. Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	100%	100%	100%
No Progress Accomplished Continue/Modify X Discontinue	<u> </u>		

Performance Objective 5: Complete the CREST application: Counselors Reinforcing Excellence in Texas.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Yearly monitoring through data, referrals, and/or parent request as to how necessary and vital the counseling center is for our students and our teachers throughout the year.

Yearly review of all programs and resources the Counseling Center provides our staff, students, and community in an effort to raise the bar each and every year to ensure growth and improvement.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Highlight Counseling Center success through data and alignment with campus improvement plan.	Formative		
Strategy's Expected Result/Impact: Showing the consistency and need that our students utilize the many facets of our Counseling Center throughout the year both emotionally and socially for support and overall coping skills.	Jan	Apr	June
Staff Responsible for Monitoring: Counseling Team Data reports including the progress students make when working with the counseling center.	25%		0%
Running lists/reports of all resources and programs we offer to all stakeholders in our learning community.			
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Advocate for school counseling program and document how it supports student success.	Formative		
Strategy's Expected Result/Impact: To help enlighten and educate all stakeholders concerning the need and the importance that school counseling affords for our students, our staff, and our community.	Jan	Apr	June
Staff Responsible for Monitoring: Counseling Team Meetings with parents, students, and teachers to get feedback and suggestions as to how to strengthen the counseling center at JIS.	100%	100%	100%
Meeting with district level personnel and other stakeholders to ensure growth and advancement of our counseling services at JIS.			
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
No Progress Continue/Modify Discontinu	e		l

Performance Objective 6: Annonymous Alerts will be utilized campus wide

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: AA data reports

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Training stakeholders in the use of Anonymous Alerts app		Formative	
Strategy's Expected Result/Impact: All parties will download the app to be prepared to report threats or concerns.	Jan	Apr	June
Staff Responsible for Monitoring: AP Briones ESF Levers: Lever 1: Strong School Leadership and Planning	25%		0%
No Progress Complished Continue/Modify Discontinue	e		

Performance Objective 1: Provide quality customer service to stakeholders

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Evaluation Data Sources: Parent complaints

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Provide updated information to all members of the school community so they can meet the needs of our stakeholders and parents		Formative	
as needed.	Jan	Apr	June
Strategy's Expected Result/Impact: Reduction in parent complaints Staff Responsible for Monitoring: Admin	75%		0%
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture)		
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Provide customer service training to office staff	Formative		
Strategy's Expected Result/Impact: More effective communication with stakeholders	Jan	Apr	June
Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	0%		0%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 2: Parent involvement in technology trainings offered from campus will increase by 10%

District Objective:

Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities.

Evaluation Data Sources: Attendance

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Offer regular technology training for parents on campus	Formative		
Strategy's Expected Result/Impact: Increased attendance to trainings and an increase in parent awareness in how to support student	Jan	Apr	June
learning Staff Responsible for Monitoring: Admin	25%		0%
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 3: Facilities upgrades will be purposely monitored and requested to improve quality of facilities for our students.

District Objective:

Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: Facilities upgrades

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Maintain a record of building needs and create a timeline for replacement	Formative		
Strategy's Expected Result/Impact: facilities improvements	Jan Apr June		June
Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	50%		0%
No Progress Continue/Modify X Discontinue	2		

Performance Objective 4: Increase student participation in school lunch services by 10%

District Objective:

Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: School lunch data

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Regularly meet with cafeteria manager to evaluate data	Formative		
Strategy's Expected Result/Impact: Increase in school lunch participation	Jan	Apr	June
Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	50%		0%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Seek opportunities to provide innovative solutions to meet the nutritional needs of students and expand their understanding of	Formative		
nutrition	Jan	Apr	June
Strategy's Expected Result/Impact: increased participation in school lunch program Staff Responsible for Monitoring: Admin	25%		0%
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	25%		
No Progress Accomplished — Continue/Modify X Discontinue	e		

Pasadena Independent School District Jensen Elementary

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Pasadena ISD and **Jensen Elementary**, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

•	A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
•	We will honor our country, our freedom and all those who protect and defend our constitutional rights
•	Family and community profoundly influence decisions individuals make.
•	Everyone has purpose, worth, and dignity with immeasurable potential.
•	Connecting with others and building positive, meaningful relationships is essential.
•	Learning is instinctive, lifelong, and unique to the individual.
•	Communication is pervasive, essential, ever-present, and multidimensional.
•	We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
•	Diversity adds value to all areas of life.
•	Change is inevitable for growth and success.
•	Each person is responsible and accountable for the choices he or she makes.
•	We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals					
Goal 1: CURRICULUM & INSTRUCTION	- We will provide rigorous and	meaningful curriculum by o	creating integrated learning e	xperiences to meet individual	student needs

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Rev	iews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative		Formative	
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June		
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators	55%		100%		
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6					
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$76,579, - 199 - General Fund - \$44,616, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Materials - \$7,477, Salaries (Ledesma and Delac) - State Compensatory Funds - \$94,585					
Strategy 2 Details	For	mative Rev	iews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative			
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June		
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	55%		85%		

Strategy 3 Details	Fo	rmative Revi	iews
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	•
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished Continue/Modify	Discontinue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative	
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments	FOO		OFW
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	50%		85%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - G/T - \$1,835			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate		Formative	
English acquisition.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels			
Staff Responsible for Monitoring: Campus administrator, LPAC committee	95%		100%
			_
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	55%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - Special Ed \$954, - 282 - ESSER III - ESSER - \$59,283, - Extended Day/Tutorial - Extended Day - \$1,000, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$27,863, - 199 - General Fund - At Risk - \$2,855			
No Progress Continue/Modify X Discontinue	e		1

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details		Formative Reviews		ews
Strategy 1: Encourage students to attend college by promoting College Week.]	Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Ja	an	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	75	5%		100%
Strategy 2 Details		Forn	native Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities.		J	Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Ja	an	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	35	5%	•	100%
No Progress Complished Complished	ntinue/Modify X Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	75%		100%
No Progress Accomplished — Continue/Modify X Discontinue	ue		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	75%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	75%		100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements:	75%		100%
2.4, 2.5, 2.6 No Progress Accomplished Continue/Modify Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

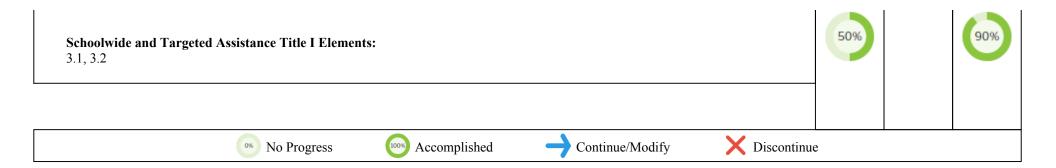
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator		-	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	75%		100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Jan	Formative	June
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator	75%		100%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$25,394, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,084			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.	Formative		
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor	-		



Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	75%		100%
No Progress	e		

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,		Formative	
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	750/		10000
Staff Responsible for Monitoring: Campus administrators, counselor, staff	75%		100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	ews
Strategy 2 Details Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	For	mative Revi Formative	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.	For Jan		ews June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of	Jan	Formative	June
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Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators	Jan	Formative	June

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior		Formative	
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.Staff Responsible for Monitoring: Administrators	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
No Progress Accomplished — Continue/Modify X Discontinue	e		•

Pasadena Independent School District Jessup Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Jessup Elementary is an outstanding school where all members of the community realize academics, character, and relationships are equally important as student success.

Our mission: To educate the whole child, while making sure all students are learning at high levels.

Vision

Our Vision is for parents, teachers, and students to create a safe learning community where all children have the opportunity to reach their individual potential.

We Believe that:

Each child deserves the opportunity to have his or her individual needs met in a safe, educationally rich environment.

Teachers educate the whole child by maintaining high expectations, building relationships, teaching and modeling social emotional skills, and addressing individual needs.

Students learn at high levels when they are engaged in the lesson, thinking critically, being challenged, and applying what they have learned.

Parents play an important role in their child's education by being supportive and encouraging as well as by being an active partner with the school.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable, and allocable under federal regulations. It is in compliance with the federal supplement, not a supplant provision.

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	staff in a culturally responsive environment.	
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integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: To adjust the PLC process (Teachers will be more collaborative when planning lessons).

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Lesson Plan "walkthroughs" by administrators will be completed for accountability purposes.

T-TESS walkthroughs and observations by administrators will compare planning with implementation.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: For each grade level, lessons will be input in a shared Google Form (we will adjust / update the form as the year progresses in		Formative	
order to meet the needs of each grade level). Each team will have a planning day in order to plan for the upcoming 9-week grading period. We will also implement three Week PIE PLC cycles, in addition to the weekly PLC to focus on groupings, progress, and instructional practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Improved Tier I and Tier II instruction & Improved student academic performance Staff Responsible for Monitoring: Principal & Assistant Principal, Campus Coaches, & Intervention Teachers	60%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Problem Statements: Demographics 1 - Student Achievement 1, 2 Funding Sources: Title I - Campus Coaches (Salaries) - 211 - Title 1 A - Economically Disadvantaged Study - \$154,996.67, Title 1 - Instructional Funds (Substitutes) - 211 - Title 1 A - Economically Disadvantaged Study - \$8,000			
No Progress ON Accomplished Continue/Modify X Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: High mobility rates adversely influences academic growth. **Root Cause**: Due to high rates of mobility, plus an unstable two years of schooling because of COVID, many students have gaps in learning and lack mastery and/or sufficient exposure to essential standards.

Student Achievement

Problem Statement 1: Jessup students were well below the district and state averages on the STAAR exams in 2020-21. **Root Cause**: Virtual learning was not successful last school year. Small group instruction was not a priority (due to safety concerns) for many teachers last school year.

Problem Statement 2: Many Jessup students are not reading on-level by the time they move on to the subsequent grade level. **Root** Cause: Students are lacking foundational reading skills.

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Streamline communication of instructional needs between teachers, interventionists, campus coaches, G/T pull out teachers and paraprofessionals. Thus, targeted instruction will be provided in order to fill student-learning gaps, or to provide extended learning opportunities to our accelerated learners.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: RTI spreadsheets maintained by teachers;

HB 4545 tutoring logs maintained by teachers and tutors;

T-TESS walkthroughs and observations by administrators will evaluate effectiveness of small group instruction;

Reading Level, MAP, mClass, STAAR, Waterford, DreamBox, and Report Card grades will reflect student progress

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Meetings with ESSR intervention teacher, Dyslexia teacher, Intervention teacher, Campus Coaches and Administrators in order to	Formative		:
discuss best practices for intervention instruction. Intervention teachers will meet with Paraprofessionals to provide instructional strategies to use when instructing small groups of students. Teachers will maintain Google Docs, which reflect an electronic reading "wall", PIE groupings	Jan	Apr	June
noting area of concern, objective and method of measurement of student progress). ESSR tutors will collaborate with teachers and specialists about the instructional needs of students. Additionally, special education and general education teachers will collaborate in order to best meet the learning needs of our special education students, especially for our students receiving inclusion services.	50%		80%
Strategy's Expected Result/Impact: Students will make more that a year's growth of academic progress & teachers, tutors and paraprofessionals will provide targeted academic support			
Staff Responsible for Monitoring: Campus administrators, GT pull-out teacher, special education teachers, & intervention teachers			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Problem Statements: Demographics 1 - Student Achievement 1, 2			
Funding Sources: Title I Salaries (Teachers) - 211 - Title 1 A - Economically Disadvantaged Study - \$139,586.47, Title I Salaries (Instructional Aides) - 211 - Title 1 A - Economically Disadvantaged Study - \$58,083.57, Title III Supplimental Funds (Materials) - 263 - Title III A - Bilingual Education, Language - \$2,810.45, Plan 4 Learning (Title Report) - 211 - Title 1 A - Economically Disadvantaged Study - \$550, Title 1 (Instructional Materials) - 211 - Title 1 A - Economically Disadvantaged Study - \$9,254.09, BFU (Instructional Materials) - 199 - General Fund - \$44,474, 199 - Overtime - 199 - General Fund - \$1,294, 199 - Fixed (Instructional Materials) - 199 - General Fund - \$1,752, At Risk Compensatory Funds (Instructional Materials) - State Compensatory Funds - \$3,415, Bilingual (Instructional & Testing Materials) - 199 - General Fund - \$4,071, Gifted & Talented (Instructional Materials) - 199 - General Fund - \$1,956, Special Education (Instructional Materials) - 199 - General Fund - \$1,340, Title I Supplemental Funding for Extended Day (Extra Duty for Teachers) - 211 - Title 1 A - Economically Disadvantaged Study - \$5,675, ESSER (teacher pay for tutorials) - 282 - ESSER III - \$35,000			

Performance Objective 2 Problem Statements:

No Progress

Demographics

Continue/Modify

Discontinue

Problem Statement 1: High mobility rates adversely influences academic growth. **Root Cause**: Due to high rates of mobility, plus an unstable two years of schooling because of COVID, many students have gaps in learning and lack mastery and/or sufficient exposure to essential standards.

Accomplished

Student Achievement

Problem Statement 1: Jessup students were well below the district and state averages on the STAAR exams in 2020-21. **Root Cause**: Virtual learning was not successful last school year. Small group instruction was not a priority (due to safety concerns) for many teachers last school year.

Student Achievement

Problem Statement 2: Many Jessup students are not reading on-level by the time they move on to the subsequent grade level. **Root Cause**: Students are lacking foundational reading skills.

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote and structures that meet the needs of each student.	e college, career, and military preparation and readiness throug	h the use of systems
Jessup Elementary Generated by Plan4Learning.com	9 of 16	Campus #109 January 20, 2023 1:28 PM

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Recruiting activities will target linguistically and culturally diverse teachers who are prepared to serve the needs of the campus' emergent bilingual students / English Learners (ELs).

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Teacher Certifications

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: We will continue to hire bilingual certified paraprofessionals to support our self-contained special education EL students. If the		Formative		
currently employed certified special education teacher decides to no longer work in this position, we will actively recruit a bilingual certified / special education certified teacher to fill the position.	Jan	Apr	June	
Strategy's Expected Result/Impact: 100% of our EL or EB students will be served by a certified bilingual teacher Staff Responsible for Monitoring: Principal	15%		95%	
Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities:				
Recruit, support, retain teachers and principals - ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
No Progress Accomplished — Continue/Modify Discontinue				

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Increase in parent engagement via parent workshops .

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent attendance / sign-in sheets;

Phone logs / notes

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Jessup's Parent Coordinator will support parents by offering parent education workshops based on the relevant needs of our		Formative	
community. She will communicate with parents to help them become more involved in their child's education. Our Parent Coordinator will offer parent workshops throughout the school year. She will collaborate with community organizations to assist in the workshops. She will	Jan	Apr	June
connect parents to district resources and community organizations in an effort to support parent needs.			
Strategy's Expected Result/Impact: Parents will take a more active role in their child's education.	50%		100%
Staff Responsible for Monitoring: Parent Coordinator, Counselor and Campus Administrators			
Schoolwide and Targeted Assistance Title I Elements:			
3.1, 3.2			
- ESF Levers:			
Lever 3: Positive School Culture			
Problem Statements: Parent and Community Engagement 1			
Funding Sources: Title I Parent Component Funds (Supplies & Materials) - 211 - Title 1 A - Economically Disadvantaged Study -			
\$4,838.96, Title I Parent Coordinator Title 1 (Salary) - 211 - Title 1 A - Economically Disadvantaged Study - \$21,233.24			
No Progress Accomplished — Continue/Modify X Discontinue	<u> </u>		

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Low attendance at adult education events (meetings focused on adult education). **Root Cause**: We are possibly not pinpointing the right (high interest) topics for our adult education classes. Our curriculum education may have been too overwhelming in the past.

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Increase student attendance rates.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Attendance rates provided to the campus by Student Services

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Jessup's Parent Coordinator, Counselor, Teachers, and Administrators will call parents of students with attendance issues to have one to one conversations about the importance of being present at school. School Administrators and Counselor will periodically meet to review attendance records and make a student-by-student action plan to support attendance needs. Attendance concerns will be addressed at		Formative	
		Apr	June
intervention meetings. Strategy's Expected Result/Impact: Improved student attendance. Staff Responsible for Monitoring: Campus Administrators	50%		75%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			
No Progress Accomplished — Continue/Modify X Discontinue	e	ı	I

Performance Objective 1: Streamline student discipline and student counseling services so that Jessup's counseling program is based on proactive rather than a reactive service model.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline referral data;

Counseling referral data; &

RTI behavior data

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Jessup Administrators and Counselor will work with committee members, team leaders, & paraprofessionals to refine our PBIS system. We will establish common area behavior expectations. Levels of disciplinary infractions will be defined. The disciplinary referral process will be refined and communicated to all staff in order to meet the needs of the campus. Systems for referring students for counseling		Formative	
		Apr	June
services will be iterated to teachers. Counseling services will focus on small group and individual counseling. The Counselor will meet with all students and use Guidance Curriculum to reinforce character and social emotional development. The CIS Coordinator and VOCA Specialist will work in connection with our Counselor in order to identify students who need additional supports. Strategy's Expected Result/Impact: A decrease in office referrals and an increase in instructional time.	60%		100%
Staff Responsible for Monitoring: Campus administrators and School Couselor			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: School Context and Organization 1 Funding Sources: Title I (CIS Contractual Fees) - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500			
No Progress Continue/Modify X Discontinue	;		

Performance Objective 1 Problem Statements:

School Context and Organization

Problem Statement 1: The counseling program has tended to be reactive rather than proactive. **Root Cause**: When to reach out to the Counselor versus when to reach out to the Assistant Principal or Principal is not clearly defined.

Performance Objective 2: Reduce the number of Special Education Disciplinary Removals

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline Referral Data

Strategy 1 Details	For	mative Rev	iews
Strategy 1: The Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative	
Strategy's Expected Result/Impact: Fewer disciplinary removals of special education students. Better understanding of how to best	Jan	Apr	June
intervene and accommodate special education disciplinary needs. Staff Responsible for Monitoring: Campus Administrators, Special Education Case Managers, LSSP, and Campus Based Evaluator Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers:	35%		100%
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			
No Progress Accomplished Continue/Modify Discontinue	e		

Performance Objective 3: Compliance with Special Education restraint requirements

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Training Certificates

Strategy 1 Details	For	mative Revi	ews
Strategy 1: The campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and		Formative	
Texas Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: The campus will be in compliance with Restraint Training and TBSI requirements.			
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	50%		100%
No Progress Accomplished Continue/Modify Discontinue	e		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning departments that integrate established and innovative practices, standards, and innovative practices are standards.		of ancillary service
Jessun Elementary		Campus #109
Jessup Elementary Generated by Plan4Learning.com	16 of 16	Campus #109 January 20, 2023 1:28 PM

Pasadena Independent School District Keller Middle School 2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The staff of Lonnie B. Keller Middle School believes every child has the capacity to learn and grow into knowledgeable and responsible citizens. Our students will be engaged in instruction that is challenging and relevant. Keller students will be given the opportunity to be successful academically, socially, and emotionally in an environment that is based on trust and respect by all stakeholders.

Vision

- 1. We believe every child has a right to rigorous and relevant instruction from highly qualified staff.
 - 2. We believe a welcoming environment encourages active involvement by all.
 - 3. We believe every day is a new day.
 - 4. We believe we can overcome obstacles and achieve anything we put our minds to.
 - 5. We believe support and teamwork builds family.
 - 6. We believe giving up is not an option.
- 7. We believe in providing a positive and caring environment by encouraging trust and respect for optimal learning.
 - 8. We believe all people are responsible for their own actions.
 - 9. We believe flexibility and the ability to change fosters a positive learning environment.
 - 10. We believe everyone should have the opportunity to learn and grow.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Create and systematically implement integrated learning experiences to support development of critical thinking, collaboration, creativity, and communication

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Lesson plans, walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will meet weekly as curriculum teams to analyze data, discuss instructional practices, and plan lessons.		Formative	
Strategy's Expected Result/Impact: Student academic growth	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers:	100%	100%	100%
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$153,413.31			
Strategy 2 Details	For	Formative Reviews	
Strategy 2: We will incorporate writing into QuickStarts across content areas at least once each week.	Formative		
Strategy's Expected Result/Impact: Increase in student writing ability and fluency	Jan	Apr	June
Staff Responsible for Monitoring: Each core content teacher, Instructional Coaches, Principal, Assistant Principals	75%	75%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:	75%	7570	100%
Build a foundation of reading and math - ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	For	Formative Reviews	
Strategy 3: Students will track their STAAR, Mock STAAR, and MAP data through the use of virtual operations manuals.		Formative	
Strategy's Expected Result/Impact: Increased student knowledge of their academic growth	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals, Counselors Schoolwide and Targeted Assistance Title I Elements: 2.4	75%	100%	100%
No Progress Continue/Modify X Discontinue/Modify	nue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Develop a PK-12 STEAM learning continuum to increase interest and participation in science, technology, engineering, art, and math in order for students to acquire the knowledge and skills needed to solve real world challenges and qualify for a wide variety of future career paths.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Student participation

Strategy 1 Details	For	Formative Reviews	
Strategy 1: 5th and 6th grade students will have the opportunity to participate in STARBASE and STARBASE 2.0 opportunities.	Formative		
Strategy's Expected Result/Impact: Science Enrichment	Jan	Apr	June
Staff Responsible for Monitoring: Science Instructional Coach, Science teachers, Principal, Assistant Principals			
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	100%	100%	100%
Strategy 2 Details	For	rmative Rev	iews
Strategy 2: Students will have the opportunity to participate in Robotics Club and STEAM Club after school.	Formative		
Strategy's Expected Result/Impact: Science Enrichment	Jan	Apr	June
Staff Responsible for Monitoring: Club sponsor, Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	100%	100%	100%
Strategy 3 Details	Formative Reviews		iews
Strategy 3: All students will have the opportunity to participate in the school Science Fair.	Formative		
Strategy's Expected Result/Impact: Increase in student interest and knowledge in Science	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Science Instructional Coach, Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	100%	100%	100%
No Progress Continue/Modify X Discontinue	le le		I

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: Refine and expand the comprehensive districtwide framework for literacy and numeracy that highlights and values a multi-literate world so that students can communicate and interact effectively

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR data, MAP test data, Lesson plans, Walkthroughs

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Intervention teachers will provide workshops during the day for students that are behind in their learning based on Summit	Formative		
Learning platform data.	Jan	Apr	June
Strategy's Expected Result/Impact: Student progress as measured on Summit Learning platform.			
Staff Responsible for Monitoring: Intervention teachers, Instructional Coaches, Principal, Assistant Principals	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6)	
- TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Dyslexia/Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$83,185.59			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Students that did not meet the passing standard on the 2021 STAAR test in any content area will receive academic support through a daily enrichment class.	Jan	Formative	June
Strategy's Expected Result/Impact: Student progress as measured on STAAR and MAP tests.	Jan	Apr	June
Staff Responsible for Monitoring: Core content teachers, Instructional Coaches, Principals, Assistant Principals, Counselors	1000%	100%	100%
	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5 - TEA Priorities:			
Build a foundation of reading and math - ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		iews
Strategy 3: Before and after school tutoring will be offered to meet the academic needs of all students.		Formative	
Strategy's Expected Result/Impact: Student progress as measured on STAAR and MAP tests. Student progress as measured on Summit Learning platform.	Jan	Apr	June
Staff Responsible for Monitoring: Core content teachers, Instructional Coaches, Principals, Assistant Principals	75%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- TEA Priorities:			
Build a foundation of reading and math - ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Extended Day - Extended Day/Tutorial - \$7,527, Tutoring - 282 - ESSER III - \$52,500			
Strategy 4 Details	For	mative Revi	iews
Strategy 4: All core content teachers will provide small group workshops for students that are having difficulty on PFAs or projects.		Formative	
Strategy's Expected Result/Impact: Increase in percent of students on-track	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals			
Schoolwide and Targeted Assistance Title I Elements:	75%	100%	100%
2.4, 2.5, 2.6			
- TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Title 1 aides - 211 - Title 1 A - Economically Disadvantaged Study - \$53,455.13, Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$21,902.84, Instructional Materials - 199 - General Fund - \$49,259			
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Students served in our bilingual program will have the opportunity to attend before and after school tutoring, during the school day workshops, and be placed in academic enrichment classes as needed.		Formative	
Strategy's Expected Result/Impact: Student growth as measured on STAAR and MAP tests.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals	75%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
- TEA Priorities: Build a foundation of reading and math			
Funding Sources: Instructional Materials - 263 - Title III A - Bilingual Education, Language - \$2,343.89, Instructional Materials - 199			
			l

Strategy 6 Details	For	mative Revi	ews
Strategy 6: Students who receive special education services will have the opportunity to attend before and after school tutoring, during the		Formative	
school day workshops, and be placed in academic enrichment classes as needed.	Jan	Apr	June
Strategy's Expected Result/Impact: Student growth as measured on STAAR and MAP tests.		1	
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals	75%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
- TEA Priorities:			
Build a foundation of reading and math			
Funding Sources: Instructional Materials - 199 - General Fund - \$2,253			
No Progress Continue/Modify X Discontinue	e	'	•

Performance Objective 4: Provide time and support to include more options and opportunities for personalized education approaches that meet diverse learner needs.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Summit Learning Platform data

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Grade level administrators will meet bi-weekly with each grade-level team to discuss student academic and social-emotional	Formative		
growth.	Jan	Apr	June
Strategy's Expected Result/Impact: Student progress as measured on Summit Learning platform.			
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors	75%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: GT students will participate in enrichment learning activities, including 100% completion of GT project.		Formative	
Strategy's Expected Result/Impact: GT students show growth	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.5 ESE Leggers	50%	100%	100%
- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Instructional Materials - 199 - General Fund - \$2,151			
No Progress Accomplished — Continue/Modify X Discontinue	2		

Performance Objective 1: Design and implement effective systems to improve informed decision making that result in postsecondary success for all students.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Community involvement

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Keller Middle School will host a Career Day with community members who will discuss their current careers, and the needed education for their specific career. Strategy's Expected Result/Impact: Increase in student understanding of different career paths Staff Responsible for Monitoring: Counselors, Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Jan 100%	Apr 100%	June 100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Keller Middle School will invite high schools to share information about Early College High School and Career and Technology pathway.	Formative		ı
Strategy's Expected Result/Impact: Increase in student understanding of different high school pathways Staff Responsible for Monitoring: Counselors, Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Jan 25%	Apr 100%	June
No Progress Continue/Modify X Discontinu	e		

Performance Objective 1: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Staff participation

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Keller staff will have the opportunity to serve on different school committees, such as Site-Based Decision Making, Conscious Discipline Action Team, and Safe and Civil.		Formative	
Strategy's Expected Result/Impact: Increased opportunity for staff growth Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Jan 50%	Apr 100%	June 100%
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Keller teachers will be encouraged to attend training to meet the needs of our English Language Learners.		Formative	
Strategy's Expected Result/Impact: Increase in the implementation of SIOP strategies. Increase in the number of certified bilingual and ESL teachers.	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	50%	100%	100%

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Keller will have staff celebrations of upcoming births and weddings, and celebrate birthdays through monthly birthday breakfasts		Formative	
and birthday cake. Strategy's Expected Result/Impact: Positive staff morale Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Jan 100%	Apr 100%	June 100%
Strategy 4 Details	For	Formative Reviews	
Strategy 4: Keller staff will be provided different professional development opportunities to meet the social-emotional and academic needs of our students.	Jan	Formative Apr	June
Strategy's Expected Result/Impact: Student progress as measured on STAAR and MAP tests. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Coaches Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities:	50%	100%	100%
Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: Professional Development - 199 - General Fund - \$10,000			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Collaborate with families to provide high-quality services needed to partner in the education of their children.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent contact data

Strategy 1 Details	Fo	Formative Reviews	
Strategy 1: Parents will receive weekly emails that communicate upcoming events at Keller.		Formative	
Strategy's Expected Result/Impact: Increased parent involvement	Jan	Apr	June
Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 3.2	100%	100%	100%
- ESF Levers: Lever 3: Positive School Culture			
Strategy 2 Details	Fo	Formative Reviews	
Strategy 2: Parents will have the opportunity to participate in ESL classes through San Jacinto College.		Formative	
Strategy's Expected Result/Impact: Increase in parent's English fluency	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.2	100%	100%	100%

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Parents will be offered classes to deal with pre teens and current issues.	Formative		
Strategy's Expected Result/Impact: Increase in parent understanding	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Parent Coordinator			
Schoolwide and Targeted Assistance Title I Elements: 3.2	50%	100%	100%
Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$20,984.40, Parent trainings - 211 - Title 1 A - Economically Disadvantaged Study - \$3,865.21			
No Progress Accomplished Continue/Modify Discontinue	e		1

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Foster a culture that champions a restorative and relational model for behavior development, learning, and response.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline data

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Conscious Discipline Action Team will meet monthly to discuss social-emotional learning for students and staff.		Formative	
Strategy's Expected Result/Impact: Decrease in discipline	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers			
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	75%	100%	100%
Strategy 2 Details Strategy 2: Social emotional learning will be taught through homeroom lessons and videos three days each week.	For	mative Revi Formative	ews
Strategy's Expected Result/Impact: Increase in student ability to self-regulate	Jan	Apr	June
Staff Responsible for Monitoring: Counselors, Teachers, Principal, Assistant Principal Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	100%	100%	100%
No Progress Continue/Modify X Discontinue/Modify	<u>l</u> ie	<u> </u>	

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Increase safety and security measures at all levels to prevent, prepare, respond, and recover from all potential threats, natural and manmade.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Increased police presence on campus

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Keller Middle School will invite police officers to use a room on campus to complete paperwork. A printer/scanner, snacks and		Formative	
drinks will be provided.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased police presence on campus Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers:			
Lever 3: Positive School Culture			
No Progress Continue/Modify X Discontinue	e	<u>'</u>	

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: Explore, design, and implement a coordinated, accessible, and comprehensive system of evidence-based services for highly at-risk students.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline data

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative	
Strategy's Expected Result/Impact: Decrease in the number of removals of students with disabilities	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principals			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	50%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and		Formative	
Texas Behavior Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: Minimize the number of times that restraints are used on campus Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education staff			
Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	75%	100%	100%
No Progress Continue/Modify X Discontinue	e	<u> </u>	I

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning departments that integrate established and innovative practices, standards, and innovative practices are standards.		of ancillary service
Keller Middle School		Campus #101917144
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Pasadena Independent School District Kendrick Middle School 2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

Marshall Kendrick Middle School is committed to providing an educational and emotional foundation that empowers students to reach their highest potential, by providing a safe and caring environment, promoting the use of 21st century skills, nurturing a strong sense of community and fostering the skills and knowledge to become life-long learners in a global community.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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meet the needs of each student.	
Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.	18
Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and	23
community stakeholders to support students and staff.	
Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and	26
staff in a culturally responsive environment.	
Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that	30

integrate established and innovative practices, standards, and systems.

Goals

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Consistent implementation of district curriculum, researched based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, Observations, PLT meetings

Strategy 1 Details	For	mative Revi	ews
Strategy 1: All teachers will utilize language acquisition strategies on a regular and ongoing basis when planning and teaching.		Formative	
Strategy's Expected Result/Impact: Increased student learning as observed through walk throughs and observations as well as planned	Jan	Apr	June
for during PLT meetings. Staff Responsible for Monitoring: Administrators, Campus Coaches	50%		50%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6 - TEA Priorities:			
Build a foundation of reading and math - ESF Levers:			
Lever 5: Effective Instruction - Additional Targeted Support Strategy			

Strategy 2 Details	For	mative Rev	iews
Strategy 2: Teachers will implement the use of a variety of instructional strategies to enhance student learning and comprehension.		Formative	
Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results.	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	50%		100%
- Additional Targeted Support Strategy Strategy 3 Details	For	mative Rev	
Strategy 3: Teachers will use various resources to support and increase student learning throughout the school year for both at-risk and non at-risk		Formative	1
students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results. Staff Responsible for Monitoring: Administrators, Campus Coaches	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$18,985.28, - 199 - General Fund - \$68,046			
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Teachers will be provided planning days to plan highly effective lessons and look at the data to support and increase student		Formative	:
learning. Strategy's Expected Result/Impact: Increased student learning as observed through walk-throughs, observations and data results.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Campus Coaches	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy			

Strategy 5: Provide training to teachers and staff on enhancing instruction through the use of technology and other instructional strategies led by peers within the building.		Formative	
		Formative	
	Jan	Apr	June
Strategy's Expected Result/Impact: Increased teacher buy-in which will lead to increased student learning and higher quality instruction.			
Staff Responsible for Monitoring: Administrators, Campus Coaches	15%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy			

Performance Objective 2: Continue to offer a high quality Dual Language Program to students who have been a part of the program for previous years to foster multilingualism with our students.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Master Schedule, Walkthroughs, Observation, Teacher certifications

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide students with a 50/50 model of Dual Language instruction in all core areas.		Formative	
Strategy's Expected Result/Impact: Students will be fluent in both English and Spanish as evidenced through data, walk-throughs and observations.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Campus Coaches, District DL Leaders	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6 - TEA Priorities:			
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy			

Strategy 2 Details	For	mative Rev	iews
trategy 2: Ensure all teachers hired for the Dual Language Program have a Bilingual or ESL Certification along with a GT Certification.	1	Formative	
Strategy's Expected Result/Impact: Students will be fluent in both English and Spanish as evidenced through data, walk-throughs and observations.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators and District DL leaders	95%		95%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- TEA Priorities:	1		
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy			

Performance Objective 3: Provide extended opportunities for students to apply their knowledge and participate in academic activities inside and outside the classroom.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Meetings, Student participation, Scheduled tutorials, practices, etc.

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Create and sustain a chess club for students that allows for student interaction among students at Kendrick MS as well as other		Formative	
campuses in the district. Strategy's Expected Result/Impact: Increased student learning and ability to problem solve. Staff Responsible for Monitoring: Chess Club Sponsor, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Jan 50%	Apr	June 100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2 Details Strategy 2: Participation of students in a campus Science Fair that will lead to participation in the district Science Fair.	For	mative Revi	iews
	For Jan		June

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Participation of GT identified students in the annual district GT showcase.		Formative	
Strategy's Expected Result/Impact: GT Showcase participation	Jan	Apr	June
Staff Responsible for Monitoring: GT Teachers, GT Administrator		1	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	50%		100%
Funding Sources: - 199 - General Fund - \$2,480			
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Participation of students in a campus Spelling Bee that will lead to participation in the district Spelling Bee.		Formative	
Strategy's Expected Result/Impact: Spelling Bee participation	Jan	Apr	June
Staff Responsible for Monitoring: ELAR Teachers, ELAR Campus Coach, Administrators	- Jun	Прі	ounc
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	100%	100%	100%
- Additional Targeted Support Strategy			
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Select a given number of 5th grade students to participate in STARBase program yearly to provide students with STEM		Formative	
	Jan	Apr	June
Staff Responsible for Monitoring: Science teachers, Science Campus Coach, Administrators	F000		10000
Strategy's Expected Result/Impact: Participation in the STARBase program Staff Responsible for Monitoring: Science teachers, Science Campus Coach, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	50%		100%

Strategy 6 Details	For	mative Revi	iews
Strategy 6: Create and sustain an Art Club to provide students an opportunity for extended learning through art projects.		Formative	
Strategy's Expected Result/Impact: Increased participation in art contests and district art events.	Jan	Apr	June
Staff Responsible for Monitoring: Art Club sponsors			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:	100%	100%	100%
Connect high school to career and college, Improve low-performing schools			
 ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Additional Targeted Support Strategy 			
Strategy 7 Details	For	mative Revi	iews
Strategy 7: Create a "Name That Book" team to participate in the district "Name That Book" Competition.		Formative	
Strategy's Expected Result/Impact: Increased literacy awareness and participation in district literacy events	Jan	Apr	June
Staff Responsible for Monitoring: Librarian, Name That Book Sponsor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
- TEA Priorities:			
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers:			
Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy			
No Progress Continue/Modify X Dis	continue		1

Performance Objective 4: Provide learning opportunities for struggling students to support the need for additional learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Student data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: By regularly monitoring student data from frequent formative and ongoing assessments, students who are in need of additional		Formative	
academic assistance will be pulled into small groups regularly throughout the class periods, or before or after school to address their academic needs.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student learning Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	50%		100%
Strategy 2 Details Strategy 2: Create a flexible dyslexia schedule by our DAIT to address the needs of our dyslexic students throughout the year.	For	Formative Reviews Formative	
Strategy's Expected Result/Impact: Improvement of student assessment data due to an increase in fluency and comprehension. Staff Responsible for Monitoring: DAIT, Administrators	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	100%	100%	100%

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Provide extended day opportunities to those students who are at risk of failing STAAR assessments in tested areas as well as for		Formative	_
those students who are falling behind on their PFAs within the curriculum platform.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student progress on STAAR exams as well as within the curriculum platform.			
Staff Responsible for Monitoring: Administrators, Campus Coaches	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 282 - ESSER III - \$59,000, - Extended Day/Tutorial - \$1,200, - 211 - Title 1 A - Economically Disadvantaged Study - \$7,229			
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Provide teachers and students additional resources specifically designed to assist EB students.		Formative	
Strategy's Expected Result/Impact: Improvement of student language acquisition and academic performance of EB students.	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,677.38, - 199 - General Fund - \$4,592	50%		100%

Strategy 5 Details	For	mative Rev	iews
Strategy 5: Provide teachers and students additional resources specifically designed to assist Special Education students.		Formative	
Strategy's Expected Result/Impact: Improvement of Special Education students' academic performance.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers and Admin		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	50%		100%
Funding Sources: - 199 - General Fund - \$1,928			
No Progress Accomplished — Continue/Modify X Di	scontinue		

Performance Objective 5: Ensure teachers are ESL or Bilingual certified to support the needs of the high number of English Learners.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Teacher certifications

Strategy 1 Details	For	mative Revi	iews
Strategy 1: In order to meet Federal guidelines for students being served in the Bilingual/ESL Program, we will work to ensure teachers are	<u> </u>	Formative	
attending the ESL Institute provided by the district and are monitoring teachers taking the certification test within a 6 month period at the conclusion of the training. Our campus continues to seek BL certified teachers every year, however, as another method to providing support	Jan	Apr	June
for our EB students, we are working to hire ESL certified teachers along with encouraging our current teachers to become ESL or BL certified. Strategy's Expected Result/Impact: Certification of teachers Staff Responsible for Monitoring: Administrators	50%		55%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy			
No Progress Accomplished — Continue/Modify X Discontinue			I

Performance Objective 1: We will actively participate in PISD's College Week

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Participation in activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Participation in College Week		Formative	
Strategy's Expected Result/Impact: Increased exposure to various colleges around the country	Jan	Apr	June
Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	100%	100%	100%
No Progress Accomplished Continue/Modify X Discontinu	e		

Performance Objective 2: We will actively promote college and career awareness, military awareness throughout the school year.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Various event participation

Strategy 1 Details	For	Formative Reviews	
Strategy 1: We will host a Veteran's Day Ceremony honoring military veteran's from all branches of government.	Formative		
Strategy's Expected Result/Impact: Recognizing others for service to our nation.	Jan	Apr	June
Staff Responsible for Monitoring: Parent Coordinator TEA Priorities:	100%	100%	100%
Connect high school to career and college			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: We will host a Career Day on campus to provide exposure to students about various fields of work.		Formative	
Strategy's Expected Result/Impact: Students will learn about the various paths the volunteers took to achieve their goal in career.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors, TEA Priorities: Connect high school to career and college	100%	100%	100%
No Progress Continue/Modify X Discontinue	e		

Performance Objective 3: Maintain the status of an AVID Campus to promote college readiness.

Evaluation Data Sources: Instructional Strategies

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Teachers will implement various strategies from AVID including but not limited to WICOR, Cornell Notes, and use of		Formative	
organizational strategies to assist students in preparation for college and what is expected.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased note-taking skills and organizational skills Staff Responsible for Monitoring: AVID Site-Team	20%	•	40%
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
No Progress Continue/Modify X Disconti	nue		•

Performance Objective 1: Empower teachers and staff to participate in and plan various leadership opportunities that promote career advancement and builds capacity at the campus level.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Create a Teacher Leadership Collaborative and utilize this group to assist in making and reviewing campus based decisions.		Formative	
Strategy's Expected Result/Impact: Increased leadership capacity at the teacher level.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Additional Targeted Support Strategy	45%		60%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Create and sustain a committee that focuses on positive behavior supports and interventions as well as address the safety needs of		Formative	
the campus. Strategy's Expected Result/Impact: Decrease in student behaviors, increase in student safety	Jan	Apr	June
Staff Responsible for Monitoring: Administrator	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:			
Recruit, support, retain teachers and principals - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Additional Targeted Support Strategy			
No Progress Continue/Modify X Discontinue	e	<u> </u>	

Performance Objective 2: Ensure teachers and staff are recognized and appreciated on a regular basis to ensure morale remains at a high level.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Turnover percentage, informal and formal staff surveys

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Bronco Brags, and Staff Shout Outs are used by all staff to recognize others and say thank you for various reasons.		Formative	
Strategy's Expected Result/Impact: Increased staff morale, reduction in staff turnover	Jan	Apr	June
TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	50%		100%
			L
Strategy 2 Details	For	mative Revi	iews
Strategy 2 Details Strategy 2: Plan and coordinate regular team building activities that include all teachers and staff.	For	mative Revi Formative	iews
5.	For Jan		June

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Recognize teachers' instructional successes at monthly faculty meetings through various methods.		Formative	
Strategy's Expected Result/Impact: Increased teacher recognition and pride about the work that is being done in the classroom.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators		1	
TEA Priorities:	50%		100%
Recruit, support, retain teachers and principals			
- ESF Levers:			
Lever 3: Positive School Culture			
- Additional Targeted Support Strategy			
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Recognize teacher and staff birthdays throughout the year.		Formative	
Strategy's Expected Result/Impact: Increased staff morale, reduction in staff turnover	Jan	Apr	June
Staff Responsible for Monitoring: Campus Secretary		-	
	50%		100%
TEA Priorities:	30 %		100%
Recruit, support, retain teachers and principals - ESF Levers:			
Lever 3: Positive School Culture			
- Additional Targeted Support Strategy			
Strategy 5 Details	For	mative Rev	iews
Strategy 5: Identify and recognize teachers and paraprofessionals monthly as Teachers of the Month and Paraprofessional of the Month.	101	Formative	
Strategy's Expected Result/Impact: Increased staff morale, reduction in staff turnover			
Staff Responsible for Monitoring: Administrators and Campus Coaches	Jan	Apr	June
Start Responsible for Monitoring. Administrators and Campus Coacnes			
TEA Priorities:	50%		100%
Recruit, support, retain teachers and principals			
- ESF Levers:			
Lever 3: Positive School Culture			
- Additional Targeted Support Strategy			

Strategy 6 Details	For	mative Rev	iews
Strategy 6: Teachers and Staff are nominated and voted on by peers as Teacher, New Teacher and Paraprofessional of the Year annually.		Formative	
Strategy's Expected Result/Impact: Increased staff morale, reduction in staff turnover	Jan	Apr	June
Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals	0%		100%
- ESF Levers: Lever 3: Positive School Culture			
Strategy 7 Details	For	mative Revi	iews
Strategy 7: Create and sustain a New Teacher Academy that is designed to support new Kendrick teachers each year.		Formative	
Strategy's Expected Result/Impact: Increased staff morale and support, reduction in staff turnover	Jan	Apr	June
Staff Responsible for Monitoring: Campus Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	0%	•	0%
No Progress Continue/Modify X Discontinue	ie e		

Performance Objective 3: Encourage teachers and staff to participate in and attend various professional development sessions that will enhance the overall learning and success of students.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development attendance, student data

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: Music Educators will attend TMEA		Formative		
Strategy's Expected Result/Impact: New instructional strategies learned will enhance students' music abilities. Staff Responsible for Monitoring: Music educators	Jan	Apr	June	
TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	55%	0%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Teachers will lead Kendrick Professional Development sessions after school to other Kendrick Teachers to promote instructional		Formative		
strategies that can be used within the classroom.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased staff morale, increased leadership capacity, improved classroom instruction Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers:	50%		100%	
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy				
No Progress ON Accomplished Continue/Modify Discontinue	e			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: We will offer a variety of activities that promote Parent Involvement on a regular basis.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent involvement activities planned and executed

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Dual Language Teachers will conduct DL Parent Conferences twice per year with parents to discuss student progress for students		Formative	
in the Dual Language Program. Strategy's Expected Result/Impact: Increased parent communication and understanding of student academic progress and linguistic progress. Staff Responsible for Monitoring: DL Coordinator, DL Teachers Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Additional Targeted Support Strategy	Jan 50%	Apr	June 100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide parenting classes that target specific topics that affect students at the middle school level. Strategy's Expected Result/Impact: Increased parent involvement and understanding on topic discussed Staff Responsible for Monitoring: Counselors and Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Additional Targeted Support Strategy	Jan 30%	Apr	June 70%

	Formative Reviews	
	Formative	
Jan	Apr	June
50%		100%
		Jan Apr

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Hire an individual who is responsible for planning, assisting in planning and promoting parental involvement on a regular basis throughout the school year.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent event attendance

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Hire an individual who is responsible for planning, assisting and promoting parental involvement on a regular and ongoing basis		Formative	
throughout the school year.	Jan	Apr	June
Strategy's Expected Result/Impact: Increase in parent involvement		•	
Staff Responsible for Monitoring: Principal and District Staff	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
3.1, 3.2			
- TEA Priorities:			
Connect high school to career and college, Improve low-performing schools			
- ESF Levers:			
Lever 3: Positive School Culture			
- Additional Targeted Support Strategy			
Funding Sources: Salary for Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$20,984.41			
No Progress Accomplished Continue/Modify X Discontinue	e		l

Performance Objective 1: Kendrick MS teachers and staff will implement the use of Positive Behavior Supports on a daily basis.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Less behavior referrals, increased student learning

Strategy 1 Details		Formative Reviews		
Strategy 1: Create and sustain a PBIS Team to discuss items as it pertains to student discipline and safety of the campus and make data driven		Formative		
decisions. Strategy's Expected Result/Impact: Safe environment for learning Staff Responsible for Monitoring: PBIS Team, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Additional Targeted Support Strategy	Jan 100%	Apr 100%	June 100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative		
Strategy's Expected Result/Impact: Increased awareness of students who are being removed from campus for a disciplinary reason.	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools	50%		100%	

Strategy 3 Details		Formative Reviews		
Strategy 3: Campus will work collaboratively with the district Special Education office to ensure compliance with Restraint Training and		Formative		
Texas Behavior Support Initiative (TBSI) requirements.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased ability to de-escalate situations prior to using physical restraint with a student. Staff Responsible for Monitoring: Special Education staff and Administrators Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools	50%	1	100%	
- ESF Levers: Lever 3: Positive School Culture No Progress Accomplished Continue/Modify Discontinue	ue			

Performance Objective 2: Kendrick Middle School students will participate in activities to help create well-rounded individuals and to promote success and to complete in a global world.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline data, Attendance data

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Students will learn about Digital Citizenship to promote appropriate and safe usage of internet, social media and computers.	Formative		
Strategy's Expected Result/Impact: Less viruses and cyber behavior issues, Improvement of acceptable use on district and personal devices	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Tech Liaison, Campus Coaches	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.5			
- TEA Priorities:			
Build a foundation of reading and math, Connect high school to career and college - ESF Levers:			
Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Students will be selected as a "Pledge Pal" and recite the pledges on the weekly broadcast.		Formative	
Strategy's Expected Result/Impact: Increase sense of National Pride, student participation	Jan	Apr	June
Staff Responsible for Monitoring: Broadcast Coordinator			
Schoolwide and Targeted Assistance Title I Elements: 2.5	100%	100%	100%
- TEA Priorities:			
Connect high school to career and college			
- ESF Levers: Lever 3: Positive School Culture			
Level 5. I ositive sensor culture			
No Progress Accomplished Continue/Modify X Discontinue		l	<u> </u>

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Performance Objective 3: Kendrick Middle School students are offered a variety of opportunities to promote social-emotional well-being.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Student feedback

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Students will use a software program called "Rithim" to check in on their social-emotional well being each morning as a guide for		Formative	
Strategy's Expected Result/Impact: Increased student self reflection, positive emotional health Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy		Apr	June 50%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Kendrick Middle School will partner with Communities in Schools and a Crisis Counselor to offer a variety of social-emotional, physical and academic supports. Strategy's Expected Result/Impact: Increase in student's overall support Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Jan 100%	Apr 100%	June 100%
No Progress Continue/Modify X Discontinue	e		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: In collaboration with the district Food and Nutrition department, we will continue to create an efficient approach to promoting healthy food choices and providing access to breakfast and lunch on a daily basis for all students regardless of SES.

District Objective:

Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Data that shows number of students who eat breakfast and lunch at school

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide a safe and clean place for students to eat breakfast and lunch everyday. Any student who arrives on campus will be		Formative	
provided an opportunity to eat a cafeteria meal if they choose.	Jan	Apr	June
Strategy's Expected Result/Impact: Students are fed with a healthy option for breakfast and lunch. Staff Responsible for Monitoring: Cafeteria Staff	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	•		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: We will consistently monitor and adjust the purchasing of custodial supplies to ensure the overall cleanliness of the school to maintain a clean and safe learning environment.

District Objective:

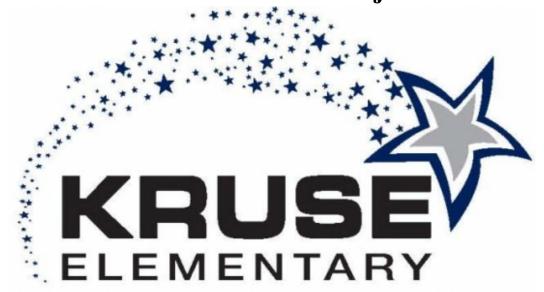
Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: Teacher and Staff Survey, Teacher Emails

Strategy 1 Details	For	rmative Rev	iews
Strategy 1: Maintain a positive and effective working relationship with all custodians and support them by ensuring they have the tools		Formative	
needed to satisfactorily do their job.	Jan	Apr	June
Strategy's Expected Result/Impact: The building will remain clean and safe for years to come. Staff Responsible for Monitoring: Custodians and Admin	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Conduct regular building walk-throughs to ensure structural soundness and systems operations are fully functional.		Formative	
Strategy's Expected Result/Impact: The building will remain clean and safe for years to come.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	100%	100%	100%
No Progress Continue/Modify X Discontinu	e	•	

Pasadena Independent School District Kruse Elementary

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allowable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals					
Goal 1: CURRICULUM & INSTRUCTION -	· We will provide rigorous and	meaningful curriculum by	creating integrated learning ex	speriences to meet individual st	tudent needs

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of			
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		55%	100%
Funding Sources: - 199 - General Fund - BFU, Overtime, Fixed - \$38,080, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$16,552.02, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$256,559.46, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Office Clerk - \$26,359.96			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	55%	55%	100%

Strategy 3 Details		Formative Reviews		ews
Strategy 3: Create a master schedule that will provide common planning and PLC time,			Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.		Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		100%	100%	100%
No Progress Accomplished — Continue/Modify	X Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative		
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments				
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	55%	55%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199 - General Fund - G/T - \$1,555				
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate	Formative			
English acquisition.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language				
domain levels			100%	
domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee	15%	25%	100%	
	15%	25%	100%	

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers Schoolwide and Targeted Assistance Title I Elements:	55%	55%	100%
2.4, 2.5, 2.6 Funding Sources: - Extended Day/Tutorial - ESSER - \$29,000, - Extended Day/Tutorial - Extended Day - \$800, - 199 - General Fund - Special Ed \$1,056, - 199 - General Fund - At Risk - \$2,696, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$83,892.13, - State Compensatory Funds - \$2,696, - 211 - Title 1 A - Economically Disadvantaged Study - Dyslexia/Intervention - \$40,377.87, - 21st CCLC Grant - 21st Century Afterschool Program - \$47,414			
No Progress Continue/Modify X Discontinue	2	•	

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	55%	55%	100%
No Progress Accomplished — Continue/Modify X Discor	ntinue	!	

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.	fessional development on-demand platform for differentiated learning opportunities for all employees.		
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	55%	55%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	55%	55%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district and campus.		Formative	1
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	60%	55%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		I

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

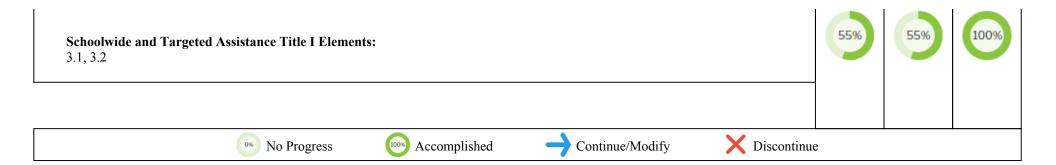
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.	Formative		
Strategy's Expected Result/Impact: Increased awareness and participation in school activities		Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator			
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2		55%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Lon	Formative	
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator		55%	100%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,735.66, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$4,097.42			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.	Formative		
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor, parent coordinator	<u> </u>	1 1	-



Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	55%	55%	100%
No Progress	e		

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,	Formative		
and other respectful practices.		Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	55%	FFOX	10000
Staff Responsible for Monitoring: Campus administrators, counselor, staff		55%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	For	mative Revi Formative	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.	For Jan		ews June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of	Jan	Formative Apr	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	Jan	Formative Apr	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators	Jan	Formative Apr	June

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior		Formative	
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators		75%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Pasadena Independent School District

L.F. Smith Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena iSD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

LF Smith Elementary

Mission

2021-22

LFS Mission:

LF Smith Elementary is committed to building positive relationships and providing a challenging and innovative curriculum where all students and staff can reach high levels of achievement for the betterment of our community. Grrr!

Motto: Best School, Best Students, Best Staff, and Best Community!

Vision

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

LFS Vision:

We strive to be a collaborative campus with the best students and staff in the best community – that's LF Smith Elementary! Grrr!

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals					
Goal 1: CURRICULUM & INSTRUCTION -	· We will provide rigorous and	meaningful curriculum by	creating integrated learning ex	speriences to meet individual st	tudent needs

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of	Formative		
cience and social studies to increase academic language and deepen student critical thinking.		Apr	June
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		100%	100%
Funding Sources: Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$173,367.63, Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$16,977.21, plan4learning - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, Instructional - 211 - Title 1 A - Economically Disadvantaged Study - Tutoring - \$4,000			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		100%	100%

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan Apr Ju		June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			100%
No Progress Accomplished Continue/Modify X Discontinue/	nue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details Formative Revi		ews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative		
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments		10000	100%	
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	70%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements:				
2.4, 2.5, 2.6				
Funding Sources: - 199 - General Fund - G/T - \$1,991				
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.	Ion	Formative	Tuna	
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, LPAC committee	60%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$3,310.33, - 199 - General Fund - Bil/ESL - \$4,722				

Strategy 3 Details	For	mative Revi	ews
Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	55%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: At-Risk - 199 - General Fund - At Risk - \$3,392, SPED - 199 - General Fund - Special Ed \$1,319, ESSER Tutoring - 282 - ESSER III - ESSER - \$45,166, Extended Day - Extended Day/Tutorial - Extended Day - \$1,100, Instructional Para - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$53,221.20, Dyslexia Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$76,760.53, Instructional Staff - State Compensatory Funds - \$82,528, BFU, Overtime, Fixed - 199 - General Fund - \$48,264, Office Clerk - 211 - Title 1 A - Economically Disadvantaged Study - \$27,863.79			
No Progress Continue/Modify X Discontinue	e		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Jan Apr Jun	
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	80%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	80%	100%	100%
No Progress Continue/Modify X Discon	tinue		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%	100%	100%
No Progress	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.	Formative		
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	75%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.	Formative		
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	80%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in	Formative		
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	60%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		I

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

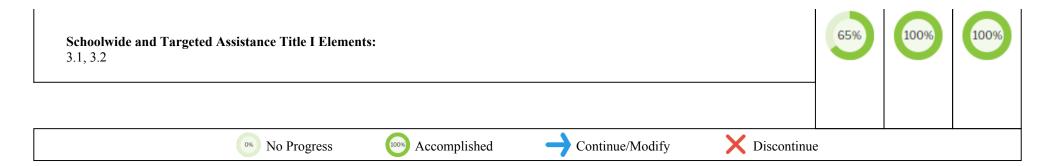
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.	Formative		
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator			
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	75%	100%	100%
Strategy 2 Details	Formative Reviews		iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Formative		I
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator	55%	10000	10000
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	55%	100%	100%
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$21,730.90, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,878.33, Parent resources materials - 211 - Title 1 A - Economically Disadvantaged Study - Parent and community - \$1,000			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.	Formative		
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor	H	l	l



Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase	Formative		
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	75%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,	Formative		
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully		100%	
Staff Responsible for Monitoring: Campus administrators, counselor, staff	65%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance		Formative	
center.	Jan	Apr	June
Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	OF of	42004	42004
Staff Responsible for Monitoring: Administrators	95%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior		Formative	
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators	90%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
No Progress Accomplished Continue/Modify X Discontinu	e e		

Pasadena Independent School District

Lomax Middle School

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

We are putting students at the center of their learning, equipping them with skills needed for success in college, career and life.

Vision

Every student is equipped to lead a fulfilled life - one with purpose, community, strong relationships and health.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meetindividual student needs ensuring students are future ready.

Performance Objective 1: Utilizing a measurable curriculum, faculty and staff will align written curriculum, instructional strategies, and assessments to SE-based instructional targets.

Evaluation Data Sources: AEIS Report

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Administrative and instructional staff will utilize MAP testing, the Personalized Learning Platform, Aware, and other tools of data		Formative		
collection to analyze student performance every 9 weeks.	Jan	Apr	June	
Strategy's Expected Result/Impact: Assessment Results and Reports, MAP Data Staff Responsible for Monitoring: All Staff	50%	80%	100%	
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Teachers will focus on the targeted SEs and cognitive skills by using standard clarifications and cognitive skill rubrics during				
packwards planning to improve instruction.	Jan	Apr	June	
Strategy's Expected Result/Impact: Department Meeting Agendas, Vertical alignment meetings Staff Responsible for Monitoring: Teachers, Administrators, Instructional coaches.	50%	80%	100%	
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: Teachers will collaborate in a department PLC to analyze data, plan common workshops and lessons by aligning, sharing, and		Formative		
utilizing resources available to the campus.	Jan	Apr	June	
Strategy's Expected Result/Impact: Lesson Plans and Assessments, Sign - In Sheets Staff Responsible for Monitoring: Department Heads, Instructional coaches, Administrators	50%	80%	100%	

Strategy 4 Details	For	mative Revi	ews
Strategy 4: Teams will use the Personalized Learning platform to assist students in becoming self-directed learners by setting goals, using	Formative		
routines and procedures that support habits of success.	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers will monitor timeline on student dashboard to see if student is on target and provide timely feedback.	F00/	0004	10000
Staff Responsible for Monitoring: Team Teachers, Instructional coaches, Admin.	50%	90%	100%
Funding Sources: ELAR Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$77,726.43, Title 1 Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$26,610.60			
Strategy 5 Details	For	mative Revi	ews
Strategy 5: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner		Formative	
engagement techniques	Jan	Apr	June
Strategy's Expected Result/Impact: SLP, MAP			
Staff Responsible for Monitoring: Taechers, Administration	45%	90%	100%
Funding Sources: Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$10,000.67, Extended Day/RTI Supplies - Extended Day/Tutorial - \$3,000)
No Progress Continue/Modify X Discontinue	2		

Performance Objective 2: We will ensure rigorous curriculum and student driven learning experiences that promote real life application.

Evaluation Data Sources: Summit Learning Data which includes student career goals, application of cognitive skills in projects and concept units.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Teachers will plan and include high impact processing opportuntunies for whole group and small group instruction on a weekly		Formative		
basis that meet the needs of all students utilizing district and campus spotlights; such as AVID, Technology, SIOP, and 7 Steps.	Jan	Apr	June	
Strategy's Expected Result/Impact: Lesson Plans and Walkthroughs Staff Responsible for Monitoring: All administrative and instructional staff Comprehensive Support Strategy	50%	90%	100%	
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Monitor curriculum implementation through formal and informal observations using the summit walk-through tools.		Formative		
Strategy's Expected Result/Impact: Walkthrough data is shared with the teacher with the expectation of teacher reflection that initiates	Jan	Apr	June	
measurable goals and action plans. The plan of action will be a collaborative endeavor with the instructional coaches. Staff Responsible for Monitoring: Teachers, Administrative Team, Instructional Coaches	50%	90%	100%	
No Progress Continue/Modify X Discontinue	e			

Performance Objective 3: Response to Intervention will be implemented with fidelity to ensure that all students learn at high levels.

Evaluation Data Sources: Platform data, Lesson Plans, Department Meetings, Teacher Feedback MAP testing and RTI meetings

Strategy 1 Details	For	mative Revi	ews
Strategy 1: The Intervention Assistance Team will meet every 6 - 9 weeks to discuss students referred by teacher teams or parents. Decisions		Formative	
will be made with regard to the intervention process and appropriate referrals to 504, dyslexia, speech, and special education. The IAT will act in a timely manner with all requests.	Jan	Apr	June
Strategy's Expected Result/Impact: Meeting Minutes, Mizuni Reports, pull out groups, student samples, MAP data, Personalized Learning Platform data Staff Responsible for Monitoring: Intervention Assistance Team	50%	90%	100%
Strategy 2 Details	Formative Reviews		ews
Strategy 2: All students who demonstrate the need of additional time and support in their learning will be given those supports. Those	Formative		
supports will include after school tutoring, scheduled intervention time, and the use of other instructional materials in small group settings.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will show growth as evidenced by an increase in student achievement on State and Local assessments. Staff Responsible for Monitoring: IAT Team, Admin, Teachers Funding Sources: RTI materials/snacks - 211 - Title 1 A - Economically Disadvantaged Study - \$2,382, ESSR Payroll - 282 - ESSER	50%	90%	100%
III - \$52,000, Extended Day - Extended Day/Tutorial - \$1,100, Extended Day snacks GG\$ - Extended Day/Tutorial - \$2,120, Checks for Understanding - Extended Day/Tutorial - \$267			
No Progress Ontinue/Modify X Discontinue Continue/Modify	:		

Performance Objective 4: Data driven instruction will be planned for using diagnostic and content assessments, MAP testing, curriculum based assessments, checkpoints for cognitive skiils and other various resources for monitoring of students.

Evaluation Data Sources: Walkthroughs, Lesson Plans, Department Meetings, GLT meetings

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Based on the data, teachers in the PLC'S will plan for just in time scaffolds and extensions necessary for students to meaningfully	Formative		
engage in the lessons planned.	Jan	Apr	June
Strategy's Expected Result/Impact: Student achievement as measured on STAAR. Staff Responsible for Monitoring: All instructional staff	50%	90%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Teachers will develop and incorporate workshops to support the district's PLP scope and sequence.		Formative	
Strategy's Expected Result/Impact: Data from walk-throughs	Jan	Apr	June
Staff Responsible for Monitoring: Admin, PF's & core content teachers	50%	90%	100%
No Progress Accomplished — Continue/Modify X Discontinue			

Performance Objective 5: A special population of student needs which includes Special Education, LEP, dyslexic students and speech will be serviced through customization of programs in addition to regular instruction.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Teachers will use manipulatives, literacy strategies and best practices on a daily basis to increase knowledge of the content area.		Formative		
Spec. Ed., Dyslexic students and speech will receive additional support through the use of various programs and extended day throughout the 9 weeks.	Jan	Apr	June	
Strategy's Expected Result/Impact: Lesson Plans and walkthroughs Staff Responsible for Monitoring: Administrators, Instructional coaches, Dyslexia Intervention Specialist, Counselors All teachers	50%	90%	100%	
Comprehensive Support Strategy	<u> </u>			
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Utilize personnel to implement research-based programs designed to accelerate student learning for at-risk students.		Formative		
Strategy's Expected Result/Impact: Assessment results	Jan	Apr	June	
Staff Responsible for Monitoring: Administration	50%	90%	100%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Utilization of ESL strategies, , implementation of ELPS and class room materials to support LEP population.		Formative		
Strategy's Expected Result/Impact: Classroom observations, lesson plans	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators, Instructional Coaches, Department Heads Funding Sources: Resources and supplies - 263 - Title III A - Bilingual Education, Language - \$1,377.45	50%	90%	100%	
Strategy 4 Details	Formative Reviews			
Strategy 4: Extended Day Tutorials for Math, Reading and Science	Formative			
Strategy's Expected Result/Impact: Data Collected during tutorials	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers, Instructional Coaches Comprehensive Support Strategy	50%	90%	100%	

Strategy 5 Details	For	Formative Reviews		
Strategy 5: RTI - Intervention Math/Reading		Formative		
Strategy's Expected Result/Impact: LLi Curriculum will be complete	Jan	June		
Staff Responsible for Monitoring: Intervention Teachers & Instructional Coaches	50%	90%	100%	
Strategy 6 Details	For	Formative Reviews		
Strategy 6: Reads/Solves - partial group interventions based on SE data		Formative		
Strategy's Expected Result/Impact: Data collected during small groups	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers	50%	90%	100%	
Strategy 7 Details	For	Formative Reviews		
Strategy 7: 8) Office hours and SDL time: partial group interventions	Formative			
Strategy's Expected Result/Impact: Data collected during small group	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers Additional Targeted Support Strategy	50%	90%	100%	
Strategy 8 Details	For	rmative Revi	iews	
Strategy 8: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP		Formative		
Strategy's Expected Result/Impact: PBIS data	Jan	Apr	June	
Staff Responsible for Monitoring: Case Managers. Admin, Diag	50%	90%	100%	
Strategy 9 Details	Formative Reviews			
Strategy 9: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and				
Texas Behavior Support Initiative (TBSI) requirements.	Jan	Apr	June	
Strategy's Expected Result/Impact: Professional Development Training Staff Responsible for Monitoring: All staff	100%	100%	100%	

Strategy 10 Details	For	Formative Reviews	
Strategy 10: Filing any waivers or exceptions for any teachers serving English Language Learners/Emergent Bilingual Students for the		Formative	
2021-2022 school year who are not properly certified as a Bilingual or ESL teacher	Jan	Apr	June
Strategy's Expected Result/Impact: ESL Academy, Certifications Staff Responsible for Monitoring: Admin, Master List Clerk	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	ie		

Performance Objective 6: 100 % of students will use self-selected reading to instill an enjoyment of reading. Students will be encouraged to read various materials and provided incentives to read throughout the year.

Evaluation Data Sources: Library Circulation

Strategy 1 Details	For	Formative Reviews			
Strategy 1: Students will participate in the following activities as they develop an enthusiasm for reading: Tweens Read, Read Across	Formative				
America, book fairs, Name That Book, author's works emphasized with books, displays, and videos, library cards from Pasadena Public Library, and Author/Illustrator visits. Staff development on technology resources will be available to teachers as well as how to use these	Jan	Apr	June		
programs. Strategy's Expected Result/Impact: Student interest and participation in reading activities. Staff Responsible for Monitoring: Librarian, Reading Department	50%	90%	100%		
Strategy 2 Details	For	Formative Reviews			
Strategy 2: Self-selected reading will help instill an enjoyment of reading by having Reads/Solves, an Accelerated Reader - Incentive		Formative			
Program, Leisure Reading Areas/Centers, Trade Books, Library Circulation, High School Mentors, and Daily Silent Sustained Reading.	Jan	Apr	June		
Strategy's Expected Result/Impact: Observations, participation, books and reading logs will be used for evaluation. Staff Responsible for Monitoring: All Staff Members					
Funding Sources: Books/AR Incentives - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000	50%	90%	100%		
No Progress Continue/Modify Discontinue	e		_		

Performance Objective 7: 100% of campus departments will create smart goals based on student performance.

Evaluation Data Sources: Aware, Testing Results, Diagnostic and Content Assessments, MAP testing

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Each department will create a smart goal for the current school year based on previous STAAR results.	Formative		
Strategy's Expected Result/Impact: Testing Results, STAAR	Jan	Apr	June
Staff Responsible for Monitoring: Admin, PF's, Department Heads	100%	100%	100%
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Each core area department will create yearly smart goals that reflect student progress which will be continually assessed and	Formative		
refined to meet the needs of all students.	Jan	Apr	June
Strategy's Expected Result/Impact: Testing results, informal assessments Staff Responsible for Monitoring: Admin, Pf's, Department Heads	50%	90%	100%
No Progress Accomplished — Continue/Modify X Discontinue	:		

Performance Objective 8: Students will be grouped throughout the year to meet all students' needs. Grouping patterns will include student ability, GT grouping, flexible skills, and collaborative strategies. Inclusion practices will ensure that special education, at-risk, migrant, homeless, and ESL/Bilingual students receive appropriate instruction in the regular classroom.

Evaluation Data Sources: Increase in classroom performance on content assessments, CBAs, and STAAR test prior to the past administrations.

Strategy 1 Details	For	ews	
Strategy 1: Weekly workshops will take place in reading, math, social studies and science focusing on accelerated instruction for all students		Formative	
to be successful. Strategiel English Despit/Topic etc. CDA. Content Assessments Fermel and Informal Assessments MAD data. Cognitive Skills for	Jan	Apr	June
Strategy's Expected Result/Impact: CBA, Content Assessments, Formal and Informal Assessments, MAP data, Cognitive Skills for Projects. Staff Responsible for Monitoring: ALL Teachers	50%	90%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 9: The campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Evaluation Data Sources: STAAR Reports

Strategy 1 Details	For	iews		
Strategy 1: Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process.		Formative		
Strategy's Expected Result/Impact: eSPED Reports	Jan	Apr	June	
Staff Responsible for Monitoring: Administrative team, Diagnostician	50%	90%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special		Formative		
education eligibility are completed within the required timelines.	Jan	Apr	June	
Strategy's Expected Result/Impact: eSPED Reports, ARD Minutes Staff Responsible for Monitoring: Administration, Diagnostician, LSSP, SPED Teachers	50%	90%	100%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.		Formative		
Strategy's Expected Result/Impact: Sign In Sheets	Jan	Apr	June	
Staff Responsible for Monitoring: Administration, Diagnostician, SPED Staff	50%	90%	100%	
Strategy 4 Details	For	mative Revi	ews	
Strategy 4:		Formative		
Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state	Jan	Apr	June	

assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR- (i.e., PPLAAFPs, IEPS, deliberations) and (3) utilizing District/State required STAAR and STAAR Alternative Participation Requirement Forms.

Strategy's Expected Result/Impact: ARD Minutes, District Documentation

Staff Responsible for Monitoring: Administrators, SPED Teachers, Diagnostician

One No Progress

On Progress

On

Performance Objective 10: Students whose academic performance on STAAR, common assessments, or benchmark tests indicates they are at-risk of non-mastery of the TEKS will be provided opportunities for reteach.

Evaluation Data Sources: Increase in classroom performance on content assessments, CBAs, and STAAR test prior to the past administrations.

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: All teachers will provide daily office hours for those students who are able to arrive by 8:10 a.m.		Formative		
Strategy's Expected Result/Impact: Assessment results and reports	Jan	Apr	June	
Staff Responsible for Monitoring: All instructional staff	50%	90%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: All reading, science, social studies and math teachers will provide weekly workshop tutoring based upon data and need. These		Formative		
groups will change as students demonstrate skill mastery.	Jan	Apr	June	
Strategy's Expected Result/Impact: Assessment results and reports Staff Responsible for Monitoring: All instructional staff	50%	90%	100%	
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: Teachers will use data to identify students eligible to participate in Extended Day based upon summative assessment results and		Formative		
student subgroups.	Jan	Apr	June	
Strategy's Expected Result/Impact: Assessment results and reports				
Staff Responsible for Monitoring: All instructional staff	50%	90%	100%	
No Progress Accomplished — Continue/Modify X Discontinue	;			

Goal 2: We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary/trade/tech education.

Evaluation Data Sources: Counselor Documentation

Strategy 1 Details	For	mative Revi	iews
Strategy 1: 100% of students are introduced to college, setting long and short term academic goals to establish career and college readiness		Formative	
skills through a series of activities in the PLP and in interactions with Counselors & Teacher Mentors.	Jan	Apr	June
Strategy's Expected Result/Impact: student feedback, academic goal setting Staff Responsible for Monitoring: Counselors, Teachers	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Throughout the year, students will be exposed to post-secondary information through a variety of methods on campus (College		Formative	
week, College Wednesday, Broadcast clips, SLP activities) in order to promote interest and awareness of institutions of higher learning.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% participation Staff Responsible for Monitoring: All Staff	100%	100%	100%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Students will be provided with the opportunity to visits San Jacinto College or participate in a presentation from San Jacinto.		Formative	
Strategy's Expected Result/Impact: Student Feedback on Awareness of College Opportunities	Jan	Apr	June
Staff Responsible for Monitoring: Administration, Counselors	100%	100%	100%
No Progress Continue/Modify X Discontinue	2		

Goal 2: We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: During the school year students will be exposed to activities, experiences and literature that will provide them with information related to 21st century career and Military opportunities.

Evaluation Data Sources: Career Day Information, Starbase, Veterans Day

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Students will be provided opportunities to explore various career opportunities through an annual Career Day and Veterans day.	Formative		
Students will learn from professionals in the community about all types of careers and the skills needed to pursue the specific occupation or military involvement.	Jan	Apr	June
Strategy's Expected Result/Impact: Student and Presenter Feedback Staff Responsible for Monitoring: Counselors, Administration Funding Sources: food for guests - 211 - Title 1 A - Economically Disadvantaged Study - \$500	50%	100%	100%
Strategy 2 Details	For	mative Revie	ews
Strategy 2: During the school year, selected 5th grade students will explore science, math and technology; incorporating these skills in real world operations and investigations. (STARBASE Program)	т	Formative	т
Strategy's Expected Result/Impact: Student Product and Feed back	Jan	Apr	June
Staff Responsible for Monitoring: Science Instructional Coach	100%	100%	100%

Performance Objective 1: Support systems will be implemented to facilitate retention of highly qualified effective employees.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance Report, Staff Development Logs

Strategy 1 Details	For	mative Revi	iews
Strategy 1: The master schedule will provide adequate planning time for teachers to ensure collective efficacy in instructional practice and a		Formative	
collaborative approach between teacher teams. Strategy's Expected Result/Impact: Master Schedule, GLT/PLT minutes Staff Responsible for Monitoring: Administrative Team, Department Heads and Team Leaders	Jan	Apr	June
Start responsible for reality reality reality Department reads and reality beautiful	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Carter Lomax will have a teacher on campus that will be considered the technology liaison for the campus. This person will		Formative	
facilitate training for the staff and offer technical assistance to teachers.	Jan	Apr	June
Strategy's Expected Result/Impact: Walkthrough Data, Sign In Sheets, Technology Assessments Staff Responsible for Monitoring: Administration, Tech Liasion	100%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Providing staff development opportunities both on and off campus		Formative	
Strategy's Expected Result/Impact: Agenda, training for staff, use to help student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Admin Funding Sources: Conferences fees, dues, registrations - Extended Day/Tutorial - \$1,000	50%	100%	100%
Strategy 4 Details	For	mative Revi	ews
Strategy 4: Partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for		Formative	
the bilingual certification test and ensure follow through in sitting for the exam. Strategy's Expected Result/Impact: Certified Bilingual Staff	Jan	Apr	June
Staff Responsible for Monitoring: Admin, master list clerk	50%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue)		

Performance Objective 2: 100% of new teachers will be provided a mentor or buddy throughout their first year at the school.

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: All mentors/buddies will be 100% voluntary and receive guidance and support in order to better serve all new teachers. Only				
teachers who have demonstrated proficionary in classroom management and instruction will be chosen to menter or hyddy. Principals and AP's will	Jan	Apr	June	
who have demonstrated proficiency in classroom management and instruction will be chosen to mentor or buddy. Principals and AP's will solicit feedback on areas of need and reinforcement as needed. Teachers with mentors will meet at least once a week to discuss teaching strategies, classroom management, and areas of need.	50%	90%	100%	
Strategy's Expected Result/Impact: Mentor Logs				
Staff Responsible for Monitoring: Campus Coaches, Mentors, Buddies				
Strategy 2 Details	For	mative Revi	<u> </u> iews	
Strategy 2: Each year all new teachers will receive a comprehensive introduction to Carter Lomax Middle School, Pasadena ISD, and the		Formative		
CLMS Community.	Jan	Apr	June	
Strategy's Expected Result/Impact: New teacher feedback Staff Responsible for Monitoring: Administrative Team, Mentors, Buddies	100%	100%	100%	
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: New teachers will attend monthly meetings where they will be given effective teaching strategies and classroom management tips.		Formative		
They will have an opportunity to voice questions or concerns.	Jan	Apr	June	
Strategy's Expected Result/Impact: Walkthroughs, Mentor teacher feedback Staff Responsible for Monitoring: Administrators, Campus Coaches, Mentors, Buddies	50%	90%	100%	
No Progress Continue/Modify X Discontinue	e	I		

Performance Objective 3: Provide Team Building opportunities to increase relationships, climate and culture throughout the building.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Administrators and staff members will nominate a faculty member to be recognized at the campus, district and state level for		Formative	
awards/honors that are appropriate for the individual.	Jan	Apr	June
Strategy's Expected Result/Impact: End of the year awards Staff Responsible for Monitoring: Staff Members	50%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Staff members will voluntarily participate in "fun days" and social activities to develop school climate relationships.		Formative	
Strategy's Expected Result/Impact: Increased faculty camaraderie	Jan	Apr	June
Staff Responsible for Monitoring: Courtesy and Climate Committees	50%	90%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e	_	_

Performance Objective 4: The Lomax MERT Crisis Team has established a plan in the event a crisis might occur, drills are preformed regularly.

Strategy 1 Details	For	mative Revi	ews
rategy 1: A team of school personnel has been established as the MERT crisis team. These faculty members are responsible for alerting all		Formative	
stakeholders involved in what is happening in triage situation.	Jan	Apr	June
Strategy's Expected Result/Impact: Debriefing following crisis situtation. Staff Responsible for Monitoring: Admin, R. Cruz, Teachers	50%	100%	100%
Strategy 2 Details	For	Formative Reviews	
Strategy 2: A campus plan has been developed for various situations. The Crisis Team has devised ways to be alerted to situations that may		Formative	
arise. Example: tornado, intruder, lock down, shelter in place, fire drills.	Jan	Apr	June
Strategy's Expected Result/Impact: Feedback on drills Staff Responsible for Monitoring: Lomax Crisis Team, N. Penny, J. Kaatz, L. Mills	100%	100%	100%
No Progress	e		

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the school year, the parent involvement program will continue to encourage collaborative partnerships with the parents, the campus and district to increase academic and social emotional success.

Evaluation Data Sources: Parent involvement reports, Sign-In Sheets, Agendas, Student SLP data, Calendars, parent surveys and feedback.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Parents will be invited to campus for multiple academic and relationship building activities throughout the year.		Formative		
Strategy's Expected Result/Impact: Sign In Sheets, Flyers, Evaluations	Jan	Apr	June	
Staff Responsible for Monitoring: Administration, Parent Coordinator Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$20,735.66, Parent Coordinator/Counselor - 211 - Title 1 A - Economically Disadvantaged Study - \$49,253.85	50%	90%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Parent Education will be held monthly beginning in September and ending in May		Formative		
Strategy's Expected Result/Impact: Parent Survey, Sign In Sheets, Feedback	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors, PF's, Admin				
Funding Sources: Supplies/Food - 211 - Title 1 A - Economically Disadvantaged Study - \$2,500	50%	95%	100%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Parents and community p artners will be recruited to mentor through parent events, flyers, newsletters. A minimum of 1 Mentor		Formative		
Meetings per year in order to increase participation with the goal being to recruit 5% more mentors as compared to last year.	Jan	Apr	June	
Strategy's Expected Result/Impact: Mentors, Sign Up Sheets Staff Responsible for Monitoring: Counselors	50%	100%	100%	
Strategy 4 Details	For	mative Revi	iews	
Strategy 4: Parents will have a Parent Resource Room, for volunteer and educational purposes.		Formative		
Strategy's Expected Result/Impact: Parent Feedback	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors				
Funding Sources: Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$479.29	100%	100%	100%	

Strategy 5 Details	For	mative Revi	ews
Strategy 5: A parent needs assessment will be completed by September.		Formative	
Strategy's Expected Result/Impact: Parent Survey	Jan Apr		June
Staff Responsible for Monitoring: Counselors	100%	100%	100%
Strategy 6 Details	For	mative Revi	ews
Strategy 6: Parent literature will be sent out in English and Spanish and also made available in the office throughout the year.		Formative	
Strategy's Expected Result/Impact: Parent Feedback	Jan	Apr	June
Staff Responsible for Monitoring: Counselors, PFs	50%	90%	100%
Strategy 7 Details	For	mative Revi	ews
Strategy 7: Recruit and retain community resources that provide campus incentives for student success.		Formative	
Strategy's Expected Result/Impact: Donation Reports	Jan	Apr	June
Staff Responsible for Monitoring: Administration, teachers	50%	90%	100%
Strategy 8 Details	For	mative Revi	ews
Strategy 8: Expand the knowledge of Cultural Diversity through spotlighting and providing activities for students throughout the school year		Formative	
on different cultures.	Jan	Apr	June
Strategy's Expected Result/Impact: Student and Staff participation Staff Responsible for Monitoring: Counselors	50%	90%	100%
ESF Levers: Lever 3: Positive School Culture			

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: The number of parent volunteer will continue to increase each year.

Evaluation Data Sources: parent involvement reports, parent feedback.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: In February a parent committee will meet to review and revise the parent policy, parent compact and parent calendar for the		Formative	
coming year.	Jan	Apr	June
Strategy's Expected Result/Impact: sign in sheets Staff Responsible for Monitoring: Counselors	55%	100%	100%
Strategy 2 Details	For	Formative Reviews	
Strategy 2: In March, the SBDM will meet to review the parent involvement policy, parent compact, and parent calendar of events for the	Formative		
coming year.	Jan	Apr	June
Strategy's Expected Result/Impact: sign in sheets Staff Responsible for Monitoring: SBDM	50%	100%	100%
Strategy 3 Details	Formative Reviews		ews
Strategy 3: Numbers of parent volunteers are collected at each monthly event through sign in sheets. These numbers are submitted to the Title	Formative		
I district coordinator monthly. The numbers are reviewed by the campus parent coordinator on an annual basis to decide if the strategies are effective.	Jan	Apr	June
Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Counselor-Parent Coordinator	50%	90%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 1: During the current school year, 100% of students and staff will promote positive choices through using conscious discipline structures and strategies.

Evaluation Data Sources: Walkthrough Data, Teacher Feedback, CD Team Meetings, CD Coaching Feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will incorporate conscious discipline structures such as: daily commitments, celebrations boards/daily positives, wish	Formative		
wells, and jobs.	Jan	Apr	June
Strategy's Expected Result/Impact: Teacher Feedback Staff Responsible for Monitoring: Teachers and Administrators	55%	90%	100%
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Counselors will create and teach SEL Lessons throughout the school year.		Formative	
Strategy's Expected Result/Impact: Teachers using SEL language and strategies in their classrooms and through the broadcast system.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors, Teachers, and Administrators	50%	90%	100%
No Progress Accomplished — Continue/Modify X Discontinue			

Performance Objective 2: During the current school year, the campus attendance rate will increase to 96% or higher.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Administrators along with teachers will communicate effectively in regards to attendance expectations and procedures.		Formative	
Strategy's Expected Result/Impact: Increased daily attendance rates, attendance records	Jan	Apr	June
Staff Responsible for Monitoring: Administration, Counselors, Parents Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	50%	90%	100%
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Provide student attendance incentives throughout the year		Formative	
Strategy's Expected Result/Impact: attendance will be above 96%	Jan	Apr	June
Staff Responsible for Monitoring: Attendance Clerk, Administration, Teachers Funding Sources: Incentives - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000	50%	90%	100%
No Progress Accomplished — Continue/Modify X Discontinue	ie		

Performance Objective 3: We will provide additional support including pro-social academic behaviors sessions, social skills training sessions, and emotional regulation sessions for all students focusing on at-risk students exhibiting high need.

Evaluation Data Sources: Teachers, Counselors, and Administrators Referrals

Strategy 1 Details	Formative Reviews		ews
1: We will foster a sense of belonging by creating groups for students to build meaningful relationships with staff and peers while		Formative	
engaging in specially designed team building activities in academic and extracurricular areas as well as specially designed lessons for SEL.	Jan	Apr	June
Strategy's Expected Result/Impact: Less discipline referrals and increased school family culture on campus and community. Recognition will be through Colt of the month yard signs, grading period campus celebrations, and weekly recognition in team emails. Staff Responsible for Monitoring: Teachers, Counselors, Administrators	50%	90%	100%
ESF Levers: Lever 3: Positive School Culture			
Funding Sources: Rhithm Software - 211 - Title 1 A - Economically Disadvantaged Study - \$300, SEL groups - 211 - Title 1 A - Economically Disadvantaged Study - \$700			
No Progress Continue/Modify X Discontinue	e	ı	

Performance Objective 4: The CHAC committee will plan and implement at least three activities that increase student and parent awareness of healthy living practices as measured by attendance at planned events.

Evaluation Data Sources: Sign in sheets at CHAC events, Documentation of Informational pamphlets and notes, and an Increase in student participation in school sponsored events.

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Families and staff will be invited to attend family fitness activities, in which they will participate in activities that increase health	İ	Formative	
and wellness such as the Pumpkin Run, Turkey Trot, Jingle Bell Jog, Get Fit Jog, Color Run, Mighty Milers and Walk for Sight.	Jan	Apr	June
Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: CHAC Committee	50%	100%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Nutritional information about common foods eaten by students and staff will be presented with healthy alternative information as	Formative		
well.	Jan	Apr	June
Strategy's Expected Result/Impact: Posters, Flyers, Newsletters, Broadcast Staff Responsible for Monitoring: CHAC Committee	50%	90%	100%
Strategy 3 Details	Formative Reviews		ews
Strategy 3: Wellness information (i.e. physical fitness, nutritional facts) will be presented on the broadcast system every Wednesday	Formative		
(Wellness Wednesday).	Jan	Apr	June
Strategy's Expected Result/Impact: Broadcast Staff Responsible for Monitoring: CHAC Committee	50%	90%	100%
No Progress Accomplished — Continue/Modify X Discontinue	,		

Goal 6: We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Students and teachers will have access to technology and use it to enhance learning at the campus level according to the District Strategic Plan.

Evaluation Data Sources: District Strategic Plan and Student Progress in Summit Platform.

Strategy 1 Details	Formative Reviews			
Strategy 1: Teachers will use 1:1 devices to have students acquire technology skills.	Formative			
Strategy's Expected Result/Impact: T-TESS Walk throughs and student progress in the Summit Platform will show student knowledge and understanding of technology skills.	Jan	Apr	June	
Staff Responsible for Monitoring: Administration	50%	100%	100%	
Strategy 2 Details	Formative Reviews			
rategy 2: Ensure that all teachers have access to adequate technology for the implementation of TEKS requirements.		Formative		
Strategy's Expected Result/Impact: The Inventory Report, Campus Budget, Lesson Plans, and T-TESS walk throughs will show that	Jan	Apr	June	
teachers have adequate technology to implement the TEKS. Staff Responsible for Monitoring: Administration, Tech Liaison	50%	100%	100%	
Strategy 3 Details	Formative Reviews			
Strategy 3: Teachers will be trained on how to use various district provided technology and resources to enhance instruction and data		Formative		
disaggregation.	Jan	Apr	June	
Strategy's Expected Result/Impact: Sign in sheets for trainings and T-TESS walk throughs will show teacher knowledge and application of training to enhance instruction and data disaggregation.				
Staff Responsible for Monitoring: Administration, Tech Liaison	50%	(100%)	100%	
Strategy 4 Details	Formative Reviews			
Strategy 4: Teachers and students will use 1:1 student laptops and other technology resources to enhance instruction, complete assessments,	Formative			
and apply knowledge and learning to real world scenarios.	Jan	Apr	June	
Strategy's Expected Result/Impact: T-TESS Walk throughs, lesson plans, and student progress in the Summit Platform will show technology is being used throughout the entire curriculum. Staff Responsible for Monitoring: All Staff	100%	100%	100%	
No Progress Continue/Modify X Discontinue	÷			

Goal 6: We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: Carter Lomax will use Plan4Learning to complete the Campus Improvement Plan

Evaluation Data Sources: SBDM Committee

Strategy 1 Details	Formative Reviews		
Strategy 1: Plan4learning will be the technology resource used for our Campus Improvement Plan.	Formative		
Strategy's Expected Result/Impact: Once the plan is created, the campus will follow through with the plan.	Jan	Apr	June
Staff Responsible for Monitoring: SBDM Committee Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	55%	95%	100%
No Progress Continue/Modify Discontinue	e		

Pasadena Independent School District

Mae Smythe Elementary

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

To empower students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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	ensuring students are future ready.

- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 12 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus - wide PK- 4 Literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic plan: 1.2.1, 1.1.2, 1.4.7, 1.4.5

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walk through documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Monitor curriculum implementation through campus walkthrough		Formative	
Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators, District Personnel			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	100%	100%	100%
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$20,026.50, - 211 - Title 1 A - Economically Disadvantaged Study - \$550, - 199 - General Fund - \$54,834, - 282 - ESSER III - \$43,500, - Extended Day/Tutorial - \$1,200			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches	10000	1000%	10000
Schoolwide and Targeted Assistance Title I Elements:	100%	100%	100%
2.4, 2.5, 2.6))

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Create a master schedule that will provide common planning and PLC time.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished Continue/Modify Disconti	nue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the School Year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: walkthroughs, lesson plans and assessment data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment		Formative	
to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of identified GT students, reduction in number of discipline referrals, higher level of achievement on assessments.	10000		1000
Staff Responsible for Monitoring: Campus Administrators, GT Coordinator	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - \$2,411			
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Implement the Bilingual Continuum and district ESL strategies using a tiered instructional model with resources to accelerate		Formative	
English acquisition	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain measures.			
Staff Responsible for Monitoring: Campus Administrators, LPAC Committee	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$3,476.96, - 199 - General Fund - \$3,500			
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain measures. Staff Responsible for Monitoring: Campus Administrators, LPAC Committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 100%	Apr 100%	

Strategy 3 Details	For	mative Revi	ews
gy 3: Ensure a comprehensive and systematic campus-wide PK-4 Response to Intervention and Special Programming approach that		Formative	
provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all subgroups in order to close the achievement gaps. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4			
Funding Sources: - Extended Day/Tutorial - \$1,200, - 199 - General Fund - \$3,300			
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Encourage students to attend college by promoting College Week		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements:	100%	100%	100%
2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day and College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
No Progress Accomplished — Continue/Modify X Discontinue	2		

Performance Objective 2: During the current school year, students will receive information and guidance introducing them to college and post secondary possibilities.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Counselor documentation and college and career week activities on student and staff calendars.

Performance Objective 3: During the current school year, all students will be immersed in a literacy and technology rich environment that will provide them with information related to 21st century career opportunities.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: College week activities on student and staff calendars, career day information and lesson plans in eduphoria.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide students with real world experiences that explore a wide range of careers.		Formative	
Strategy's Expected Result/Impact: Lesson plans in Eduphoria	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day and College Week.		Formative	
Strategy's Expected Result/Impact: Lesson Plans in Eduphoria	Jan	Apr	June
Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Provide mentorship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate.	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Sign in Sheets, agendas,

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Continue/Modify X Discontinue	e		l

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

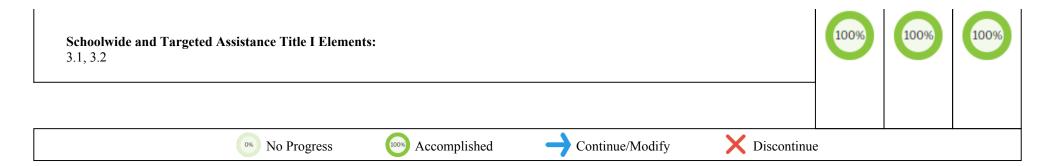
Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Sign in sheets, agendas, calendars and parental involvement reports.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities.	Jan	Apr	June
Staff Responsible for Monitoring: Counselor, Teachers and Parent Coordinator			
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs	Ion	Formative	1
Strategy's Expected Result/Impact: Increased input and participation in school activities.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$4,416.44, - 211 - Title 1 A - Economically Disadvantaged Study - \$20,026.50			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative	
Strategy's Expected Result/Impact: Promote student/parent/business involvement through volunteerism and community service.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Student Council, Parent Coordinator	 	1	1



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: During the current school year, Mae Smythe Elementary will focus on the social, emotional and physical well being of all students and staff in an orderly and safe learning environment.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Wellness committee agendas and sign in sheets, counseling documentation of social and emotional lessons and safety logs.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during crisis situations. Staff Responsible for Monitoring: Campus Administrators, MERT Team,	100%	100%	100%
No Progress Continue/Modify X Discontinue	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: During the 21-22 SY, we will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including safe and civil schools, conscious discipline,		Formative	
Habits of Success and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increased student achievement, equip students and staff to self regulate and resolve conflict peacefully.			
Staff Responsible for Monitoring: Campus Administrators, Counselor, Staff	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance		Formative	1
Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior		Formative	
Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint	Jan	Apr	June
Training and Texas Behavior Support Initiative (TBSI) requirements.	40004	40000	42204
Staff Responsible for Monitoring: Administrators	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
No Progress Continue/Modify Discontinue	e e		1

Pasadena Independent School District Matthys Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

District Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Matthys Mission Statement

We collaborate as a professional community so that all students learn essential academic and social skills needed to be productive and successful members of society.

Vision

District Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Campus Vision

At Matthys Elementary every child and adult feels safe, loves to learn, and inspire each other to grow every day.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

Table of Contents

Goals					
Goal 1: CURRICULUM & INSTRUCTION	- We will provide rigorous and	meaningful curriculum by o	creating integrated learning e	xperiences to meet individual	student needs

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative		
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements:	35%		80%	
2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$167,781.47, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$16,440.46, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$43,096				
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative		
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	25%		55%	

Strategy 3 Details		Formative Reviews		ews
Strategy 3: Create a master schedule that will provide common planning and PLC time,			Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.		Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		100%	100%	100%
No Progress Accomplished — Continue/Modify	X Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative		
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments	Jan 10%	Apr	June 65%	
Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$1,770	10%		03%	
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.	_	Formative	_	
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 10%	Apr	June 75%	

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	40%		85%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - At Risk - \$2,855, - 199 - General Fund - Special Ed \$1,502, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$52,953.85, - Extended Day/Tutorial - Extended Day - \$5,743, - Extended Day/Tutorial - ESSER - \$30,500, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 DAIT - \$74,359.64, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Office Clerk - \$26,861.24, - State Compensatory Funds - \$78,916			
No Progress Continue/Modify X Discontinue	e e		

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details		Formative Re	views
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	e
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	70%		85%
Strategy 2 Details	1	Formative Rev	views
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	2
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	10%		20%
No Progress Accomplished Continue/Modify	Discontinue	!	•

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%
No Progress Accomplished — Continue/Modify X Discontinue	ue		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	25%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	35%		100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	•
the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	10%		50%
No Progress Accomplished — Continue/Modify X Discontinu	e		•

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

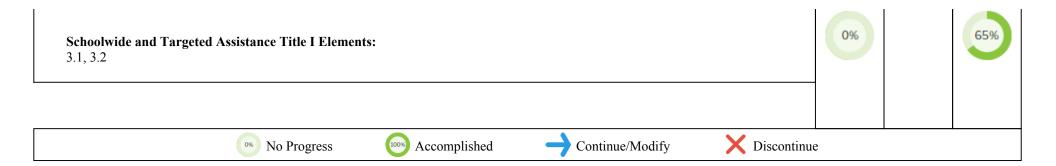
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.	Formative		
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator		-	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	40%		65%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Jan	Formative	June
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator	35%		70%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984.40, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$4,077.73			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative	
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor	-	-	-



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	10%		45%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,	Formative			
and other respectful practices.	Jan	Apr	June	
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully				
Staff Responsible for Monitoring: Campus administrators, counselor, staff	50%		100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance		Formative		
center.	Jan	Apr	June	
Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	OFW.		2004	
Staff Responsible for Monitoring: Administrators	35%		90%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				

Strategy 3 Details	For	mative Rev	iews
trategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior		Formative	
upport Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements:	60%		100%
2.4, 2.5, 2.6			

Pasadena Independent School District McMasters Elementary

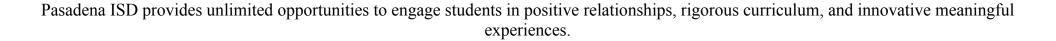
2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Mission Statement



Vision

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals				
Goal 1: CURRICULUM & INSTRUCTION - V	Ve will provide rigorous and meaningful	curriculum by creating integrated	learning experiences to meet	individual student needs

- ensuring students are future ready.

 Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7
- meet the needs of each student.

 Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details		Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of science and social studies to increase academic language and deepen student critical thinking.		Formative		
		Apr	June	
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$14,465, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$162,849, - 199 - General Fund - BFU, Overtime, Fixed - \$31,392, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Teachers - \$73,932	50%	80%	100%	
Strategy 2 Details	Formative Reviews			
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.	Formative			
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%	

Strategy 3 Details		Formative Reviews	
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	ue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Formative Reviews		
Formative		
Jan	Apr	June
F00/	700	1000
50%	70%	100%
Formative Reviews		
Formative		T
		June
50%	75%	100%
	Jan 50%	Formative Jan Apr 50% 70% Formative Revi Formative Jan Apr

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.		Formative		
		Apr	June	
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	50%	75%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199 - General Fund - At Risk - \$2,129, - 199 - General Fund - Special Ed \$1,462, - Extended Day/Tutorial - ESSER - \$23,500, - Extended Day/Tutorial - Extended Day - \$3,770, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$31,990, - State Compensatory Funds - \$154,674				
Strategy 4 Details	Formative Reviews		iews	
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.	Formative			
Strategy's Expected Result/Impact: Discipline Referrals	Jan	Apr	June	
Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%	80%	100%	
Strategy 5 Details		Formative Reviews		
Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and		Formative		
Texas Behavior Support Initiative (TBSI) requirements.		Apr	June	
Strategy's Expected Result/Impact: Restraint Documentation, Staff Development Certificates Staff Responsible for Monitoring: Campus Administrators	70%	80%	100%	
No Progress Continue/Modify X Discontinue	e		•	

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	For	rmative Revi	iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discor	tinue	•	

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		80%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide supplementary primary language support model for special education teachers who are not bilingual certified and working		Formative	
with EL students.	Jan	Apr	June
Strategy's Expected Result/Impact: LPAC minutes, Conference Logs			
Staff Responsible for Monitoring: Campus Administrators	50%	75%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.6			
No Progress Accomplished — Continue/Modify X Discontinu	e e		

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity		Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Continue/Modify X Discontinu	e		<u> </u>

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

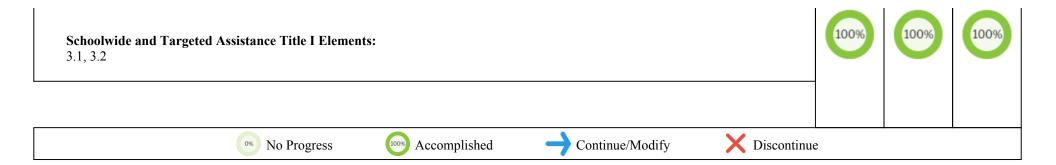
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.	Provide effective two-way communication methods for family to maintain engagement in student learning. For		
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator			
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2		100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Jan	Formative	June
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator		100%	100%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$21,956, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,552			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative	
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor	-		



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

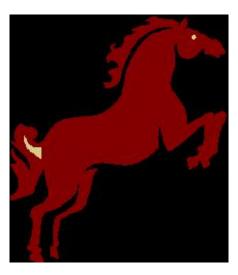
Strategy 1 Details	For	mative Revi	ews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,		Formative	
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	F00/	750	10000
Staff Responsible for Monitoring: Campus administrators, counselor, staff	50%	75%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	For	mative Revi Formative	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.	For Jan		ews June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of	Jan	Formative Apr	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	Jan	Formative Apr	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators	Jan	Formative Apr	June

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior		Formative	
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators		75%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Pasadena Independent School District Meador Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Pasadena ISD and MEADOR ELEMENTARY, provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

•	A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
•	We will honor our country, our freedom and all those who protect and defend our constitutional rights
•	Family and community profoundly influence decisions individuals make.
•	Everyone has purpose, worth, and dignity with immeasurable potential.
•	Connecting with others and building positive, meaningful relationships is essential.
•	Learning is instinctive, lifelong, and unique to the individual.
•	Communication is pervasive, essential, ever-present, and multidimensional.
•	We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
•	Diversity adds value to all areas of life.
•	Change is inevitable for growth and success.
•	Each person is responsible and accountable for the choices he or she makes.
•	We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

Table of Contents

Goals			
Goal 1: CURRICULUM & INSTRUCTION	- We will provide rigorous and meaningful curriculum b	by creating integrated learning exp	periences to meet individual student needs

- ensuring students are future ready.

 Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7
- meet the needs of each student.

 Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative		
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators	55%	90%	50%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$13,242.42, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach Salaries - \$160,975.87, - 199 - General Fund - BFU, Overtime, Fixed - \$38,232				
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative		
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	60%	95%	100%	

Strategy 3 Details	Fo	rmative Revi	iews
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	•
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished Continue/Modify	Discontinue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative		
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments		Apr	June	
		2004	1000	
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	70%	90%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199 - General Fund - G/T - \$1,562				
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.	Τ	Formative	T	
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, LPAC committee	70%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,177.50, - 199 - General Fund - Bil/ESL - \$1,759, Bilingual Teaching Staff - State Compensatory Funds - \$78,398				

Strategy 3 Details	For	Formative Reviews	
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	70%	85%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - Special Ed \$1,035, - 282 - ESSER III - ESSER - \$34,672, - Extended Day/Tutorial - Extended Day - \$800, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para Salary - \$53,973.11, - State Compensatory Funds - At Risk - \$2,418			
No Progress Accomplished Continue/Modify X Discontinue	e		l

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	Strategy 1 Details		Formative Reviews	
Strategy 1: Encourage students to attend college by promoting College Week.		Formative		
Strategy's Expected Result/Impact: Increased awareness of various colleges		Jan Apr J		June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		55%	100%	100%
Strategy 2 Details		For	mative Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities.			Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Ī	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		70%	90%	100%
No Progress Continue/Modify	X Discontinue		!	•

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue/	ue		

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	75%	90%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	80%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	85%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		l

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

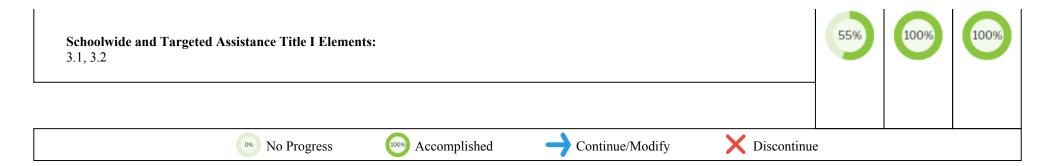
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative		
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, parent coordinator				
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	80%	100%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Low	Formative	1	
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, parent coordinator	85%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2				
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator Salary - \$21,482.07, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,513.37				
Strategy 3 Details	Formative Reviews			
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.	Formative			
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, counselor	-	! •	 	



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase	Formative		
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,	Formative		
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	90%	12004	12000
Staff Responsible for Monitoring: Campus administrators, counselor, staff		100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	Formative		
center.	Jan	Apr	June
Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	2004	42004	42004
Staff Responsible for Monitoring: Administrators	90%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior	Formative		
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators	85%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
No Progress Accomplished — Continue/Modify X Discontinue	e		ļ.

Pasadena Independent School District Melillo Middle School 2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

Dr. Dixie Melillo Middle School will be a safe, comfortable, and inviting environment where the students, faculty, and parents work together to create an exemplary learning community which, through the characteristics of respect and responsibility, develops life-long learners with hearts that care, hands that serve, and minds that think.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the u meet the needs of each student.	se of systems and structures that	7
Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environ	ment for all.	11
Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engage community stakeholders to support students and staff.	ment with family, business, and	13
Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and phy	sical needs of all students and	18
staff in a culturally responsive environment.		
Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancill	ary service departments that	19

integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: All teachers will utilize various instructional materials and resources as well as employ a variety of methods and instructional practices.

Evaluation Data Sources: STAAR Assessment; TELPAS for all LEP students

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Departments will create common assessments, in addition to the district created common assessments, to provide for equity		Formative	
amongst all classrooms and students. Strategy's Expected Result/Impact: Skyward Gradebook; AWARE	Jan	Apr	June
Staff Responsible for Monitoring: Department Heads	55%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4 - Comprehensive Support Strategy			
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Teachers will disaggregate data from common assessments to determine the needs of the students. Additional assistance will be		Formative	ı
given to students who experience difficulty in a timely manner. Strategy's Expected Result/Impact: Skyward Gradebook; AWARE Staff Responsible for Monitoring: Department Heads Schoolwide and Torgeted Assistance Title I Florents:	Jan 50%	Apr	June 100%
Schoolwide and Targeted Assistance Title I Elements: 2.6 - Comprehensive Support Strategy Funding Sources: Personnel for Tutoring - Extended Day/Tutorial - \$1,000, Personnel for Tutoring - 282 - ESSER III - \$48,500			

Strategy 3 Details	For	mative Rev	iews	
Strategy 3: Teachers will meet by departments on a weekly basis to discuss best teaching practices for the SE's that are currently being taught.		Formative		
Strategy's Expected Result/Impact: Skyward Gradebook; Eduphoria / Lesson Plans / PLT Minutes Staff Responsible for Monitoring: Department Heads	Jan	Apr	June	
Comprehensive Support Strategy Funding Sources: Substitutes for Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$5,976	55%		100%	
Strategy 4 Details	For	mative Rev	iews	
Strategy 4: Teachers will utilize station activities, various grouping techniques, such as small group instruction, literacy groups and consistent	<u> </u>	Formative		
use of organizing tools (i.e. Thinking Maps) and other resources such as technology. Strategy's Expected Result/Impact: Walk-Throughs; T-TESS Observations; Eduphoria/Lesson Plans	Jan	Apr	June	
Schoolwide and Targeted Assistance Title I Elements: 2.5 - Comprehensive Support Strategy Funding Sources: Dictionaries, Literature, Charging Caddies for Computers - 263 - Title III A - Bilingual Education, Language - \$777.60, Paper for Literacy stations, graphic organizers, etc. Easel Pads and Dry Erase Boards 211 - Title 1 A - Economically Disadvantaged Study - \$12,101.75, Copy Paper, Novels, Science Lab Materials, Math Materials, Chart Paper - 199 - General Fund - \$55,132	45%		75%	
Strategy 5 Details	For	mative Rev	iews	
Strategy 5: Teachers will use a variety of literature (books) selected by the district and campus staff to teach Reading SE's.	<u> </u>	Formative		
Strategy's Expected Result/Impact: Increase of students' reading comprehension and fluency. Staff Responsible for Monitoring: ELAR Campus Coach Comprehensive Support Strategy Funding Sources: Novels, Subscriptions to RAZ, Scholastic Works - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000	Jan 50%	Apr	June 100%	
No Progress Accomplished Continue/Modify X Discontinue			1	

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: 100% of Grades Five and Six Gifted and Talented students will complete the State Standards Project.

Evaluation Data Sources: Gifted and Talented Showcase

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Grade Six Gifted and Talented students will participate in a STEAM Fair project that meets the criteria for the GT Standards		Formative	
Project.	Jan	Apr	June
Strategy's Expected Result/Impact: Check Points Through Out the Project; Final Project Board/Journal Staff Responsible for Monitoring: Counselors	70%		100%
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Grade Five Gifted and Talented students will participate in a project regarding a Texas landmark. The title of the project is "Texas Getaway".		Formative	T .
Strategy's Expected Result/Impact: Check Points Through Out the Project; Final Product	Jan	Apr	June
Staff Responsible for Monitoring: Counselors	50%		100%
No Progress Continue/Modify X Discontinue	e		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: Melillo MS will provide the school's Special Education student population a learning environment that enables the district to comply to a corrective action plan that is in place to meet state and federal guidelines.

Evaluation Data Sources: PEIMS Data

Strategy 1 Details	Formative Reviews		iews	
Strategy 1: Melillo will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 -		Formative		
Restraint Training and Texas Behavior Support Initiative requirements.	Jan	Apr	June	
Strategy's Expected Result/Impact: Trained staff members, CPI Center, Completion of Restraint Form Staff Responsible for Monitoring: Assistant Principal over Sp Ed	55%		100%	
Strategy 2 Details	Formative Reviews		ews	
Strategy 2: Melillo will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative		
Strategy's Expected Result/Impact: Decrease in percentage of students with disabilities being removed from the classroom environment.	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators	55%		100%	

Performance Objective 1: Melillo will implement AVID strategies/methodologies to better prepare our students for higher education.

Evaluation Data Sources: Planners and Binders; AVID Self-Assessment

Strategy 1 Details	For	Formative Reviews		
Strategy 1: During the first week of school in Enrichment Period, teachers will teach the students how to organize their binder and utilize their	Formative			
planners effectively.	Jan	Apr	June	
Strategy's Expected Result/Impact: Planners and Binders Staff Responsible for Monitoring: Teachers, Campus Coaches and Administrators	100%	100%	100%	
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Planners are utilized as a communication tool with parents about homework and activities. Students use the planners as an		Formative		
organizational tool at dismissal to ensure they have what they need in order to complete homework.	Jan	Apr	June	
Strategy's Expected Result/Impact: Planners and Binders		I		
Staff Responsible for Monitoring: Teachers Funding Sources: Student Planners - 211 - Title 1 A - Economically Disadvantaged Study - \$3,841.48	55%		75%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Teachers will be trained in AVID Instructional Strategies to improve college readiness skills.		Formative		
Strategy's Expected Result/Impact: Closing Achievement Gaps; Improving student yearly progress; Improved note-taking and study skills; Build upon a collaborative culture	Jan	Apr	June	
Staff Responsible for Monitoring: Campus Coaches and Administrators	55%		85%	
Strategy 4 Details	Formative Reviews			
Strategy 4: Students will utilize AVID strategies to develop a better understanding of content and collaborate with other students.	Formative			
Strategy's Expected Result/Impact: Student Yearly Progress	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers	55%		75%	
No Progress Continue/Modify X Discontinue				

Performance Objective 2: Melillo will participate in the district's College Awareness Week.

Evaluation Data Sources: Kids2College Curriculum Posttest

Strategy 1 Details	Formative Reviews		
Strategy 1: Faculty/Staff members will display signs that name the college that he/she attended.	Formative		
Strategy's Expected Result/Impact: Signs displayed	Jan	Apr	June
Staff Responsible for Monitoring: Counselors	100%	100%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Faculty/Staff/Students will wear shirts/jerseys that represent their favorite college.		Formative	
Strategy's Expected Result/Impact: The number of participants wearing college attire.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors	100%	100%	100%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Individual classrooms will compete against each other in a college door decorating contest.	For	mative Revi Formative	ews
Strategy 3: Individual classrooms will compete against each other in a college door decorating contest. Strategy's Expected Result/Impact: Classroom door decorations	For Jan		ews
Strategy 3: Individual classrooms will compete against each other in a college door decorating contest.		Formative	
Strategy 3: Individual classrooms will compete against each other in a college door decorating contest. Strategy's Expected Result/Impact: Classroom door decorations	Jan 100%	Formative Apr	June
Strategy 3: Individual classrooms will compete against each other in a college door decorating contest. Strategy's Expected Result/Impact: Classroom door decorations Staff Responsible for Monitoring: Counselors	Jan 100%	Apr 100%	June
Strategy 3: Individual classrooms will compete against each other in a college door decorating contest. Strategy's Expected Result/Impact: Classroom door decorations Staff Responsible for Monitoring: Counselors Strategy 4 Details	Jan 100%	Apr 100% mative Revi	June

Strategy 5 Details	Formative Reviews		iews
Strategy 5: Melillo's sixth graders will visit a college/university campus and participate in various activities developed by the college/		Formative	
university.	Jan	Apr	June
Strategy's Expected Result/Impact: Quick Writes Staff Responsible for Monitoring: Counselors	20%		0%
No Progress Accomplished — Continue/Modify X Discontinue	ue		

Performance Objective 3: Melillo will promote college awareness throughout the year.

Evaluation Data Sources: AVID Self Assessment

Strategy 1 Details	Formative Reviews		ews
Strategy 1: The monthly newsletter will have a section specific for college awareness and preparedness.	Formative		
Strategy's Expected Result/Impact: Newsletter	Jan	Apr	June
Staff Responsible for Monitoring: Counselors	55%		100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 1: Melillo MS will hire faculty/staff that have met state and federal guidelines for the positions that they maintain.

Evaluation Data Sources: Principal Attestation Forms for NCLB; SBEC Certifications

Strategy 1 Details	Formative Reviews		iews	
Strategy 1: Melillo MS will utilize the Lawson System, Talent Ed and staff members of the district's Human Resources Department to ensure	Formative			
the hiring of highly qualified staff.	Jan	Apr	June	
Strategy's Expected Result/Impact: Lawson System/Employee Certification List Staff Responsible for Monitoring: Principal Funding Sources: Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$69,514.79	75%		90%	
Strategy 2 Details	Formative Reviews		iews	
Strategy 2: In order to meet Federal guidelines for students being served in the Bilingual/ESL Program, Melillo will continue to send teachers		Formative		
to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Melillo is actively seeking Bilingual Certified teachers each year but in the meantime, we have set a goal to get everyone ESL certified so that teachers use best strategies for our Emerging Language	Jan	Apr	June	
Learners. Strategy's Expected Result/Impact: The goal is for 100% of the teachers to be either Bilingual or ESL certified. Staff Responsible for Monitoring: Principal	50%		100%	
No Progress Continue/Modify X Discontinue)		I	

Performance Objective 2: Melillo MS will make every effort to retain teachers on campus and in Pasadena ISD.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: New teachers to education will be assigned a mentor for their first year of teaching at Melillo.	Formative			
Strategy's Expected Result/Impact: Walk-Throughs by Administrators; Observations by Mentors; T-TESS Observations	Jan	Apr	June	
Staff Responsible for Monitoring: Master Mentor	100%	100%	100%	
Strategy 2 Details	Formative Reviews			
Strategy 2: All teachers can request a Campus Coach to assist them with concerns over curriculum, teaching methods, classroom	Formative			
management, etc.	Jan	Apr	June	
Strategy's Expected Result/Impact: Walk-Throughs by Administrators; Observations by Mentors; T-TESS Observations Staff Responsible for Monitoring: Administrative Team	55%		100%	
Funding Sources: Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$74,362.92				
Strategy 3 Details	Formative Reviews			
Strategy 3: Faculty/Staff will be given the opportunity to attend Professional Development in the district throughout the year. There may be		Formative		
some circumstances where staff attends out of district training / conferences to further their learning in best practices.	Jan	Apr	June	
Strategy's Expected Result/Impact: Eduphoria Registration; Eduphoria Credit Received Staff Responsible for Monitoring: Principal	55%		100%	
No Progress Continue/Modify X Discontinue	e	•		

Performance Objective 1: Melillo MS will educate parents on topics suggested by the parents on surveys conducted at the beginning of each year. Surveys will be given and results will be distributed via email to our parent distribution list.

Evaluation Data Sources: End of Year Survey; NCLB Parent Involvement Evaluation; Special Programs documentation via ESPED

Strategy 1 Details	For	mative Rev	iews
Strategy 1: We will provide a variety of books, pamphlets, and other resources in English and Spanish to the parents.		Formative	
Strategy's Expected Result/Impact: Distribution of materials Staff Responsible for Monitoring: Counselors	Jan	Apr	June
	55%		100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: We will provide a variety of workshops to parents based on needs of the parents and school. Parents will be surveyed to		Formative	_
determine what is the best time and day for parent meetings/workshops. Strategy's Expected Result/Impact: Sign-In Sheets; Improvement in student academics and behavior Staff Responsible for Monitoring: Counselors / Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.2 Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$20,735.66	Jan 55%	Apr	June 60%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Counselors and Parent Coordinator will attend trainings that will provide new ideas on how to increase parent involvement.		Formative	
Strategy's Expected Result/Impact: Certificates of Completion; Eduphoria Credit	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	55%		100%

Strategy 4 Details	For	mative Rev	iews
Strategy 4: Staff members will attend Conscious Discipline / Restorative Practices Trainings in an effort to improve relationships with	İ	Formative	
students, parents and staff.	Jan	Apr	June
Strategy's Expected Result/Impact: Improvement in student academics and behavior. Increased parent communication between home and school. Staff will display various Conscious Discipline structures and strategies.			
Staff Responsible for Monitoring: Counselors	20%		50%
Staff Responsible for Monitoring. Counscions			
Funding Sources: Counselor - 211 - Title 1 A - Economically Disadvantaged Study - \$49,592.55, State Comp Teacher - State			
Compensatory Funds - \$87,910			
Strategy 5 Details	For	mative Rev	iews
rategy 5: Melillo MS will host various family engagement activities in the evenings.		Formative	
Strategy's Expected Result/Impact: Sign-In Sheets; Improvement in student academics and behavior.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors / Parent Coordinator		_	
	30%		60%
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Surveys and requests for volunteers are sent throughout the year.		Formative	
Strategy's Expected Result/Impact: Sign-In Sheets; Raptor Sign-In	Jan	Apr	June
Staff Responsible for Monitoring: Counselors			
	35%		75%
No Progress Continue/Modify X Discontinue	÷		1

Performance Objective 2: Melillo MS will seek and maintain support from local businesses and community members in the Houston area.

Evaluation Data Sources: Partners in Pasadena submission to PISD Board

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Melillo MS will invite local organizations to speak to parents and students regarding topics of interest.	Formative		
Strategy's Expected Result/Impact: Participation and Sign-In Sheets in school events and projects	Jan	Apr	June
Staff Responsible for Monitoring: Counselors	10%		25%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Students will visit a local university through the Kids2College program.		Formative	
Strategy's Expected Result/Impact: Thank you's written by students to local university visited.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors	20%		0%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Melillo MS will invite local organizations to participate in the school's family events and ask the organizations to donate funds, services, and/or other resources.	-	Formative	1
Strategy's Expected Result/Impact: Donation Letters; Partners in Pasadena contributions log	Jan	Apr	June
Staff Responsible for Monitoring: Counselors	55%		75%
Strategy 4 Details	For	mative Rev	iews
Strategy 4: To maintain student attendance rates above 97%, Melillo MS uses incentive programs on campus.	Formative		
Strategy's Expected Result/Impact: Skyward/Mizuni Attendance Records	Jan	Apr	June
Staff Responsible for Monitoring: Attendance Clerk	50%		50%

Strategy 5 Details	For	mative Revi	ews
Strategy 5: Melillo will seek partnerships with local businesses for additional support in maintaining the Outdoor Learning Center.	Formative		
Staff Responsible for Monitoring: Lead Science Teacher; Science Campus Coach	Jan	Apr	June
	20%		20%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 3: Melillo MS will participate in various community events.

Evaluation Data Sources: Summary of funds collected; Documentation in local newpapers.

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Melillo MS will collect donations from students, staff, and family to support local charities and organizations.		Formative	
Strategy's Expected Result/Impact: Final Donation amount; Newpaper articles	Jan	Apr	June
Staff Responsible for Monitoring: Administration	55%		100%
Strategy 2 Details	Formative Reviews		iews
Strategy 2: Melillo MS will encourage students, staff, and family members to attend various local events hosted by charities and		Formative	
organizations.	Jan	Apr	June
Strategy's Expected Result/Impact: Flyers sent home to parents and students Staff Responsible for Monitoring: Administration	55%		55%
No Progress Continue/Modify X Discontinue	;		•

Performance Objective 1: Students will participate in various activities linked to Coordinated School Health (CSH).

Evaluation Data Sources: District Report created by PEP Grant Coordinator comprised of all participating campuses' logs

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Teachers will provide for movement within the classroom integrated within the curriculum.	Formative		
Strategy's Expected Result/Impact: Lesson Plans/Eduphoria; Walk-Thru's	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	55%		70%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Cafeteria staff and nurse will post nutritional information to inform students, staff, and parents.		Formative	
Strategy's Expected Result/Impact: Bulletin Boards	Jan	Apr	June
Staff Responsible for Monitoring: Wellness Champion	55%		100%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: The campus Wellness Committee will provide on-going staff development to increase awareness of the components of the		Formative	
Coordinated School Health Program.	Jan	Apr	June
Strategy's Expected Result/Impact: Sign-In Sheets; Walk-Thru's			
Staff Responsible for Monitoring: Administrator over the Wellness Committee	55%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Melillo MS will provide each classroom with technology equipment that will lend success to the students as well as keep the students engaged.

Evaluation Data Sources: Yearly Inventory

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Training will be provided throughout the year for all faculty/staff members in need of additional training on any piece of		Formative	
technology equipment, program, software, etc. Strategy's Expected Result/Impact: Training Sign-In Sheets Staff Responsible for Monitoring: Tech Liaison	Jan 55%	Apr	June
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Melillo MS will utilize the Plan4Learning Software to maintain the Campus Improvement Plan.		Formative	
Strategy's Expected Result/Impact: Current Campus Improvement Plan	Jan	Apr	June
Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4	55%		100%
Funding Sources: Plan 4 Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - \$550			
No Progress Continue/Modify X Discontinue	e	•	

Pasadena Independent School District Miller Intermediate

2021-2022 Goals/Performance Objectives/Strategies



Federal Funds Compliance Statement

the federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision	on.

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integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1:

V.W. Miller Intermediate faculty align district scope and sequence, instructional strategies, and campus assessments to the TEKS /College and Career Readiness Standards-based instructional targets to ensure student success.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: State, district, and campus assessment data.

Strategy 1 Details	For	Formative Reviews	
rategy 1: PLCs meet twice weekly to review lesson plans using the 4 PLC questions, ensuring scope and sequence alignment, aligned	Formative		
learning goals and activities, effective instructional strategies, effective questioning strategies, literacy strategies, and assessment.	Jan	Apr	June
Strategy's Expected Result/Impact: Successful implementation will result in the following: 1. Teachers and students will have a targeted focus as it relates to "Need to Knows" and "Nice to Knows" 2. Teachers will collect and use formative and summative data to measure student mastery of the targeted TEKS and make needed adjustments to instruction 3. Teachers will appropriately differentiate and provide real-time interventions/re-teach based on what students do not master 4. Teachers will pre-plan enrichment activities to extend the learning for those who already demonstrate TEK mastery Staff Responsible for Monitoring: Principal, Assistant Principals, CCSs, and Teachers.	50%	75%	95%

Strategy 2 Details	For	mative Revi	ews
Strategy 2: Teacher teams will establish and abide by norms for the following:		Formative	
1. Team Meetings	Jan	Apr	June
2. Lesson Planning Protocol			4
3. Data Disaggregation Protocol 4. Text-Coding Protocol	50%	75%	95%
Strategy's Expected Result/Impact: Successful implementation will result in the following: 1. Team meetings will run effectively and efficiently with all members coming prepared and actively participating 2. Teams will pre-vet lessons together and deliver effective instruction designed to meet the individual needs of students 3. Teacher teams and individuals will take a "by student, by standard" approach to data disaggregation and adjust instruction as necessary 4. Students will use consistent campus-wide text coding strategies by department: Math- CUBS Science- RULES Social Studies- RULES ELAR- Vertically aligned PAT List Staff Responsible for Monitoring: Principal, Assistant Principals, CCSs, and Teachers.			
No Progress Continue/Modify Discontinue	e		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: We will collaboratively work as a campus to develop and successfully implement a tiered RTI process that includes universal screenings, diagnostic assessments, and leveled support for all students. (See Miller RTI Pyramid)

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: All students will receive the appropriate amount of tiered support based on individual needs

Strategy 1 Details	For	mative Revi	iews
Strategy 1: We will use the following universal screenings and diagnostic assessments to identify which students are on track and those in	Formative		
need of intervention: 1. Common Assessments 2. CBA exams 3. Lexile Testing Strategy's Expected Result/Impact: Successful implementation will result in: 1. Identification of students in need of tiered intervention 2. Appropriate level of support 3. Persons responsible for providing support 4. Persons responsible for monitoring progress Staff Responsible for Monitoring: Teacher Teams, Content Specialists, Counselors, APs	Jan Apr Ju 50% 75% 9		June 95%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: We will develop and implement school-wide RTI supports for each of the following levels:		Formative	
Tier 1- Core Program (All students have access) Tier 2- Supplemental Program (Certain students have access) Tier 3- Intensive Program (Certain students have access) Strategy's Expected Result/Impact: Successful implementation will result in students receiving appropriate school-wide support at the correct tiered level based on individual need. Staff Responsible for Monitoring: Campus Administration Funding Sources: RTI Training for personnel, books, supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$29,451.69, RTI implementation - 263 - Title III A - Bilingual Education, Language - \$2,266.13, - 428 - G/T Performance Standards - \$2,955	Jan 50%	Apr 75%	June 95%

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Students in need of math and/or literacy remediation will participate in Dreambox (Math) and IXL/ Language Live/or LLI/		Formative	
Saddleback (Literacy).	Jan	Apr	June
Strategy's Expected Result/Impact: Increased performance on math, reading, writing, summative assessments Staff Responsible for Monitoring: Teachers, Campus Coaches, and Counselors.	50%	75%	95%
Strategy 4 Details	For	mative Revi	ews
Strategy 4: Students who were not successful on STAAR in the 2020-2021 school year will participate in remediation courses during the		Formative	
school day in Math or English test prep classes or after school in specially designed extended day courses in accordance with HB4545 regulations.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will close learning gaps in content areas that were not mastered in the 2020-2021 school as indicated by STAAR or MAP data.	50%	75%	95%
Funding Sources: - Extended Day/Tutorial - \$10,270, - 282 - ESSER III - \$78,500			
Strategy 5 Details	For	mative Revi	ews
Strategy 5: Provide dictionaries, thesauri, and other instructional resources for classroom instruction as well as state, district and campus-		Formative	
mandated testing. Strategy's Expected Result/Impact: STAAR Scores	Jan	Apr	June
Staff Responsible for Monitoring: ELAR Campus Coach Funding Sources: Reference Materials (anchor chart posters, dictionaries, thesauri, calculators, etc.) - 211 - Title 1 A - Economically Disadvantaged Study - \$550	50%	75%	95%

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: All policies and procedures will be followed so that Miller is in compliance with Special Education requirements and all special education students receive appropriate services. Accountability Area Targeted: State Accountability

Evaluation Data Sources: 2021 STAAR Data, compliance data

Strategy 1 Details	For	mative Revi	iews
Strategy 1: The campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative	
Strategy's Expected Result/Impact: Disciplinary removals in 2021 will decrease over the number of removals in the 2020 school year.	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principals	50%	75%	85%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 -		Formative	
Restraint Training and Texas Behavior Support Initiative requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: All appropriate staff will receive CPI training. Staff Responsible for Monitoring: Special Education Administrator	40%	75%	95%
No Progress Accomplished — Continue/Modify X Discontinue	e	•	

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: All policies and procedures will be followed so that Miller Intermediate is in compliance with English Langauge Learners/ Emergent Bilingual Student requirements so all Emergent Bilingual students receive appropriate services.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: The campus will follow district policy and work with district personnel to ensure all English teachers serving Emergent Bilingual		Formative	
students hold an ESL certification. Structure of Expected Population and All ELAP toochars of record comping Emergent Bilingual students will held an ESL certification.	Jan	Apr	June
Strategy's Expected Result/Impact: All ELAR teachers of record serving Emergent Bilingual students will hold an ESL certification.	35%	75%	95%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: By June 20210, all students will have participated in activities and received information on college and career topics.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Student participation in college/career activities, along with evidence of topics in lesson plans.

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: The PSAT test will be administered to eighth-grade students.		Formative		
Strategy's Expected Result/Impact: Test taken and results discussed with students.	Jan	Apr	June	
Staff Responsible for Monitoring: Testing Coordinator	100%	100%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Lessons will be provided during homeroom that supports college and career readiness for all students.		Formative		
Strategy's Expected Result/Impact: Lessons will be created and implemented.	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors	50%	75%	90%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: 8th grader students will take a field trip to tour the Career Tech High School and learn about college/career options available to		Formative		
those who attend.	Jan	Apr	June	
Strategy's Expected Result/Impact: Completed CTHS application Staff Responsible for Monitoring: Counselors	100%	100%	100%	
Strategy 4 Details	For	mative Revi	iews	
Strategy 4: Train selected teachers on AVID strategies to promote college-ready academic behaviors.		Formative		
		A	June	
Strategy's Expected Result/Impact: Walk-through data Staff Responsible for Monitoring: Counselors	Jan	Apr	June	

Strategy 5 Details	For	mative Revi	iews	
Strategy 5: Promote college readiness and participate in college week with daily activities.		Formative		
Strategy's Expected Result/Impact: Increased college and career option awareness.	Jan	Jan Apr		
Staff Responsible for Monitoring: Counselors	40%	70%	95%	
Strategy 6 Details	For	mative Revi	iews	
Strategy 6: Students will participate in a High School and College Readiness Night with various session topics including CTHS, ECHS, meet		Formative		
with college representatives and participate in a Q&A session with local high school students regarding how to prepare for high school and	Jan	Apr	June	
college. Strategy's Expected Result/Impact: Participation in college/career awareness activities.				
Staff Responsible for Monitoring: Counselors	100%	100%	100%	
Strategy 7 Details	For	mative Revi	iews	
Strategy 7: Students will have opportunities to participate in college field trips.		Formative		
Strategy's Expected Result/Impact: Writing assignment about the experience	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors, Administrators, AVID Teacher	50%	80%	95%	
Strategy 8 Details	For	mative Revi	iews	
Strategy 8: Students will participate in individual planning sessions with the counselor regarding the career program of study.		Formative		
Strategy's Expected Result/Impact: Completed career program of study.	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors	50%	70%	90%	
Strategy 9 Details	For	mative Revi	ews	
Strategy 9: All eighth-graders will attend an Early College High School presentation to learn about options for taking college courses and		Formative		
earning an associate's degree with their high school diploma.	Jan	Apr	June	
	100%	100%	100%	
No Progress Accomplished — Continue/Modify X Discontinu	e			

Performance Objective 1: Miller Intermediate will ensure that all staff will be highly qualified and support systems will be implemented to facilitate retention of effective employees.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance report, Job Fair documentation, and Staff Development Logs

Strategy 1 Details	For	mative Revi	iews
Strategy 1: We will hire quality personnel and provide all teachers with regular training in instructional strategies which are tightly aligned to		Formative	
the TEKS/ELPS and meet the needs of all learners including Gifted and Talented, Limited English Proficient, Dyslexia, Special Education, Migrant, At-Risk, and all other special populations.	Jan	Apr	June
Strategy's Expected Result/Impact: Campus Administrators and Leadership teams Funding Sources: Salaries - Teachers & Other Professionals - State Compensatory Funds - \$222,502	50%	75%	90%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: All teachers will participate in staff development opportunities, data disaggregation, and school district initiatives.		Formative	
Strategy's Expected Result/Impact: Increase retention rate, teacher development, improve instruction.	Jan	Apr	June
Staff Responsible for Monitoring: Principals, Campus Leaders	50%	75%	90%
No Progress Accomplished — Continue/Modify X Discontinue	е		

Performance Objective 2: Miller will attain a 90% teacher retention rate.

Evaluation Data Sources: Improved teacher retention rate

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Build leadership capacity among staff by appointing team leaders who will participate in personal professional growth		Formative	
opportunities, be involved in decision-making, and lead the PLC process.	Jan	Apr	June
Strategy's Expected Result/Impact: Products will be created as the result of collaborative planning and student achievement results will increase.	50%	750	000%
Staff Responsible for Monitoring: Administrators	50%	75%	90%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Coordinate activities to promote and maintain team morale such as personal notes, cook-outs, Falcon Shout-Outs, teacher			
incentives, and team-building.	Jan	Apr	June
Strategy's Expected Result/Impact: Start It, Keep It, Stop It data Survey data will indicate teacher satisfaction with the process. Staff Responsible for Monitoring: Administrators	50%	65%	90%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Recognize and celebrate faculty/staff achievements/contributions through Shout Outs in the Flight Plan, Teacher of the Week,		Formative	
Teacher of the Year, New Teacher of the Year, and Paraprofessional of the Year.	Jan	Apr	June
Strategy's Expected Result/Impact: Faculty and staff will feel valued as a member of our Falcon Family. Staff Responsible for Monitoring: Leadership Team	50%	70%	95%
No Progress Accomplished — Continue/Modify X Discontinue	;	1	

Performance Objective 3: Hire staff and train them to meet the academic, social, emotional, and behavioral needs of learners.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Team leads will be trained in the RTI process.		Formative	
Strategy's Expected Result/Impact: Successful implementation will result in teacher teams effectively providing Tier 1 and 2 supports to students as outlined by the RTI pyramid.	Jan	Apr	June
Staff Responsible for Monitoring: Admin Team	50%	75%	85%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: All faculty and staff will be trained in Youth Mental Health First Aid.		Formative	
Strategy's Expected Result/Impact: Faculty and staff will be prepared to identify a student in need of mental health assistance and lead them to resources for help.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors	30%	55%	85%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: The principal, assistant principals, and counselors will complete the necessary training to become a Level 1 Trauma Certified Practitioner- Education.	Jan	Formative	June
Strategy's Expected Result/Impact: The leadership team will be equipped to look for the motivation behind the behavior and provide effective support to students. Staff Responsible for Monitoring: Principal	50%	Apr 60%	65%
Strategy 4 Details	For	mative Revi	iews
Strategy 4: All faculty and staff will attend training in Trauma-Informed Care.		Formative	
Strategy's Expected Result/Impact: Faculty and staff will be equipped to look for the motivation behind the behavior and provide effective support to students.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors	50%	65%	80%

Strategy 5 Details	For	mative Revi	iews	
Strategy 5: Core teams will be trained in writing effective language objectives.		Formative		
Strategy's Expected Result/Impact: Teachers will write effective language objectives including the language domain from the ELP, the	Jan	Jan Apr		
academic focus from the TEK, and the research-based strategy used to move students to mastery. Staff Responsible for Monitoring: Admin Team	50%	70%	85%	
Strategy 6 Details	For	mative Revi	iews	
Strategy 6: Science teachers will attend the Conference for the Advancement of Science Teaching (CAST).		Formative		
Strategy's Expected Result/Impact: Increased performance on science CBA's and STAAR	Jan	Apr	June	
Staff Responsible for Monitoring: Science AP	0%	50%	90%	
Strategy 7 Details	For	Formative Reviews		
Strategy 7: All faculty and staff will be trained in the campus PBIS system regarding school-wide procedures and classroom expectations.		Formative		
Strategy's Expected Result/Impact: Student misbehavior will be handled consistently across the campus in class and in the office.	Jan	Apr	June	
Staff Responsible for Monitoring: PRIDE Team, Admin Team	75%	85%	95%	
Strategy 8 Details	For	mative Revi	iews	
Strategy 8: Instructional aides will receive training regarding their responsibilities for providing appropriate instructional support and		Formative		
collecting necessary data for SPED and LEP students.	Jan	Apr	June	
Strategy's Expected Result/Impact: Students will receive appropriate support from instructional aides. Teachers/case managers will have needed data to make informed instructional decisions for students. Staff Responsible for Monitoring: Admin Team	75%	85%	90%	
Strategy 9 Details	For	mative Revi	iews	
Strategy 9: Faculty and staff will be trained on bullying to prepare them to recognize the behavior and address it.		Formative		
Strategy's Expected Result/Impact: Reduced number of discipline referrals for bullying.	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators, Counselors, Safe and Civil Committee	55%	75%	95%	

Strategy 10 Details	Formative Reviews		ews
Strategy 10: Teachers will attend technology professional development to learn additional strategies for blended learning, flipped learning,	Formative		
and video teaching.	Jan	Apr	June
Strategy's Expected Result/Impact: Eduphoria credit for tech PD Walk-throughs Improved student performance on summative data Staff Responsible for Monitoring: Teachers, Tech Liaison	75%	85%	90%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 4: Hire and retain staff trained to work with at-risk students.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Miller will hire teachers for the dual language program.		Formative	
Strategy's Expected Result/Impact: Students in the dual-language program will demonstrate mastery of the content in both English and Spanish.	Jan	Apr	June
Staff Responsible for Monitoring: Principal	80%	90%	95%
Funding Sources: Dual Language Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$300,323.69			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Miller will hire Title 1 instructional aides to provide student support in the classroom.		Formative	
Strategy's Expected Result/Impact: Student sub pop performance on STAAR will increase.	Jan	Apr	June
Staff Responsible for Monitoring: Principal Funding Sources: Title I Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$52,970.56	75%	85%	95%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Miller will hire campus coaches/peer facilitators to provide at-risk student support.		Formative	
Strategy's Expected Result/Impact: Student subpop performance on STAAR will increase.	Jan	Apr	June
Staff Responsible for Monitoring: Principal Funding Sources: Campus Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$152,074.77	100%	100%	100%
Strategy 4 Details	For	mative Revi	ews
Strategy 4: Miller Intermediate will hire a Parent Coordinator to provide at-risk student support.		Formative	
Strategy's Expected Result/Impact: Parent participation will increase in support of student success.	Jan	Apr	June
Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$24,656.82	100%	100%	100%

Strategy 5 Details	For	Formative Reviews	
Strategy 5: Miller Intermediate will hire a Campus Content Specialist to provide at-risk student support.		Formative	
Strategy's Expected Result/Impact: Student sub-population performance on STAAR will increase.	Jan	Apr	June
Staff Responsible for Monitoring: Principal Funding Sources: - 255 - Title II A - Improving Teacher & Principal Q - \$106,094.30	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontin	ue		

Performance Objective 1: By May 2022, we will consistently increase the amount of parent participation in family events and parent meetings compared to the 2021 data.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Attendance documentation for family events and meetings.

Strategy 1 Details	Formative Reviews		
rategy 1: Provide multiple opportunities for parents to participate in the school, such as Pastries with the Principal, Falcon Fall Fest,		Formative	
Festival of Lights, Report Card Nights, and dances.	Jan	Apr	June
Strategy's Expected Result/Impact: Event sign-in sheets will show increased attendance at all events. Staff Responsible for Monitoring: Parent Coordinator, Campus Coaches Funding Sources: Parent training material such as Second Step Curriculum, printer and ink for printing informational and learning materials, supplies for parent events, etc 211 - Title 1 A - Economically Disadvantaged Study - \$5,197.36	50%	70%	85%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Offer parent education classes including multiple nutrition classes, gang awareness, internet safety, finance, and social and		Formative	
emotional learning lessons.	Jan	Apr	June
Strategy's Expected Result/Impact: Event sign-in sheets will show increased attendance at all events. Staff Responsible for Monitoring: Parent Coordinator, Campus Coach, ACE Coordinator		80%	90%
No Progress Accomplished — Continue/Modify X Discontinue	;		

Performance Objective 2: Communicate information monthly through a variety of methods in order to increase parent participation compared to 2021 data.

Evaluation Data Sources: Attendance of parents at events and meetings as well as satisfaction with school efforts according to campus surveys.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Maintain current information on the school website.	Formative		
Strategy's Expected Result/Impact: Increased parent participation as a result of effective communication	Jan	Apr	June
Staff Responsible for Monitoring: Campus Coach, Technology Liaison		70%	90%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Use Facebook, Remind, Skyward Messenger, and the phone call-out system to communicate important dates and events at least	Formative		
twice each month.	Jan	Apr	June
Strategy's Expected Result/Impact: Increase parent satisfaction and involvement Staff Responsible for Monitoring: Principal, Campus Coach, tech liaison		75%	90%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Increase participation in the Parent Ambassador group with parent volunteers to support school efforts to involve other parents on		Formative	
campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased parent visibility and involvement on campus. Staff Responsible for Monitoring: Parent Coordinator, campus coach	50%	60%	85%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 3: By May 2022, we will increase the number of parents we have volunteering at various campus events for students and families compared to the 2021 data. Accountability Area Targeted: State Accountability

Evaluation Data Sources: Sign-in sheets for events

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Maintain sigh in sheets for volunteer opportunities that are provided to parents throughout the year.			
Strategy's Expected Result/Impact: An increase in parent participation in school activities.		Apr	June
Staff Responsible for Monitoring: Parent Coordinator, Campus Coach	50%	75%	85%
No Progress Continue/Modify Discontinue	;		

Performance Objective 4: We will offer various ways in which parents can become involved with the school and support their students including Parent Ambassadors, Curriculum/STAAR Nights and Charlas.

Evaluation Data Sources: Participation is based on sign-in sheets.

Performance Objective 5: By June 2021, we will increase the number of quality partnerships we have with businesses and members of our community through service opportunities.

Evaluation Data Sources: Increased quality partnerships with businesses and community partners.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Students will participate in community service opportunities such as volunteering at the local church, participating in a city food	Formative		
drive and toy drive. Strategy's Expected Result/Impact: Community service hours, Food donations Staff Responsible for Monitoring: Sponsors	Jan 50%	Apr 75%	June 90%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Miller will participate in the HOSTS program through which local high school students volunteer in classrooms to provide student	Formative		
support.		Apr	June
Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Campus Coach	30%	40%	55%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Create a Community Outreach Team to actively seek out partnerships in the community.		Formative	
Strategy's Expected Result/Impact: Increased number of quality business and community partnerships	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Campus Coach		80%	95%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 1: We will decrease the number of discipline referrals through our school-wide PBIS system.

Evaluation Data Sources: Discipline data, PBIS discipline report

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: We will use a leveled discipline system to address behavior issues on campus. Levels are as follows:	Formative			
Level 1- Mild Infractions (teacher corrected) Level 2- Moderate Infractions (student remains in class, referral placed in AP box)	Jan	Apr	June	
Level 3- Severe Infractions (student removed from the area) Strategy's Expected Result/Impact: Student misbehavior will be handled consistently across the campus in class and in the office	50%	80%	95%	
Staff Responsible for Monitoring: PRIDE Team, Admin Team				
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Teachers will have to develop and implement a classroom management plan with expectations for behavior and consequences in		Formative		
accordance with school-wide policy. The plan will also include maintaining documentation in a discipline binder.	Jan	Apr	June	
Strategy's Expected Result/Impact: Consistent expectations and enforcement of classroom rules. Staff Responsible for Monitoring: Admin Team	50%	80%	95%	
No Progress Continue/Modify X Discontinue	e	•	•	

Performance Objective 2: All students will know and abide by our PRIDE values (Guidelines for Success.)

Evaluation Data Sources: Decrease in overall discipline referrals.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Students will participate in the following PRIDE value activities:	Formative		
 Back to School lessons in HR Mini-lesson updates 	Jan	Apr	June
3. PRIDE pep rallies			
Strategy's Expected Result/Impact: Students will know the PRIDE values and model them at school	50%	65%	85%
Staff Responsible for Monitoring: PRIDE Team, Admin Team			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Faculty and staff will recognize students for modeling PRIDE values through the following:	Formative		
1. Falcon Shout Outs		Apr	June
2. Phone calls home 3. Miller Money incentive		O.T.N.	O.F.W.
Staff Responsible for Monitoring: Admin Team	50%	65%	85%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Behavior expectations for common areas will be taught and posted in common areas in the context of our Guidelines for Success.	Formative		
Strategy's Expected Result/Impact: Students will display expected common area behaviors according to our Guidelines for Success	Jan	Apr	June
Staff Responsible for Monitoring: PRIDE Team	50%	70%	90%
No Progress Continue/Modify X Discontinue	e		

Performance Objective 3: By June of 2022, we will become a trauma-informed school.

Evaluation Data Sources: Student social/emotional wellness surveys

Strategy 1 Details	Formative Reviews			
Strategy 1: Students will participate in various social-emotional lessons throughout the year based on the Casel model competencies including		Formative		
self-awareness, self-management, social awareness, relationship skills, and responsible decision making.	Jan	Apr	June	
Strategy's Expected Result/Impact: Students will have a welcoming, caring climate in which to learn. Staff Responsible for Monitoring: Counselors	50%	65%	85%	
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Students will participate in small group counseling sessions based on various social/emotional learning (SEL) topics		Formative		
Strategy's Expected Result/Impact: Counselors	Jan	Apr	June	
	50%	60%	90%	
Strategy 3 Details	Formative Reviews		iews	
Strategy 3: We will employ a Community In Schools site coordinator to provide various services including academic support, enrichment	Formative			
activities, college readiness, parent involvement, health and human services, and supportive guidance.		Apr	June	
Strategy's Expected Result/Impact: Students and families will receive extra support in these areas. Staff Responsible for Monitoring: Principal	50%	70%	90%	
Strategy 4 Details	For	mative Revi	ews	
Strategy 4: Students will use an Action Based Learning Lab for initial instruction as well as some for Tier 2 and Tier 3 behavior interventions.	Formative			
Strategy's Expected Result/Impact: Admin Team	Jan	Apr	June	
	30%	65%	90%	
No Progress Continue/Modify X Discontinue	÷			

Performance Objective 4: We will increase our campus attendance rate to at least 96.5% for the 2021-22 school year.

Evaluation Data Sources: The attendance rate for the year will be at or above 96.5%.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Miller will implement a leveled approach to attendance with the following tiers:	Formative		
Tier 1: Universal Plan for students missing between 2-8% of school	Jan	Apr	June
Tier 2: At-Risk Plan for students missing between 9-20% of school Tier 3: Plan for students who are chronically absent missing more than 20% of school			
*All tiers will include a family/community component	35%	65%	90%
Strategy's Expected Result/Impact: The attendance rate will improve.			
Staff Responsible for Monitoring: Attendance Administrator			
Strategy 2 Details	For	mative Revi	iews
	101		icws
Strategy 2: The following areas will be targeted by tier to reduce absenteeism: -Monitoring Data		Formative	1 _
-Engaging students and parents	Jan	Apr	June
-Recognizing good and improved attendance		65%	
-Personalized early outreach	35%		90%
Strategy's Expected Result/Impact: The attendance rate will improve			
Staff Responsible for Monitoring: Attendance Administrator			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Miller will implement a Truancy Prevention Policy which includes the following:		Formative	
-Warning Letters	Jan	Apr	June
-Parent Contact		11p1	ounc
-Attendance Contracts	4000	65%	0000
-Counseling Conferences -Truancy Referrals	40%	65%	90%
Strategy's Expected Result/Impact: The attendance rate will improve.			
Staff Responsible for Monitoring: Attendance Administrator			
No Progress Accomplished Continue/Modify X Discontinu	e		I

Performance Objective 5: By June 2022, there will be a reduction in the reported incidents of bullying as a result of Miller's Bully Prevention Campaign.

Evaluation Data Sources: Reduction in reported bullying incidents (discipline data), survey results.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Counselors will provide student lessons over topics including bullying vs. conflict, cyber-bullying, and how to report bullying.	<u> </u>	Formative	
Strategy's Expected Result/Impact: Students will learn strategies to prevent and report bullying incidents.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors	35%	60%	90%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Teachers, counselors, principals, and parents will communicate to effectively address bullying concerns.	i	Formative	
Strategy's Expected Result/Impact: Survey data will show adults and students feel a school is a safe place	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Counselors		70%	90%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: We will bring in speakers and have presentations such as the "Change Happens" group to speak with students about Bully		Formative	
Prevention.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will learn strategies to prevent and report bullying incidents. Staff Responsible for Monitoring: CIS Site Coordinator		65%	90%
No Progress Continue/Modify X Discontinue	;		•

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning departments that integrate established and innovative practices, standards, and innovative practices are standards.		of ancillary service
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Pasadena Independent School District Milstead Middle School

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The Mission of Milstead Middle School is to ensure ALL studnets RISE to high levels of educational achievement by providing a safe, supportive, and challenging environment.

Vision

To Create Opportunities for Students to Learn to Think for Themselves.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: By May 2022, 70% of 5th Grade Students will meet the progress standard and 55% of 6th Grade Students will meet their progress measure on the Reading STAAR.

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Teachers will participate in weekly PLC meetings to align curriculum, assess student needs, and share resources and ideas to		Formative	
improve student achievement. PLC's will be facilitated by the campus instructional coach. Strategy's Expected Result/Impact: Team Meeting Agendas, PLC Agendas, and Sign In Sheets Staff Responsible for Monitoring: Team Leaders, Campus Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Salary/Benefits for Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$85,577	Jan 50%	Apr	June 100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Implement schoolwide research-based instructional strategies to support student learning. (Focus Areas: Interactive Notebooks, 7 Steps to a Language-Rich Classroom, Anchor Charts). Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans (Administrators); Coaching Observations, Lesson Plans Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Interactive Notebooks, Reflection Journals, and Supplies to Support Instructional Strategies - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, Instructional Resources - 199 - General Fund - \$65,610	Jan 50%	Apr	June 75%

Strategy 3: Teachers will collaboratively develop and administer a minimum of 1 common assessments per nine weeks. Interventions will be provided for students that are unsuccessful during Enrichment and tutorials. Strategy's Expected Result/Impact: Common Assessments Results Staff Responsible for Monitoring: PLC Facilitators, Assistant Principals, Principal Schoolwide and Targeted Support Strategy Funding Sources: Payroll and Materials for Intervention - Extended Day/Tutorial - ESSER - \$19,000, Supplies and Reading Materials for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, Materials for Tutorials and Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, Materials for Tutorials and Interventions - State Compensatory Funds - \$3,875 Strategy 4: Small group instruction/guided reading will occur in each ELAR class at least two times per week throughout the school year, beginning the last week of October 2021. Strategy's Expected Result/Impact: Walkthroughs, Common Assessment Results, MAP Results, STAAR Results Staff Responsible for Monitoring: Campus Instructional Coach, Assistant Principals, Principal, Principal, Principal Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Reading Materials/Supplies for Independent Reading - 199 - General Fund - \$2,388	Strategy 3 Details	For	mative Revi	iews
Strategy's Expected Result/Impact: Common Assessments Results Staff Responsible for Monitoring: PLC Facilitators, Assistant Principals, Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Payroll and Materials for Intervention - Extended Day/Tutorial - ESSER - \$19,000, Supplies and Reading Materials for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Payroll for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, Materials for Tutorials and Interventions - State Compensatory Funds - \$3,875 Strategy 4: Small group instruction/guided reading will occur in each ELAR class at least two times per week throughout the school year, beginning the last week of October 2021. Strategy 5: Expected Result/Impact: Walkthroughs, Common Assessment Results, MAP Results, STAAR Results Strategy 6: Expected Result/Impact: Walkthroughs, Common Assessment Results, MaP Results, STAAR Results Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Strategy 5: One-on-one conferring with each student will occur in each ELAR class at least once every two weeks throughout the school year. Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy			Formative	
Staff Responsible for Monitoring: PLC Facilitators, Assistant Principals, Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Payroll and Materials for Intervention - Extended Day/Tutorial - ESSER - \$19,000, Supplies and Reading Materials for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Payroll for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Payroll for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Payroll for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Payroll for Interventions - \$1,000, Supplies and Reading Materials for Tutorials and Interventions - State Compensatory Funds - \$3,875 Strategy 4: Small group instruction/guided reading will occur in each ELAR class at least two times per week throughout the school year, beginning the last week of October 2021. Strategy's Expected Result/Impact: Walkthroughs, Common Assessment Results, MAP Results, STAAR Results Staff Responsible for Monitoring: Campus Instructional Coach, Assistant Principals, Principal Strategy 5: One-on-one conferring with each student will occur in each ELAR class at least once every two weeks throughout the school year. Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy		Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Payroll and Materials for Intervention - Extended Day/Tutorial - ESSER - \$19,000, Supplies and Reading Materials for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Payroll for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Payroll for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, Materials for Tutorials and Interventions - State Compensatory Funds - \$3,875 Strategy 4: Small group instruction/guided reading will occur in each ELAR class at least two times per week throughout the school year, beginning the last week of October 2021. Strategy's Expected Result/Impact: Walkthroughs, Common Assessment Results, MAP Results, STAAR Results Staff Responsible for Monitoring: Campus Instructional Coach, Assistant Principals, Principal Schoolwide and Targeted Support Strategy Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Apr June 75%			_	
2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Payroll and Materials for Intervention - Extended Day/Tutorial - ESSER - \$19,000, Supplies and Reading Materials for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Payroll for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, Materials for Tutorials and Interventions - State Compensatory Funds - \$3,875 Strategy 4: Small group instruction/guided reading will occur in each ELAR class at least two times per week throughout the school year, beginning the last week of October 2021. Strategy's Expected Result/Impact: Walkthroughs, Common Assessment Results, MAP Results, STAAR Results Strategy's Expected Result/Impact: Campus Instructional Coach, Assistant Principals, Principal Strategy 5 Details Formative Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Strategy's Expected Result/Impact: Walkthroughs, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Staff Responsible for Monitoring: PLC Facilitators, Assistant Principals, Principal	50%		100%
Funding Sources: Payroll and Materials for Intervention - Extended Day/Tutorial - ESSER - \$19,000, Supplies and Reading Materials for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Payroll for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, Materials for Tutorials and Interventions - State Compensatory Funds - \$3,875 Strategy 4 Details Strategy 4: Small group instruction/guided reading will occur in each ELAR class at least two times per week throughout the school year, beginning the last week of October 2021. Strategy's Expected Result/Impact: Walkthroughs, Common Assessment Results, MAP Results, STAAR Results Strategy 5: Concolided and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Strategy 5: One-on-one conferring with each student will occur in each ELAR class at least once every two weeks throughout the school year. Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	g			
for Interventions - 21 I - Title 1 A - Economically Disadvantaged Study - \$5,000, Payroll for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, Materials for Tutorials and Interventions - State Compensatory Funds - \$3,875 Strategy 4 Details Strategy 4: Small group instruction/guided reading will occur in each ELAR class at least two times per week throughout the school year, beginning the last week of October 2021. Strategy's Expected Result/Impact: Walkthroughs, Common Assessment Results, MAP Results, STAAR Results Staff Responsible for Monitoring: Campus Instructional Coach, Assistant Principals, Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Strategy 5: One-on-one conferring with each student will occur in each ELAR class at least once every two weeks throughout the school year. Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Strategy's Expected Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy				
Strategy 4: Small group instruction/guided reading will occur in each ELAR class at least two times per week throughout the school year, beginning the last week of October 2021. Strategy's Expected Result/Impact: Walkthroughs, Common Assessment Results, MAP Results, STAAR Results Staff Responsible for Monitoring: Campus Instructional Coach, Assistant Principals, Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Strategy 5: One-on-one conferring with each student will occur in each ELAR class at least once every two weeks throughout the school year. Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	for Interventions - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Payroll for Interventions - 211 - Title 1 A -			
beginning the last week of October 2021. Strategy's Expected Result/Impact: Walkthroughs, Common Assessment Results, MAP Results, STAAR Results Staff Responsible for Monitoring: Campus Instructional Coach, Assistant Principals, Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Strategy 5 Details Formative Reviews Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Strategy 4 Details	For	mative Revi	iews
Strategy's Expected Result/Impact: Walkthroughs, Common Assessment Results, MAP Results, STAAR Results Staff Responsible for Monitoring: Campus Instructional Coach, Assistant Principals, Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Strategy 5: One-on-one conferring with each student will occur in each ELAR class at least once every two weeks throughout the school year. Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy			Formative	
Strategy's Expected Result/Impact: Walkthroughs, Common Assessment Results, MAP Results, STAAR Results Staff Responsible for Monitoring: Campus Instructional Coach, Assistant Principals, Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Strategy 5 Details Formative Reviews Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	beginning the last week of October 2021.	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Strategy 5 Details Formative Reviews Strategy 5: One-on-one conferring with each student will occur in each ELAR class at least once every two weeks throughout the school year. Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy			F	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Strategy 5 Details Strategy 5: One-on-one conferring with each student will occur in each ELAR class at least once every two weeks throughout the school year. Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Staff Responsible for Monitoring: Campus Instructional Coach, Assistant Principals, Principal	50%		80%
2.4, 2.5, 2.6 - Additional Targeted Support Strategy Strategy 5 Details Strategy 5: One-on-one conferring with each student will occur in each ELAR class at least once every two weeks throughout the school year. Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Schoolwide and Targeted Assistance Title I Floments:	30%		
Strategy 5 Details Strategy 5: One-on-one conferring with each student will occur in each ELAR class at least once every two weeks throughout the school year. Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy				
Strategy 5: One-on-one conferring with each student will occur in each ELAR class at least once every two weeks throughout the school year. Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy				
Strategy 5: One-on-one conferring with each student will occur in each ELAR class at least once every two weeks throughout the school year. Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Stuatogy 5 Dataila	Fow	mativa Davi	
Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy		ror		iews
Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy			Formative	1
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy		Jan	Apr	June
2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Stail Kesponsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach			
2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Schoolwide and Targeted Assistance Title I Elements:	35%		75%
Funding Sources: Reading Materials/Supplies for Independent Reading - 199 - General Fund - \$2,388	- Additional Targeted Support Strategy			
	Funding Sources: Reading Materials/Supplies for Independent Reading - 199 - General Fund - \$2,388			

For	mative Rev	iews
	Formative	:
Jan 50%	Apr	June 100%
For	mative Rev	iews
	Formative	
Jan 50%	Apr	June 100%
• •	Jan 50% For	Formative Review Formative Jan Apr

Performance Objective 2: By May 2022, 70% of all students will meet the expected progress on the STAAR Exam in math.

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Administer common assessments and MOY tests and disaggregate data to measure student progress and adjust instructional		Formative	
techniques and objectives. The PLC Data Cycle will be used to identify intervention strategies and needs. PLC Meetings will be facilitated by an instructional coach.	Jan	Apr	June
Strategy's Expected Result/Impact: Assessment Results and Reports, Data Cycle Template Staff Responsible for Monitoring: Instructional Coach, Department Chairs, Principal	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Payroll for Tutorials - Extended Day/Tutorial - ESSER - \$19,000, Salary/Benefits for Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$85,577, Materials for Tutorials and Interactive Notebooks - 211 - Title 1 A - Economically Disadvantaged Study - \$8,000, Payroll for Tutorials - 211 - Title 1 A - Economically Disadvantaged Study - \$3,848			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Identify Essential Standards that are essential to student success. Utilize Essential Standards during instruction, enrichment, and		Formative	
tutorials.	Jan	Apr	June
Strategy's Expected Result/Impact: Essential Standards, Walkthroughs, Lesson Plans. Staff Responsible for Monitoring: Instructional Coach, Principal, Department Chairs	50%		80%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:			
Build a foundation of reading and math - ESF Levers:			
Lever 5: Effective Instruction - Additional Targeted Support Strategy			

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Develop 2 questions per lesson that will be asked to students and are aligned with the rigor of the student expectation.		Formative	
Strategy's Expected Result/Impact: Lesson Plans, Walkthroughs Staff Responsible for Monitoring: Instructional Coach, Principal, Department Chairs Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Jan 50%	Apr	June 100%
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Utilize small group instruction at least twice per week to provide additional support and metacognitive strategies to focus on the use of manipulatives and metacognitive strategies. Strategy's Expected Result/Impact: Lesson Plans, Walkthroughs, Common Assessment, MAP Results Staff Responsible for Monitoring: Math Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Jan 50%	Apr	June

Performance Objective 3: By June 2022, 60% of 5th Grade Students will be at Approaches Standard for Science; 40% will be at Met Standard; and 10% will be at Mastered Standard on the 5th Grade Science STAAR; and 70% of the 6th Grade Students will be at Approaches Standard, 45% will be at Met Standard, and 15% will be at Mastered Standard on the Science Mid-Year CBA.

Evaluation Data Sources: 2022 STAAR Results and 2021 Mid-Year CBA Results

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Administer Common Assessments and teacher made assessments and disaggregate data to measure student progress and adjust		Formative	
instructional techniques and objectives. Strategy's Expected Result/Impact: Assessment Results and Reports Staff Responsible for Monitoring: Instructional Coach, Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 50%	Apr	June
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Teachers will participate in weekly PLC meetings to align curriculum, assess student needs, and share resources and ideas to improve student achievement. Strategy's Expected Result/Impact: Team Meeting Agendas, PLC Agendas, and Sign In Sheets	Jan	Formative Apr	June
Staff Responsible for Monitoring: Team Leaders, Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Teachers will post student expectations and ELPS daily as guided by the district scope and sequence and assessment will be closely aligned to the content and cognitive level of the objective. Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans (Administrators); Coaching Observations, Lesson Plans (PF's) Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal, Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 50%	Formative Apr	June

Strategy 4 Details	For	mative Rev	iews
Strategy 4: Implement schoolwide research-based instructional strategies to support student learning. (Focus Areas: Interactive Notebooks,		Formative	
Questioning Strategies, Small Group Instruction with peers and teacher, and Metacognitive Strategies).	Jan	Apr	June
Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans (Administrators);			
Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coach	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: Interactive Notebooks and Supplies to Support Instructional Strategies - 211 - Title 1 A - Economically Disadvantaged Study - \$2,840			
Strategy 5 Details	Formative Reviews		iews
	Tor		
Strategy 5: Teachers will collaboratively develop and administer a minimum of 2 common assessments per nine weeks. Interventions will be provided for students that are unsuccessful.		Formative	1
Strategy 5: Teachers will collaboratively develop and administer a minimum of 2 common assessments per nine weeks. Interventions will be	Jan		June
Strategy 5: Teachers will collaboratively develop and administer a minimum of 2 common assessments per nine weeks. Interventions will be provided for students that are unsuccessful.		Formative	1
Strategy 5: Teachers will collaboratively develop and administer a minimum of 2 common assessments per nine weeks. Interventions will be provided for students that are unsuccessful. Strategy's Expected Result/Impact: Common Assessments, Results of Common Assessments	Jan	Formative	1
Strategy 5: Teachers will collaboratively develop and administer a minimum of 2 common assessments per nine weeks. Interventions will be provided for students that are unsuccessful. Strategy's Expected Result/Impact: Common Assessments, Results of Common Assessments Staff Responsible for Monitoring: PLC facilitators, Instructional Coach, Assistant Principals, Principal	Jan	Formative	1

Performance Objective 4: By June 2022, 70% of 5th and 6th Grade Students will meet the standard for the Mid-Year and End of Year Social Studies Common Assessment and 10% of 5th and 6th Grade Students will master the standard for the Mid-Year Social Studies District CBA Exams.

Evaluation Data Sources: Mid-Year Common Assessment Results

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Teachers will participate in weekly PLC meetings to align curriculum, assess student needs, and share resources and ideas to		Formative	
improve student achievement. PLC's will be facilitated by the department chair and the instructional coach.	Jan	Apr	June
Strategy's Expected Result/Impact: Team Meeting Agendas, PLC Agendas, and Sign in Sheets		-	
Staff Responsible for Monitoring: Team Leaders, Campus Content Specialist	50%		100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Implement school-wide research-based instructional practices to support student learning. (Focus Areas: Interactive Notebooks, 7		Formative	
Steps to a Language-Rich Classroom, Anchor Charts, Sheltered Instruction).	Jan	Apr	June
Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans, Google Meets			
Staff Responsible for Monitoring: Principals, Assistant Principals	50%		75%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6	,		
Funding Sources: Funding for Interactive Notebooks and other Supplies to Support Instructional Strategies - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500			
Strategy 3 Details	For	mative Revi	l iews
Strategy 3: Utilize Bloom's Taxonomy and District Power Standards during PLC and individual lesson planning in order to ensure that		Formative	
instructional and assessment practices are closely aligned with the TEKS.	Jan	Apr	June
Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans, AWARE Data			
Staff Responsible for Monitoring: Teachers, Administrators	50%		80%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			

Strategy 4 Details	For	mative Revi	iews
Strategy 4: Teachers will collaboratively develop and administer a minimum of 2 common assessments per nine weeks. Data results and		Formative	
student reflections will be utilized by teachers and students. Interventions will be provided for students that are unsuccessful during Enrichment.	Jan	Apr	June
Strategy's Expected Result/Impact: Common Assessments and Results, Aware Data Staff Responsible for Monitoring: Assistant Principals, Principal	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 5 Details	Fori	mative Revi	ews
		E 4.	
Strategy 5: Implement district instructional practices during instruction. These include utilizing small group instruction, collaboration, and		Formative	
Strategy 5: Implement district instructional practices during instruction. These include utilizing small group instruction, collaboration, and purposeful writing. Strategy's Expected Result/Impact: CBA Results, Walkthroughs Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 50%	Apr	June

Performance Objective 5: By June 2022, at least 65% of students identified as Special Education Students will demonstrate sufficient progress on the Math, Reading, and Science STAAR Tests.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: 20212STAAR Results

Strategy 1 Details	For	Formative Reviews	
Strategy 1:		Formative	
Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state	Jan	Apr	June
assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Acc/STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing District/State required STAAR Alternative Participation Requirement Forms. (SG-Science and Math/SE) (4) Review the previous year's state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held as soon as possible to discuss Accelerated Instruction and/or the Intensive Program of Instruction.	50%		100%
Strategy's Expected Result/Impact: Testing decisions and student supports will be based upon student needs.			
Staff Responsible for Monitoring: Principal, Case Managers, LSSP, Diagnostician, Assistant Principals			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional Materials - 199 - General Fund - \$1,746			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate bill 1196-Restraint		Formative	
Training and Texas Behavior Support Initiative requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: Staff will have appropriate training. Staff Responsible for Monitoring: Principal	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.6			

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a		Formative	
special education setting ensuring each student has access to district facilities.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will be able to access the learning environment in the least restrictive setting. Staff Responsible for Monitoring: Administrators, LSSP, Diagnostician, Special Education Case Managers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		75%
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Saturday Camp and afterschool tutorials will be provided to special education students to provide interactive lessons. Strategy's Expected Result/Impact: Improved STAAR Results		Formative	
Staff Responsible for Monitoring: Tutorial Facilitators, Administration, Instructional Coaches	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies and Payroll for Saturday Camp - 211 - Title 1 A - Economically Disadvantaged Study	50%		100%
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative	
Strategy's Expected Result/Impact: Reduce the number of students with disabilities being removed for disciplinary reasons.	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	50%	•	70%
No Progress Accomplished Continue/Modify X Discontinue	·		<u> </u>

Performance Objective 6: By June 2022, the percentage of identified LEP students that demonstrate expected progress will be at least 70%.

Evaluation Data Sources: 2022 STAAR Results, TELPAS Results

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Administrators and teachers will utilize TELPAS reports to determine the rate of progress with English Language proficiency and		Formative		
determine appropriate interventions to serve students at risk of failing. Strategy's Expected Result/Impact: TELPAS Results Staff Responsible for Monitoring: Assistant Principals, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Tutorials and Supplies - 263 - Title III A - Bilingual Education, Language - \$1,243	Jan 50%	Apr	June 75%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Teachers will post specific content and language objectives aligned with the district scope and sequence. Language objectives		Formative		
will target listening, speaking, reading, and writing to support academic language acquisition. Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		65%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Analyze previous Spanish and English STAAR results and benchmark data to ensure that students are receiving instruction,		Formative		
accommodations, interventions, and taking the appropriate STAAR test. Strategy's Expected Result/Impact: Benchmark Results, STAAR Data	Jan	Apr	June	
Staff Responsible for Monitoring: Principal, Assistant Principal	50%		80%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: Supplies for Intervention - 263 - Title III A - Bilingual Education, Language - \$2,000, Supplies for Intervention and Instruction - 199 - General Fund - \$7,004				

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Provide English Language Acceleration during enrichment classes for recent immigrants.		Formative	
Strategy's Expected Result/Impact: TELPAS Results	Jan	Apr	June
Staff Responsible for Monitoring: Assistant Principal, Teacher	50%	-	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%
No Progress Accomplished — Continue/Modify X Discor	l tinue		

Performance Objective 7: By June 2022, the average daily attendance (ADA) will be at least 96.5%.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Formative Reviews		iews	
Strategy 1: Call students who are absent a second consecutive day.				
Strategy's Expected Result/Impact: Parent Contact Logs	Jan Apr		June	
Staff Responsible for Monitoring: Teachers				
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.1	50%		60%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities.	Formative			
Refer students with 3 or more unexcused absences within a four week period or 10 or more unexcused absences within a 6 week period to appropriate legal authorities.	Jan	Apr	June	
Strategy's Expected Result/Impact: DA Letters, Court Referral Records				
Staff Responsible for Monitoring: Attendance Clerk, Campus Attendance Administrator	50%		70%	
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.1				
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Provide counseling services to students that are experiencing attendance issues due to social or emotional reasons.		Formative		
Strategy's Expected Result/Impact: Counseling Logs	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors, Administrators		_		
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.1, 3.2	50%		95%	

Strategy 4 Details	For	Formative Reviews	
Strategy 4: An attendance committee will be created to develop incentives and other programs to increase student attendance.		Formative	
Strategy's Expected Result/Impact: ADA Attendance	Jan	Apr	June
Staff Responsible for Monitoring: Attendance Committee Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	25%		55%
No Progress Accomplished Continue/Modify X Discont	l inue		<u> </u>

Performance Objective 8: By June 2022, the CHAC committee will plan and implement at least three activities that increase student and parent awareness of healthy living practices as measured by attendance at planned events.

Evaluation Data Sources: Sign In Sheets at CHAC Events, Documentation of Informational Pamphlets and Notes, and an Increase in Student Participation in School Sponsored Events

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Families will be invited to attend familty fitness nights in which they will participate in activities that increase health and wellness	Formative			
activities such as the Turkey Trot Jogging Night and Walk Against Drugs.	Jan	Apr	June	
Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: CHAC Committee	75%	-	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.1, 3.2				
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: CHAC Committee will meet monthly to ensure the interventions and actions from the campus improvement plan are being met		Formative		
and modified as necessary.	Jan	Apr	June	
Strategy's Expected Result/Impact: Sign In Sheets and Minutes	5 11.12	F -		
Staff Responsible for Monitoring: CHAC Committee	50%		100%	
Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	30%		130%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Students will participate in physical activities during physical education.		Formative		
Strategy's Expected Result/Impact: Lesson Plans, Walkthroughs	Jan	Apr	June	
Staff Responsible for Monitoring: PE Teachers			4000	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	50%		100%	
Funding Sources: Physical Fitness - 206- Texas Hurricane Homeless Program				

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Students will participate in physical education assessment including two fitness gram assessments.		Formative	
Strategy's Expected Result/Impact: Test Results	Jan	Apr	June
Staff Responsible for Monitoring: PE Teachers and PEP Coordinator		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	50%		100%
No Progress Accomplished Continue/Modify	X Discontinue		

Goal 2: We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Provide meaningful experiences through an innovative learning environment that meet the individual needs of each student. 90% of students using personalized learning will complete all of their power focus areas and 90% of students will show grade level mastery on cognitive skills by June 2022.

Evaluation Data Sources: Personalized Learning Platform

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Each student will have 20 mentor check-ins by June 2022.		Formative	
Strategy's Expected Result/Impact: Improved goal-setting by students and engagement in the platform.	Jan	Apr	June
Staff Responsible for Monitoring: Instructional Coaches, Teachers, Prinicpal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies and Payroll for Intervention - 211 - Title 1 A - Economically Disadvantaged Study	50%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 2: We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: By August 2021, a dual language teacher will offer 5th grade students Spanish Language Arts and 6th grade students will be offered Spanish I for high school credit.

Evaluation Data Sources: Master Schedule and Dual Language Enrollment

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide dual language classes for qualifying students to build capacity for bilingualism and biliteracy.		Formative	
Strategy's Expected Result/Impact: LPAC Minutes, Class Rosters	Jan	Apr	June
Staff Responsible for Monitoring: LPAC Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.5	100%	100%	100%
Funding Sources: Salary/Benefits for Dual Language Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$157,276			
No Progress Continue/Modify Discontinue Discontinue	e		

Goal 2: We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 3: By June 2022, all students will have an awareness of 21st century career options and college requirements as measured by participation in campus activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Participation in college week activities.

Strategy 1 Details		Formative Reviews	
rategy 1: Provide college week activities to expose students to information about attending college, provide college signs for teachers, and		Formative	
encourage students to wear college shirts.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	25%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 3: We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By June 2022, all teachers will consistently participate in professional development to increase student performance.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Eduphoria Walkthrough Analysis, Lesson Plan Reviews, Professional Development Sign In Sheets, Student Work Products

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Teachers will actively participate in weekly PLC meetings to discuss instructional objectives and language objectives as guided by	Formative		
district timelines, techniques for instructional delivery, and cross curriculuar integration and relevancy.	Jan	Apr	June
Strategy's Expected Result/Impact: Improve learning outcomes for students Staff Responsible for Monitoring: Team Leaders Schoolwide and Targeted Assistance Title I Florents:	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Provide teachers with opportunities to participate in high-quality professional development, such as Conscious Discipline.		Formative	
Strategy's Expected Result/Impact: Provide teachers with effective and meaningful professional development	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Funds for Conscious Discipline - 211 - Title 1 A - Economically Disadvantaged Study	50%		100%

Strategy 3 Details	For	Formative Reviews	
Strategy 3: Campus Coaches in the areas of ELAR/SS, Math, and Science will be provided as a support to all staff members. Campus	Formative		
Coaches will provide staff development opportunities, model lessons, and provide feedback based on teacher needs and expertise with the curriculum content. Campus Coaches will also attend PLC meetings to provide ideas on instructional techniques, suggestions for resources,	Jan	Apr	June
and to maintain overall focus on district curriculum guidelines.			
Strategy's Expected Result/Impact: Improved learning outcomes	50%		100%
Staff Responsible for Monitoring: Campus Coaches, Administrators			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: Salary for Campus Coaches - 211 - Title 1 A - Economically Disadvantaged Study			
Strategy 4 Details	For	native Revi	ews
Strategy 4: In order to meet Federal guidelines for students being served in the Bilingual/ESL Program, Milstead will continue to send		Formative	
teachers to the district's Bilingual and ESL Institute and to have the teachers take the Bilingual or ESL Certification Exam. Milstead is actively seeking Bilingual Certified teachers each year.	Jan	Apr	June
Strategy's Expected Result/Impact: Improved performance by our ELL population.			
Staff Responsible for Monitoring: Principal	50%		75%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.6			
- TEA Priorities:			
Recruit, support, retain teachers and principals			
Recruit, support, retain teachers and principals			

Goal 3: We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: By June 2022, 100% of new teachers will receive induction support.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Sign In Sheets and Agendas, Mentor Documentation

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Teachers new to the district and new teachers will receive training on key district initiatives and required trainings such as		Formative	
CHAMPS and Effective Teaching Practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Improve learning outcomes for students			
Staff Responsible for Monitoring: Assistant Principal, District Staff, New Teachers Schoolwide and Taygoted Assistance Title I Florents:	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: New teachers will receive a mentor to provide support and assistance in all areas.		Formative	
Strategy's Expected Result/Impact: Provide support to new teachers	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, New Teachers, Mentors	50%	-	100%
Schoolwide and Targeted Assistance Title I Elements:	30%		100%
2.4, 2.5, 2.6			
No Progress Accomplished — Continue/Modify X Discontinue	e		•

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: By June 2022, provide parent trainings in order to increase parental engagement on campus and increase parental involvement by 10%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Sign in Sheets at Parent Events

Strategy 1 Details			Formative Reviews		
Strategy 1:			Formative		
Provide training for parents on the following topics: Drug Abuse Prevention, Gang Awareness, Higher Education, Title I School-wide Components, Bullying Prevention, Internet Safety, Parenting, Mental Health, and Nutrition.	Jan	Apr	June		
Strategy's Expected Result/Impact: Increased Parent Involvement	FOOT		4000		
Staff Responsible for Monitoring: Counselor	50%		100%		
Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture					
Funding Sources: Salary/Benefits for Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$23,927, Supplies for Parent Meetings - 211 - Title 1 A - Economically Disadvantaged Study - \$2,383, Food for Parent Meetings - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000					
Strategy 2 Details	Formative Reviews				
Strategy 2: Provide opportunities for parents to discuss academic performance and expectations with the teacher at Meet the Teacher and					
Report Card Conferences.	Jan	Apr	June		
Strategy's Expected Result/Impact: Parent attendance at Report Card Conferences Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.1, 3.2			100%		
No Progress Accomplished — Continue/Modify X Discontinue	e				

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: By June 2022, provide information about social and academic programs to parents.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Participation in Programs and Distribution of Information

Strategy 1 Details		Formative Reviews		
Strategy 1: Provide Tuesday Folders and Student Agendas to facilitate regular communication with parents.		Formative		
Strategy's Expected Result/Impact: Improve communication with parents	Jan	Apr	June	
Staff Responsible for Monitoring: Team Leaders, Teachers		-		
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	50%		100%	
Strategy 2 Details	Formative Reviews			
Strategy 2: Continue to provide and update a parent resource center in the main office.		Formative		
Strategy's Expected Result/Impact: Parent Participation		Apr	June	
Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	50%		100%	
Strategy 3 Details	Formative Reviews		riews	
Strategy 3: Provide updated information on the school website, monthly calendars, through automated callouts, and Facebook.		Formative		
Strategy's Expected Result/Impact: Improve communication with parents		Apr	June	
Staff Responsible for Monitoring: Technology Liasion		-		
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			100%	

Strategy 4 Details			Formative Reviews		
Strategy 4: Host at least 2 Parent Engagement Events for the parents of students in the Personalized Learning Program.			Formative		
Strategy's Expected Result/Impact: Increase parents that access the platform.			June		
Staff Responsible for Monitoring: Instructional Coach, Teachers					
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	50%		100%		
No Progress Accomplished Continue/Modify Discor	ntinue				

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 3: By June 2022, increase the number of business and community partnerships by 10%.

District Objective:

Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Number of businesses and community organizations working with Milstead MS

Strategy 1 Details			Formative Reviews		
Strategy 1: Continue participation in community sponsored programs that provide social and academic support for our students, such as		Formative			
Backpack Buddies.	Jan	Apr	June		
Strategy's Expected Result/Impact: Provided need assistance to our families and students Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assistance Title I Elements: 2.6			100%		
Strategy 2 Details	For	mative Revi	iews		
Strategy 2: Seek and develop new partnerships with the business and community that will provide support for our students with organizations such as Crimestoppers, AAMA, Houston Food Bank, and HCPH. Strategy's Expected Result/Impact: New partnerships Staff Responsible for Monitoring: Principal, Counselors, Assistant Principals Schoolwide and Targeted Assistance Title I Elements: 2.6			June		
No Progress Continue/Modify X Discontinue	e		ı		

Goal 5: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: By June 2022, provide meaningful opportunities for students to utilize technology in the learning process.

Evaluation Data Sources: Walkthroughs, Lesson Plans

Strategy 1 Details			Formative Reviews		
Strategy 1: Provide learning opportunities for students to master the technology TEKS through one to one technology.			Formative		
Strategy's Expected Result/Impact: Lesson Plans, Walkthroughs	Jan	Apr	June		
Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%		
Strategy 2 Details	For	mative Revi	iews		
Strategy 2: Provide a Technology Elective for Students.		Formative			
Strategy's Expected Result/Impact: Master Schedule	Jan	Apr	June		
Staff Responsible for Monitoring: Principal, Counselors Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	100%	100%	100%		
No Progress Accomplished — Continue/Modify X Discontinue	nue				

Goal 6: We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By June 2022, implement an anti-bullying program to help reduce incidents of bullying by 25%.

Evaluation Data Sources: Discipline Report

Strategy 1 Details		Formative Reviews		
Strategy 1: Provide a bullying professional development to all staff.		Formative		
Strategy's Expected Result/Impact: Reduce incidents of bullying by allowing staff to identify and respond to student needs	Jan	Apr	June	
Staff Responsible for Monitoring: Principal, Assistant Principals		-		
Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	50%		100%	
Strategy 2 Details	Formative Reviews		iews	
Strategy 2: Provide anti-bullying literature to parents through parent resource center and parent raining sessions.	Formative			
Strategy's Expected Result/Impact: Reduce incidents of bullying	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	50%	Î	100%	
Strategy 3 Details	Formative Reviews		iews	
Strategy 3: Continue the implementation of Conscious Discipline and CHAMPS by providing training to new teachers and posting		Formative		
expectations in all common areas.	Jan	Apr	June	
Strategy's Expected Result/Impact: Reduce discipline referrals				
Staff Responsible for Monitoring: Assistant Principals	50%		100%	
Schoolwide and Targeted Assistance Title I Elements:				
2.6 - ESF Levers:				
Lever 3: Positive School Culture				

Strategy 4 Details			Formative Reviews		
Strategy 4: Provide an anti-bullying presentation to all students.			Formative		
Strategy's Expected Result/Impact: Reduce incidents of bullying		Jan Apr Ju			June
Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture				100%	100%
% No Progress (100%) Accomplished	Continue/Modify	X Discontinue			

Pasadena Independent School District Moore Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

•	A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
•	We will honor our country, our freedom and all those who protect and defend our constitutional rights.
•	Family and community profoundly influence decisions individuals make.
•	Everyone has purpose, worth, and dignity with immeasurable potential.
•	Connecting with others and building positive, meaningful relationships is essential.
•	Learning is instinctive, lifelong, and unique to the individual.
•	Communication is pervasive, essential, ever-present, and multidimensional.
•	We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
•	Diversity adds value to all areas of life.
•	Change is inevitable for growth and success.
•	Each person is responsible and accountable for the choices he or she makes.
•	We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Joals					
Goal 1: CURRICULUM & INSTRUCTION	- We will provide rigorous and	d meaningful curriculum by	creating integrated learning e	xperiences to meet individual	student needs

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of	Formative		
science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators		Apr	June
		100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$86,429, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$10,304, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$31,392			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.	Formative		
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		100%	100%

Strategy 3 Details		Formative Reviews	
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	ıe		

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews			
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to	Formative			
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments		1000	1000	
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	100%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199 - General Fund - G/T - \$1,269				
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.	Formative			
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, LPAC committee	100%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199 - General Fund - Bil/ESL - \$2,150, - 263 - Title III A - Bilingual Education, Language - Title 3 Bil./ESL - \$1,466				

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative		
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.		Apr	June	
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	100%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199 - General Fund - Special Ed \$1,299, - Extended Day/Tutorial - Extended Day - \$600, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$27,362, - Extended Day/Tutorial - ESSER - \$27,270, - 199 - General Fund - At Risk - \$1,781, State Compensatory Ed State Compensatory Funds - \$80,759				
No Progress Continue/Modify X Discontinue	e			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details			iews
Strategy 1: Encourage students to attend college by promoting College Week.			
Strategy's Expected Result/Impact: Increased awareness of various colleges			June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e	•	

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details			iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		I

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

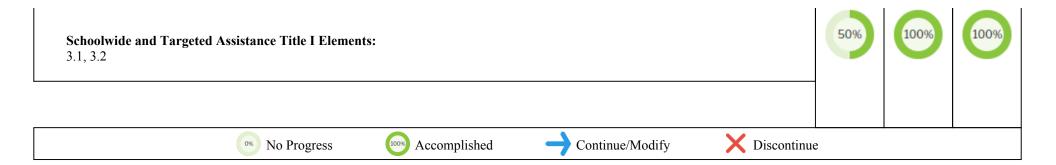
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details		Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative		
Strategy's Expected Result/Impact: Increased awareness and participation in school activities		Apr	June	
Staff Responsible for Monitoring: Campus administrator, parent coordinator				
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2		100%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Ion	Formative	1	
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, parent coordinator		90%	100%	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2				
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$22,451, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,994				
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.	Formative			
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, counselor	-	 	 	



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details		mative Revi	iews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase			
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	ie		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

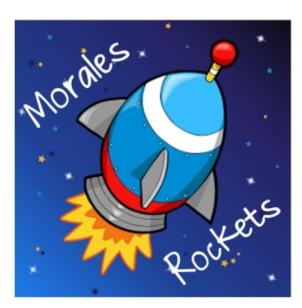
Strategy 1 Details	Formative Reviews		ews	
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,		Formative		
and other respectful practices.	Jan	Apr	June	
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	10004	12000	1000	
Staff Responsible for Monitoring: Campus administrators, counselor, staff	100%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements:				
2.4, 2.5, 2.6				
	1			
Strategy 2 Details	For	mative Revi	ews	
Strategy 2 Details Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	For	mative Revi Formative	ews	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.	For Jan		ews June	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center		Formative		
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative Apr	June	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements:		Formative Apr	June	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators		Formative Apr	June	

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior		Formative	
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators		100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Pasadena Independent School District Morales Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement



Vision

Pasadena ISD and Morales Elementary empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals				
Goal 1: CURRICHI HM & INSTRUCTION	We will provide rigorous and mes	minaful curriculum by creatin	o integrated learning experie	nces to meet individual student needs

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs 4 ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 11 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Rev	iews	
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative		
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators	100%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$16,250.49, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$169,338.53, - 199 - General Fund - BFU, Overtime, Fixed - \$37,928				
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative		
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	70%		100%	

Strategy 3 Details	Fo	Formative Reviews	
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	•
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished Continue/Modify	Discontinue		

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative	
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments	10000	10000	100%
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - G/T - \$1,549			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate		Formative	
English acquisition.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels			
	50%		75%
domain levels	50%		75%

Strategy 3 Details	For	mative Revi	iews
rategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach	Formative		
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	70%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - Special Ed \$1,543, - Extended Day/Tutorial - ESSER - \$26,000, - Extended Day/Tutorial - Extended Day - \$700, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$54,223.64, - 199 - General Fund - At Risk - \$2,554, - State Compensatory Funds - \$83,751			
No Progress Continue/Modify X Discontinue	e		I

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details		Formative Reviews		ews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative		
Strategy's Expected Result/Impact: Increased awareness of various colleges		Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		100%	100%	100%
Strategy 2 Details		For	mative Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities.			Formative	
Strategy's Expected Result/Impact: Increased awareness of career options		Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		5%	1	100%
No Progress Continue/Modify	X Discontinue			

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	85%		100%
No Progress Accomplished — Continue/Modify X Discontinue/	ue		

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	75%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	75%		100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	į
the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	75%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		1

Performance Objective 3: Recruit personnel who are prepared to serve the needs of the district's emergent bilingual (EB) students/English learners (ELs) who are also served in self-contained Special Education classrooms.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Teacher Certification

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Interview teachers who are Bilingual/ESL and Special Education certified when attending district job fairs.		Formative	
Strategy's Expected Result/Impact: Bilingual or ESL certified teachers will serve our Special Education Emergent Bilingual students	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.6	10%	-	35%
No Progress	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

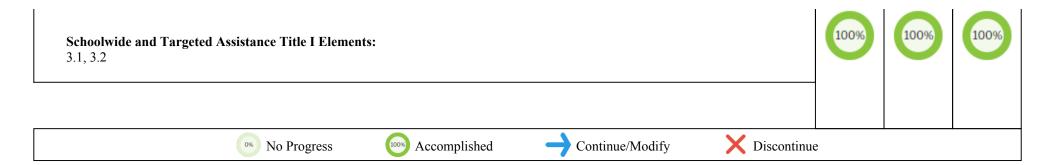
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative		
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, parent coordinator				
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	100%	100%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Jan	Formative	June	
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, parent coordinator	80%		100%	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2				
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,735.66, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$2,867.73				
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.	Formative			
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, counselor	-	· -	 	



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,		Formative	
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	OFO	1000	12000
Staff Responsible for Monitoring: Campus administrators, counselor, staff	85%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance		Formative	
center.	Jan	Apr	June
Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	10004	40004	42004
Staff Responsible for Monitoring: Administrators	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			

Strategy 3 Details	For	mative Rev	iews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior	Formative		
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%
No Progress Accomplished Continue/Modify X Discontinue			

Pasadena Independent School District Morris Middle School 2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

At Morris Middle School we will support students and provide them an opportunity master the habits of success by working together as a family to better students, each other, and our community.

Vision

We believe collaborative teams are the fundamental structure of the school. Together we will:

Improve instruction by creating a culture that embraces professionalism and growth mindset
Use data to monitor each student's progress and implement timely and appropriate interventions and enrichment
Provide authentic real-world learning that engages students
Provide ongoing resources, strategies, and information to parents and community members
Put student needs first in all decision making
Constantly seek out the most promising practices that support high levels of student learning
Provide a guaranteed and viable curriculum to all students

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment	for all.	1(
Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement community stakeholders to support students and staff.	with family, business, and	14
Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical	needs of all students and	17
staff in a culturally responsive environment.		
Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary staff.	ervice departments that	2(

integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Morris Middle School students will show a 10% improvement in scores from the 2020 STAAR to the 2021 STAAR and district CBA's. Students will show growth in reading and math as evidence by MAP data by the used of increased literacy strategies and math intervention programs.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: MAP assessment data, CBA's and data from Personalized Learning Platform.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Each core content area will demonstrate improvement through faithful implementation of Personalized Learning and project based		Formative	
mastery of objectives. Teachers will continue the use of quality literacy strategies and hands-on materials that include: The use of reading materials i.e. books, magazines, and other content related literature and supplemental project materials to enhance the students' abilities to read	Jan	Apr	June
and write critically. Strategy's Expected Result/Impact: Improved performance on State Assessments and Reading levels.	60%		80%
Staff Responsible for Monitoring: Principal and Assistant Principals			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: small group tables, reading materials, project materials, technology applications, - 211 - Title 1 A - Economically Disadvantaged Study - \$6,163.41, Extended Day Books and Resources - 211 - Title 1 A - Economically Disadvantaged Study - \$700, Supplies for teachers, small group, RTI - 199 - General Fund - \$14,003, GT enhancement projects - 199 - General Fund - \$2,515			
No Progress Continue/Modify Discontinue	e		

Performance Objective 2: Response to Intervention will be implemented with fidelity to ensure that all students learn at high levels.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	For	mative Revi	ews
Strategy 1: All students who demonstrate the need of additional time and support in their learning will be given those supports. Those		Formative	
supports will include after school tutoring, scheduled intervention time, and the use of other instructional materials in small group settings.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will show growth as evidenced by an increase in student achievement on State and Local assessments.Staff Responsible for Monitoring: Principal and AP's	70%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: supplies, whiteboards, markers, snacks, books, digital and print resources - 211 - Title 1 A - Economically Disadvantaged Study - \$11,000, Extended Day supplies, whiteboards, markers, snacks, books, digital and print resources used for extended day tutoring - 211 - Title 1 A - Economically Disadvantaged Study - \$2,459, Staff for extended day - 282 - ESSER III - 800 - \$59,000, programs, LLI kits, digital resources, whiteboards, cooperative seating - 199 - General Fund - \$50,000, extended day materials, differentiated materials, para support - Extended Day/Tutorial - \$1,200, - State Compensatory Funds - \$4,000			
No Progress Continue/Modify X Discontinue	e		

Performance Objective 3: 80% of identified LEP students will meet the state average on all STAAR assessments and the district average on district assessments.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: PL platform assessments, MAP testing data and local and State assessment data.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: We will utilize district-provided resources such as Read 180 and System 44 with fidelity to ensure adequate language acquisition		Formative	
levels for our ELL students. Strategy's Expected Result/Impact: Language acquisition issues will be lessened, allowing RTI to focus on academic deficiencies not related to language. Staff Responsible for Monitoring: Principal, Assistant Principals and Bilingual Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,710.71	Jan 40%	Apr	June 75%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: We will train staff members in SIOP, ESL, and 7 Steps to a Language Rich classroom to ensure teachers are equip with high yield		mative Revi Formative	ews
			June 90%

Performance Objective 4: Morris Middle School special education students will show a 5% increase on state and district assessments

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: District, school and state assessments

Strategy 1 Details	For	mative Revi	iews
Strategy 1: We will monitor our SpEd students and will collect ongoing data over the use of accommodations, supplemental aides and other		Formative	
supports used during quality initial instruction. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Assistant Principals and case managers TEA Priorities: Build a foundation of reading and math Funding Sources: staff Title 1 aide to review data - 211 - Title 1 A - Economically Disadvantaged Study - \$26,092.61	Jan 50%	Apr	June 90%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: SpEd teachers/case managers will participate in PLC's and will guide discussion as it relates to designing quality initial instruction that is differentiated and uses SDI components. Strategy's Expected Result/Impact: Improved quality of initial instruction for special populations as evidenced by lesson plans that use purposeful differentiation Staff Responsible for Monitoring: Assistant principals, PF's Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: supplies for differentiation - 199 - General Fund - \$2,091	Jan 70%	Apr Apr	June 100%

Strategy 3 Details		Formative Reviews	
rategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and		Formative	
Texas Behavior Support Initiative (TBSI) requirements.	Jan	Apr	June
Staff Responsible for Monitoring: APs and Principal	70%		100%
Strategy 4 Details	For	Formative Reviews	
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP and will utilize additional		Formative	
behavior strategies to support SpEd students.	Jan	Apr	June
Strategy's Expected Result/Impact: Decrease in the number of non mandatory sped removals. Staff Responsible for Monitoring: APs	70%		100%
No Progress Accomplished Continue/Modify X Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: We will increase awareness of college related materials and programs to include banners displayed throughout campus and referencing hallways by college street names as well as participation in college week and the Kids2College program, and providing parent and student training on the Road to College.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Strategy 1 Details	Formative Reviews		ews
Strategy 1: We will bring awareness to existing college materials on campus and encourage teachers to highlight their college of preference		Formative	
by discussing their experiences and by working through lessons on college admissions and requirements with students.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will have an increased awareness of post-secondary education and a basic understanding of what it takes to attend and be successful. Staff Responsible for Monitoring: Counselors and teachers.	100%	100%	100%
Funding Sources: field trips, busses, subs, materials for lessons at risk - 199 - General Fund - \$2,000			
No Progress	e		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Increase business/community participation on campus.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Strategy 1 Details	Formative Reviews		ews
Strategy 1: We will utilize community partnerships such as P.A.LS with the Houston Police Department and participation by local business in	Formative		
campus events to increase student exposure to jobs that could be of interest for them in the future.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will be exposed to different possibilities for their post-secondary futures by hearing from community members and their experiences.	40%		70%
Staff Responsible for Monitoring: Principal, AP's and counselors. Funding Sources: supplies for hosting events and copying resources-at risk - 199 - General Fund - \$2,088	40%		
No Progress Accomplished — Continue/Modify X Discontinue	e		I

Performance Objective 1: 100% of new teachers will be provided a mentor by September of the new school year.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: All new teachers will be assigned a mentor teacher who has proven success using CHAMPS and the four campus instructional focus areas, to all new teachers.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: All mentors will be 100% voluntary and receive guidance and support in order to better serve all new teachers. Only teachers who	Formative		
have demonstrated proficiency in classroom management and instruction will be chosen to mentor. Principals and AP's will solicit feedback on areas of need and reinforcement as needed.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% retention of new teachers Staff Responsible for Monitoring: Principal and AP's	100%	100%	100%
TEA Priorities: Recruit, support, retain teachers and principals			
No Progress Accomplished — Continue/Modify X Discontinue	:		

Performance Objective 2: All teachers will be coached and receive feedback and coaching on the accomplishment of a professional goal.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Personalized learning platform progress, PLC interactions and reflections and evidence found on Strive for professional goal milestones.

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Teachers will meet with Instructional Coaches to create an instructional growth goal and conduct monthly coaching cycles to	Formative		
collect evidence on goal attainment and progress.	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers will be able to reflect on their craft and take charge of areas of reinforcement or refinement through feedback and support. This will allow for improved classroom instruction. Staff Responsible for Monitoring: Principal, PF's and teachers.	70%		100%
TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$81,641.67			
Funding Sources. Instructional Coach - 211 - True 1 A - Economically Disadvantaged Study - \$61,041.07			
No Progress Accomplished Continue/Modify X Discontinue	e		•

Performance Objective 3: The master schedule will provide adequate planning time for teachers to ensure collective efficacy in instructional practice and a collaborative approach between teacher teams.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Teacher feedback surveys will indicate positive feedback regarding planning time, employee experience, and retention will remain high.

Performance Objective 4: In order to meet Federal guidelines for students being served in the Bilingual/ESL Program, we will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. We are actively seeking Bilingual Certified teachers each year but in the meantime, we have set a goal to get everyone ESL certified so that teachers use best strategies for our Emerging Language Learners

Evaluation Data Sources: ESL certifications for staff

Strategy 1 Details	Formative Reviews		ews
Strategy 1: We will post positions as Bilingual to ensure we seek highly qualified staff and will encourage bilingual speaking teachers to	Formative		
attend prep session and test.	Jan	Apr	June
	70%		90%
No Progress Continue/Modify X Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: By June, 2022, increase parent engagement/involvement by 10% in school related activities.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent sign in sheets and counts from open house, fall health festival, meet the teacher, curriculum night and school day parent events.

Strategy 1 Details	Formative Reviews		iews
Strategy 1: We will foster a sense of belonging on campus for parents by hosting quality events that provide them opportunities to meet staff		Formative	
and bond with their students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased attendance and family participation.		•	
Staff Responsible for Monitoring: Principal, Counselor/Parent Coordinator	70%		100%
Schoolwide and Targeted Assistance Title I Elements:			
2.6, 3.1, 3.2			
- TEA Priorities:			
Build a foundation of reading and math			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$4,167.07			
No Progress Accomplished — Continue/Modify X Discontinue	'		•

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: We will continue to fund the position of parent coordinator to provide direct support to parents and families.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Strategy 1 Details	Formative Review		ews
Strategy 1: We will utilize a parent coordinator to increase communication through traditional methods and social media in order to increase	Formative		
parental involvement.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased engagement and involvement in school related functions and activities. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2	100%	100%	100%
Funding Sources: parent coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$21,482.07			
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 3: Increase business/community support and participation on the campus.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Strategy 1 Details	For	mative Rev	iews
Strategy 1: We will foster connections with our community by inviting them to attend and present at campus curriculum night, campus food		Formative	
drives, Penny's for Patients and by sharing important campus events with The South Belt Leader and other community correspondence outlets.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased community involvement on campus. Staff Responsible for Monitoring: Principal, counselor and parent coordinator. Funding Sources: supplies for curriculum night, items to host drives, - 211 - Title 1 A - Economically Disadvantaged Study - \$4,000	70%		85%
No Progress Continue/Modify Discontinue	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: We will provide additional support including pro-social academic behaviors sessions, social skills training sessions, and emotional regulation sessions for at-risk students exhibiting high need.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: BRT referral data and RTI meeting data.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: A campus counselor and district BRT specialist (as needed) will host group counseling sessions based on need to encourage self		Formative		
improvement, such as being safe, respectful, caring about others and how to problem solve as well as regulate emotions. Students will learn appropriate ways of relating to other students, adults, and how to express themselves in a positive manner.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased student self-awareness and improved self-regulation leading to less behavior incidents as evidenced by decreased office referrals.	70%		80%	
Staff Responsible for Monitoring: Principal and AP's				
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000				
Strategy 2 Details	For	mative Revi	iews	
ategy 2: We will foster a sense of belonging by creating House groups for students to build meaningful relationships with staff and peers		Formative		
while engaging in specially designed team building activities in academic and extracurricular areas as well as specially designed lessons for SEL.	Jan	Apr	June	
Strategy's Expected Result/Impact: All students will experience an increased sense of purpose and belonging. Staff Responsible for Monitoring: Counselors	100%	100%	100%	
Funding Sources: supplies for house day and SEL Lessons - 211 - Title 1 A - Economically Disadvantaged Study - \$4,000				

Strategy 3 Details	For	mative Revi	iews	
Strategy 3: We will decrease behavior referrals by 5% and maintain an attendance rate of at least 96% by consistently promoting positive		Formative		
behaviors as outlined in our Trailblazer Code through the use of campus-wide incentives.	Jan	Apr	June	
Strategy's Expected Result/Impact: PBIS data will show progress in student behavior and attendance data.				
Staff Responsible for Monitoring: PBIS	50%		75%	
Schoolwide and Targeted Assistance Title I Elements: 2.6				
Funding Sources: incentive supplies, fun run materials, dance supplies, field day supplies, - 199 - General Fund - \$3,000				
Strategy 4 Details	For	mative Revi	iews	
Strategy 4: We will increase school safety by proving students and staff training on reporting and responding to bullying, threats, and other		Formative		
campus safety concerns.	Jan	Apr	June	
Strategy's Expected Result/Impact: Appropriate use of reporting systems, decreased reports of bullying, completion of SEL lessons.		-		
Staff Responsible for Monitoring: AP's, teachers	70%		90%	
No Progress Accomplished — Continue/Modify X Discontinu	e		<u> </u>	

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Student achievement will be enhanced and supported by providing a coordinated school health program and a safe learning environment.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Strategy 1 Details	Formative Reviews		ews
Strategy 1: PE time will include components of physical health and nutrition. Counselors will bring mental health awareness by providing	Formative		
SEL lessons for teachers to utilize.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will have numerous avenues to discuss matters related to their own safety and that of others. Staff Responsible for Monitoring: Principal, AP's, counselors and teachers	100%	100%	100%
Funding Sources: supplies for SEL and health education - 199 - General Fund - \$2,000			
No Progress Continue/Modify X Discontinue	e		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: We will design customer service practices that align with the district's objective to optimize experiences and efficiency.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Evaluation Data Sources: End of year customer satisfaction survey

Strategy 1 Details	For	mative Revi	ews
Strategy 1: We will create a visual aide for conflict resolution, safety reporting, and other campus expectations and procedures that can be		Formative	
seen by staff, students, and parents.	Jan	Apr	June
Strategy's Expected Result/Impact: Increase in open communication with parents, staff, and students, and a more consistent approach to campus expectations that will strengthen our bond with the community. Staff Responsible for Monitoring: Assistant Principal	100%	100%	100%
Strategy 2 Details	For	Formative Reviews	
Strategy 2: We will increase social media visibility in support of the district's communication department.		Formative	
Strategy's Expected Result/Impact: Flow of information will be streamlined in order to allow for more efficiency and accessibility to all stake-holders	Jan	Apr	June
Staff Responsible for Monitoring: AP's, parent coordinator and counselors.	70%		100%
No Progress Accomplished — Continue/Modify X Discontinue	;		

Pasadena Independent School District

Park View Intermediate

2021-2022 Goals/Performance Objectives/Strategies





Mission Statement

Park View Intermediate School is committed to providing all students with a quality education in a safe and caring environment. Park View Intermediate and its stakeholders are dedicated to promoting and developing partnerships with the community and empowering all learners to become responsible and productive citizens of the world.

Vision

- 1. We believe in the worth and dignity of every human being.
- 2. We believe that everyone can learn.
- 3. We believe that everyone has the right to a quality education.
- 4. We believe in promoting respect for all cultures.
- 5. We believe in lifelong learning.
- 6. We believe that the ultimate success of children is dependent upon the efforts of parents, teachers, and the surrounding community.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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integrate established and innovative practices, standards, and systems.

Goals

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: By June 2022, the percentage of students with satisfactory academic performance on the 2022 Math, Reading, Science, and Social Studies STAAR Tests will be equal to or greater than the state average.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Administer MAP and common teacher assessments within a particular SE. Disaggregate data to measure student progress and		Formative	
adjust instructional techniques and objectives to ensure student success. CSF Academic Performance - SG - SPED Strategy's Expected Result/Impact: Assessments, AWARE Data, MAP Data Staff Responsible for Monitoring: All Teachers, Campus Coaches, CCS, and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Jan 40%	Apr 55%	June 90%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Teachers and administrators will participate in bi-weekly team meetings and weekly PLC meetings to align curriculum, assess student needs, and share resources and ideas to support student achievement. CSF Academic Performance - SG SPED Strategy's Expected Result/Impact: Sign In Sheets, Interactive Agenda's Staff Responsible for Monitoring: All Teachers, Team Leaders, Campus Coaches, CCS and Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Jan 50%	Apr 60%	June 90%

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Teachers will post content and language objectives in STAAR friendly language daily as guided by the district's scope and		Formative	
sequence and assessments will be aligned to the content and cognitive level of the objective. CSF Academic Performance Strategy's Expected Result/Impact: Lesson Plans, Instructional Coaching, Mentor Coaching, Walk Throughs Staff Responsible for Monitoring: Core Teachers, Campus Instructional Coaches, Math CCS, and Administrative Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Jan 50%	Apr 60%	June 90%
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Implement school wide research-based instructional strategies to support student learning - tablets, interactive notebooks, Cornell		Formative	
notes, Talk Read/Talk Write, Sentence Stems, SIOP strategies, Seven Steps, Higher Level Questioning Strategies, Safe and Civil Strategies including CHAMPS and small group instruction. CSF Academic Performance - SG SPED	Jan	Apr	June
Strategy's Expected Result/Impact: Lesson Plans, Coaching Observations, Mentor Observations and Administrative Walk Throughs Staff Responsible for Monitoring: Teachers, Instructional Coaches, CCS and Administrative Team	50%	65%	85%
TEA Priorities:			
Improve low-performing schools			
- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Strategy 5 Details	For	ı mative Revi	iews
Strategy 5: Students will participate in the district science fair or STEM fair. CSF Academic Performance		Formative	
Strategy's Expected Result/Impact: Completed Projects	Jan	Apr	June
Staff Responsible for Monitoring: Science Teachers, Science Campus Instructional Coach ESF Levers:	20%	60%	100%

Strategy 6 Details	For	mative Revi	ews
Strategy 6: Grade Reporting will be implemented to effectively communicate student achievement to students, parents, teachers and		Formative	
administrators. CSF Academic Performance	Jan	Apr	June
Strategy's Expected Result/Impact: Progress Reports, Report Cards, Parent/Guardian Contact, Team Meetings, and PLC's Staff Responsible for Monitoring: Teachers and Administrators	50%	70%	85%
TEA Priorities:			
Improve low-performing schools			
- ESF Levers:			
Lever 3: Positive School Culture			
Strategy 7 Details	For	mative Revi	ews
Strategy 7: Provide campus based staff development to ensure consistent implementation of curriculum with rigor and relevant standards.		Formative	
Strategy's Expected Result/Impact: Training Sign In Sheets	Jan	Apr	June
Staff Responsible for Monitoring: Campus Instructional Coaches, Administrators TEA Priorities: Recruit, support, retain teachers and principals	30%	65%	85%
- ESF Levers: Lever 2: Effective, Well-Supported Teachers			
Strategy 8 Details	For	mative Revi	ews
Strategy 8: Students will be drafted in to SPUR time locations based on the STAAR assessment, common assessments and MAP testing for		Formative	
intensive tutoring of math, reading, science and social studies. SG - SPED	Jan	Apr	June
Strategy's Expected Result/Impact: Test Results on common assessments, MAP testing, Six Week Grades Staff Responsible for Monitoring: Core Teachers, Campus Instructional Coaches, CCS, and Administrative Team	50%	70%	100%
TEA Priorities:			
LA Friorities:			
Build a foundation of reading and math, Improve low-performing schools - ESF Levers:	l i		

Strategy 9 Details	For	mative Revi	iews
Strategy 9: We will provide intensive intervention to close gaps in math and reading through RTI classes in both 7th and 8th grade and across		Formative	
the entire campus, traditional learning and personalized learning. SG: SPED Strategy's Expected Result/Impact: Progress Reports, Report Cards, MAP testing, STAAR results	Jan	Apr	June
Staff Responsible for Monitoring: Core Teachers, Intervention Teachers, Campus Instructional Coaches, Administrative Team	50%	65%	85%
TEA Priorities: Improve low-performing schools - ESF Levers:)	
Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Strategy 10 Details	For	mative Revi	iews
Strategy 10: Through Personalized Learning, students will work through content at their own individualized pace with teacher support when		Formative	
needed. Strategy's Expected Result/Impact: Project Based Learning, Workshops	Jan	Apr	June
Staff Responsible for Monitoring: PL Teachers, PL Instructional Coach, PL Administrator	55%	70%	100%
TEA Priorities:			
Improve low-performing schools - ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Strategy 11 Details	For	mative Revi	iews
Strategy 11: Provide Extended Day Learning Opportunities for at-risk students and provide after school tutorials for students who did not		Formative	
pass the Reading and Math STAAR through HB4545.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased Student achievement Staff Responsible for Monitoring: Campus Instructional Coaches, CCS, Administrative Team	55%	70%	90%
TEA Priorities:			
Improve low-performing schools			
- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 12 Details	For	mative Revi	iews
Strategy 12: Utilize the plan4learning software to develop and monitor the Campus Improvement Plan		Formative	
Strategy's Expected Result/Impact: Software	Jan	Apr	June
Staff Responsible for Monitoring: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers:	50%	70%	80%
Lever 1: Strong School Leadership and Planning			
Funding Sources: Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study			
No Progress Accomplished Continue/Modify X D	iscontinue		

Performance Objective 2: By June 2022, the percentage of students identified as special education students that achieve satisfactory academic performance on the STAAR Math, Reading, Science and Social Studies tests will be equal to or greater than the state average. Accountability Area Targeted: State Assessment

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Park View will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special		Formative	
education eligibility are completed within the required timelines. CSF Academic Performance	Jan	Apr	June
Strategy's Expected Result/Impact: Student Data, ARD minutes, ESped Reports Staff Responsible for Monitoring: Diagnostician, LSSP, and Administrative Team	50%	65%	90%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide accomodations and materials to ensure that students identified as special education are being successful. CSF Academic		Formative	
Performance	Jan	Apr	June
Strategy's Expected Result/Impact: Student Data, Testing Reports, ESped Reports Staff Responsible for Monitoring: Case Managers, Diagnostician, Administrative Team	50%	70%	100%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Park View will follow district procedures regarding parental request for special education evaluations. CSF Academic		Formative	
Performance	Jan	Apr	June
Strategy's Expected Result/Impact: Parent Communication Logs Staff Responsible for Monitoring: Diagnostician, LSSP, Administrative Team	50%	75%	100%

Strategy 4 Details	For	mative Rev	iews
Strategy 4: Park view will work collaboratively with the District Special Education Office to document appropriate State Assessment		Formative	
Decision Making Process for students with disabilities by 1) use of data from progress monitoring, MAP, etc. to make determinations regarding state assessments and ensure progress, 2) ensure ARD document clearly delineates the need for STAAR/STAAR Alt (i.e. PLAFFs, IEPs, deliberations) and 3) utilizing District/State required STAAR and STAAR ALT participation requirement forms. CSF Academic	Jan	Apr	June
Performance - SG, SPED Strategy's Expected Result/Impact: ARD minutes and District Documentation Spreadsheet Staff Responsible for Monitoring: Case Managers, LSSP, Diagnostician, and Administrative Team	50%	70%	95%
Strategy 5 Details	For	mative Rev	iews
Strategy 5: Park View Intermediate will work collaboratively with the District Special Education Office to ensure compliance with Senate		Formative	
Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. CSF Academic Performance	Jan	Apr	June
Strategy's Expected Result/Impact: Certific fates of Completion Staff Responsible for Monitoring: Principal	50%	65%	85%
Strategy 6 Details	For	mative Rev	iews
Strategy 6: Identified special education students will participate in Literably and LL1 reading recovery to monitor identified strengths and		Formative	
weaknesses and facilitate growth in those areas in preparation for the STAAR. CSF Academic Performance - SG = SPED Strategy's Expected Result/Impact: Computer Reports, Grades, Formative Evaluations	Jan	Apr	June
Staff Responsible for Monitoring: Special Education Teachers and Case Managers	50%	65%	85%
Strategy 7 Details	For	mative Rev	iews
Strategy 7: Use Benchmark Data, testing history, and classroom observations to create small group instructional opportunities within the		Formative	
regular classroom setting in order to provide accelerated instruction for support facilitation students. CSF Academic Performance SPED	Jan	Apr	June
Strategy's Expected Result/Impact: Walkthroughs and Lesson Plans Staff Responsible for Monitoring: Special Education and Regular Education Teachers, Administrative Team	50%	70%	85%
Funding Sources: - State Compensatory Funds			
Strategy 8 Details	For	mative Rev	iews
Strategy 8: Monitor Special Education students success through ESPED on a regular basis. CSF Academic Performance		Formative	
Strategy's Expected Result/Impact: Skyward Reports/ESPED reports	Jan	Apr	June
Staff Responsible for Monitoring: Case Managers, Special Education and Regular Education Teachers Funding Sources: - State Compensatory Funds	50%	75%	90%

Strategy 9 Details	For	rmative Rev	iews
Strategy 9: Special education students who did not perform satisfactorily on the state assessment will be provided with special interventions		Formative	
per ARD - accelerated instructions, RTICSF Academic Performance, SG - SPED	Jan	Apr	June
Strategy's Expected Result/Impact: ARD committee minutes, Skyward Grade Reports Staff Responsible for Monitoring: Case Managers, Diagnostician, LSSP			
Stan Responsible for Monitoring. Case Managers, Diagnostician, ESSF	50%	70%	90%
Funding Sources: - 199 - General Fund			
Strategy 10 Details	For	rmative Rev	iews
Strategy 10: Park View will follow district policy to ensure students with disabilities have access to facilities. CSF Academic Performance.		Formative	
Strategy's Expected Result/Impact: Documentation of Access to facilities during SBDM Meeting	Jan	Apr	June
Staff Responsible for Monitoring: Principal	50%	70%	100%
Strategy 11 Details	For	rmative Rev	iews
Strategy 11: Park View Intermediate will review student data on an individual basis and consider the least restrictive environment prior to		Formative	
placing students in a special education setting. CSF Academic Performance	Jan	Apr	June
Strategy's Expected Result/Impact: ARD minutes, Scheduled SPED services Staff Responsible for Monitoring: Case Managers, Special Education and Regular Education Teachers, LSSP, Diagnostician, and Administrative Team	50%	70%	85%
Strategy 12 Details	For	rmative Rev	iews
Strategy 12: Special Education Aides and Title 1 Aides will be utilized and trained to support special education students - CSF Academic		Formative	
Performance SG - SPED Strategy's Expected Result/Impact: Aide Schedule and Minutes	Jan	Apr	June
Staff Responsible for Monitoring: Campus Instructional Coaches and Administrative Team	50%	65%	85%
Strategy 13 Details	For	rmative Rev	iews
Strategy 13: Co-teach and SF classes will be in place for students requiring support facilitation. CSF Academic Performance SG-SPED		Formative	
Strategy's Expected Result/Impact: Aide Minutes, Assessment Data	Jan	Apr	June
Staff Responsible for Monitoring: Special Ed Department Head, Instructional Coaches, Counselors, and Administrative Team	50%	70%	100%

Strategy 14 Details	For	mative Revi	iews
Strategy 14: Park View Intermediate will follow district proceduresw in addressing transition requirements for students with disabilities. CSF		Formative	
Academic Performance	Jan	Apr	June
Strategy's Expected Result/Impact: ARD Minutes			
Staff Responsible for Monitoring: Case Managers, Diagnostician, LSSP, ARD committee	50%	70%	100%
Strategy 15 Details	For	mative Revi	ews
Strategy 15: Utilization of a Health Care Professional to meet health care needs		Formative	
Strategy's Expected Result/Impact: Scheduled SPED Services	Jan	Apr	June
Staff Responsible for Monitoring: Administrative Team			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study	50%	65%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		•

Performance Objective 3: By June 2022, the percentage of identified EB (Emerging Bilingual) students with satisfactory academic performance on the 2022 Math, Reading, Science and Social Studies STAAR tests will be equal to or greater than the state average. In addition, at least 75% of EB students will demonstrate progress, 45% of students in years 1 - 4 and 65% of students in years 5+ will score advanced high on TELPAS. Accountability Area Targeted: State Assessment

Evaluation Data Sources: 2022 STAAR and TELPAS results

Strategy 1 Details	For	mative Rev	iews
Strategy 1: A collaborative meeting with ESL teachers will be held on a monthly basis to identify specific strategies for instructional implementation in the EB classroom. CSF Academic Performance - SG SPED Strategy's Expected Result/Impact: Meeting Minutes, Sign In Sheets Staff Responsible for Monitoring: EB Department Head, EB Master Clerk, LPAC administrator, TELPAS committee Funding Sources: - 263 - Title III A - Bilingual Education, Language	Jan 50%	Apr 70%	June 80%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Administrators and teachers will utilize TELPAS reports to determine the rate of progress with English Language proficiency and		Formative	
determine appropriate interventions to serve studentws who are at risk of failing. CSF Academic Performance	Jan	Apr	June
Strategy's Expected Result/Impact: Prior and Current Year TELPAS results Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrative Team	50%	70%	85%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Use assessment data and classroom observations to create small group instruction opportunities within the classroom setting to		Formative	
provide accellerated instruction. CSF Academic Performance - SG SPED	Jan	Apr	June
Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrative Team	50%	70%	85%

Strategy 4 Details	For	rmative Rev	iews
Strategy 4: Teachers will use SIOP strategies and will post content and language (listening, speaking, reading and writing) objectives aligned with the district scope and sequence. CSF Academic Performance SG-SPED	Ion	Formative	
Strategy's Expected Result/Impact: Walkthroughs, Team Meetings, and Lesson Plans Staff Responsible for Monitoring: Teachers and Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Staff Development Resources and Instructional Supplies - 199 - General Fund	Jan 50%	75%	June
Strategy 5 Details	For	rmative Rev	iews
Strategy 5: Analyze STAAR results and benchmark data to ensure that students are receiving instructional, accommodations, and taking the appropriate STAAR test. CSF Academic Performance SG - SPED Strategy's Expected Result/Impact: Campus Assessments, Benchmark Assessments, STAAR data, ARD minutes Staff Responsible for Monitoring: ARD committee and Administrative Team	Jan 50%	Apr 70%	June
Strategy 6 Details	For	rmative Rev	iews
Strategy 6: LPAC Committee will meet throughout the year (grading periods, mid year and end of year) to review assessment data to determine progress of EB's. CSF Academic Performance Strategy's Expected Result/Impact: Committee Minutes, ESPED documentation Staff Responsible for Monitoring: LPAC Administrator, LPAC Parent, ELL Master List CLerk, LPAC Teacher	Jan 50%	Apr 70%	June 90%
Strategy 7 Details	For	rmative Rev	iews
Strategy 7: Teachers will review formative and summative assessment data to identify areas where more support is needed. CSF Academic Performance Strategy's Expected Result/Impact: Team/Committee Minutes Staff Responsible for Monitoring: ALL Teachers, Department Heads, Instructional Coaches, and Administrative Team	Jan 50%	Apr 70%	June
Strategy 8 Details	For	rmative Rev	iews
Strategy 8: EB Aides will be utilized and trained to support EB's who are in a structured setting. CSF Academic Performance SG SPED Strategy's Expected Result/Impact: EB Aide Schedule Staff Responsible for Monitoring: Administrative Team	Jan 50%	Formative Apr 75%	June

Strategy 9 Details	For	Formative Reviews	
Strategy 9: Tutorials and Extended Day will be offered to support EB's academic success. CSF Academic Performance SG-SPED		Formative	
Strategy's Expected Result/Impact: Sign in Sheets, Tutorial Schedules	Jan	Apr	June
Staff Responsible for Monitoring: All Teachers and Administrative Team	50%	75%	100%
No Progress Accomplished — Continue/Modify X Discontinue/	ue		

Performance Objective 4: By June 2022, 100% of students identified as gifted and talented will demonstrate satisfactory academic performance and at least 50% of gifted and talented students will demonstrate advanced academic performance on STAAR Math, Reading, Science and Social Studies tests. Accountability Area Targeted: State Assessment

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide Pre-AP classes to identified gifted and talented students. CSF Academic Performance		Formative	
Strategy's Expected Result/Impact: Class Schedules	Jan	Apr	June
Staff Responsible for Monitoring: Counselor and Administrative Team	50%	75%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide students with the opportunity to participate in Tweens Read, Spelling Bee, Name that Book Competition CSF Academic		Formative	
Performance Performance	Jan	Apr	June
Strategy's Expected Result/Impact: Participation in events Staff Responsible for Monitoring: All Teachers and Librarian	100%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Provide opportunites for students to participate in Texas Performance Standard Projects. CSF Academic Performance		Formative	
Strategy's Expected Result/Impact: Student Work Samples	Jan	Apr	June
Staff Responsible for Monitoring: Pre-AP Teachers and Instructional Coaches	50%	100%	100%
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Provide training opportunities for teachers to learn teaching strategies for our GT population.	Formative		
Strategy's Expected Result/Impact: Strive Certificates	Jan	Apr	June
Staff Responsible for Monitoring: Counselors and Administrative Team Funding Sources: - 199 - General Fund	50%	75%	75%

Strategy 5 Details	For	mative Revi	ews
Strategy 5: Extended day opportunities will be provided to GT students to help further excel their success.		Formative	
Strategy's Expected Result/Impact: Teacher Sign In Sheets, Testing Data	Jan	Apr	June
Staff Responsible for Monitoring: Teachers and Instructional Coaches Funding Sources: - Extended Day/Tutorial	50%	75%	75%
Strategy 6 Details	For	mative Revi	ews
Strategy 6: Identified GT students will work on projects during specific SPUR intervention times.		Formative	
Staff Responsible for Monitoring: Teachers, Librarian, Counselors, and Administrative Team	Jan	Apr	June
	50%	70%	100%
No Progress Continue/Modify X Discontinue			

Performance Objective 5: By June 2022, the average daily attendance will be at least 96%. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Monitor daily attendance reporting to ensure accuracy in state reporting. CSF Academic Performance		Formative	
Strategy's Expected Result/Impact: Emails, Documentation of Noncompliance, Attendance checks Staff Responsible for Monitoring: Attendance Clerk, Campus Attendance Administrator	Jan 50%	Apr 75%	June 85%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Call students who are absent for three consecutive days. CSF Academic Performance		Formative	
Strategy's Expected Result/Impact: Parent Contact Logs	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Attendance clerk, Campus Attendance Administrator	50%	70%	80%
Strategy 3 Details	For	mative Revi	iews
Strategy 3 Details Strategy 3: Call the parents of students that are tardy to school. CSF Academic Performance	For	mative Revi Formative	iews
Strategy 3: Call the parents of students that are tardy to school. CSF Academic Performance Strategy's Expected Result/Impact: Parent Contact Logs	For Jan		June
Strategy 3: Call the parents of students that are tardy to school. CSF Academic Performance		Formative	T
Strategy 3: Call the parents of students that are tardy to school. CSF Academic Performance Strategy's Expected Result/Impact: Parent Contact Logs	Jan	Formative Apr	June
Strategy 3: Call the parents of students that are tardy to school. CSF Academic Performance Strategy's Expected Result/Impact: Parent Contact Logs Staff Responsible for Monitoring: Attendance Clerk, Campus Attendance Administrator Strategy 4 Details Strategy 4: Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities.	Jan	Formative Apr 75%	June
Strategy 3: Call the parents of students that are tardy to school. CSF Academic Performance Strategy's Expected Result/Impact: Parent Contact Logs Staff Responsible for Monitoring: Attendance Clerk, Campus Attendance Administrator Strategy 4 Details	Jan	Apr 75% mative Revi	June

Strategy 5 Details	For	mative Revi	iews
Strategy 5: Provide counseling services to students who are experiencing attendance issues due to social or emotional reasons. CSF		Formative	
Academic Performance	Jan	Apr	June
Strategy's Expected Result/Impact: Counseling Logs Staff Responsible for Monitoring: Counselors and Administrative Team	50%	70%	90%
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Make home visits to those students experiencing extreme attendance issues. CSF Academic Performance		Formative	
Strategy's Expected Result/Impact: Home Visit Attendance Logs	Jan	Apr	June
Staff Responsible for Monitoring: Administrative Team	50%	70%	80%
Strategy 7 Details	For	mative Revi	iews
Strategy 7: Actively pursue leavers and potential dropouts. CSF Academic Performance		Formative	
Strategy's Expected Result/Impact: Leaver records	Jan	Apr	June
Staff Responsible for Monitoring: Attendance Committee, Registrar, and Administrative Team	50%	75%	100%
Strategy 8 Details	For	mative Revi	iews
Strategy 8: Recognize and reward perfect attendance throughout the school year with a variety of incentives. CSF Social Performance		Formative	
Strategy's Expected Result/Impact: Incentive Reward Documentation, Awards Ceremony Documents	Jan	Apr	June
Staff Responsible for Monitoring: Attendance Committee, Peer Facilitators and Administrative Team	30%	65%	85%
No Progress Accomplished Continue/Modify X Discontinue	ie		•

Performance Objective 6: By June 2022, The Campus Coordinated Health Committee will plan and implement activities that increase student, teacher and parent awareness of healthy living as measured by attendance at planned events. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Event sign in sheets and an increase in student participation in school sponsored events.

Strategy 1 Details	For	mative Rev	iews
Strategy 1: The committee will meet regularly to ensure the interventions and actions from the campus improvement plan are being met. CSF		Formative	
School Climate Strategy's Expected Result/Impact: Sign In Sheets, Meeting Agendas	Jan	Apr	June
Staff Responsible for Monitoring: Coordinated School Health Committee	20%	45%	85%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Students will participate in Universal Breakfast. CSF School Climate		Formative	
Strategy's Expected Result/Impact: Number of Students participating in Breakfast	Jan	Apr	June
Staff Responsible for Monitoring: Cafeteria Manager	100%	100%	100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Students will participate in daily physical activities during physical education. CSF Academic Performance		Formative	
Strategy's Expected Result/Impact: Lesson Plans and Walkthroughs	Jan	Apr	June
Staff Responsible for Monitoring: PE Teachers and Administrative Team Funding Sources: - State Compensatory Funds	100%	100%	100%
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Students will participate in physical education assessment including two fitnessgram assessments. CSF Academic Performance		Formative	
Strategy's Expected Result/Impact: Test Results	Jan	Apr	June
Staff Responsible for Monitoring: PE Teachers	50%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 7: By June 2022, the percentage of at-risk students that demonstrate satisfactory academic performance will be equal to or greater than the state average. Accountability Area Targeted: State Assessment

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide academic and counseling support for qualifying at-risk students on campus. CSF Academic Performance - SG SPED		Formative	
Strategy's Expected Result/Impact: Lesson Plans, Counseling Logs, Assessment Results	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Counselors	50%	70%	90%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Intervention Assistance Team (IAT) will meet monthlhy to identify and discuss strategies for assisting those students in need.		Formative	
Interventions will be documented. CSF Academic Performance - SG -SPED	Jan	Apr	June
Strategy's Expected Result/Impact: IAT Meeting Notes Staff Responsible for Monitoring: IAT Committee, Grade Level Teams, IAT Counselor	80%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: All students will be provided with tutoring services such as Khan Academy. CSF Academic Performance - SG - SPED		Formative	
Strategy's Expected Result/Impact: Lesson Plans, Tutoring Attendance Logs	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches	50%	70%	75%

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Provide in class support to at-risk students using a Title 1 Aide and Instructional Paraprofessional. CSF Academic Performance - SG SPED		Formative	1
Strategy's Expected Result/Impact: Assessment Results	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Title 1 Aides, Instructional Paraprofessionals, Instructional Coaches, and Administrative Team	50%	75%	100%
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Title 1 Aide - 211 - Title 1 A - Economically Disadvantaged Study			
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Provide reading intervention instruction to struggling readers and students diagnosed with dyslexia through a direct dyslexia reading class, as well as using Khan Academy during math classes. CSF Academic performance - SG - SPED Strategy's Expected Result/Impact: Classroom assessments and Assessment Results	Jan	Formative Apr	June
Strategy's Expected Result/Impact: Classroom assessments and Assessment Results Staff Responsible for Monitoring: Dyxlexia teacher and Math Teachers			
Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study	100%	100%	100%
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Provide additional instruction through tutoring to students in need of assistance. CSF Academic Performance - SG - SPED		Formative	
Strategy's Expected Result/Impact: 2021 STAAR Results, Classroom Data	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Academic Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	50%	75%	100%
Strategy 7 Details	For	mative Revi	iews
Strategy 7: The CIS programs will be utilized to provide Academic and emotional support for at-risk students. CSF Academic Performance - SG - SPED		Formative	Г
SG - SPED Strategy's Expected Result/Impact: Student Rosters, Sign In Sheets	Jan	Apr	June
Staff Responsible for Monitoring: CIS Director	100%	100%	100%

Strategy 8 Details	For	mative Revi	iews
Strategy 8: Provide opportunities for teachers to attend trainings and observation time for teacher-to-teacher observations		Formative	
Strategy's Expected Result/Impact: Sign In Sheets, Observation Reports	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrative Team			
TEA Priorities:	55%	75%	80%
Improve low-performing schools			
- ESF Levers:			
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Strategy 9 Details	For	mative Revi	iews
Strategy 9: Through SPUR Time, students will be able to receive additional assistance throughout the school day. Teachers will provide		Formative	
autorials and/or enrichment activities. ALL SUBJECTS	Jan	Apr	June
Strategy's Expected Result/Impact: Common Assessments, 2021 STAAR Results			
Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrative Team	100%	100%	100%
TEA Priorities:			
Improve low-performing schools			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Strategy 10 Details	For	mative Revi	iews
Strategy 10: Extended day services will be utilized for enrichment activities to push our higher level learning students towards more fulfilling		Formative	
educational experiences. Higher level students will be able to participate in a more rigorous program.	Jan	Apr	June
Strategy's Expected Result/Impact: Grades, Common Assessments, STAAR results			
Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrative Team	50%	70%	80%
TEA Priorities:			
Improve low-performing schools			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	1		l

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: By June 2022, all students will have an awareness of 21st century career options and college requirements as measured by participation in campus activities. Accountability Area Targeted: State Assessment

Evaluation Data Sources: College Week, Exploring Careers Classes

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide College week Activities to expose students to information about attending various colleges. CSF Academic Performance	1	Formative	
Strategy's Expected Result/Impact: College Week Activity Schedule	Jan	Apr	June
Staff Responsible for Monitoring: Counselors	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: 7th Grade Students will be administered the KUDER career inventory test through a project to determine career interests. CSF		Formative	
Academic Performance	Jan	Apr	June
Strategy's Expected Result/Impact: KUDER test results Staff Responsible for Monitoring: Counselor	20%	40%	70%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: 8th Grade Students will participate in the PSAT 8/9 to help them identify possible future careers and strengths and weaknesses		Formative	
Strategy's Expected Result/Impact: PSAT Results on College Board	Jan	Apr	June
Staff Responsible for Monitoring: Counselors	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	;		

Performance Objective 1: By June 2022, 100% of professional staff will participate in regular staff development sessions targeting campus initiatives and the needs fo the students as measured by teacher attendance during professional development sessions and evidence of the utilization of techniques in lesson plans and classroom observations. Accountability Area Targeted: State Assessment

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Strive Walkthrough Analysis, Lesson Plan Reviews, Professional Developement Sign in Sheets, Student Work Products

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Teachers will actively participate in bi-weekly team meetings to discuss instructional objectives and language objectives as guided		Formative	
by district timelines, techniques for instructional delivery, and cross curricular integration and relevancy. CSF Teacher Quality	Jan	Apr	June
Strategy's Expected Result/Impact: Meeting Minutes, Meeting Agenda, Attendance Sheets Staff Responsible for Monitoring: Teachers, Team Leaders, Instructional Coaches, CCS, and Administrative Team	50%	75%	100%
TEA Priorities:			
Recruit, support, retain teachers and principals - ESF Levers:			
Lever 2: Effective, Well-Supported Teachers			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: CCS and Campus Instructional Coaches in the areas of SS, Math, Science and LAR will be provided as a support to all staff		Formative	
members. Campus Instructional Coaches and CCS will provide staff development opportunities, model lessons, and provide feedback based on teacher needs and expertise with the curriculum content. Campus Instructional Coaches and CCS will also periodically attend team meetings	Jan	Apr	June
to provide ideas on instructional techniques, suggestions for resources and to maintain overall focus on district curriculum guidelines. CSF Teacher Quality	50%	70%	90%
Strategy's Expected Result/Impact: Coaching Logs, Meeting Agendas and Minutes, Attendance Sheets			
Staff Responsible for Monitoring: Campus Instructional Coaches, CCS and Administrative Team			
Funding Sources: Peer Facilitation - 211 - Title 1 A - Economically Disadvantaged Study			
No Progress Continue/Modify X Discontinue	2		

Performance Objective 2: By June 2022, 100% of new teachers will receive induction support. Accountability Area Targeted: State Assessment

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Sign In Sheets, Meeting Agendas and Minutes, Mentor Documentation

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Teachers new to the district and new teachers will receive training on key district initiatives and required trainings such as CHAMPS and Effective Teacher Practices. CSF Teacher Quality	Ion	Formative	Juna
Strategy's Expected Result/Impact: Sign in Sheets, Meeting Agendas and Minutes Staff Responsible for Monitoring: New Teachers, District Staff, and Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: - 255 - Title II A - Improving Teacher & Principal Q	Jan 50%	Apr 60%	June 85%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: New teachers will receive a mentor to provide support and assistance in all areas. CSF Teacher Quality		Formative	
Strategy's Expected Result/Impact: Mentor Documentation	Jan	Apr	June
Staff Responsible for Monitoring: New Teachers, Mentors, and Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	50%	100%	100%

Strategy 3 Details	For	Formative Reviews	
Strategy 3: New teachers will receive training on school-wide instructional strategies such as data disaggregation. CSF Teacher Quality		Formative	
Strategy's Expected Result/Impact: Sign in Sheets, Meeting Agendas and Minutes	Jan	Apr	June
Staff Responsible for Monitoring: New Teachers, Instructional Coaches and Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	50%	100%	100%
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Campus Instructional Coaches will provide training on the usage of 1 to 1 technology. CSF Teacher Quality		Formative	
Strategy's Expected Result/Impact: Teacher Sign in Sheets	Jan	Apr	June
Staff Responsible for Monitoring: Campus Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	50%	100%	100%
Strategy 5 Details	For	mative Rev	iews
Strategy 5: All teachers will continue professional development growth to ensure success within their content areas.		Formative	
Strategy's Expected Result/Impact: Lesson Planning, Common Assessments	Jan	Apr	June
Staff Responsible for Monitoring: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers:	50%	100%	100%
Lever 2: Effective, Well-Supported Teachers Funding Sources: - State Compensatory Funds			
Strategy 6 Details	For	mative Revi	iews
Strategy 6: All teachers requiring a waiver because they are not certified as Bilingual or ESL to serve Emerging Bilingual students will		Formative	
receive all their trainings before May of 2022.	Jan	Apr	June
Strategy's Expected Result/Impact: Strive Reports	-	 	1

	Staff Responsible for Monitoring: Principal				50%	70%	85%
	ESF Levers: Lever 2: Effective, Well-Supported Teachers						
_							
	% No Progress	100% Accomplished	Continue/Modify	X Discontinue			

Performance Objective 3: By September of 2022, 100 % of new teachers will meet the requirements to be highly qualified in their reaching areas. Accountability Area Targeted: State Assessment

District Objective:

Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Human Resource Highly Qualified Report

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Create interview team to help select teachers that meet the requirements to be highly qualified. CSF Teacher Quality		Formative	
Strategy's Expected Result/Impact: Interview Schedule and notes	Jan	Apr	June
Staff Responsible for Monitoring: Interview Committee, Principal			
TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers:	50%	100%	100%
Lever 1: Strong School Leadership and Planning			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Create profiles for all teaching vacancies to ensure that new staff members share common goals and beliefs about education. CSF		Formative	
Teacher Quality	Jan	Apr	June
Strategy's Expected Result/Impact: Interview Process, Recruit process		•	
Staff Responsible for Monitoring: Administrative Team	50%	100%	100%
TEA Priorities:			
Recruit, support, retain teachers and principals - ESF Levers:			
Lever 1: Strong School Leadership and Planning			
No Progress Continue/Modify Discontinue	e		

Performance Objective 4: By June 2022, 80% of teachers will participate in at least 3 hours of technology implementation training. Accountability Area Targeted: State Assessment

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Strive Log

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: Encourage teachers to participate in district technology training.		Formative		
Strategy's Expected Result/Impact: Strive Reports	Jan	Apr	June	
Staff Responsible for Monitoring: Technology Liason, Campus Instructional Coaches and Administrative Team	F004		OFO	
TEA Priorities:	50%	75%	85%	
Recruit, support, retain teachers and principals				
- ESF Levers:				
Lever 2: Effective, Well-Supported Teachers				
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Provide technology training on campus to include instructional resources, google classroom, lanschool, etc.		Formative		
Strategy's Expected Result/Impact: Sign in Sheets	Jan	Apr	June	
Staff Responsible for Monitoring: Campus Instructional Coaches and Technology Liason				
	50%	70%	90%	
TEA Priorities:	30%	70%	30%	
Recruit, support, retain teachers and principals				
- ESF Levers:				
Lever 2: Effective, Well-Supported Teachers				
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Provide one-to-one training to all teachers		Formative		
Strategy's Expected Result/Impact: Sign in Sheets	Jan	Apr	June	
Staff Responsible for Monitoring: Campus Instructional Coaches and Technology Liason		*	 	

TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers No Progress No Progress Oscional Accomplished Continue/Modify Discontinue

Performance Objective 1: By June 2022, we will provide parent training in order to increase parental engagement on campus and increase parental involvement by 10%. Accountability Area Targeted: State Assessment

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Sign in Sheets at Parent Events

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide training for parents on the following topics: Title 1 School-Wide Components, ESL, Enghlish Acquisition, and Skyward.		Formative	
CSF Family Engagement	Jan	Apr	June
Strategy's Expected Result/Impact: Sign in sheets, Meeting Agendas Staff Responsible for Monitoring: Counselors, ESL Master Clerk, Family Coordinator, Administrative Team ESF Levers:	100%	100%	100%
Lever 3: Positive School Culture Funding Sources: - 212 - Title1 C - Education of Migratory Children			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Host academic nights that focus on family participation and engagement in student achievement goals in the area of language arts, math, science, and social studies. CSF Family Engagement		Formative	
Strategy's Expected Result/Impact: Sign in Sheets, Activitiy Agenda	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Department Leaders, Campus Instructional Coach, and Administrative Team ESF Levers:	10%	100%	100%
Lever 3: Positive School Culture			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study			

Strategy 3 Details	For	Formative Reviews	
Strategy 3: Provide opportunities for parents to meet teachers and sign up for parent conferences during Open House. CSF Family		Formative	
Engagement	Jan	Apr	June
Strategy's Expected Result/Impact: Sign in Sheets, Parent Conference Reports			
Staff Responsible for Monitoring: Teachers and Administrative Team ESE Levers.	100%	100%	100%
ESF Levers:			
Lever 3: Positive School Culture			
No Progress Accomplished — Continue/Modify X Discontin	ue		

Performance Objective 2: By June 2022, we will provide information about social and academic programs to parents. Accountabilitu Area Targeted: State Assessment.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Participation in Programs and Distribution of Information

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: Provide parents with a monthly calendar of events, as well as, the Cowboy Chronicle. CSF Family Engagement		Formative		
Strategy's Expected Result/Impact: Newsletters and Calendars	Jan	Apr	June	
Staff Responsible for Monitoring: Counseling Center				
ESF Levers:	50%	100%	100%	
Lever 3: Positive School Culture				
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Provide updated information on the school webiste and the Park View Facebook page. CSF Family Engagement		Formative		
Strategy's Expected Result/Impact: School Website, Park View Facebook page, Teacher Remind 101	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrative Team ESF Levers: Lever 3: Positive School Culture	80%	100%	100%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Use Parent Skyward Access so that parents have updated information regarding student grades and attendance and inform parents		Formative		
about services using our parent calendar. CSF Family Engagement	Jan	Apr	June	
Strategy's Expected Result/Impact: Newsletter, Parent Skyward Access Staff Responsible for Monitoring: Teachers, Counseling Center, and Administrative Team ESF Levers:	100%	100%	100%	
Lever 3: Positive School Culture				

Strategy 4 Details	For	mative Revi	ews
Strategy 4: Parents and Community members will hear about Park View news and upcoming events through the usage of Facebook.		Formative	
Strategy's Expected Result/Impact: Parent and Community Involvement	Jan	Apr	June
Staff Responsible for Monitoring: Parent Coordinator, Parent and Community Involvement Committee and Administrative Team ESF Levers: Lever 3: Positive School Culture	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 3: By June 2022, we will increase the number of business and community partnerships by 25%. Accountability Area Targeted: State Assessment

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Number of business and community organizations working with Park View Intermediate

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Seek and develop new partnerships with the business and community that will provide support for our students. CSF Family		Formative	
Engagement.	Jan	Apr	June
Strategy's Expected Result/Impact: New Partnerships Staff Responsible for Monitoring: Parent and Family Coordinator, Parent and Community Involvement Committee, Counselors, and Administrative Team	25%	55%	70%
ESF Levers: Lever 3: Positive School Culture Funding Sources: - PTO/PTA			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 1: By June 2022, implement an anti-bullying program to help reduce incidents of bullying by 60%. Accountability Area Targeted State Assessment

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline Reports

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide bullying training to all teachers and professional staff. CSF School Climate	Formative		
Strategy's Expected Result/Impact: Sign In Sheets, Meeting Agenda	Jan	Jan Apr J	
Staff Responsible for Monitoring: Counselors	50%	100%	100%
Strategy 2 Details	Formative Reviews		iews
Strategy 2: Continue with peer mediation program to help reduce conflict between students and teach students conflict resolution skills. CSF		Formative	
School Climate	Jan	Apr	June
Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Counselor	50%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Provide anti-bullying literature to parents through the counseling center. CSF School Climate		Formative	
Strategy's Expected Result/Impact: Sign in Sheet	Jan	Apr	June
Staff Responsible for Monitoring: Counseling Center Staff and Counselors	50%	100%	100%

Strategy 4 Details	For	mative Revi	iews
Strategy 4: Continue the implementation of Safe and Civil and CHAMPS by providing training to new teachers and psoting expectations in		Formative	
all common areas. CSF School Climate	Jan	Apr	June
Strategy's Expected Result/Impact: Discipline referrals Staff Responsible for Monitoring: Teachers and Administrative Team	30%	50%	75%
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Provide Safe and Civil schools training to all new teachers to ensure a safe environment for our students. CSF School Climate	Formative		
Strategy's Expected Result/Impact: Meeting Agenda and Minutes	Jan	Apr	June
Staff Responsible for Monitoring: Safe and Civil School Committee	35%	60%	80%
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Students will be recognized and rewarded for honorable behavior that promotes a sense of citizenship. Teachers will recognize		Formative	
student's good behavior by giving them "Cowboy Cash". Adminstrators and teachers will select a "Student of the Month" to recognize with an award to promote a positive school culture. CSF School Climate.	Jan	Apr	June
Strategy's Expected Result/Impact: Cowboy Store, Student of the Month Roster Staff Responsible for Monitoring: Teachers and Administrative Team	50%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	2	ı	l

Performance Objective 2: By June 2022, Create an environment where students feel comfortable to express their emotional concerns and teach them how to manage their emotions.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Counselor Reports

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Students new to 7th grade will be invited to Cowboy Camp to orientate themselves with the school layout, meet the faculty and		Formative	
staff, and become familiar with how the school operates	Jan	Apr	June
Strategy's Expected Result/Impact: Sign in Sheets Staff Responsible for Monitoring: All staff ESE Lorentee	100%	100%	100%
ESF Levers: Lever 3: Positive School Culture			
<u>'</u>			
Strategy 2 Details	For	mative Revi	ews
Strategy 2 Details Strategy 2: Help students to recognize their emotions and how to manage them through different situations	For	mative Revi Formative	ews
Strategy 2: Help students to recognize their emotions and how to manage them through different situations Strategy's Expected Result/Impact: Counselor logs	For Jan		ews June
Strategy 2: Help students to recognize their emotions and how to manage them through different situations		Formative	T

Performance Objective 3: To create an environment that helps support a reduction in discipline referrals in special populations

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline Records

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative	
Strategy's Expected Result/Impact: Discipline Referrals	Jan	Apr	June
Staff Responsible for Monitoring: Case Managers, LSSP, Diagnosticians, Counselors, and Administrative Team ESF Levers: Lever 3: Positive School Culture	50%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and		Formative	
Texas Behavior Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: Strive Records Staff Responsible for Monitoring: Administrative Team	50%	100%	100%
No Progress Accomplished Continue/Modify X Discontinue	;		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.	
Park View Intermediate Generated by Plan4Learning.com Campus #10191704. January 20, 2023 1:20 PM	.3 M

Pasadena Independent School District Parks Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplement provision.

Table of Contents

Goals					
Goal 1: CURRICULUM & INSTRUCTION -	· We will provide rigorous and	meaningful curriculum by	creating integrated learning ex	speriences to meet individual st	tudent needs

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure Parks student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign-in sheets and agendas

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of	Formative		
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators	70%		90%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy			
Funding Sources: - 199 - General Fund - BFU, Overtime, Fixed - \$37,180, Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$14,763.03, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550			

Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches		•	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	40%		85%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers:	100%	100%	100%
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Title 1 Campus Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$246,946.84			
No Progress Accomplished Continue/Modify X Discontinue	ue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to	Formative		
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.		Apr	June
Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments	750/	10000	10000
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	75%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - G/T - \$1,396			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.	Tou.	Formative	Tormo
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, LPAC committee	50%		90%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - Bil/ESL - \$1,873, - 263 - Title III A - Bilingual Education, Language - \$1,377.45			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	75%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy			
Funding Sources: - 199 - General Fund - Special Ed \$1,380, - 282 - ESSER III - ESSER - \$25,500, - State Compensatory Funds - \$2,306, - Extended Day/Tutorial - \$700, - Extended Day/Tutorial - \$3,981, Dyslexia/Intervention Teaacher - 211 - Title 1 A - Economically Disadvantaged Study - \$74,798.78, Title 1 Instructional Para - 211 - Title 1 A - Economically Disadvantaged Study - \$59,353.47			
No Progress Accomplished — Continue/Modify X Discontinue	<u> </u>		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	0%		50%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Promote awareness of a variety of colleges and universities on the first Tuesday of each month and during college week.		Formative	
Strategy's Expected Result/Impact: College Reports	Jan	Apr	June
Staff Responsible for Monitoring: News Anchor Team Counselor Schoolwide and Targeted Assistance Title I Elements: 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.	Formative		
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	55%		100%
Strategy 2 Details	Formative Reviews		iews
Strategy 2: Participate in the Pasadena ISD job fair in order to recruit highly qualified teachers.	Formative		
Strategy's Expected Result/Impact: Attendance at Job Fair	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	0%		100%
Strategy 3 Details	Formative Reviews		ews
Strategy 3: In the 2021-2022 school year, Parks will continue to hire certified Bilingual/ESL teachers and train existing teachers to make sure	Formative		
that all students are educated by a highly qualified teacher. Our need is for more teachers to become ESL certified.	Jan	Apr	June
Strategy's Expected Result/Impact: In hiring new staff specifically look for ESL Certifications. With the current staff, offer and try to send staff members to the ESL academy provided. Staff Responsible for Monitoring: Administrators, LPAC committee Schoolwide and Targeted Assistance Title I Elements:	0%		100%
2.6 No Progress No Progress Continue/Modify Discontinue	2		

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.	Formative		
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	40%		85%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.	Formative		
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	15%		85%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in	Formative		
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	40%		80%
No Progress Continue/Modify Discontinu	e		

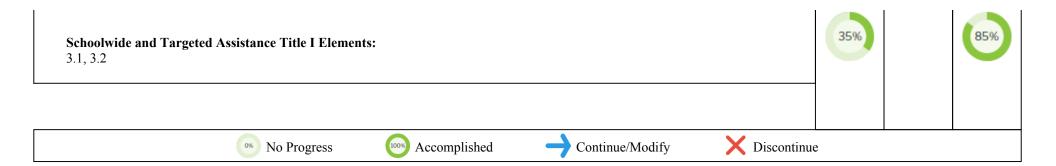
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative		
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, parent coordinator				
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	100%	100%	100%	
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Jan	Formative		
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, parent coordinator	70%		90%	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2				
Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$21,956.38, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$2,605.24				
Strategy 3 Details	For	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative		
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, counselor	-	 	 	



Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase	Formative		
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	50%		100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,	Formative		
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	10004	12000	10004
Staff Responsible for Monitoring: Campus administrators, counselor, staff	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
	1		
Strategy 2 Details	For	mative Revi	ews
Strategy 2 Details Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	For	mative Revi Formative	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.	For Jan		ews June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of	Jan	Formative Apr	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements:	Jan	Formative Apr	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators	Jan	Formative Apr	June

Strategy 3 Details	For	Formative Reviews	
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior	Formative		
Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 100%	Apr 100%	June 100%
Strategy 4 Details	For	Formative Reviews	
Strategy 4: Implement school-wide Guidelines for Success and review common area expectation with students and staff.		Formative	
Strategy's Expected Result/Impact: GFS Wall	Jan	Apr	June
Announcements Staff Responsible for Monitoring: Heartbeats Committee	40%		85%
Schoolwide and Targeted Assistance Title I Elements: 2.6			
Strategy 5 Details	For	mative Rev	iews
Strategy 5: Present CD Lessons during announcement and review during family classroom meetings.		Formative	
Strategy's Expected Result/Impact: Announcement Schedule	Jan	Apr	June
School Calendar with Focus CD Lesson for the month Staff Responsible for Monitoring: Counselor	70%		100%
Strategy 6 Details	Formative Reviews		iews
Strategy 6: Conduct monthly School Family assemblies to share CD lessons and other character family meetings.	Formative		
Strategy's Expected Result/Impact: Survey Data	Jan	Apr	June
School Family Assembly Slide decks Staff Responsible for Monitoring: Heartbeats Committee	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.6			
No Progress Accomplished Continue/Modify Discontinue	le		

Pasadena Independent School District Pasadena High School

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The purpose of Pasadena High School is to provide a nurturing, respectful environment that instills our students with the confidence and skills necessary to meet the challenges of an ever-changing world and to become valuable member of a global community.

Vision

"Home of the Mighty Eagles: Where All Students Learn and Experience Success!"

"The Only Way is the Mighty Eagle Way: Courage, Responsibility, and Respect"

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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integrate established and innovative practices, standards, and systems.

Goals

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: We will close learning gaps due to loss of learning time from COVID-19

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: EOC scores, tutoring logs

Strategy 1 Details	For	mative Revi	iews
Strategy 1: All students who did not pass an EOC exam last year will receive 30 hours of tutoring.		Formative	
Strategy's Expected Result/Impact: Closing of learning gaps	Jan	Apr	June
Staff Responsible for Monitoring: Patricia Goodman TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	25%	•	40%
Funding Sources: Tutors and Instructional Materials - 282 - ESSER III - \$75,600, Teacher Pay and Instructional Materials - Extended Day/Tutorial - \$3,700, Professional Duty Pay - 289 - Title IV- Student Support & Academic Enrichm - \$22,723, Instructional Staff and Materials - State Compensatory Funds - \$1,250,953			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 2: Biology EOC approaching grade level scores will reflect less than a 5% gap between regular education and special education students.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Biology teachers will have specific planning days with support facilitator to review students IEPs and make instructional		Formative	
accommodations based on those IEPs	Jan	Apr	June
Strategy's Expected Result/Impact: Effective, differentiated instruction		_	
Staff Responsible for Monitoring: Leslie Constant	0%		25%
TEA Priorities:			
Improve low-performing schools			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Substitutes for Planning Days and Materials - 199 - General Fund - SPED Alottment - \$1,334.75			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Science CCS will collaborate with district support to plan consistent walk throughs and support		Formative	
Strategy's Expected Result/Impact: Effective, differentiated instruction	Jan	Apr	June
Staff Responsible for Monitoring: Leslie Constant			
	25%		10%
TEA Priorities:	2570		10%
Improve low-performing schools			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Biology Content Specialist - 255 - Title II A - Improving Teacher & Principal Q - Content Specialist - \$48,106.93			
No Progress Accomplished Continue/Modify X Discontinu	ie		<u>l</u>

Performance Objective 3: PHS will increase number of qualifying scores on science Advanced Placement Exams

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	For	mative Rev	iews
Strategy 1: AP teachers will collaborate across the district to ensure best practices and compare data		Formative	
Strategy's Expected Result/Impact: Increased student mastery of advanced learning concepts	Jan	Apr	June
Staff Responsible for Monitoring: Leslie Constant ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	15%	-	50%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: AP teachers will focus on students' writing skills to demonstrate mastery of standards.		Formative	
Strategy's Expected Result/Impact: Increase scores on writing FRQs	Jan	Apr	June
Staff Responsible for Monitoring: Leslie Constant	4500		TEN
ESF Levers:	15%		75%
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Curriculum and Substitutes for PD - 199 - General Fund - G/T Allotment - \$7,393			
No Progress Accomplished — Continue/Modify X Discont	inue		<u> </u>

Performance Objective 4: ELA 1 EOC approaches grade level scores will increase from 54% to 60%.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	For	mative Rev	iews
Strategy 1: ELA 1 teachers will effectively implement instructional practices from training in the areas of writing, reading, SDI, AVID, and	Formative		
Strategy's Expected Result/Impact: Improved student achievement in all student sub-populations Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Substitutes for SDI training - 199 - General Fund - SPED Allotment - \$1,334.75	Jan 0%	Apr	June 90%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: ELA 1 teachers will identify necessary power standards to focus on and will work with campus and district content specialists to	Formative		
identify effective curriculum and instructional strategies to address those power standards.	Jan	Apr	June
Strategy's Expected Result/Impact: Improved student performance on STAAR EOC			
Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Euroding Sources: ELA Content Specialist 255. Title II A. Improving Teacher & Principal O. Constant Specialist \$24,054	25%		90%
Funding Sources: ELA Content Specialist - 255 - Title II A - Improving Teacher & Principal Q - Constant Specialist - \$24,054			
No Progress Continue/Modify X Discontinue			

Performance Objective 5: ELA 2 EOC approaches grade level scores will increase from 60% to 65%

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	Formative Reviews		iews
Strategy 1: ELA 2 teachers will effectively implement instructional practices from training in the areas of writing, reading, SDI, AVID, and	Formative		
SIOP Strategy's Expected Result/Impact: Improved student achievement in all student sub-populations Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Jan 0%	Apr	June 90%
Strategy 2 Details	For	Formative Reviews	
Strategy 2: ELA 2 teachers will identify necessary power standards to focus on and will work with campus and district content specialists to	Formative		
identify effective curriculum and instructional strategies to address those power standards. Strategy's Expected Result/Impact: Improved student performance on STAAR EOC	Jan	Apr	June
Staff Responsible for Monitoring: Patricia Goodman ESF Levers:	25%		90%
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: ELA Content Specialist - 255 - Title II A - Improving Teacher & Principal Q - Content Specialist - \$24,054			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 6: PHS will increase number of qualifying scores on ELA Advanced Placement Exams

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	For	mative Revi	iews
Strategy 1: AP teachers will collaborate across the district to ensure best practices and compare data.		Formative	
Strategy's Expected Result/Impact: Increased student mastery of advanced learning concepts	Jan	Apr	June
Staff Responsible for Monitoring: Patricia Goodman	0%		100%
TEA Priorities:	076		100%
Build a foundation of reading and math			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: AP teachers will focus on students' writing skills to demonstrate mastery of standards.		Formative	
Strategy's Expected Result/Impact: Increased qualifying scores on AP English exams	Jan	Apr	June
Staff Responsible for Monitoring: Patricia Goodman		1	
	25%		100%
TEA Priorities:	25%		100%
Build a foundation of reading and math			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 7: We will increase number of students qualifying for CCMR under their math exams by 10%.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	For	Formative Reviews	
y 1: We will use Texas College Bridge (TCB) to fill in learning gaps for math to have students prepare for TSIA		Formative	
Strategy's Expected Result/Impact: Increase in number of students who are college-career ready.	Jan	Apr	June
Staff Responsible for Monitoring: Trevor Parker TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum	0%		100%
No Progress Accomplished — Continue/Modify X Discor	ntinue		•

Performance Objective 8: Algebra EOC approaches grade level scores will increase from 79% to 85%.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Algebra 1 teachers will identify necessary power standards to focus on and will work with campus and district content specialists	Formative		
to identify effective curriculum and instructional strategies to address those power standards.	Jan	Apr	June
Strategy's Expected Result/Impact: Improved STAAR EOC scores			
Staff Responsible for Monitoring: Trevor Parker	0%		100%
TEA Priorities:			
Build a foundation of reading and math - ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Content Specialist - 255 - Title II A - Improving Teacher & Principal Q - Content Specialist - \$48,106			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Algebra teachers will have specific planning days with support facilitator to review students IEPs and make instructional accommodations based on those IEPs		Formative	-
Strategy's Expected Result/Impact: Effective, differentiated instruction	Jan	Apr	June
Staff Responsible for Monitoring: Trevor Parker TEA Priorities:	25%		40%
Build a foundation of reading and math - ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Substitutes for planning days - 199 - General Fund - SPED Allotment - \$1,334.75			
No Progress Continue/Modify X Discontinue	e		1

Performance Objective 9: US History EOC approaches grade level scores will increase from 84% to 90%.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	For	mative Revi	iews
Strategy 1: U.S. History teachers will identify necessary power standards to focus on and will work with campus and district content	Formative		
specialists to identify effective curriculum and instructional strategies to address those power standards.	Jan	Apr	June
Strategy's Expected Result/Impact: Improved STAAR EOC scores			
Staff Responsible for Monitoring: Steven Friend	0%		100%
ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Social Studies Content Specialist - 255 - Title II A - Improving Teacher & Principal Q - Content Specialist - \$48,106			
Strategy 2 Details		Formative Reviews	
Strategy 2: U.S. History teachers will have specific planning days with support facilitator to review students IEPs and make instructional accommodations based on those IEPs	Formative		
Strategy's Expected Result/Impact: Campus and district assessment and STAAR scores.	Jan	Apr	June
Staff Responsible for Monitoring: Steven Friend	25%		100%
ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Substitutes for Planning days - 199 - General Fund - SPED Allottment - \$1,334.75			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 10: US History EOC meets grade level scores will increase from 55% to 75%.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	Formative Reviews		ews
Strategy 1: US History teachers will identify students on the "bubble" for meets grade level and draft them for Eagle Time intervention.	Formative		
Strategy's Expected Result/Impact: Improved STAAR EOC scores	Jan	Apr	June
Staff Responsible for Monitoring: Steven Friend ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	0%		100%
No Progress	e		

Performance Objective 11: We will close performance gaps between regular students and ESL students.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Local assessments, STAAR assessments, SAT/ACT data, and AP exams.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: In order to meet Federal guidelines for students being served in the ESL program, our campus will continue to send teachers to the		Formative	
district's ESL institute and to have those teachers take the ESL Certification Exam.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased academic performance in ESL students. Staff Responsible for Monitoring: Patricia Goodman ESF Levers:	0%		100%
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Substitutes for Teachers attending ESL Institute - 199 - General Fund - Bil/ESL Allotment - \$2,075			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: All teachers will be trained in SIOP strategies.		Formative	
Strategy's Expected Result/Impact: Increased academic performance in ESL students.	Jan	Apr	June
Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Substitutes for SIOP training and SIOP curriculum - 199 - General Fund - Bil/ESL Allotment - \$7,000	45%		100%

Strategy 3 Details	For	mative Revi	iews
Strategy 3: We will monitor ESL students' language proficiency and utilize effective SIOP strategies to increase their language proficiency.		Formative	
Strategy's Expected Result/Impact: Increased academic performance in ESL students.	Jan	Apr	June
ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: SIOP Facilitator - 263 - Title III A - Bilingual Education, Language - SIOP Facilitator Salary Allotment - \$79,608.38 , SIOP Teacher - 263 - Title III A - Bilingual Education, Language - SIOP Teacher Salary Allotment - \$150,118.44, LUCHA Aide - 263 - Title III A - Bilingual Education, Language - LUCHA Aide Salary Allotment - \$28,284.69, Instructional Resources - 263 - Title III A - Bilingual Education, Language - Supplemental Funds Allotment - \$5,365.41			100%
No Progress Complished Continue/Modify Discontinue	e		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Increase CCMR for students to 60% of students having CCMR qualifications by the end of their 11th grade year.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: CCMR score from TEA data, internal monitoring system

Strategy 1 Details	Formative Reviews		iews
Strategy 1: College Now counselor will work with all grade levels to educate them on CCMR readiness standards	Formative		
Strategy's Expected Result/Impact: All students will be informed of CCMR readiness standards	Jan	Jan Apr J	
Staff Responsible for Monitoring: College Now counselor			
TEA Priorities:	45%		75%
Connect high school to career and college			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Establish a clear system for monitoring and updating the CCMR list		Formative	
Strategy's Expected Result/Impact: Regularly updated information in the spreadsheet.	Jan	Apr	June
TEA Priorities:			
Connect high school to career and college	25%		100%
No Progress Continue/Modify X Discontinue	e		•

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Increase number of Industry Certifications earned by our students in all the departments in CTE.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Industry certification test scores

Strategy 1 Details	For	Formative Reviews	
Strategy 1: CCMR exams will be offered in all respective pathways		Formative	
Strategy's Expected Result/Impact: Teachers will collaborate with district CTE to obtain/implement resources required to prepare/administer CCMR exams.	Jan	Apr	June
Staff Responsible for Monitoring: Erika Nations	25%		100%
TEA Priorities:			
Connect high school to career and college			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: 100% of CTE teachers will attend training on CTE curriculum		Formative	
Strategy's Expected Result/Impact: All teachers will understand and implement district CTE curriculum	Jan	Apr	June
Staff Responsible for Monitoring: Erika Nations		-	
TEA Priorities:	25%		100%
Connect high school to career and college			
- ESF Levers:			
Lever 4: High-Quality Curriculum			
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Teachers will allow all students to retest who fall below proficiency on certification exams (when possible)		Formative	
Strategy's Expected Result/Impact: Increase in student success and number of certifications earned.	Jan	Apr	June
Staff Responsible for Monitoring: Erika Nations		_	
TEA Priorities:	0%		100%
Connect high school to career and college			
- ESF Levers:	1		

Strategy 4 Details	For	Formative Reviews	
Strategy 4: All CTE teachers will implement reading skills practice related to their certification.		Formative	
Strategy's Expected Result/Impact: Increased success on certification exams due to improved reading skills in the area of technical	Jan	Apr	June
reading. Staff Responsible for Monitoring: Erika Nations TEA Priorities: Connect high school to career and college - ESF Levers:	15%		100%
Lever 5: Effective Instruction No Progress No Progress No Progress Continue/Modify Discontinue	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: We will increase retainment of staff through meaningful feedback and recognition.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Teacher surveys, end of year retention rates

Strategy 1 Details	For	Formative Reviews	
Strategy 1: All teachers will receive meaningful instructional feedback through the T-TESS evaluation system.		Formative	
Strategy's Expected Result/Impact: Teachers will receive their T-TESS goals, which should also result in increased student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: All assistant principals	25%		100%
TEA Priorities:			
Recruit, support, retain teachers and principals			
- ESF Levers:			
Lever 2: Effective, Well-Supported Teachers			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Once a week, a teacher will be nominated by their peers and recognized by the administration for their outstanding work.		Formative	
Strategy's Expected Result/Impact: Increase in teacher morale	Jan	Apr	June
Staff Responsible for Monitoring: Michelle Steele, April Keith, and Christina Zapata	5111		4
	FOO		OFO
ESF Levers:	50%		95%
Lever 2: Effective, Well-Supported Teachers			
No Progress Accomplished Continue/Modify X Discontinue	2		<u> </u>

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: We will develop a highly qualified staff to promote a successful learning environment.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Teacher surveys and professional development reports

Strategy 1 Details	For	Formative Reviews		
Strategy 1: CCSs and Appraisers will work with teachers on an individual basis to improve instruction, develop quality connections, and to		Formative		
support educator growth. Strategy's Expected Result/Impact: Teacher retention rate will be reach 95% or higher Staff Responsible for Monitoring: All APs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Jan 0%	Apr	June 95%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: All core content departments will be provided instructional planning days for teachers to develop curriculum and instruction		Formative		
Strategy's Expected Result/Impact: Lesson plans will reflect high quality curriculum and instruction	Jan	Apr	June	
Staff Responsible for Monitoring: CCS and APs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	45%	1	100%	
No Progress Accomplished — Continue/Modify X Discontinu	e		1	

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Establish clear and consistent communication with parents that is accessible to everyone.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent feedback and social media sites

Strategy 1 Details	Formative Reviews		iews
Strategy 1: A central call-log will be established and utilized in order to make communication transparent to all.	Formative		
Strategy's Expected Result/Impact: Increased parental communication	Jan	Apr	June
Staff Responsible for Monitoring: Steve Friend ESF Levers: Lever 3: Positive School Culture	0%		85%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Homeroom teachers will make contact with parents twice a six weeks		Formative	
Strategy's Expected Result/Impact: Increased parent participation in student learning	Jan	Apr	June
Staff Responsible for Monitoring: Steve Friend ESF Levers: Lever 3: Positive School Culture	10%	-	75%
No Progress Continue/Modify X Discontinue	e	•	

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Involve community stakeholders in decision making process at campus level.

Evaluation Data Sources: Site-based decision making meetings

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Include at least one community business owner in campus site-based decision making committee meetings		Formative	
Strategy's Expected Result/Impact: Increased input from local community on school issues	Jan	Apr	June
Staff Responsible for Monitoring: Leslie Constant ESF Levers: Lever 1: Strong School Leadership and Planning	10%		50%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Increasing alumni involvement in school traditions such as Burn Sam and Emerald Pageant		Formative	
Strategy's Expected Result/Impact: Increased participation from community stakeholders	Jan	Apr	June
Staff Responsible for Monitoring: Erika nations ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	0%	•	50%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 1: We will produce a positive school climate through the creation of a Safe Schools Ambassador program.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Decreased rates of bullying and fighting incidents in Skyward.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Train 20-30 student leaders on campus with a 2-day training from Safe School Ambassador program representative		Formative	
Strategy's Expected Result/Impact: Students will acquire skills needed to de-escalate conflict. This should result in decreased rates of	Jan	Apr	June
bullying and fighting. Staff Responsible for Monitoring: Mr. Parker	100%	100%	100%
ESF Levers: Lever 3: Positive School Culture)	
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Meet with Safe School Ambassadors once a month to discuss data collection.		Formative	
Strategy's Expected Result/Impact: Accurate data regarding bullying, along with prevention of bullying	Jan	Apr	June
Staff Responsible for Monitoring: Mr. Parker ESF Levers: Lever 3: Positive School Culture	45%		75%
No Progress Continue/Modify X Discontinue	e		

Performance Objective 2: We will produce a physically safe school environment by updating the perimeter security and conducting monthly safety drills.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Drills be documented through Raptor and Blue Wave site will reflect accurate door numberings.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: PHS will work with district personnel and district police to ensure all door numbers match the Blue Wave site and ensure all Blue		Formative	
Wave mechanisms are working.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will be safe and secure in the unlikely event of a lockdown. Staff Responsible for Monitoring: Mr. Parker ESF Levers: Lever 3: Positive School Culture	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Safety drills will be conducted one a month.		Formative	
Strategy's Expected Result/Impact: In the unlikely event of an emergency, students and staff will be prepared with knowledge of what to do to get to safety. Staff Responsible for Monitoring: Mr. Parker ESF Levers:	Jan 50%	Apr	June
Lever 3: Positive School Culture			
No Progress Continue/Modify Discontinue	e		

Performance Objective 3: We will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Skyward discipline reports

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Teachers and staff will be trained in a campus-wide professional development over restorative circles.		Formative	
Strategy's Expected Result/Impact: More positive climate on campus	Jan	Jan Apr J	
Staff Responsible for Monitoring: Leslie Constant			
ESF Levers: Lever 3: Positive School Culture	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: We will monitor classroom removals for special education students and ensure restorative practices are the primary response in		Formative	
the case of disciplinary incidents.	Jan	Apr	June
Strategy's Expected Result/Impact: Reduced classroom removals of special education students.		-	
Staff Responsible for Monitoring: Jessica Martinez	40%		95%
TEA Priorities:			
Improve low-performing schools			
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy			
No Progress Accomplished — Continue/Modify X Discontinue	<u> </u>		

Performance Objective 4: We will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: District professional development records

Strategy 1 Details	Formative Reviews		ews
Strategy 1: All administrators and campus safety personnel will undergo CPI training		Formative	
Strategy's Expected Result/Impact: Compliance with TBSI	Jan	Apr	June
Staff Responsible for Monitoring: Jessica Martinez ESF Levers: Lever 3: Positive School Culture	45%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Increase communication regarding transportation to students and parents.

District Objective:

Objective 6.2 Increase the safety of transporting students through technology and training.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Making bus routes readily available to students and parents by posting all updates to the PHS student website.		Formative	
Strategy's Expected Result/Impact: Increased clarity between transportation and students and staff	Jan	Apr	June
Staff Responsible for Monitoring: Trevor Parker ESF Levers: Lever 1: Strong School Leadership and Planning	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	Э		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: Increase retention of custodial, transportation, and cafeteria personnel.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Evaluation Data Sources: Retention rates.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Increase celebrations and recognition for custodial, transportation, and cafeteria personnel.	Formative		
Strategy's Expected Result/Impact: Improved morale and increased retention rates for ancillary personnel	Jan	Apr	June
Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	25%		30%
No Progress Continue/Modify X Discontinue	e		

Pasadena Independent School District Memorial High School

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Pasadena Memorial High School is to empower all students to achieve their highest academic and social/emotional potential within a safe learning environment. Through a collaborative commitment with all stakeholders, the Maverick experience will allow students to explore their interests and develop their unique talents and skills to become productive citizens and tomorrow's leaders.

Vision

Our vision for all Mavericks is to prepare each individual for college, career, and citizenship by providing opportunities for leadership and excellence. Our school will make student-centered decisions by using data-driven practices. We will achieve our goals by maintaining a Maverick culture that exceeds all other high schools: a culture that is rooted in our community, our team, and our school spirit.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment	ent for all.	1
Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement community stakeholders to support students and staff.	ent with family, business, and 2	2
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staff in a culturally responsive environment.		
Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillar	ry service departments that	3

integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Establish and provide extended learning opportunities.

Evaluation Data Sources: Successful growth on the following measures: PSAT, SAT, ACT results TSIA Results AP Exam Results CBA Results

Passing Rates EOC Results

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Special Ed students will be scheduled into regular education and support facilitation classrooms to provide optimal learning		Formative	
environments. Strategy's Expected Result/Impact: Progress Reports		Apr	June
Semester Report Cards Staff Responsible for Monitoring: Counselors Special Education Teachers	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Structure 2. The CIOD instructional sides will exsist in the ELL alexanders and in the CIOD alexanders to making an elemination than the	Formative		
Strategy 2: The SIOP instructional aides will assist in the ELL classroom and in the SIOP classrooms to provide academic support for the		rormative	
ELL students. Strategy's Expected Result/Impact: ELL student exit from ESL program.	Jan	Apr	June

Strategy 3 Details	For	mative Revi	iews
Strategy 3: SIOP Peer facilitators will monitor instructional delivery, plan for the implementation of SIOP strategies, research instructional		Formative	
materials, and provide support to SIOP team teachers. Strategy's Expected Result/Impact: SIOP walk-through data, assessment data, ESL department leadership to staff Staff Responsible for Monitoring: SIOP facilitator Funding Sources: - 263 - Title III A - Bilingual Education, Language	Jan 75%	Apr 75%	June 100%
Strategy 4 Details	For	mative Revi	iews
Strategy 4: SIOP instructional strategies implemented in all core academic classes.		Formative	
Strategy's Expected Result/Impact: SIOP walk-throughs, assessment data, SIOP staff development delivered by appropriate staff.	Jan	Apr	June
Staff Responsible for Monitoring: SIOP Facilitator Funding Sources: - 263 - Title III A - Bilingual Education, Language	60%	60%	100%
Strategy 5 Details	For	Formative Reviews	
Strategy 5: Provide extended day services for students not mastering any EOC prior to each re-test administration.		Formative	
Strategy's Expected Result/Impact: EOC results Extended day attendance	Jan	Apr	June
Staff Responsible for Monitoring: Department Chairs Campus Coaches	100%	100%	100%
Funding Sources: - 289 - Title IV- Student Support & Academic Enrichm, - 282 - ESSER III			
Strategy 6 Details	For	mative Revi	iews
Strategy 6: The SIOP classrooms will provide an opportunity for more one-on-one teacher attention and academic intervention.	Formative		
Strategy's Expected Result/Impact: ELL student exit from program	Jan	Apr	June
Staff Responsible for Monitoring: Administrative Staff SIOP Facilitator	75%	75%	95%
Funding Sources: - 263 - Title III A - Bilingual Education, Language			

Strategy 7 Details	For	mative Revi	iews
Strategy 7: Provide all students after school EOC preparation opportunities.		Formative	
Strategy's Expected Result/Impact: EOC results	Jan	Apr	June
Staff Responsible for Monitoring: Department Chairs Campus Coaches	75%	75%	95%
Funding Sources: - 289 - Title IV- Student Support & Academic Enrichm - 206 Texas Hurricane Homeless Program			
Strategy 8 Details	For	mative Revi	iews
Strategy 8: Utilize MavTime for tutoring, enrichment, and intervention opportunities based on mastery of essential standards.		Formative	
Strategy's Expected Result/Impact: Greater mastery of standards	Jan	Apr	June
Staff Responsible for Monitoring: Administrators Instructional Staff	75%	75%	100%
Strategy 9 Details	For	mative Revi	iews
Strategy 9: Provide a minimum of 90 minutes of tutorial time each week before, during, and after school for all students.		Formative	
Strategy's Expected Result/Impact: PSAT, SAT, ACT results	Jan	Apr	June
AP Exam results CBA results			
STAAR results	75%	75%	100%
Passing Rates			
Staff Responsible for Monitoring: All teachers			
Funding Sources: Staffing - Overtime - 199 - General Fund - \$15,000, Extra Duty Pay Teachers/ Support staff - 289 - Title IV- Student Support & Academic Enrichm - \$13,000, - Extended Day/Tutorial - \$6,800			
Strategy 10 Details	For	mative Revi	ews
Strategy 10: PMHS will incorporate Tier 2 instructional tactics to ensure successful mastery through increased instructional time specifically		Formative	
for any student identified through HB 4545. This may include Saturday Mastery sessions, after school tutorials, etc.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased passing rate on STAAR EOCs			
Staff Responsible for Monitoring: Admin	75%	75%	100%
Funding Sources: - 289 - Title IV- Student Support & Academic Enrichm, Payroll for Tutoring and Materials - 282 - ESSER III - \$139,000			

Performance Objective 2: All PMHS students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: College Week involvement Participation at College Career Night College Visits AVID Data

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Teachers will detail use of technology in their lesson plans and facilitate student use.		Formative	
Strategy's Expected Result/Impact: Use of technology reported in teacher lesson plans	Jan	Apr	June
Staff Responsible for Monitoring: Adminisstrative Team Campus Coaches	75%	75%	100%
Funding Sources: - 199 - General Fund - \$2,700			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Facilitate and provide opportunities for department collaboration in math, science, social studies, and ELA to include analyzing, revising and evaluating instruction and assessments and to ensure that district scope and sequence is followed.	Jan	Formative Apr	June
Strategy's Expected Result/Impact: 90% mastery on TEKS Evauation of STAAR/EOC Data	oun our	Търг	O
Staff Responsible for Monitoring: Department Chair Administration	75%	75%	100%
Campus Coaches			
Funding Sources: Instructional Staffing/Instructional Resources - State Compensatory Funds - \$1,518,201			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Provide direct instruction in language acquisition to ELL students through a variety of instructional strategies.		Formative	
Strategy's Expected Result/Impact: 90% Mastery on TEKS	Jan	Apr	June
Evaluation of STAAR/EOC Data Staff Responsible for Monitoring: SIOP Team	75%	75%	100%

Strategy 4 Details	For	mative Revi	iews
Strategy 4: Review lesson plans weekly to identify rigorous and relevant teaching strategies, scope and sequence alignment, lesson delivery,		Formative	ī
and assessments. Strategy's Expected Result/Impact: 90% Mastery on TEKS Evaluation of STAAR/EOC data Staff Responsible for Monitoring: Department CHair Administration Campus Coaches	Jan 75%	75%	June 100%
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Provide implementation support of a variety of instructional strategies that focus on student engagement. Strategy's Expected Result/Impact: Walk-through data Staff Responsible for Monitoring: Administrators Campus Coaches Funding Sources: - 428 - G/T Performance Standards	Jan - 75%	Apr 75%	June
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Implement strategies to ensure the vertical and horizontal instructional alignment across all curriculum areas and adherence to the district scope and sequence.		Formative	
Strategy's Expected Result/Impact: 90% Mastery on TEKS Evaluation of STAAR/EOC data Staff Responsible for Monitoring: Department Chair Campus Coaches Administration	75%	75%	June 100%
Strategy 7 Details	For	mative Revi	iews
Strategy 7: Teachers will meet at least once a week with other teachers in their common subject area as a professional learning community. The teams will focus on four areas of dialogue: What will we teach? How will we teach it? How will we know if students have learned the material? What will we do if students did not grasp the material or already know it? Strategy's Expected Result/Impact: New Teacher Survey Mentor Teacher Observation data Walk-Throughs Staff Responsible for Monitoring: Teachers Coaches Administration	Jan 75%	Apr 75%	June 100%
Mentor Teachers Funding Sources: Curriculum Resources by Dept - 199 - General Fund - \$68,403			

Strategy 8 Details			Formative Reviews		ews
Strategy 8: Continue implementation of a variety of researche-based writing strategies.				Formative	
Strategy's Expected Result/Impact: Walk-Through Data			Jan	Apr	June
Staff Responsible for Monitoring: Administrators Campus Coaches			75%	75%	100%
No Progress Accomplished	Continue/Modify	X Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: PMHS students will anually receive information and guidance necessary to facilitate entry in post secondary education.

Evaluation Data Sources: Graduation plans, four year plans, class talks (Junior & Senior), counselor documentation, PMHS COllege Room usage, attendance at college fair, and post-secondary entrance success rate.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Students enrolled in Principles Courses will complete a career exploration unit.		Formative	
Strategy's Expected Result/Impact: Career and college readiness data	Jan	Apr	June
Staff Responsible for Monitoring: CTE Department Chair CTE Teachers Administration	70%	70%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Special Education students will participate in a transition fair which will provide them with information about post-high school		Formative	
careers.	Jan	Apr	June
Strategy's Expected Result/Impact: Special Education post-grad data Staff Responsible for Monitoring: Administrators	70%	70%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Four Year Plans: Counselors will meet with each student a minimum of two times a year to discuss career goals. The program of study (four-year plan) will be reviewed and updated at each of these meetings.		Formative	
Strategy's Expected Result/Impact: Conference minutes, Graduation Plan Staff Responsible for Monitoring: Administrators Counselors Funding Sources: Graduation Plan - 199 - General Fund - \$13,000	Jan 70%	Apr 70%	June 100%
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Partnership with the San Jacinto COllege shared planner will continue to guide students with college and career planning.		Formative	
Strategy's Expected Result/Impact: College acceptance data	Jan	Apr	June
Student participation data Staff Responsible for Monitoring: Shared Planner	70%	70%	100%

Strategy 5 Details	For	mative Revi	iews
Strategy 5: Students will visit college campuses, attend college admission presentation, and be provided information regarding college		Formative	
scholarship opportunities.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased college applications and acceptance for students Staff Responsible for Monitoring: College Now COordinatoe	70%	70%	100%
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Students will explore college admissions requirements with the help of AVID, Early College High School, and College Now		Formative	
Coordinator.	Jan	Apr	June
Strategy's Expected Result/Impact: Student discipline referrals			
Staff Responsible for Monitoring: Administration	70%	70%	100%
Funding Sources: - 199 - General Fund			
Strategy 7 Details	For	mative Revi	iews
Strategy 7: Every student will participate in "Class Talks" presented by College Now coordinator and counselors. Topics will include		Formative	
information regarding career exploration and readiness.	Jan	Apr	June
Strategy's Expected Result/Impact: College and career readiness data. Staff Responsible for Monitoring: College Now coordinator Counselors	70%	70%	100%
Strategy 8 Details	For	mative Revi	iews
Strategy 8: Military recruiters will be welcomed to the campus to visit with students regarding military career opportunities.		Formative	
Strategy's Expected Result/Impact: Career and College readiness data	Jan	Apr	June
Staff Responsible for Monitoring: Administration College Now Coordinator	700/		10000
	70%	70%	100%
Strategy 9 Details	Formative Reviews		
Strategy 9: SAT, TSIA, and PSAT prep sessions will be provided to students at no cost on campus.	Formative		
Strategy's Expected Result/Impact: SAT and PSAT scores	Jan	Apr	June
Participation C. 11 C. 1			
Staff Responsible for Monitoring: College Now Coordinator Funding Sources: Testing - 199 - General Fund - \$4,500	70%	70%	100%

Strategy 10 Details	For	Formative Reviews		
Strategy 10: The College Now Coordinator will work with all students, staff, and parents to promote college and career readiness.		Formative		
Strategy's Expected Result/Impact: College acceptance data	Jan	Apr	June	
Staff Responsible for Monitoring: College Now Coordinator	70%	70%	100%	
Strategy 11 Details	For	mative Revi	iews	
Strategy 11: The focus on college entrance exams will begin in all 9th, 10th, and 11th grade classrooms in addition to senior classrooms.		Formative		
Strategy's Expected Result/Impact: College Board Evaluation Data	Jan	Apr	June	
Staff Responsible for Monitoring: Administration College Now Coordinator Funding Sources: - State Compensatory Funds	70%	70%	100%	
Strategy 12 Details	For	iews		
Strategy 12: Utilize the College Now Coordinator to provide additional support for student interest in college and career opportunities.		Formative		
Strategy's Expected Result/Impact: Student, parent, community, and staff surveys	Jan	Apr	June	
Staff Responsible for Monitoring: College Now Coordinator	70%	70%	100%	
Strategy 13 Details	For	mative Revi	iews	
Strategy 13: All 9th, 10th, and 11th Grade students will take the PSAT.		Formative		
Strategy's Expected Result/Impact: College Board Evaluation Data	Jan	Apr	June	
Staff Responsible for Monitoring: Testing Coordinators College Now Coordinator	100%	100%	100%	
Strategy 14 Details	Formative Reviews			
Strategy 14: Students will be given opportunities to visit colleges through College Now trips.	Formative			
Strategy's Expected Result/Impact: Student participation and college application data	Jan	Apr	June	
Staff Responsible for Monitoring: College Now	70%	70%	100%	

Strategy 15 Details	For	Formative Reviews	
Strategy 15: Colleges and universities will be invited to visit with students during lunch to provide application information.		Formative	
Strategy's Expected Result/Impact: Student participation and college application data	Jan	Apr	June
Staff Responsible for Monitoring: College Now Coordinator	70%	70%	100%
No Progress Accomplished — Continue/Modify X Disconti	nue		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Provide offerings to students in the Advanced Placement Programs

Evaluation Data Sources: Enrollment increase in advanced placement programs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize appropriate intervention process prior to "leveling down" from an AP or Pre-AP course.			
Staff Responsible for Monitoring: Administration	Jan	Apr	June
Counselors	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Utilize the resources and personnel in the AVID program, counseling office, and teachers to encourage enrollment in Pre-AP and		Formative	
AP courses. Strategy's Expected Result/Impact: Increase enrollment in the AP program	Jan	Apr	June
Staff Responsible for Monitoring: Administration Counselors Early College Staff Funding Sources: - 199 - General Fund - \$9,921	70%	70%	100%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Provide accurate information to all students regarding the Pre-AP and the AP program during course registration in January and		Formative	
February. Stratogy's Expected Possilt/Impacts NMSI participation	Jan	Apr	June
Strategy's Expected Result/Impact: NMSI participation Increased enrollment in Pre-AP and AP programs	70%	70%	1000%
Staff Responsible for Monitoring: Administration Counselors	70%	70%	100%
Funding Sources: - 428 - G/T Performance Standards			

Strategy 4 Details	For	mative Rev	iews	
Strategy 4: Use AP indicator data to encourage enrollment in AP courses and/or Dual Credit		Formative		
Staff Responsible for Monitoring: Administration	Jan	Jan Apr		
Counselors College Now Coordinator	70%	70%	100%	
Strategy 5 Details	For	mative Rev	iews	
Strategy 5: Provide implementation support in the use of Pre-AP, AP, and NMSI higher order thinking/writing strategies in all classrooms.	Formative			
Continue NMSI trainings as recommended.	Jan	Apr	June	
Strategy's Expected Result/Impact: Higher order thinking skills observed in walk-through data Staff Responsible for Monitoring: Administration Campus Coaches Funding Sources: - 428 - G/T Performance Standards	70%	70%	100%	
Strategy 6 Details	For	mative Revi	iews	
Strategy 6: Provide review and study sessions prior to the AP test administration in May.		Formative		
Strategy's Expected Result/Impact: AP Exam Results	Jan	Apr	June	
Study session attendance Staff Responsible for Monitoring: Administration Funding Sources: - 428 - G/T Performance Standards	70%	70%	100%	
No Progress Accomplished Continue/Modify X Discontinu	le			

Performance Objective 1: PMHS will actively recruit highly qualified staff to deliver rigorous and relevant instruction to our students.

Evaluation Data Sources: Highly qualified compliance report, status report, campus personnel data

Strategy 1 Details	For	Formative Reviews		
Strategy 1: The administrative staff will give frequent public recognition to teachers who regularly provide rigorous, relevant instruction to		Formative		
our students. Strategy's Expected Result/Impact: Teacher survey	Jan	Apr	June	
Staff Responsible for Monitoring: Administration Funding Sources: Staff Appreciation - 199 - General Fund - \$16,000	70%	70%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Potential candidates will be screened by PISD administration and scored based on specific criteria. PMHS will view scores and		Formative		
discuss whether candidate meets the requirements for the job description. PMHS will recruit high qualified individuals in the area of ESL certification and other high need areas.	Jan	Apr	June	
Strategy's Expected Result/Impact: Applicant's qualifications District criteria Staff Responsible for Monitoring: Administration Human Resources	70%	70%	100%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: We will utilize state compensatory funds to employ highly qualified staff in the content areas, as well as support and content		Formative		
specialist positions. Strategy's Expected Result/Impact: Administration Funding Sources: - State Compensatory Funds	Jan 70%	Apr 70%	June 100%	
Strategy 4 Details	For	mative Revi	iews	
Strategy 4: Potential candidates will be interviewed by a committee headed by the content area leadership team. A collaborative decision will be based upon the academic needs of the students served.	Formative		Γ _	
Strategy's Expected Result/Impact: Hiring of highly qualified staff members Staff Responsible for Monitoring: Administration Funding Sources: - 199 - General Fund	Jan 70%	Apr 70%	June 100%	

Strategy 5 Details	For	mative Revi	iews
Strategy 5: Recruit highly qualified teachers for all content area subjects by attending job fairs and making college campus visits.		Formative	
Strategy's Expected Result/Impact: 90% Mastery on TEKS	Jan	Apr	June
Evaluation of STAAR/EOC Data Increased ESL certified employment	700	700/	1220
Staff Responsible for Monitoring: Administration	70%	70%	100%
No Progress Continue/Modify Discont	l inue	<u> </u>	<u> </u>

Performance Objective 2: We will develop a highly qualified staff through focused training, based upon teacher dialogue, surveys, requests, and district initiatives.

Evaluation Data Sources: Staff participation Staff development log Walk-through data Obversations Teacher survey

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Content team leaders will attend training on effective facilitation of team meetings. The training will focus on establishing norms, disaggreagation of data, and tools for guiding dialogue. Strategy's Expected Result/Impact: Team minutes Team agendas Data gathered by administration attending the meetings Staff Responsible for Monitoring: Department Chairs Content Team Leaders Administration Funding Sources: Substitutes - Principal Sub Pay - 199 - General Fund - \$5,000	Jan 70%	Apr 70%	June
Strategy 2: Regular training will be offered throughout the day during common planning time. The training will be relevant to the needs of the teachers as they prepare to serve our students. Strategy's Expected Result/Impact: Team training agenda Team training minutes Walk-throughs Staff Responsible for Monitoring: Department Chairs Team Leaders Campus Coaches Funding Sources: Staff Development Resources - 199 - General Fund - \$5,000	Jan 70%	Formative Revi	June 100%

Strategy 3 Details	For	mative Revi	iews
Strategy 3: All teachers will participate in staff development opportunities, coaching opportunities, data disaggregation, and school district initiatives.		Formative	_
Strategy's Expected Result/Impact: 90% Mastery of TEKS Evaluation of STAAR/EOC Data Staff Responsible for Monitoring: Department Chair Campus Coach Administration Funding Sources: - 289 - Title IV- Student Support & Academic Enrichm	Jan 70%	Apr 70%	June
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Provide training to all teachers on instructional strategies that meet the needs of all learners including gifted, limited English,		Formative	
proficient, dyslexic, and learning disabled. Strategy's Expected Result/Impact: 90% Mastery of TEKS Evaluation of STAAR/EOC data Staff Responsible for Monitoring: Principal Special programs Campus Coaches Funding Sources: - State Compensatory Funds	Jan 70%	70%	June 100%
Strategy 5 Details	For	mative Revi	iews
Strategy 5: We will develop high-quality veteran teachers who are new to our campus through a "buddy" program. Strategy's Expected Result/Impact: Teacher feedback and growth Staff Responsible for Monitoring: Administration	Jan 70%	Apr 70%	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide instructional leadership training and networking resources to the administrative staff through conferences and membership in TASSP, ASCD, and other professional organizations. Strategy's Expected Result/Impact: 90% Mastery of TEKS Evaluation of STAAR/EOC Data Staff Responsible for Monitoring: Principal Funding Sources: Dues - 199 - General Fund - \$5,000	Jan 70%	Apr 70%	June

Strategy 7 Details		Formative Reviews		ews
Strategy 7: Teacher leaders will attend training and participate in external and internal instructional rounds.			Formative	
Strategy's Expected Result/Impact: Teacher feedback		Jan	Apr	June
PLC Planning Staff Responsible for Monitoring: Administration		70%	70%	100%
No Progress Accomplished — Continue/Modify	X Discontinue			

Performance Objective 3: Staff development opportunities will be created and designed for PMHS teachers to learn new ways in which to align current research based practices instructionally with the implementation of new technologies.

Evaluation Data Sources: Use of technology

Strategy 1 Details	For	iews	
Strategy 1: Technology Liaisons will offer monthly training opportunities to PMHS teachers to enhance their skills		Formative	
Strategy's Expected Result/Impact: Use of technology, Walk Through data	Jan	Apr	June
Staff Responsible for Monitoring: Admin	70%	70%	100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: PMHS Teachers will be encouraged to take E-courses and Webinars that will provide enrichment activities that incorporate		Formative	
technology into their classroom instruction.	Jan	Apr	June
Strategy's Expected Result/Impact: E Course Data, Webinar Data Staff Responsible for Monitoring: Admin	70%	70%	100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Campus Content Specialist for Instructional Technology will work with PLCs to incorporate technology into lessons and offer		Formative	
trainings to encourage incorporating technology.	Jan	Apr	June
Strategy's Expected Result/Impact: Successful incorporation of technology into instruction. Staff Responsible for Monitoring: District Specialists Funding Sources: Content Specialist Staffing - 255 - Title II A - Improving Teacher & Principal Q - \$108,518.49	70%	70%	100%
Tunuing Sources. Content Specialist Saining 255 Title 1111 Improving Teacher & Timospar Q \$100,510.17			
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Teachers will be afforded opportunities to collaborate and calibrate lesson plans, assessments, and other instructional materials		Formative	
through applied professional development days. Strategy's Expected Result/Impact: Increased scores	Jan	Apr	June
Staff Responsible for Monitoring: Content Specialists and Admin	70%	70%	100%
Funding Sources: Substitutes - Extended Day/Tutorial - \$10,000			
No Progress Continue/Modify X Discontinue	•		I

Performance Objective 4: We will retain highly qualified staff through the support of content teams, new teacher meetings, assigned mentors and buddies, coaching, walk-thoughs with mentor, and a commitment by the administrative staff to frequently recognize those who regularly provide help to the new faculty member.

Evaluation Data Sources: Walk throughs, feedback from coaches and mentors.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: We will develop high quality first year-teachers through a mentoring program.		Formative	
Strategy's Expected Result/Impact: Walk throughs, observations, Feedback from mentors	Jan	Apr	June
Staff Responsible for Monitoring: Master mentors, admin			
Funding Sources: - 199 - General Fund	70%	70%	100%
No Progress	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: We will ensure vital and ongoing relationships with our business and community partners

Evaluation Data Sources: Increase participation in events

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: The PMHS staff will promote, encourage, and monitor student participation in school pride activities such as pep rallies, bonfire,		Formative		
tailgating, athletic events, fine arts concerts, and clubs	Jan	Apr	June	
Strategy's Expected Result/Impact: Student discipline referrals		r		
Staff Responsible for Monitoring: All staff	70%	70%	100%	
Funding Sources: Cheer and materials - 199 - General Fund - \$6,000	70%	70%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: At-risk students will be encouraged to join PMHS clubs and organizations.		Formative		
Strategy's Expected Result/Impact: Program participation	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers, counselors, APs				
Funding Sources: - 21st CCLC Grant	70%	70%	100%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Involve parents by holding regular booster club meetings, parent informational meetings, and Open House nights.		Formative		
Strategy's Expected Result/Impact: Student, parent, community, and staff surveys	Jan	Apr	June	
Staff Responsible for Monitoring: Admin	70%	70%	100%	
Strategy 4 Details	For	mative Revi	iews	
Strategy 4: Build community support by involving students and parents in grades K-8 in high school activities.		Formative		
Strategy's Expected Result/Impact: Student, parent, community, and staff surveys	Jan	Apr	June	
Staff Responsible for Monitoring: Admin	70%	70%	100%	

		Formative Reviews		
Strategy 5: PMHS and/or student organizations will host community events such as Tailgate, Back to school gbash, maverick march and		Formative		
ponfire, meet the team to encourage community involvement in the school	Jan	Apr	June	
Strategy's Expected Result/Impact: Community survey, increase participation Staff Responsible for Monitoring: Admin	70%	70%	100%	
Strategy 6 Details	For	mative Revi	iews	
Strategy 6: Assistant principals will be assigned to a grade level and remain with the grade level until the class has graduated to build		Formative		
elationships, ensure transitions each year and establish rapport with parents.	Jan	Apr	June	
Strategy's Expected Result/Impact: student, parent, community, and staff surveys Staff Responsible for Monitoring: Admin	70%	70%	100%	
Strategy 7 Details	For	Formative Reviews		
Strategy 7: PMHS students will participate in Veteran's Day activities		Formative		
Strategy's Expected Result/Impact: Student discipline referrals, community engagement	Jan	Apr	June	
Staff Responsible for Monitoring: Fine arts and social studies departments Funding Sources: - 199 - General Fund	70%	70%	100%	
Strategy 8 Details	For	mative Revi	iews	
Strategy 8: Communicate regularly with parents and community by utilizing the district call-out system, "Remind", the school website, the		Formative		
narquee, social media and regular mailouts.	Jan	Apr	June	
Strategy's Expected Result/Impact: student, parent, community, and staff surveys Staff Responsible for Monitoring: Principal, Admin	70%	70%	100%	
Strategy 9 Details	For	mative Revi	iews	
Strategy 9: Students will be required to participate in 25 hours of community service each year to earn a cord for graduation		Formative		
Strategy's Expected Result/Impact: Community engagement, Discipline referrasl	Jan	Apr	June	
Staff Responsible for Monitoring: Admin, Counselors	70%	70%	100%	

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: PMHS faculty and students will increase community and business partnerships through community outreach initiatives.

Evaluation Data Sources: Growth in organization

Strategy 1 Details	For	Formative Reviews		
Strategy 1: PMHS will conduct parent conferences for students whose attendance rate needs improvement.		Formative		
Strategy's Expected Result/Impact: Attendance audits	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors, Admin Funding Sources: At Risk resources - 199 - General Fund - \$13,499	70%	70%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: PMHS students will participate in community projects such as the Rodeo Parade, Breast Cancer awareness, Strawberry Festival,		Formative		
Texas Invitational Basketball Tournament, Race for the Cure, Walk for Sight, Autism Walk, and Relay for Life.	Jan	Apr	June	
Strategy's Expected Result/Impact: Student Discipline Referrals Staff Responsible for Monitoring: All staff\	70%	70%	100%	
Strategy 3 Details	For	Formative Reviews		
Strategy 3: PMHS students will participate in various activities to support community needs.		Formative		
Strategy's Expected Result/Impact: Student referrals	Jan	Apr	June	
Staff Responsible for Monitoring: Sponsors Funding Sources: - 199 - General Fund	70%	70%	100%	
Strategy 4 Details	For	mative Revi	iews	
Strategy 4: Teachers will monitor student attendance rates in the classroom and report any irregularities to the administration and attendance	Formative			
office.	Jan	Apr	June	
Strategy's Expected Result/Impact: Attendance audits Staff Responsible for Monitoring: All teachers and admin Funding Sources: - 199 - General Fund	70%	70%	100%	

Strategy 5 Details	For	mative Revi	iews	
Strategy 5: Students will participate in class officer elections, student council elections, homecoming and other student leader activities.		Formative		
Strategy's Expected Result/Impact: student discipline referrals	Jan	Jan Apr		
Staff Responsible for Monitoring: Admin				
Funding Sources: - 199 - General Fund	70%	70%	100%	
Strategy 6 Details	For	mative Revi	iews	
Strategy 6: Leadership skills will be taught and nurtured through coordinated community service projects and business partnerships.		Formative		
Strategy's Expected Result/Impact: Student discipline referrals	Jan	Apr	June	
Staff Responsible for Monitoring: Organizations, Club Sponsors				
Funding Sources: - 199 - General Fund	70%	70%	100%	
Strategy 7 Details	For	Formative Reviews		
Strategy 7: PISD student code of conduct will be made available to all students. The handbooks will be referred to for clarification and		Formative		
definition of appropriate sutdent behaviors.	Jan	Apr	June	
Strategy's Expected Result/Impact: Discipline referrals Staff Responsible for Monitoring: Admin, Counselors, Teachers	70%	70%	100%	
Funding Sources: - 199 - General Fund				
Strategy 8 Details	For	mative Revi	iews	
Strategy 8: Continue utilizing attendance committee for the purpose of reviewing the petitions for credit for those students who have		Formative		
extenuating circumstances.	Jan	Apr	June	
Strategy's Expected Result/Impact: Attendance audits and Attendance Clerks				
Staff Responsible for Monitoring: Admin	70%	70%	100%	
Funding Sources: - 199 - General Fund				
Strategy 9 Details	For	mative Revi	iews	
Strategy 9: Teachers will maintain a tutoring log to accurately account for make-up time.		Formative		
Staff Responsible for Monitoring: Teachers	Jan	Apr	June	
	70%	70%	100%	

9.	1.01	iews		
Strategy 10: Collaborate and communicate with the District Attorney and the truancy court judges to ensure parent and student compliance		Formative		
with state attendance laws.	Jan	Apr	June	
Strategy's Expected Result/Impact: Attendance Audits				
Staff Responsible for Monitoring: Truancy Clerk	70%	70%	100%	
Funding Sources: - 199 - General Fund				
Strategy 11 Details	For	mative Revi	iews	
Strategy 11: Communication to parents will be used to notify parents of student absences, failing grades, and other related instructional items.		Formative		
Strategy's Expected Result/Impact: Increased attendance, Increased grades	Jan	Apr	June	
Staff Responsible for Monitoring: School District, Admin, Paras		1		
Funding Sources: District Communication Devices - 199 - General Fund - \$2,300, - Extended Day/Tutorial	70%	70%	100%	
Strategy 12 Details	For	Formative Reviews		
Strategy 12: Conduct home visits to students who are disengaged and exhibiting at-risk behaviors.		Formative		
Strategy's Expected Result/Impact: student, parent, community, and staff surveys	Jan	Apr	June	
Staff Responsible for Monitoring: Admin	70%	70%	100%	
Strategy 13 Details	For	mative Revi	ews	
Strategy 13: Provide saturday make-up sessions and/or tutorials for students who have not met the 90% attendance requirement rule for credit		Formative		
purposes	Jan	Apr	June	
Strategy's Expected Result/Impact: Attendance audits				
Staff Responsible for Monitoring: Admin	70%	70%	100%	
Funding Sources: - 199 - General Fund				

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: PMHS will encourage educational stakeholders participation in social emotional leadership opportunities.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Surveys and Discipline Data

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Educate students, teachers, parents and administrators about violence prevention and intervention through a concentrated focus on bullying, conflict resolution, suicide prevention and harassment. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys	Jan	Formative Apr	June
Staff Responsible for Monitoring: Counselors, ADMIN	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Students will be represented by their peers on the Superintendent's Advisory Board, and the Principal's Advisory Board.		Formative	
Strategy's Expected Result/Impact: Student Discipline Referrals	Jan	Apr	June
Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund	70%	70%	100%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Student participation in clubs, organizations, and extra-curricular activities will be encouraged and monitored.		Formative	
Strategy's Expected Result/Impact: Student discipline referrals	Jan	Apr	June
Staff Responsible for Monitoring: Organization Teacher Sponsors Funding Sources: Equipment, staffing, other fees associated with organizations - 199 - General Fund - \$161,325	70%	70%	100%
No Progress Continue/Modify X Discontinue	e		•

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: PMHS will provide a safe and civil environment for all stakeholders.

Evaluation Data Sources: Student, parent, community, and staff surveys

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Students will wear school-issued ID badges at all times during the school day.		Formative		
Strategy's Expected Result/Impact: Student, parent, community, and staff surveys	Jan	June		
Staff Responsible for Monitoring: Admin Funding Sources: - 199 - General Fund - \$4,500	70%	70%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Be proactive by identifying potential problems before they escalate by reviewing data and actively monitoring behavior in the		Formative		
classrooms, hallways, and common areas.	Jan	Apr	June	
Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: All Staff	70%	70%	100%	
Strategy 3 Details	For	Formative Reviews		
Strategy 3: Maintain the tardy sweep program.		Formative		
Strategy's Expected Result/Impact: student, parent, community, and staff surveys	Jan	Apr	June	
Staff Responsible for Monitoring: Admin	70%	70%	100%	
Strategy 4 Details	For	mative Revi	ews	
Strategy 4: PMHS will participate in the safe school ambassador program.		Formative		
Strategy's Expected Result/Impact: Parent, student, staff surveys	Jan	Apr	June	
Staff Responsible for Monitoring: Admin, Safe and Civil	70%	70%	100%	
No Progress Accomplished — Continue/Modify X Discontinue	2			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: PMHS will encourage, maintain, and nurture a socially and emotionally responsive learning environment.

Evaluation Data Sources: Student discipline reports.

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Cooperative learning strategies will be implemented in all classrooms in order to promote positive student interactions		Formative		
Strategy's Expected Result/Impact: Student discipline referrals	Jan	June		
Staff Responsible for Monitoring: Admin, All teachers Funding Sources: - 199 - General Fund	70%	70%	100%	
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Safe and Civil schools will be implemented for school-wide student behavior management strategies including recognizing,		Formative		
celebrating, and rewarding positive and productive student behaviors.	Jan	Apr	June	
Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Admin, Staff	70%	70%	100%	
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: During extended discipline assignment researched restorative practices will be used to deter future misbehavior.		Formative		
Strategy's Expected Result/Impact: Student discipline referrals	Jan	Apr	June	
Staff Responsible for Monitoring: Admin	70%	70%	100%	
Strategy 4 Details	For	mative Revi	ews	
Strategy 4: Appropriate behavior will be maintained through counseling, positive role modeling, parent communication, and when necessary,		Formative		
disciplinary actions.	Jan	Apr	June	
Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Admin, Counselors, All teachers	70%	70%	100%	
Funding Sources: AP Discretion Funds - 199 - General Fund - \$6,000)		

Strategy 5 Details	For	Formative Reviews	
Strategy 5: During homeroom and varied classroom time teachers will incorporate restorative practices. These practices are defined as		Formative	
restorative circles.	Jan	Apr	June
Strategy's Expected Result/Impact: Counselors, Assistant Principals	70%	70%	100%
Strategy 6 Details	For	mative Revi	ews
Strategy 6: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative	
Strategy's Expected Result/Impact: Reduced discipline referrals for Special Education students.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Admin	70%	70%	100%
No Progress Accomplished — Continue/Modify X Discontinue	ue		ı

Performance Objective 1: PMHS students will be provided with various options for obtaining course credits utilizing technologically based delivery systems including opportunities to earn college credit prior to graduating from high school.

Evaluation Data Sources: PMHS class credit documentation (Edgenuity, Etc.), Student surveys, technology delivery system reports

Strategy 1 Details	For	mative Revi	iews	
tegy 1:		Formative		
Students who do not meet the credit requirement to be promoted to the next grade level will be enrolled in Edgenuity credit grade/credit recovery program to regain credit.	Jan	Apr	June	
Strategy's Expected Result/Impact: Edgenuity Data	700/	7004	10000	
Staff Responsible for Monitoring: Counselors, AP over Edgenuity	70%	70%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5				
Funding Sources: - State Compensatory Funds				
Strategy 2 Details	Formative Reviews		iews	
Strategy 2: Provide the intervention necessary for those students who need support in the acquisition and maintenance of literacy skills.		Formative		
Strategy's Expected Result/Impact: 90% master on objectives	Jan	Apr	June	
Staff Responsible for Monitoring: DAIT	70%	70%	100%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Provide a tutorial bus to leave campus at 4:30 PM Wednesday for students who would not otherwise be able to stay after school		Formative		
because of transportation issues.	Jan	Apr	June	
Strategy's Expected Result/Impact: EOC Results, bus numbers				
Staff Responsible for Monitoring: Administrators	70%	70%	100%	
Funding Sources: Transportation - 289 - Title IV- Student Support & Academic Enrichm - \$7,993				

Strategy 4 Details	For	mative Revi	iews	
Strategy 4: Provide regular access to technology for all students for the purpose of conducting research and to complete assignments needing		Formative		
technological support. Strategy's Expected Result/Impact: 90% mastery on TEKS, Evaluation of STAAR EOC data	Jan	Apr	June	
Staff Responsible for Monitoring: Lab Monitor	70%	70%	100%	
Funding Sources: - State Compensatory Funds				
Strategy 5 Details	For	mative Revi	iews	
Strategy 5: McKinney-Vento Homeless Assistance Act students will be identified and monitored to ensure academic success, access to		Formative		
vouchers and access to school lunch program.	Jan	Apr	June	
Strategy's Expected Result/Impact: Program Implementation Data Staff Responsible for Monitoring: Admin Team, Nurse, Counselors	70%	70%	100%	
Strategy 6 Details	For	Formative Reviews		
Strategy 6: PMHS will work directly with Community Evening School to provide flexible learning opportunities for students.		Formative		
Strategy's Expected Result/Impact: Graduation and completion rates, community evening school data	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors and Administration	70%	70%	100%	
Strategy 7 Details	For	mative Revi	iews	
Strategy 7: Students will be monitored by grade level AP, counselor, homeroom teacher and teachers to ensure that the at-risk status does not		Formative		
result in non-completion of high school.	Jan	Apr	June	
Strategy's Expected Result/Impact: Report cards, grade data, and at-risk data Staff Responsible for Monitoring: Counselors, Teachers, Administrative Team				
Stan Responsible for Monitoring. Counselors, Teachers, Administrative Team	70%	70%	100%	
Funding Sources: - State Compensatory Funds				
Strategy 8 Details	For	mative Revi	iews	
Strategy 8: Monitor at-risk students; Students will be coded at-risk according to the state criteria.	Formative			
Strategy's Expected Result/Impact: At-Risk List	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators	70%	70%	100%	

Strategy 9 Details	For	Formative Reviews	
Strategy 9: Students have access to the Edgenuity credit and grade recovery program.		Formative	
Strategy's Expected Result/Impact: Grade/credit recovery data	Jan	Apr	June
Staff Responsible for Monitoring: Counselor, AP Funding Sources: - 199 - General Fund	70%	70%	100%
Strategy 10 Details	For	Formative Reviews	
Strategy 10: Students who do not meet the credit requirement to advance to the next grade level will be scheduled into a rollback homeroom		Formative	
for teahcers and advisors to provide additional support for academics, attendance, and behaviro.	Jan	Apr	June
Strategy's Expected Result/Impact: Report cards, assessment data Staff Responsible for Monitoring: Counselors, Teachers	70%	70%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 2: PMHS will actively incorporate appropriate technologies throughout the campus to support both instructional and administrative needs.

Evaluation Data Sources: Use of technology in the classrooms.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Infrastructure to allow wireless capabilities will be maintained and working across the campus to support 1:1.		Formative	
Strategy's Expected Result/Impact: Use of technology by students	Jan	Apr	June
Staff Responsible for Monitoring: Admin Funding Sources: - 411 - Technology Fund	70%	70%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide time during the school day for all students to participate in a minimum of fifteen minutes of uninterrupted reading time		Formative	
through the Roxy and Renegade Reading Initiative.	Jan	Apr	June
Strategy's Expected Result/Impact: Walk through data Staff Responsible for Monitoring: Librarians, 4th period teachers			
Funding Sources: Library Technology/Resources - 199 - General Fund - \$23,300	70%	70%	100%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Provide graduation cords for students who have reached the annual goal of 3,000 pages at the end of each academic year. Strategy's Expected Result/Impact: Walk through data,	_	Formative	
Strategy's Expected Result/Impact: Walk through data, Staff Responsible for Monitoring: Librarians, Literacy Team	Jan	Apr	June
Funding Sources: - 199 - General Fund - \$5,000	70%	70%	100%
Strategy 4 Details	For	mative Revi	ews
Strategy 4: Require students to record the number of pages read and keep track of the totals each six weeks in the Reading Tracker.			
Strategy's Expected Result/Impact: Walk-throughs	Jan	Apr	June
Staff Responsible for Monitoring: Librarians, 4th period teachers			
Funding Sources: - 199 - General Fund - \$5,000	70%	70%	100%

Strategy 5 Details	For	mative Revi	iews	
Strategy 5: Students and teachers will have access to technology in the classroom.		Formative		
Strategy's Expected Result/Impact: Student use of technology	Jan	Jan Apr		
Staff Responsible for Monitoring: Admin Funding Sources: - 411 - Technology Fund	70%	70%	100%	
Strategy 6 Details	For	mative Revi	iews	
Strategy 6: All students will be issued a tablet as a part of the district's 1:1 initiative		Formative		
Strategy's Expected Result/Impact: 100% technology use.	Jan	Apr	June	
Staff Responsible for Monitoring: Admin, technology staff Funding Sources: - 411 - Technology Fund	70%	70%	100%	
Strategy 7 Details	For	Formative Reviews		
Strategy 7: The campus technology committee will regularly evaluate the success of 1:1 initiative implementation and will design a discipline		Formative		
policy for devices.	Jan	Apr	June	
Strategy's Expected Result/Impact: Implementation data Staff Responsible for Monitoring: Admin	70%	70%	100%	
Strategy 8 Details	For	mative Revi	iews	
Strategy 8: District 1:1 technicians will provide support to students when repairs or replacements are needed on devices.		Formative		
Strategy's Expected Result/Impact: Repair data	Jan	Apr	June	
Staff Responsible for Monitoring: Admin, Technology staff Funding Sources: - 411 - Technology Fund	70%	70%	100%	
Strategy 9 Details	For	Formative Reviews		
Strategy 9: Student will be encouraged to participate in academic, athletic, and fine arts UIL activities.				
Strategy's Expected Result/Impact: Student discipline referrals	Jan	Apr	June	
Staff Responsible for Monitoring: All staff	70%	70%	100%	
Funding Sources: - 199 - General Fund	10%	10%	100%	

Strategy 10 Details	For	mative Revi	ews
Strategy 10: Students will be allowed to use their personal telecommunications devices in classrooms for educational purposes at the teacher's		Formative	
discretion.	Jan	Apr	June
Strategy's Expected Result/Impact: Use of technology in the classroom Staff Responsible for Monitoring: Admin	70%	70%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 3: District will work with the district special education specialists and special programs to ensure that all needs of each student are being met, including 100% compliance with all federal and state requirements.

Evaluation Data Sources: ARD paperwork, case workers training, support/staff development delivered by PMHS special programs department leadership to staff, and assessment data

Strategy 1 Details	For	Formative Reviews		
Strategy 1: All referrals for special ed evaluations shall come from the campus intervention assistance team or the 504 committee.				
Strategy's Expected Result/Impact: IAT Committee Data Staff Responsible for Monitoring: Diagnosticians, AP, Counselor	Jan	Apr	June	
Funding Sources: - 224 - IDEA-B Special Education	70%	70%	100%	
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: The overall IAT process will be explained to the parent and the IAT should schedule a meeting to consider the parent request.		Formative		
Strategy's Expected Result/Impact: IAT data, Parent survey	Jan	Apr	June	
Staff Responsible for Monitoring: Diagnostician, AP Funding Sources: - 224 - IDEA-B Special Education	70%	70%	100%	
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: A special education representative will be involved in the IAT or 504 committee process prior to making a special education		Formative		
referral.	Jan	Apr	June	
Strategy's Expected Result/Impact: IAT and 504 Data Staff Responsible for Monitoring: Diagnostician, AP, Counselor Emplime Segments 224 ADEA B Special Education	70%	70%	100%	
Funding Sources: - 224 - IDEA-B Special Education				

Strategy 4 Details	For	mative Revi	iews	
Strategy 4: If the IAT determines that an evaluation for special education is recommended, the evaluation specialist should begin the referral		Formative		
process.	Jan	Apr	June	
Strategy's Expected Result/Impact: Request for eval data				
Staff Responsible for Monitoring: Diagnostician	70%	70%	100%	
Funding Sources: - 224 - IDEA-B Special Education				
Strategy 5 Details	For	mative Revi	iews	
Strategy 5: Accessibility to Facilities - Home visists will be conducted if more information regarding a disability is needed.		Formative		
Strategy's Expected Result/Impact: Home visit inventory data	Jan	Apr	June	
Staff Responsible for Monitoring: Special education		F		
Funding Sources: - 224 - IDEA-B Special Education	70%	70%	100%	
Strategy 6 Details	For	Formative Reviews		
Strategy 6: PMHS will work collaboratively with the district special education office to document appropriate state assessment decision		Formative		
making process for student with disabilities by:	Jan	Apr	June	
 1 - Use of data form progress monitoring to make determinations regarding state assessment and ensure progress 2 - Ensure ARD document clearly delineates the need for STAAR Online or STAAR Paper. 				
Strategy's Expected Result/Impact: ARD Minutes, review of state assessment page, assessment data	70%	70%	100%	
Staff Responsible for Monitoring: ARD committee				
Funding Sources: - 224 - IDEA-B Special Education				
Tanding Sources. 221 IBEN B Special Education				
Strategy 7 Details	For	mative Revi	iews	
Strategy 7: School nurse will provide pregnancy related services including counseling, access to resources, Homebound services, and		Formative		
emergency care plan for teachers	Jan	Apr	June	
Strategy's Expected Result/Impact: Program Implementation Data				
Staff Responsible for Monitoring: Nurse, Counselors	70%	70%	100%	
Funding Sources: - 199 - General Fund - \$16,500				

Strategy 8 Details	For	mative Revi	iews	
Strategy 8: State Assessment Decision Making Process PMHS will review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARED committee will be held as soon	T	Formative		
as possible, to discuss accelerated/intensive program of instruction.	Jan	Apr	June	
Strategy's Expected Result/Impact: ARD Committee minutes	700	700		
Staff Responsible for Monitoring: ARD Committee	70%	70%	100%	
Funding Sources: - 224 - IDEA-B Special Education				
Strategy 9 Details	For	mative Revi	iews	
Strategy 9: Personnel called upon to use restraint in an emergency and who have not received prior training will receive training within 30		Formative		
school days following the use of restraint.	Jan	Apr	June	
Strategy's Expected Result/Impact: CPI Data				
Staff Responsible for Monitoring: Admin	70%	70%	100%	
Funding Sources: - 224 - IDEA-B Special Education				
Strategy 10 Details	For	mative Revi	iews	
Strategy 10: If the IAT determines that an evaluation is not warranted, the campus principal and Executive Director of Special Education shall		Formative		
be notified.	Jan	Apr	June	
Strategy's Expected Result/Impact: Request for Evaluation data	Jan	Apı	June	
Staff Responsible for Monitoring: Diagnostician	70%	70%	100%	
Strategy 11 Details	For	mative Revi	iews	
Strategy 11: During the staffing, the student's academic and behavior performance shall be reviewed.		Formative		
Strategy's Expected Result/Impact: Request for evaluation data	Jan	Apr	June	
Staff Responsible for Monitoring: 504 Chair	70%	70%	100%	
Strategy 12 Details	For	Formative Reviews		
Strategy 12: Texas Behavior Support Initiative: A core team of personnel will be trained in the use of restraint and the team will include a	-	Formative		
campus administrator or designee and any general or special education personnel likely to use restraint.	Jan	Apr	June	
Strategy's Expected Result/Impact: Incident documentation		1		
Staff Responsible for Monitoring: Behavior team	70%	70%	100%	
Funding Sources: - 224 - IDEA-B Special Education				

Strategy 13 Details	For	Formative Reviews		
Strategy 13: The Executive Director of Special Education will review the information and consult with the campus principal if the decision is		Formative		
made that the school district will not grant the parent request for an evaluation for special education, a Notice of Refusal form must be completed and given to the parent along with a Notices of Procedural Safeguards. Prior to sending the Notice of Refusal form to the parent, the	Jan	Apr	June	
Executive Director of Special Education or designee must review and approve the form.				
Strategy's Expected Result/Impact: Special Ed. refusal documentation	70%	70%	100%	
Staff Responsible for Monitoring: Diagnostician, Exec. Dir. Special Ed.				
Funding Sources: - 224 - IDEA-B Special Education				
Strategy 14 Details	For	mative Revi	iews	
Strategy 14: Parent request for child receiving services: A staffing should include the 504 chair Evaluation specialist, teacher, and other		Formative		
appropriate staff members.	Jan	Apr	June	
Strategy's Expected Result/Impact: Request for evaluation data				
Staff Responsible for Monitoring: 504 Chair	70%	70%	100%	
Funding Sources: Aide staff members - 199 - General Fund - \$6,171				
Strategy 15 Details	For	mative Revi	iews	
Strategy 15: Special Education case managers will actively monitor student success gathering current and relevant data each three weeks.		Formative		
Strategy's Expected Result/Impact: Progress reports, six week grade checks, semester report cards	Jan	Apr	June	
Staff Responsible for Monitoring: Special education staff, case managers				
Funding Sources: - 224 - IDEA-B Special Education	70%	70%	100%	
Strategy 16 Details	For	mative Revi	iews	
Strategy 16: Interventions will provided regularly for special education students including before/after school tutorials, parent conferences,	Formative			
home visits, and referrals to attendance courts when needed.	Jan	Apr	June	
Strategy's Expected Result/Impact: Progress report, six week grade checks, semester grades				
Staff Responsible for Monitoring: Special Education staff	70%	70%	100%	
Funding Sources: - 224 - IDEA-B Special Education				

Strategy 17 Details	For	mative Revi	iews	
Strategy 17: Student course selection and the high school graduation plans of the EB students will be monitored by the SIOP facilitator and		Formative		
the school counselor to ensure successful high school completion.	Jan	Apr	June	
Strategy's Expected Result/Impact: EB student exit from ESL program				
Staff Responsible for Monitoring: Counselors, SIOP campus coach	70%	70%	100%	
Funding Sources: SIOP Teacher Staffing - 263 - Title III A - Bilingual Education, Language - \$148,328.11				
Strategy 18 Details	For	mative Revi	iews	
Strategy 18: Accessibility to Facilities - Classes will be reassigned, if necessary, for accessibility.		Formative		
Strategy's Expected Result/Impact: ARD meetings, special services data, monitoring individual needs	Jan	Apr	June	
Staff Responsible for Monitoring: Admin	oan .	7 Apr	ounc	
Funding Sources: - 224 - IDEA-B Special Education	70%	70%	100%	
Strategy 19 Details	For	Formative Reviews		
Strategy 19: Accessibility to Facilities - Aides will be assigned to qualified individuals with disabilities		Formative		
Strategy's Expected Result/Impact: ARD, Student needs assessment, monitoring of aides	Jan	Apr	June	
Staff Responsible for Monitoring: Admin Funding Sources: - 224 - IDEA-B Special Education	70%	70%	100%	
Strategy 20 Details	For	mative Revi	iews	
Strategy 20: Transition services; Transition will be addressed prior to students 16th birthday. Issues to address will be transition assessments,		Formative		
post secondary goals and any other issues pertinent to successful transition.	Jan	Apr	June	
Strategy's Expected Result/Impact: Transition assessment data, graduation plan		71p1	ounc	
Staff Responsible for Monitoring: Counselor, ARD committee	70%	70%	100%	
Funding Sources: - 224 - IDEA-B Special Education				
Strategy 21 Details	For	mative Revi	iews	
Strategy 21: If the staffing team determines that an evaluation for special ed is recommended, the Evaluation Specialist will begin the referral process.		Formative	1	
Strategy's Expected Result/Impact: Request for evaluation data	Jan	Apr	June	
Staff Responsible for Monitoring: Diagnostician				
Funding Sources: - 224 - IDEA-B Special Education	70%	70%	100%	

Strategy 22 Details	For	Formative Reviews	
Strategy 22: The SIOP campus coach will monitor grades, attendance, and discipline of all EB students and make referrrals to the IAT as		Formative	
needed	Jan	Apr	June
Strategy's Expected Result/Impact: EB student exit from ESL program			
Staff Responsible for Monitoring: SIOP Campus Coach	70%	70%	100%
Funding Sources: LUCHA Aide - 263 - Title III A - Bilingual Education, Language - \$30,958.15, Supplemental Funds - 263 - Title III A - Bilingual Education, Language - \$4,043.49)	
Strategy 23 Details	For	mative Revi	iews
Strategy 23: The school shall operate each program, service, or activity so that when viewed in its entirety, it is readily accessible to and		Formative	
usable by individuals with disabilities. - Students on the sec9ond floor of the building will be met at their classroom by evacuation teachers.	Jan	Apr	June
- These teachers will delegate authority over their classes to the teachers located in their immediate vicinity and proceed to the disabled			
student's classroom.	70%	70%	100%
- For students not in wheel chairs, please proceed down the closest designated stairwell according to the fire evacuation maps located			
throughout the building Evacuation chairs will be utilized for students in wheelchairs who are unable to be evacuated safely downstairs by the teachers noted above.			
- Evacuation chairs will be utilized for students in wheelchairs who are unable to be evacuated safety downstains by the teachers noted above. - In the event of evacuation chair use, Administrators will meet students and teachers at room 055; the evacuation chair location.			
- The assembly point for individuals needing assistance will be with the school clinic personnel in the front of the school when conditions			
permit.			
- Teacher with physically disabled students, or those in wheelchairs who are unaccounted for, will immediately notify the administrator in			
charge of the evacuation sector upon taking attendance outside.			
In the even that access to the evacuation chair is blocked, teachers and administrators will use all physical means necessary to evacuate student	s		
from the building in a life threatening situation.			
Strategy's Expected Result/Impact: ARD paperwork, case workers training, support/staff development delivered by PMHS Special Programs Department Leadership to staff, and assessment data			
Staff Responsible for Monitoring: Admin team, Special education case managers and department head			
Stant Responsible for Wonttoring: Admini team, Special education case managers and department nead			
Funding Sources: - 224 - IDEA-B Special Education			
Strategy 24 Details	For	mative Revi	iews
Strategy 24: During the IAT meeting, the student's academic and behavior performance should be reviewed.		Formative	
Strategy's Expected Result/Impact: Report cards, IAT Records, Discipline Records	Jan	Apr	June
Staff Responsible for Monitoring: Diagnostician, Admin		•	
Funding Sources: - 224 - IDEA-B Special Education	70%	70%	100%

Strategy 25 Details	For	Formative Reviews	
Strategy 25: Provide training and necessary foreign language materials for all teachers working with EB students		Formative	
Strategy's Expected Result/Impact: 90 Master on TEKS	Jan	Apr	June
Staff Responsible for Monitoring: SIOP Campus Coach			
Funding Sources: SIOP Campus Coach Staffing - 263 - Title III A - Bilingual Education, Language - \$82,870.32	75%	70%	100%
No Progress Accomplished — Continue/Modify X Disc	continue		•

Performance Objective 4: PMHS will work with different resources for the upkeep of the campus.

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: PMHS will work with custodial services to maintain a clean campus.		Formative		
Funding Sources: - 199 - General Fund - \$39,000	Jan	Apr	June	
	70%	70%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: PMHS will work with maintenance and technology to maintain a safe and clean campus.		Formative		
Staff Responsible for Monitoring: Principal	Jan	Apr	June	
Funding Sources: Principal Resources - 199 - General Fund - \$19,415	70%	70%	100%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: PMHS will work with outside organizations to maintain the campus.		Formative		
Funding Sources: Plants, Auditorium, Contingency - 199 - General Fund - \$9,400	Jan	Apr	June	
Funding Sources. Frants, Auditorium, Contingency - 177 - General Fund - \$7,400	70%	70%	100%	
No Progress ON Accomplished Continue/Modify X Discontinue	e			

Pasadena Independent School District Pearl Hall Elementary 2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals					
Goal 1: CURRICHI HM & INSTRUCTION	- We will provide rigorous and m	eaningful curriculum by cre-	ating integrated learning eyns	eriences to meet individual studen	t needs

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs 4 ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative	
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators	45%	70%	70%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$18,634, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$158,100, - 199 - General Fund - BFU, Overtime, Fixed - \$44,388			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	45%	70%	70%

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Create a master schedule that will provide common planning and PLC time.		Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished Continue/Modify Disconti	nue	•	

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative	
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of identified G/T students and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator	50%	70%	70%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - G/T - \$1,825			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.	-	Formative	T
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels	Jan 45%	Apr	June 50%
Staff Responsible for Monitoring: Campus administrator, LPAC committee			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - Bil/ESL - \$3,430, - 263 - Title III A - Bilingual Education, Language - \$3,077			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	50%	70%	70%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - State Compensatory Funds - At Risk - \$2,052, - 199 - General Fund - Special Ed \$1,502, - Extended Day/ Tutorial - ESSER - \$33,000, - Extended Day/Tutorial - Extended Day - \$900, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$52,719, - 211 - Title 1 A - Economically Disadvantaged Study - DAIT - \$82,114, - 211 - Title 1 A - Economically Disadvantaged Study - Supplemental Extended Day Funds - \$5,324			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%	50%	70%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	45%	45%	70%
No Progress Continue/Modify X Discon	tinue		•

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide mentorship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%	70%	70%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Participate in job fairs and university teacher training partnerships in order to seek out appropriately certified bilingual teachers for		Formative	
all positions that serve students who participate in the Bilingual Education Program, including those in ABLE/SUCCESS classrooms.	Jan	Apr	June
Strategy's Expected Result/Impact: All students will be served by highly qualified staff Staff Responsible for Monitoring: Campus administrator, LPAC committee Schoolwide and Targeted Assistance Title I Elements: 2.6	0%	50%	70%
No Progress Continue/Modify Discontinue	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	0%	50%	50%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	45%	45%	45%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus. Streetony's Expected Result/Impact. Increased participation in compus and district leadership pathyses.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	45%	45%	50%
No Progress Continue/Modify Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	45%	45%	70%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Jan	Formative Apr	June
Strategy's Expected Result/Impact: Increased input and participation in school activities			
Staff Responsible for Monitoring: Campus administrator, parent coordinator	45%	45%	70%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$4,464			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative	
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor	 	 	

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2				0%	50%	50%
No Progress 100% Ac	complished	Continue/Modify	X Discontinue	;		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	45%	45%	70%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, Safe & Civil Schools, Conscious Discipline,		Formative	
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	4504	4Fov	FOOY
Staff Responsible for Monitoring: Campus administrators, counselor, staff	45%	45%	50%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and Guidance	For	mative Revi Formative	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and Guidance Center.	For Jan		ews June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and Guidance Center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and Guidance Center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the Guidance Center		Formative	
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Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and Guidance Center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the Guidance Center	Jan	Formative Apr	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and Guidance Center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the Guidance Center Staff Responsible for Monitoring: Administrators	Jan	Formative Apr	June

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior	Formative		
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%	50%	70%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Pasadena Independent School District Pomeroy Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs 4 ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
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Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative	
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$244,228, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$24,808, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$60,880			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%	-	80%

Strategy 3 Details	For	rmative Revi	ews
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished Continue/Modify Disconti	nue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative		
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments	FOOK		1000	
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	50%		100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199 - General Fund - G/T - \$2,532				
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.	Jan	Formative	Iumo	
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, LPAC committee	100%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$3,754, - 199 - General Fund - Bil/ESL - \$8,321				

Strategy 3 Details	For	mative Rev	iews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - Special Ed \$1,441, - 282 - ESSER III - ESSER - \$50,000, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$80,316, - Extended Day/Tutorial - Extended Day - \$7,841, - 199 - General Fund - At Risk - \$4,117, - State Compensatory Funds - \$161,329			
No Progress Accomplished Continue/Modify X Discontinue	: :		<u> </u>

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details		Formative Reviews		ews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative		
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jai	n	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100	9%	100%	100%
Strategy 2 Details		Forn	native Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities.]	Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jai	n	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	0%	6	•	0%
No Progress Continue/Modify	Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative		
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator	Jan	Apr	June	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	75%		100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Bilingual instructional paraprofessionals are assigned to our Special Education programs (ABLE, MITEY, SUCCESS) to provide primary language support to English learners while receiving instruction from the certified teacher.	Jan	Formative Apr	June	
Strategy's Expected Result/Impact: To meet the language needs of our ELLs. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Certified general education and Bilingual teachers plan for instruction in a PLC structure to implement effective instructional strategies for English learners along with instructional paraprofessionals supporting instruction to ESL students.	Jan	Formative Apr	June	
Strategy's Expected Result/Impact: To meet the needs of our ELLs Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%	

Strategy 4 Details	For	mative Rev	iews
Strategy 4: Our general education teachers serving ESL students will be participating in ESL Institute to earn their ESL certification in our		Formative	
district, PasadenaISD, by February 2022.	Jan	Apr	June
Strategy's Expected Result/Impact: To meet the needs of our ELLs		_	
Staff Responsible for Monitoring: Admin	0%		25%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
No Progress Accomplished Continue/Modify Discontinu	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	50%		55%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%
No Progress Continue/Modify X Discontinue	e		•

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

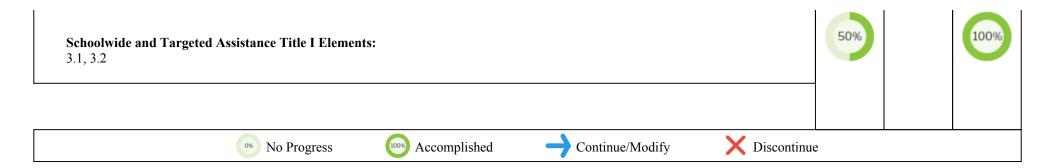
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	100%	100%	100%
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Office Clerk - \$26,093			
Strategy 2 Details	For	rmative Rev	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding		Formative	
Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator	Jan 50%	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$5,554			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative	
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor			



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	100%	100%	100%
No Progress	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews			
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,		Formative	Formative	
and other respectful practices.	Jan	Apr	June	
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully				
Staff Responsible for Monitoring: Campus administrators, counselor, staff	50%		100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Strategy 2 Details	Formative Reviews		iews	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	Formative			
center.	Jan	Apr	June	
Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	FOOY			
Staff Responsible for Monitoring: Administrators	50%		100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				

Jan	Formative Apr	June
Jan	Apr	June
25%		100%
_	25%	

Pasadena Independent School District Queens Intermediate

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

Queens Intermediate School is dedicated to providing a safe, positive learning environment in which all students, parents, teachers and administrators are responsible for the academic, social and individual student achievement necessary to develop the skills needed for each student to become a productive, contributing citizen of our community.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs
ensuring students are future ready.
Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that 1

meet the needs of each student.

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 22 community stakeholders to support students and staff.

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: By June of 2022, All Students performance scores on STAAR will increase by 10 percent for the MEETs and APPROACHES criteria in Reading and Math using various interventions and the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Data from the Summit platform

STAAR data Map Data Classroom assessments warm-up and exit tickets

Strategy 1 Details	Formative Reviews		iews	
Strategy 1: Teachers will receive curriculum and instructional support in the classroom and with on-going Professional Development for best	Formative			
Instructional practices for Tier One and Tier 2 instruction. Strategy's Expected Result/Impact: All Students will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs	Jan 55%	Apr 70%	June 100%	
Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Base Funding for all Instruction - 199 - General Fund - \$72,302				

Strategy 2 Details	For	mativa Ravi	OWE
<i>.</i> .	Formative Reviews Formative Jan Apr June		iews
Strategy 2: Teachers will be provided curriculum and instructional support from Academic Coaches, Instructional Specialists, and Paraprofessionals during PLCs, GLTs, and in the classroom.			June
Strategy's Expected Result/Impact: All Students will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers:	55%	65%	95%
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Salary for Academic Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$156,927.02, Salary for Paraprofessionals - 211 - Title 1 A - Economically Disadvantaged Study - \$54,473.39			
Strategy 3 Details	Formative Reviews		iews
Strategy 3: ALL Students will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms.	Formative		
Strategy's Expected Result/Impact: All Students will increase scores on SUMMIT data that will result in higher scores on STAAR assessment in Reading and Math. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction.	Jan 55%	Apr 65%	June 100%
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Advance money used for material and supplies for intervention - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000			

Strategy 4 Details	Formative Reviews		ews	
Strategy 4: Queens will provide teachers and staff ESSER funds and additional time during and after the school day to plan and collaborate with other teachers, staff and provide tutoring for students to improve campus and state assessments. Strategy's Expected Result/Impact: During 4th period and PLC and GLT time, teachers and staff are enhancing their skills and	Jan	Formative Apr	June	
impacting instruction and student performance on district and state assessments. Teachers are paid funds for tutorials afterschool and on weekends that will impact students' performance on STAAR. Staff Responsible for Monitoring: Administration Teachers Academic Coaches Paraprofessionals	35%	60%	100%	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Pay Teachers and paraprofessionals for planning and tutoring - 282 - ESSER III - \$57,000				
Strategy 5 Details	Formative Reviews		ews	
Strategy 5: Queens will maintain documentation of their goals, objectives, strategies, and funding in the Plan4Learning system for the		Formative		
2021-2022 school year. Strategy's Expected Result/Impact: My housing the Campus Improvement Plan in a central location, we will be able to document, monitor, and adjust changes as needed by our campus which will improve teacher instruction and student learning. Staff Responsible for Monitoring: Principal Assistant Principals Academic Coaches Counselors	Jan 50%	Apr 80%	June 100%	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Software used to house the Campus Improvement Plan - 211 - Title 1 A - Economically Disadvantaged Study - \$550				
No Progress Accomplished — Continue/Modify X Discontinue	e			

Performance Objective 2: By June of 2022, the subgroup Hispanic performance scores on STAAR will increase by 10 percent for the MEETs criteria in Reading and Math using various interventions and the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Data from the Summit platform

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Teachers will receive curriculum and instructional support in the classroom and with on-going Professional Development for best		Formative	
instructional practices for Tier One and Tier 2 instruction.	Jan	Apr	June
Strategy's Expected Result/Impact: The subgroup, Hispanics will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	55%	100%	100%

Strategy 2 Details	For	mative Revi	iews
Strategy 2: Teachers will be provided curriculum and instructional support from Academic Coaches, Instructional Specialists, and Paraprofessionals during PLCs, GLTs, and in the classroom. Strategy's Expected Result/Impact: The subgroup, Hispanics will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Jan 50%	Apr 100%	June 100%
Strategy 3 Details Strategy 3: The subgroup, Hispanics will be given Tier 2 and Tier 3 interventions, extended day tutorials, and personnel support in the	For	mative Revi Formative	ews
Strategy's Expected Result/Impact: The subgroup, Hispanics will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Pay for subs, extra duty teachers, material and supplies, and transportation for extended day - Extended Day/Tutorial - \$7,407	Jan 55%	Apr 65%	June 100%

Performance Objective 3: By June of 2022, the subgroup Economic Disadvantaged performance scores on STAAR will increase by 10 percent for the MEETs criteria in Math using various interventions and the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Data from the Summit platform

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Teachers will receive curriculum and instructional support in the classroom and with on-going Professional Development for		Formative	
instructional best practices for Tier One and Tier 2 instruction. Strategy's Expected Result/Impact: The subgroup, Economic Disadvantaged will increase scores on SUMMIT data that will result in	Jan	Apr	June
higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum	55%	80%	100%
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Additional Curriculum licenses, materials, and Professional Development focus on best instructional practices - 211 - Title 1 A - Economically Disadvantaged Study - \$16,084.73			

Strategy 2 Details	For	mative Revi	ews
Strategy 2: Teachers will be provided curriculum and instructional support from Academic Coaches, Instructional Specialists, and		Formative	
Paraprofessionals during PLCs, GLTs, and in the classroom.	Jan	Apr	June
Strategy's Expected Result/Impact: The subgroup, Economic Disadvantaged will increase scores on SUMMIT data that will result in higher scores on STAAR assessment.			
Staff Responsible for Monitoring: Teachers: peer observation	50%	70%	100%
Administrative walkthroughs and observations			
Academic Coaches support teachers with modeling, coaching, and walkthroughs			
Instructional Specialist support the Academic Coaches and Teachers with curriculum			
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools			
- ESF Levers:			
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: The subgroup, Economic Disadvantaged will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms.		Formative	
, and the second second second second second second second second second second second second second second se		Apr	June
Strategy's Expected Result/Impact: The subgroup, Economic Disadvantaged will increase scores on SUMMIT data that will result in higher scores on STAAR assessment.	Jan	Арі	
higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation	Jan 55%	65%	100%
higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations			100%
higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation			100%
higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction. TEA Priorities:			100%
higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools			100%
higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers:			100%
higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			100%
higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers:			100%

Performance Objective 4: By June of 2022, the subgroup English Learner performance scores on STAAR will increase by 10 percent for the MEETs criteria in Reading and Math using the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Data from the Summit platform

Strategy 1 Details	For	mative Revi	iews
Strategy 1: In order to meet the Federal guidelines, by June of 2022 teachers will receive on-going ESL and SIOP Professional Development		Formative	
and curriculum and instructional support in the classroom to enhance instruction for English Learners.	Jan	Apr	June
Strategy's Expected Result/Impact: The subgroup, English Learners will increase scores on SUMMIT data that will result in higher scores on STAAR and TELPAS assessment. Queens will continue to send teachers to the district's three day ESL Institute to develop skills and strategies to take the ESL certification and assist Emergent Learner in the classroom.	55%	75%	100%
Staff Responsible for Monitoring: Teachers: peer observation			
Administrative walkthroughs and observations			
Academic Coaches support teachers with modeling, coaching, and walkthroughs			
Instructional Specialist support the Academic Coaches and Teachers with curriculum			
TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
- Comprehensive Support Strategy - Targeted Support Strategy			
Funding Sources: Pay for materials and supplies for ESL intervention teacher and paras - 199 - General Fund - \$3,259			

Strategy 2 Details	For	mative Revi	iews
Strategy 2: Teachers will be provided curriculum and instructional support from Academic Coaches, Instructional Specialists, and Paraprofessionals during PLCs, GLTs, and in the classroom. Strategy's Expected Result/Impact: The subgroup, English Learners will increase scores on SUMMIT data that will result in higher scores on STAAR and TELPAS assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Jan 50%	Apr 70%	June 100%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: The subgroup, English Learners will be given ESL classes, SIOP strategies, and additional intervention in the classroom and after		Formative	
school to develop proficiency in the four domains of language: speaking, reading, listening, and writing. Strategy's Expected Result/Impact: The subgroup, English Learners will increase scores on SUMMIT data that will result in higher	Jan	Apr	June
strategy s Expected Result/Impact. The subgroup, English Learners with increase scores on SOMMIT data that will result in higher scores on STAAR and TELPAS assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations ESL Intervention Teachers will provide small group instruction. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Curriculum licenses, materials, supplies for English Learners - 263 - Title III A - Bilingual Education, Language - \$1,977.31	65%	70%	100%
No Progress Accomplished Continue/Modify X Discontinue	<u> </u>		l

Performance Objective 5: By June of 2022, the subgroup Special Education performance scores on STAAR will increase by 10 percent for the MEETs and APPROACHES criteria in Reading and Math using the Personalized Learning program, SUMMIT Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Data from the Summit platform

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Teachers will receive curriculum and instructional support in the classroom and with on-going Specifically Designed Instruction		Formative	
Professional Development for best instructional practices for Tier One and Tier 2 instruction. Stantonila Expected Popula (Impacts The subgroup Special Education will increase access on SUMMIT data that will result in higher	Jan	Apr	June
Strategy's Expected Result/Impact: The subgroup, Special Education will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Curriculum licenses, materials, and supplies for classroom and Professional Development - 199 - General Fund - \$1,157	70%	100%	100%

Strategy 2 Details	For	mative Revi	ews
Strategy 2: Teachers will be provided Special Education Instructional Specialists, Academic coaches, and Paraprofessionals to model and support special education students during PLCs, GLTs, and in the classroom.		Formative	
Strategy's Expected Result/Impact: The subgroup, Special Education will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Jan 60%	Apr 100%	June 100%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: The subgroup, Special Education will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms.		Formative	
Strategy's Expected Result/Impact: The subgroup, Special Education will increase scores on SUMMIT data that will result in higher scores on STAAR assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Intervention Teachers will provide small group instruction TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers:	Jan 65%	Apr 100%	June 100%
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy			

Performance Objective 6: By June of 2022, the subgroup English Learner performance scores on TELPAS will increase by 5 percent for the Progress rate using best instructional strategies for ESL students.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: TELPAS scores

Classroom assessments warm-up and exit tickets

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Teachers will receive curriculum and instructional support with on-going ESL and SIOP Professional Development for best		Formative	
instructional practices for Tier One and Tier 2 instruction.	Jan	Apr	June
Strategy's Expected Result/Impact: The subgroup English Learner will increase scores on SUMMIT data and ESL classroom assessments that will result in higher scores on TELPAS assessment.	FOO	0004	1000
Staff Responsible for Monitoring: Teachers: peer observation	50%	80%	100%
Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs)
Instructional Specialist support the Academic Coaches and Teachers with curriculum			
TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools			
- ESF Levers:			
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy			

Strategy 2 Details	For	mative Revi	iews
Strategy 2: The subgroup, English Learners will be given Tier 2 and Tier 3 interventions and personnel support in the classrooms.		Formative	
Strategy's Expected Result/Impact: The subgroup English Learner will increase scores on SUMMIT data and ESL classroom assessments that will result in higher scores on TELPAS assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches support teachers with modeling, coaching, and walkthroughs Instructional Specialist support the Academic Coaches and Teachers with curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Jan 55%	Apr 100%	June 100%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Teachers will be provided curriculum and instructional support from ESL Intervention Teacher, Academic Coaches, and ESL		Formative	
Instructional Specialists during PLCs, GLTs, and in the classroom. Strategy's Expected Result/Impact: The subgroup English Learner will increase scores on SUMMIT data and ESL classroom assessments that will result in higher scores on TELPAS assessment. Staff Responsible for Monitoring: Teachers: peer observation Administrative walkthroughs and observations Academic Coaches ESL Intervention Teacher will provide small group instruction.	Jan 60%	Apr 40%	June 85%
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy			

Performance Objective 7: By June of 2022, the students classified as Gifted and Talented will have performance scores on the STAAR that will increase by 10 percent for the Master criteria using the Personalized Learning Program, Summit Learning.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR

Map testing PSAT

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Queens Gifted and Talented students will be exposed to additional activities, field trips, and curriculum and instruction utilizing		Formative	
the Summit Learning Program and Gifted and Talented curriculum.	Jan	Apr	June
Strategy's Expected Result/Impact: The Summit Learning Program has enrichment curriculum that challenges our Gift and Talented students to perform at higher levels which will impact their achievement on STAAR and assessments such as Map testing, and PSAT. Staff Responsible for Monitoring: Teachers Academic Coaches Principal and Assistant Principals	60%	90%	100%
TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Curriculum, materials, supplies, and trips for Gifted and Talented students - 199 - General Fund - \$2,017			
No Progress Continue/Modify X Discontinue			

Performance Objective 1: By June 2022, Queens' students will be exposed to several assessments to determine their high school, college, and career interest.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Kuder Assessment

Interest inventory

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Queens' students will take various assessments such as the 7th grade career assessment, the PSAT and Spanish Credit by Exam I		Formative	
and II throughout the 2020-2021 school year.	Jan	Apr	June
Strategy's Expected Result/Impact: This will increased high school and college readiness which will result in high post-secondary outcomes. Staff Responsible for Monitoring: Testing Coordinator ELAR 7th grade Teachers for career assessment Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Comprehensive Support Strategy - Targeted Support Strategy	55%	100%	100%
No Progress Continue/Modify Discontinue			

Performance Objective 2: By January 2022, Queens' students will be offered various courses to prepare and/or earn credit for high school classes, college, and career choices.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Skyward Counselors registration database

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Queens' students are offered and can take courses such as AVID, Art 1, Health, and Algebra for college readiness and to earn high		Formative	
school credit during the 2020-2021 school year.	Jan	Apr	June
Strategy's Expected Result/Impact: Queens' students will earn high school credits and through AVID close opportunity gaps and improve college and career readiness for high school and middle school students, especially those traditionally underrepresented in higher education.	40%	100%	100%
Staff Responsible for Monitoring: Teachers			
Counselors			
TEA Priorities:			
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers:			
Lever 3: Positive School Culture			
- Comprehensive Support Strategy - Targeted Support Strategy			
No Progress Accomplished — Continue/Modify X Discontinue	<u>-</u>		

Performance Objective 3: By June 2022, Queens will provide various activities and events to expose students to their college, career, and military interest.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Queens calendar

Sign-in sheets

Strategy 1 Details	For	mative Revi	ews
trategy 1: Queens' students will be given the opportunity to attend field trips to colleges and universities, participate in College Week		Formative	
highlighting colleges and universities, and attend Career Day with various local business.	Jan	Apr	June
Strategy's Expected Result/Impact: By exposing Queens' students to colleges, universities, and local businesses, students will determine a college and career path to pursue. Staff Responsible for Monitoring: Counselors Teachers	45%	60%	60%
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy			
No Progress Accomplished — Continue/Modify X Discontinue	ıe		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By August of 2023, Queens Intermediate will retain 90 percent of it's teachers and staff.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Evaluation Data Sources: Personnel staffing data

Budget data Teacher surveys

Formative Reviews		iews
Formative		
Jan	Apr	June
45%	100%	100%
For	mative Revi	iews
	Formative	
Jan	Apr	June
55%	100%	100%
3370	100%	100%
_	45% For	Jan Apr 45% 100% Formative Revi Formative Jan Apr

Strategy 3 Details	Strategy 3 Details Formative Reviews		iews	
Strategy 3: Queens will provide on-campus and off-campus Professional Development to support teachers and staff with instructional and		Formative		
behavioral strategies to enhance instruction and learning.	Jan	Apr	June	
Strategy's Expected Result/Impact: Teachers and staff will want to work at Queens and personnel will remain at Queens because				
teachers' skills will develop and students learning and achievement will increase.	50%	100%	100%	
Staff Responsible for Monitoring: Administrative staff	30%	100%	100%	
Academic Coaches support teachers with modeling, coaching, and walkthroughs				
Instructional Specialist support the Academic Coaches and Teachers with curriculum and professional development.				
TEA Priorities:				
Recruit, support, retain teachers and principals				
- ESF Levers:				
Lever 3: Positive School Culture				
Strategy 4 Details	For	mative Revi	ews	
Strategy 4: Queens will provide instructional and behavioral personnel to support teachers and students in the classroom, PLCs, and GLTs	Formative			
meeting.	Jan	Apr	June	
Strategy's Expected Result/Impact: Teachers' skills and instruction will improve that will impact student learning and achievement.				
Staff Responsible for Monitoring: Administrative staff	50%	10000	10000	
Academic Coaches support teachers with modeling, coaching, and walkthroughs	50%	100%	100%	
Instructional Specialist support the Academic Coaches and Teachers with curriculum and professional development.				
TEA Priorities:				
Recruit, support, retain teachers and principals				
- ESF Levers:				
Lever 3: Positive School Culture				

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: By June 2022, Our Parent Coordinator will provide parent training, family workshops, Skyward training and family activities in order to increase parental engagement on campus and increase parental involvement by 10%. Accountability Area Targeted: State Accountability

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Parent Sign in and parent survey

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Provide trainings for parents to educate them in new educational platforms. Provide Skyward workshops for parents for better		Formative	
navigation of system and students grades. Provide training and assistance for parents to develop a supportive home environment for students. Provide parent support in College readiness topics. Provide family events to engage parents such as Open house, Hornets Day, Back to the		Apr	June
Nest and Trunk or Treat. Parent training on study skills and behavior management. Strategy's Expected Result/Impact: Parents increase their knowledge in all educational platforms and support in areas of concerns. Parents will receive college ready information. Staff Responsible for Monitoring: Fina Govea, Parent Coordinator	45%	20%	20%
Funding Sources: Salary for Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$21,730.90			
No Progress Continue/Modify X Discontinue	9	•	•

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: By June 2022, Queens' parents will attend various parent meetings discussing their child's current progress, future high school, college, and career choices.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent sign-in sheets

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Queens' parents will attend Open House, Hornet Hype Day, Back to the Nest, and Fall and Spring 8th grade parent meetings to	Formative		
discuss courses at Queens and at the high schools.	Jan	Apr	June
Strategy's Expected Result/Impact: Parents will know the various courses provided at Queens and at various high schools to prepare their students for college, career, and military.	QEAY.	QEAY.	QEW.
Staff Responsible for Monitoring: Administration	65%	65%	65%
Teachers			
Counselors			
TEA Priorities:			
Connect high school to career and college, Improve low-performing schools			
- ESF Levers:			
Lever 3: Positive School Culture			
- Comprehensive Support Strategy - Targeted Support Strategy			
Funding Sources: Pay for activities, supplies, and materials for Parent and Family events 211 - Title 1 A - Economically			
Disadvantaged Study - \$2,000.84			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Queens' parents will attend various Personalized Learning Family Day events to celebrate their child's progress on the SUMMIT	Formative		
learning platform and Map Testing.	Jan	Apr	June
Strategy's Expected Result/Impact: The more the parents are aware of their students progress on the SUMMIT platform and Map		1	

testing data, the parents are prepared to assist their child in academic success.

Staff Responsible for Monitoring: Administration
Teachers
Academic Coaches

Funding Sources: Pay for activities, supplies, and materials for Parent and Family events. - 211 - Title 1 A - Economically
Disadvantaged Study - \$1,720.84

ON Progress

ON Progress

ON Progress

Continue/Modify

Discontinue

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Queens will provide Standard Response Protocol training and monthly drills to practice the protocol of weather events, fires, accidents, intruders and other threats for teacher, staff, student, and school safety.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Standard Response Protocol document Emergency Drill Requirements Raptor report

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Queens will practice fire drills monthly and other weather and safety drills each semester.		Formative	
Strategy's Expected Result/Impact: By planning and practicing weather events, fires, accidents, intruders and other threats to teachers, staff and student will be prepared and school safety will increase.	Jan	Apr	June
Staff Responsible for Monitoring: Administrative staff Teachers and staff	70%	100%	100%
ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative	
Strategy's Expected Result/Impact: The number of students with disabilities that are removed will deceased for the 2021-2022 school	Jan Apr Jui		June
year. Staff Responsible for Monitoring: Administration Teachers	45%	65%	70%
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Campus will work collaboratively with district special education office to ensure compliance with Restraints Training and Texas	Formative		
Behavior Support Initiative.	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers will be better equipped to address students in crisis and student restraints will decrease.			
Staff Responsible for Monitoring: Administration	35%	70%	100%
Teachers District Office of Special Education			
District Off ice of Special Education			
TEA Priorities:			
Recruit, support, retain teachers and principals			
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			
- Comprehensive Support Strategy - Targeted Support Strategy			
Strategy 4 Details	For	mative Revi	ews
Strategy 4: Queens will utilize the Rhithm and Anonymous Alerts email system to alert staff of students' emotional, social, and safety concerns and needs	Formative		
concerns and needs.		Apr	June
Stratagy's Expacted Posult/Impact. When Queens' students use the Alerts system safety will increase and students' emotional and			
Strategy's Expected Result/Impact: When Queens' students use the Alerts system safety will increase and students' emotional and social needs will be met			
social needs will be met.	65%	100%	100%
	65%	100%	100%
social needs will be met. Staff Responsible for Monitoring: Administration	65%	100%	100%
social needs will be met. Staff Responsible for Monitoring: Administration Counselors TEA Priorities:	65%	100%	100%
social needs will be met. Staff Responsible for Monitoring: Administration Counselors TEA Priorities: Improve low-performing schools	65%	100%	100%
social needs will be met. Staff Responsible for Monitoring: Administration Counselors TEA Priorities: Improve low-performing schools - ESF Levers:	65%	100%	100%
social needs will be met. Staff Responsible for Monitoring: Administration Counselors TEA Priorities: Improve low-performing schools	65%	100%	100%
social needs will be met. Staff Responsible for Monitoring: Administration Counselors TEA Priorities: Improve low-performing schools - ESF Levers:	65%	100%	100%

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: By June of 2022, Queens' students will participate in various lessons and activities conducted by the counselors to address safety and social emotions concerns.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Lesson plans

Students product

Strategy 1 Details	Formative Reviews		ews
rategy 1: Queens' students will participate in Safe and Civil school lessons at the beginning of each semester, celebrate Red Ribbon Weeks,		Formative	
while counselors will provide bullying, self-esteem, self-harm, social media use, and healthy relationship lessons on various Fridays.	Jan	Apr	June
Strategy's Expected Result/Impact: Queens' students social and emotional well-being will improve and students will have better coping skills when challenges occur.	65%	55%	55%
Staff Responsible for Monitoring: Counselors Teachers	03%)	33%	33%
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy			
No Progress Continue/Modify X Discontinue	<u> </u> e		

Pasadena Independent School District Red Bluff Elementary 2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

Table of Contents

Goals					•
Goal 1: CUDDICULUM & INSTRUCTION	We will provide rigorous ar	d magningful curriculum	by greating integrated less	rning avnariances to ma	t individual student needs

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs 4 ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of	Formative		
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators	45%	10%	90%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$15,138.93, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$163,361.13, - 199 - General Fund - BFU, Overtime, Fixed - \$38,308			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	25%		90%

Strategy 3 Details	For	Formative Reviews	
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan Apr Ju		June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue/	ue	•	•

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative		
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals,	Jan	Apr	June	
and higher level of achievement on assessments				
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	50%		100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199 - General Fund - G/T - \$1,565				
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.	T	Formative		
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, LPAC committee	50%		90%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199 - General Fund - Bil/ESL - \$2,817, - 263 - Title III A - Bilingual Education, Language - Title III Supplemental Funds - \$1,877.34				

Strategy 3 Details	For	mative Rev	iews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	40%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - At Risk - \$2,631, - 199 - General Fund - Special Ed \$1,401, - Extended Day/Tutorial - ESSER - \$30,000, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$54,741.73, - Extended Day/Tutorial - Extended Day - \$800, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Dyslexia/Intervention Teacher - \$80,683.70, - 211 - Title 1 A - Economically Disadvantaged Study - Additional Extended Day Funds - \$4,813			
No Progress Continue/Modify X Discontinue	e		1

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	20%	1	100%
No Progress Continue/Modify X Discon	tinue		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%
Strategy 2 Details	For	Formative Reviews	
Strategy 2: *In the 2021-2022 school year, Red Bluff will continue to hire certified bilingual/ESL teachers and train existing teachers to make		Formative	
sure that all students are educated by a highly qualified teacher.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators and the LPAC Committee Schoolwide and Targeted Assistance Title I Elements: 2.6	40%	•	95%
No Progress Continue/Modify X Discontinue	:		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	30%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	25%		100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	25%		50%
No Progress Continue/Modify X Discontinu	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

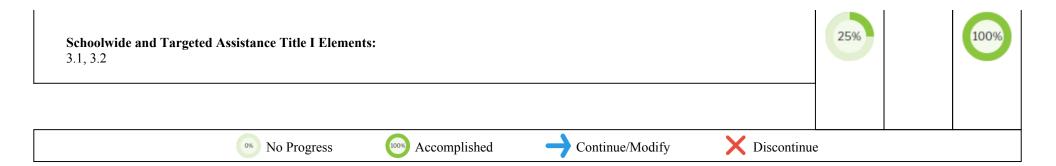
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator, ACE/CIS coordinators		-	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	50%		100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Jan	Formative	June
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator, ACE/CIS coordinators	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984.41, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,848.05			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.	Formative		
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor, parent coordinator, ACE/CIS coordinators	-		



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	30%		95%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,		Formative	
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	500		4000
Staff Responsible for Monitoring: Campus administrators, counselor, staff. OLE team	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance			
center.	Jan	Apr	June
Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	FOX		
Staff Responsible for Monitoring: Administrators, OLE team	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			

Strategy 3 Details	For	mative Rev	iews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior	Formative		
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	55%		100%
No Progress Accomplished — Continue/Modify X Discontinue	<u>,</u>		

Pasadena Independent School District Richey Elementary

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Richey Elementary, a Title I Campus, requiring the committment of all employees, parents, business and community members, and students, is to guarantee all students will:

*acquire the knowledge

*master the skills and

*maximize the talents

necessary to fulfill their potential as responsible citizens in the ever-changing world of the 21st century.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
 We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaningful relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
 - Change is inevitable for growth and success.
 - Each person is responsible and accountable for the choices he or she makes.

We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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meet the needs of each student.	
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community stakeholders to support students and staff.	
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Goals

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative	
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	25%		55%
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coaches - \$241,011.78, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Teacher - \$77,631.37, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$14,262.60, - 199 - General Fund - BFU, Overtime, Fixed - \$126,292			

Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Jan 65%	Apr	June 90%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Create a master schedule that will provide common planning, PLC time, and additional planning time as appropriate.		Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Substitutes for teachers SD - \$5,000	75%	•	100%
No Progress	e		

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative	
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of identified G/T students and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator	55%		75%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - G/T - \$1,793			
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.		Formative	.
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee	Jan 65%	Apr	June 80%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - Bil/ESL - \$5,260, - 263 - Title III A - Bilingual Education, Language - Title III BIL./ESL - \$3,632.48			

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	65%		80%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy			
Funding Sources: - 282 - ESSER III - ESSER - \$30,000, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Aides - \$85,713.43, - Extended Day/Tutorial - Extended Day - \$5,793, - 199 - General Fund - Special Ed \$1,238, - 199 - General Fund - At Risk - \$88,716, FTE, intervention resources, instructional resources and supplies - State Compensatory Funds - \$85,690			
No Progress Accomplished — Continue/Modify X Discontinue	e		•

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Flyers and pictures of College Week activities

Strategy 1 Details	F	ormative Rev	views
Strategy 1: Encourage students to attend college by promoting College Week.		Formative)
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		65%
Strategy 2 Details	F	ormative Rev	riews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	!
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	25%		90%
No Progress Accomplished Continue/Modify	Discontinue		-I

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Continue to recruit bilingual certified staff for General Education and Special Education positions by attending the Pasadena ISD		Formative	
job fair and other available job fairs. Strategy's Expected Result/Impact: Increase recruiting activities that target linguistically and culturally diverse teachers who are prepared to serve the needs of the district's emergent bilingual (EB) students/English learners (ELs). Staff Responsible for Monitoring: Campus Administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Jan 5%	Apr	June 100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide mentor-ship, coaching, and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy	50%		90%
No Progress Continue/Modify Discontinue	:		I

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Offer a personalized professional development on-demand platform and district/campus trainings for differentiated learning		Formative	
opportunities for all employees.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	CEOX		OF O
Staff Responsible for Monitoring: Campus administrators	65%		85%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
- ESF Levers:			
Lever 5: Effective Instruction			
- Comprehensive Support Strategy			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator			
Schoolwide and Targeted Assistance Title I Elements:	50%		90%
2.4, 2.5, 2.6			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways			
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements:	60%		90%
2.4, 2.5, 2.6			
- ESF Levers:			
Lever 1: Strong School Leadership and Planning			
- Comprehensive Support Strategy			
No Progress Continue/Modify X Discontinue	e		•

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

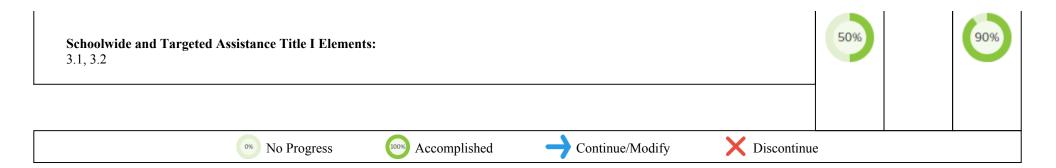
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Jan 75%	Apr	June 90%
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title I Office Clerk - \$26,092.61	For	mativa Bavi	iove
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Jan	Formative Apr	June
Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator	50%		70%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$24,178.82, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,399.28			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.	Formative		
Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Jan	Apr	June



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	65%		90%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,	Formative		
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully			0000
Staff Responsible for Monitoring: Campus administrators, counselor, staff	65%		90%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	For	mative Revi Formative	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.	For Jan		ews June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of	Jan	Formative	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	Jan	Formative	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators	Jan	Formative	June

Strategy 3 Details	For	mative Rev	iews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior	Formative		
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	70%		85%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Pasadena Independent School District Roberts Middle School 2021-2022 Goals/Performance Objectives/Strategies

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.				

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Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigors and a meaningful curriculum by creating an integrated learning experience to meet individual student needs ensuring students are future-ready

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average

Evaluation Data Sources: Pasadena Plus visit documentations, lesson plans, campus and district staff development logs and agendas

Strategy 1 Details	Formative Reviews		ews
rategy 1: Provide extended day opportunities to students at-risk of failing the STAAR assessment in reading, math, or science.	Formative		
Strategy's Expected Result/Impact: STAAR achievement scores, academic grades	Jan	Apr	June
Staff Responsible for Monitoring: THOMAS Funding Sources: Supplies - State Compensatory Funds, - 282 - ESSER III - \$46,000, - Extended Day/Tutorial - \$6,655	40%	40%	
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Integrate highly effective research based strategies across the content.		Formative	
Strategy's Expected Result/Impact: Administrators, Lesson plans, and walkthrough data	Jan	Apr	June
Staff Responsible for Monitoring: Peer Facilitators, Teachers, Administrators. ACE Coordinator Funding Sources: subs - State Compensatory Funds, - 211 - Title 1 A - Economically Disadvantaged Study, - State Compensatory Funds - \$1,600	50%	0%	
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Curriculum and Instruction will be aligned across grade level core subjects		Formative	
Strategy's Expected Result/Impact: Students will receive highly effective instruction that will prepare them for the state assessment and moving onto the next grade level	Jan	Apr	June
Staff Responsible for Monitoring: Lali Guerrero	40%		

Strategy 4 Details	Formative Reviews		iews
Strategy 4: Implement reading initiative designed to increase reading skills of all students. As evidence by exceeding state performance	Formative		
levels.	Jan	Apr	June
Strategy's Expected Result/Impact: Independent Reading Time It is built in our AIRTIME			
Staff Responsible for Monitoring: Lali Guerrero	50%		
Funding Sources: Software and site licenses - State Compensatory Funds			
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Provide head phones (& storage containers for head phones) for the Rosetta Stone program to increase reading stamina for our		Formative	
recent immigrants.	Jan	Apr	June
Strategy's Expected Result/Impact: Reading stamina to increase. Reading in English to increase.			
Staff Responsible for Monitoring: Prescila (Reading Coach)	10%		
Funding Sources: Head phones - 263 - Title III A - Bilingual Education, Language - 6399, Head phone storage container - 263 - Title III A - Bilingual Education, Language - 6399			
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Utilize Plan4Learning software to monitor and revise the campus improvement plan throughout the year.		Formative	
Strategy's Expected Result/Impact: Developed Campus Improvement Plan	Jan	Apr	June
Staff Responsible for Monitoring: Thomas		1	
Funding Sources: - State Compensatory Funds, - 211 - Title 1 A - Economically Disadvantaged Study - \$550	50%		
Strategy 7 Details	For	mative Revi	iews
Strategy 7: Provide instructional materials to enhance the learning experience for both students and teachers.	Formative		
Strategy's Expected Result/Impact: Expand the learning experience for both student and teacher	Jan	Apr	June
Staff Responsible for Monitoring: Thomas		-	
Funding Sources: Books, math, reading, science, history supplies - 211 - Title 1 A - Economically Disadvantaged Study, General Instruction Resources and Materials - 199 - General Fund - \$52,800	50%		

Strategy 8 Details	For	Formative Reviews	
Strategy 8: Create academic anchor charts for visual enhancement to help all learners comprehend learning objective.		Formative	
Strategy's Expected Result/Impact: Provide support for increasing student success in core assessment.	Jan	Apr	June
Staff Responsible for Monitoring: Instructional Coaches Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - 6399	50%		
Strategy 9 Details	For	Formative Reviews	
Strategy 9: Provide supplies to enhance the organization and distribution of educational materials.		Formative	
Strategy's Expected Result/Impact: Provide organizational supplies to store learning tools.	Jan	Apr	June
Staff Responsible for Monitoring: Instructional coaches Funding Sources: - 263 - Title III A - Bilingual Education, Language	50%	-	
No Progress Accomplished — Continue/Modify	Discontinue	•	•

Performance Objective 2: Student achievement will be enhanced and supported by providing a coordinated school health program.

Evaluation Data Sources: FitnessGram, Sign in Sheets at CATCH events

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Students will participate in universal breakfast.		Formative		
Strategy's Expected Result/Impact: Number of students participating.	Jan	Apr	June	
Staff Responsible for Monitoring: Thomas	100%	100%	100%	
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Students will participate in physical education classes.		Formative		
Strategy's Expected Result/Impact: Walk-Throughs, Lesson Plans	Jan	Apr	June	
Staff Responsible for Monitoring: Physical Education Teachers	100%	100%	100%	
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: Students will participate in physical education assessments including Fitnessgram.		Formative		
Strategy's Expected Result/Impact: Fitnessgram Results	Jan	Apr	June	
Staff Responsible for Monitoring: Physical Education Teachers	50%	100%	100%	
No Progress Accomplished — Continue/Modify X Discontinue	e			

Performance Objective 3: Special Education classes will be enhanced and supported by providing materials that will challenge each and every students life skills.

Evaluation Data Sources: Lesson plans and data collected through observation

Strategy 1 Details	For	mative Rev	iews
Strategy 1: We will buy special education supplies that will enhance students life skills.		Formative	
Strategy's Expected Result/Impact: Life Skills and personalized experience for students Staff Responsible for Monitoring: Lali Guerrero Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - 6399, Special education supplies and resources - 199 - General Fund - \$1,786	Jan 50%	Apr	June
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Strategy: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative	
Strategy's Expected Result/Impact: This data piece will allow us to monitor and adjust the steps and systems we currently have in place to make ensure our students are successful.	Jan	Apr	June
Staff Responsible for Monitoring: Elsa Chiacho, Lyndsi Price, and Lali Guerrero	50%		0%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Strategy: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training		Formative	
and Texas Behavior Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: All staff members necessary are properly trained in order to keep students and staff safe. Staff Responsible for Monitoring: Lali Guerrero	20%		0%
No Progress Continue/Modify X Discontinue	e		

Performance Objective 4: Consistent implementation and providing 21 century technology to enhance students curiosity and real world experience.

Evaluation Data Sources: Lesson Plans, Myon and Staff development

Strategy 1 Details		Formative Reviews	
Strategy 1: We will buy updated technology to ensure consistent 21 century experiences for our students and staff.		Formative	
Strategy's Expected Result/Impact: Staff Development	Jan	Apr	June
Staff Responsible for Monitoring: Principal and Instructional Coaches			
Funding Sources: Action Tech Wireless video and audio extender - 211 - Title 1 A - Economically Disadvantaged Study - 6399	35%		
No Progress Ontinue/Modify Discontinue Continue/Modify	÷		

Performance Objective 5: Professional Development will be a priority by consistent training and workshops that enhance expertise in instructional content.

Evaluation Data Sources: Implementation of resources gathered at each training

Strategy 1 Details	Formative Reviews		ews
Strategy 1: We will go to any instructional training within the district or outside the district.		Formative	
Strategy's Expected Result/Impact: Staff Training based on resources collected from professional development.	Jan	Apr	June
Staff Responsible for Monitoring: Admin			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - 6411	40%		
No Progress	e		

Performance Objective 6: Intervention will be provided through the master schedule and students will be targeted by Student by Standard using real time data.

Evaluation Data Sources: Student by standard spreadsheet

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Teachers will monitor student data and provide support to close academic gaps.		Formative	
Strategy's Expected Result/Impact: closing instructional gaps, higher reading levels, test scores, and academic achievements	Jan	Apr	June
Staff Responsible for Monitoring: Lali Guerrero			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$19,485.72	50%		
No Progress	e		

Goal 2: COLLEGE, CAREER, MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Roberts will participate in the district's College Awareness Week

Evaluation Data Sources: Kids to College Survey, Four Year Plans, Counselor Documentation

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college		Formative	
Strategy's Expected Result/Impact: College Week and college field trips Staff Responsible for Monitoring: Counselors and Administrators	Jan 15%	Apr	June
No Progress Continue/Modify Discontinue	e		

Goal 2: COLLEGE, CAREER, MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Roberts will promote college awareness and military preparation throughout the year.

Evaluation Data Sources: Kids to College Survey, Four Year Plans, Counselor Documentation

	Strategy 1 Details			For	mative Revi	ews
Strategy 1: Roberts will promote college awareness and pre	paredness				Formative	
Strategy's Expected Result/Impact: Survey effective				Jan	Apr	June
Staff Responsible for Monitoring: Counselors and A	dministrators			20%	1	
% No Progress	100% Accomplished	Continue/Modify	X Discontinue	;		

Goal 2: COLLEGE, CAREER, MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 3: Roberts will provide students with organizational tools and systems to promote college readiness.

Evaluation Data Sources: Notebooks, Planners, and Calendars

Strategy 1 Details	For	mative Revi	ews
Strategy 1: FRMS will give each student an planner that will keep them organized daily.	Formative		
Strategy's Expected Result/Impact: College Readiness	Jan	Apr	June
Staff Responsible for Monitoring: Principal/Teachers			
Funding Sources: - 289 - Title IV- Student Support & Academic Enrichm - 289 Grant	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Roberts will hire faculty/staff that have met state and federal guidelines for the positions that they maintain.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance Report, and Staff Development Logs

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Roberts MS will utilize the Lawson System and staff members of the district's Human Resources Department to ensure the hiring		Formative	
of highly qualified staff	Jan	Apr	June
Strategy's Expected Result/Impact: Lawson System/Employee Certification List			
Staff Responsible for Monitoring: Principal Funding Sources: - State Compensatory Funds	90%		
No Progress Continue/Modify Discontinue	3		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Roberts will work with our district's HR department and the ESL department to hire ESL and Bilingual certified teachers.

Strategy 1 Details	For	mative Rev	iews
Strategy 1: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the	Formative		
district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Ensure all of our ESL students are being provided the support needed through our campus's ESL program and teachers. Staff Responsible for Monitoring: Lyndsi Price & Lali Guerrero Funding Sources: BL/ESL training, resources, materials - 199 - General Fund - \$1,350.50, - 263 - Title III A - Bilingual Education, Language - \$849.80	Jan 40%	Apr	June 0%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for		Formative	
the bilingual certification test and ensure follow-through in sitting for the exam.	Jan	Apr	June
Strategy's Expected Result/Impact: Ensure all of our bilingual students are being provided the support needed through our campus's BL program and teachers. Staff Responsible for Monitoring: Lyndsi Price & Lali Guerrero Funding Sources: BL/ESL training, resources, materials - 199 - General Fund - \$1,350.50, - 263 - Title III A - Bilingual Education, Language - \$849.80	50%		0%
No Progress Accomplished — Continue/Modify X Discontinue	:		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Roberts will work with our district's HR department and the GT department to hire and/or train GT certified teachers.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: In order to meet state guidelines for students being served in the GT Program, our campus will continue to send teachers to the		Formative	
district's GT training and to have the teachers use strategies to promote higher-level learning.	Jan	Apr	June
Strategy's Expected Result/Impact: All GT students will be serviced by a training GT teacher.			
Staff Responsible for Monitoring: Lyndsi Price & Ashton Ramella Funding Sources: GT Training, Resources, & Supplies - 199 - General Fund - \$1,952	95%		0%
No Progress Continue/Modify Discontinue	 -		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Roberts will educate parents on topics suggested by the parents on surveys conducted at the beginning of each year. Surveys will be given and results will be distributed via email to our parent distribution list.

Evaluation Data Sources: End of Year Survey; NCLB Parent Involvement Evaluation; Special programs documentation via ESPED

Strategy 1 Details	For	Formative Reviews		
Strategy 1: We will provide a variety of books, pamphlets, and other resources in English and Spanish to the parents.		Formative		
Strategy's Expected Result/Impact: Distribution of materials	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors				
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$1,146.22	50%			
Strategy 2 Details	For	Formative Reviews		
Strategy 2: We will provide a variety of workshops to parents based on needs of the parents and school		Formative		
Strategy's Expected Result/Impact: Sign-In Sheets; Improvement in student academics and behavior	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors				
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$1,146.22	50%			
Strategy 3 Details	For	mative Rev	iews	
Strategy 3: Surveys and requests for volunteers are sent throughout the year		Formative		
Strategy's Expected Result/Impact: Sign-In Sheets; Raptor Sign-In	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors	50%			
Strategy 4 Details	For	Formative Reviews		
Strategy 4: We will provide a variety of community events that supports parental involvement		Formative		
Strategy's Expected Result/Impact: Night events Sign in sheets	Jan	Apr	June	

Staff Responsible for Monitoring: Counselors
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$1,146.22

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Roberts will collaborate with our parents and community members to build a strong school partnership with (Teachers, Parent & Students) which is centered on helping our Roberts Students become global learners.

Evaluation Data Sources: RMS Open House, Academic Nights, Connect Night, Pre-AP & Duke information nights, Teacher/Parent Conferences, Positive phone calls home, open lines of communication yearly, Author Skypes and Fieldtrips (promoting literacy.)

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Roberts will purchase snacks and supplies to market community service projects and academic events.	Formative		
Strategy's Expected Result/Impact: Impact with community to gain partnership	Jan	Apr	June
Staff Responsible for Monitoring: Counselor will organize and monitor Funding Sources: Supplies and Snacks - 211 - Title 1 A - Economically Disadvantaged Study	50%		
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Roberts Middle School will work with our parent coordinator to collaborate with our parents, community, and all stakeholders.		Formative	
Strategy's Expected Result/Impact: Create a sense of belonging between family and students on campus	Jan	Apr	June
Staff Responsible for Monitoring: Parent Coordinator, Brintey Subinsky, Lyndsi Price Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$23,189.57	50%		0%
No Progress Continue/Modify Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 3: Roberts Middle School is dedicated to providing opportunities for our families and their children (RMS students) to learn together, strengthen their family relationships, make academic gains, and improve social and emotional skills to support their family needs inside and outside the home.

Evaluation Data Sources: Parent Boot camp, Volunteer Breakfast, Family Fun Run, Veteran's Day Program, Food Bank Field Trip, Dads and Dodgeball, STAAR Power Lunch & STAAR Family Bingo, Father/Daughter & Mother/Son Dance, Muffins with Moms with a TWIST, Donuts with Dad, Community Family Fair, Roberts Boarding Crew Committee, Awards Night.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: We will rent an obstacle course/decorations to market and deepen the partnership between our families, community and school.		Formative	
Strategy's Expected Result/Impact: Relationship building.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors will organize with PE teachers. Comprehensive Support Strategy Funding Sources: obstacle course - 211 - Title 1 A - Economically Disadvantaged Study - 6269, Balloon decoration - 211 - Title 1 A - Economically Disadvantaged Study - 6299	50%		
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Provide food for our parent/community events to deepen the partnership between our school.	Formative		
Strategy's Expected Result/Impact: Partnership	Jan	Apr	June
Staff Responsible for Monitoring: Counselor Funding Sources: Chick-fil-a, Donuts - 211 - Title 1 A - Economically Disadvantaged Study - 6499	50%		
Strategy 3 Details	For	mative Revi	ews
Strategy 3: We will provide supplies and snacks for all of our parent nights. Such as, Parent Boot camp, Volunteer Breakfast, Family Fun		Formative	
Run, Veterans Day Program, Food Bank Field Trip, Dads and Dodge-ball, STAAR Power Lunch & STAAR Family Bingo, Muffins with Moms with a TWIST, Donuts with Dad, Community Family Fair, Roberts Boarding Crew Committee, Awards Night	Jan	Apr	June
Strategy's Expected Result/Impact: More parent involvement Staff Responsible for Monitoring: Counselors Funding Sources: Snacks, and supplies - 211 - Title 1 A - Economically Disadvantaged Study	50%		

Strategy 4 Details	Formative Reviews		ews
Strategy 4: We will hire a DJ to play music at the mother/son, daddy daughter dance, to help embrace and develop these relationships. To		Formative	
deepen the relationship between, school, students, and our families.	Jan	Apr	June
Strategy's Expected Result/Impact: Parent engagement Staff Responsible for Monitoring: Counselors Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study	50%		
No Progress Accomplished Continue/Modify X Discontinue	le		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 4: Roberts Middle School is committed to the development of the Administration Team to continue to enhance emotional and social intelligence. Through personal and professional development, Roberts will foster a community of relationships.

Evaluation Data Sources: Parent Training, Parent Events, Parent Surveys, and by monitoring student discipline and attendance.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: We will send members of our admin team to training throughout the year.		Formative	
Strategy's Expected Result/Impact: Less Discipline	Jan	Apr	June
Staff Responsible for Monitoring: Principal		-	
Funding Sources: Training - 211 - Title 1 A - Economically Disadvantaged Study - 6411	50%		
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: We will implement systems within the school day that promote and support our student's social, emotional, and physical needs. We will be proactive with our conversations and lessons for all students and provide additional support through the use of district personnel, emotional regulation sessions, and small group counseling to meet the needs of our at-risk and students.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: BRT referral, RTI,

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Roberts Middle School will provide social-emotional learning through the Rhithm program. The Rhithm program is a daily SEL		Formative	
check-in that provides data to teachers and administrators about students' readiness to learn. The check-in system will launch a daily SEL lesson that will help get students ready to learn and build life skills.	Jan	Apr	June
Strategy's Expected Result/Impact: Increase student reflection and self-awarness, provide student-driven SEL lessons based on the student's individual needs. Staff Responsible for Monitoring: Counselors	0%		0%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Through the use of our district BRT team and our counselor support, we will host a weekly group counseling session for students		Formative	
who are exhibiting additional support. These group sessions will promote self-regulation, encourage positive self-talk, create a safe environment for students to speak openly about their emotions. Students will learn ways to communicate to others, handle difficult situations,	Jan	Apr	June
and express themselves in a positive manner. Strategy's Expected Result/Impact: Students will have increased self-belonging on campus. Staff Responsible for Monitoring: Counselors	50%		0%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: All students will participate in weekly, non-academic clubs during school hours. Students will have choices based on their self-		Formative	
interests and skills.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will develop self-belonging and promote positive social interaction while participating in extra-curricular activities during school hours. Staff Responsible for Monitoring: Counselors, Administrators, Teachers	50%		0%
No Progress Accomplished — Continue/Modify X Discontinue	;		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Roberts Middle School will cultivate a safe learning environment through systematic implementations by allowing students and staff to report anonymous tips, concerns, or any outliers that they may have noticed. Additional precautions, lessons, and systems will be implemented this year in conjunction with the district's objective.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Collaboration with counselors, administrators, and technology teachers to implement safe digital citizenship each month by		Formative	
educating students on how to be proactive and responsive in regards to potential cyber threats. Strategy's Expected Result/Impact: Students will be educated on the growing systems of digital safety.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Counselor's, and teachers Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$47,307.09	50%		0%
Funding Sources: - 211 - Title 1 A - Economicany Disadvantaged Study - \$47,307.09			
No Progress Continue/Modify Discontinue	ie		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: In collaboration with the district nutritional services and our campus breakfast and lunch teams, we will create an efficient and systemic approach to ensure all students are provided with the opportunity to eat breakfast and lunch on campus.

District Objective:

Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: End of Year Parent Survey

Strategy 1 Details	For	mative Revi	ews
Strategy 1: We will provide a clean and safe place for all students to eat breakfast and lunch every day. Students who walk, ride the bus, or		Formative	
are dropped off will have the opportunity to eat breakfast prior to going to class.	Jan	Apr	June
 Strategy's Expected Result/Impact: Nourishing all students with 2 meals a day will promote productivity and brain and body development. Staff Responsible for Monitoring: Administrators, Counselors, Lunch/Breakfast Staff 	100%	100%	100%
Strategy 2 Details	Formative Reviews		ews
Strategy 2: As a campus, we will advertise and market the breakfast and lunch menus. We will provide parents with awareness of the		Formative	
nutritional food choices for students to support healthy eating habits.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will acheive increased academic success due to the increased daily nutrition of students. Staff Responsible for Monitoring: Nutritional Staff, Principal, Counselors, APs	50%		0%
No Progress Accomplished — Continue/Modify X Discontinue	;	•	

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: We will consistently monitor that there are sufficient custodial supplies to ensure the overall quality and cleanliness of all classrooms and group gathering areas in order to maintain a safe environment for students.

District Objective:

Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: End of Year Survey

Strategy 1 Details	For	mative Revi	iews
rategy 1: Maintaining and promoting a positive relationship with our head custodian and night custodians. Each staff member has direct	Formative		
contact with the assistant principal for any needs that may arise. The head custodian has a system and knows who to go when supplies are needed or items need to be updated and replaced in order to create the most efficient work space possible.	Jan	Apr	June
Strategy's Expected Result/Impact: More efficient system to replace and maintain our campus building. Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary, Head Custodian	50%		0%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Roberts will consistently complete maintenance and building walkthroughs on the efficiency of machinery such as: air		Formative	
conditioning, coolers, elevators, alarm systems, etc.	Jan	Apr	June
Strategy's Expected Result/Impact: The building will maintain a revolutionary system. Staff Responsible for Monitoring: AP, Principal, Custodians, Maintenance team, and Secretary	50%		0%
No Progress Accomplished — Continue/Modify X Discontinue			

Pasadena Independent School District Rayburn High School 2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Sam Rayburn High School will work collaboratively to get ALL Texans College, Career, and World Ready!

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: SRHS faculty align district scope and sequence, instructional strategies, and campus assessments to the TEKS /College and Career Readiness Standards based instructional targets to ensure student success.

Evaluation Data Sources: State and district assessment data, CTE Certifications

Strategy 1 Details	For	mative Revi	ews
Strategy 1: CTMs meet twice weekly to review lesson plans using the 4 PLC questions, ensuring scope and sequence alignment, aligned		Formative	
learning goals and activities, effective instructional strategies, effective questioning strategies, literacy strategies, and assessment.	Jan	Apr	June
Strategy's Expected Result/Impact: Meet or beat district average on district and state assessments Staff Responsible for Monitoring: Principal, Assistant Principals, , CCSs, Teachers Additional Targeted Support Strategy	80%		90%
Funding Sources: General Supplies - State Compensatory Funds - \$1,582,851			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Any student who fails an EOC test will be provided remediation: voluntary individual tutorials, Reading Intervention, Texan		Formative	
Time, pull out reteach opportunities, extended day opportunities, and continual support during the school day in relevant classes.	Jan	Formative Apr	June
	Jan 85%	. 1	June 90%

Strategy 3 Details	Formative Reviews		iews
Strategy 3: All staff will attend FOCUS meetings/DWSD to learn appropriate instructional strategies needed to design lessons and		Formative	
assessments aligned to district scope and sequence.	Jan	Apr	June
Strategy's Expected Result/Impact: Meet or beat district average on district and state assessments		_	
Staff Responsible for Monitoring: Principal, Assistant Principals, CCSs Additional Targeted Support Strategy	95%		100%
Funding Sources: General Supplies - 199 - General Fund - \$407,129			
No Progress Accomplished Continue/Modify X Discontinue	ıe		•

Performance Objective 2: Teachers across all content areas will implement reading and writing, listening and speaking at least one language domain daily into their instruction, focusing on the types of literacy skills practitioners in their discipline would use in real world contexts.

Evaluation Data Sources: Walkthrough data, EOC scores, CBA data

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Teachers will incorporate at least one research-based strategy in their instruction support to language acquisition's daily.		Formative	
Strategy's Expected Result/Impact: Walk Through Data	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, CCSs, and Principals			
Additional Targeted Support Strategy	80%		90%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Teachers will implement structured text annotation strategies to increase student engagement and build literacy skills.		Formative	
Strategy's Expected Result/Impact: Increased scores on summative assessments	Jan	Apr	June
Staff Responsible for Monitoring: SRHS Administration, Content Specialists, Teachers			
Comprehensive Support Strategy - Additional Targeted Support Strategy	60%		75%
Funding Sources: General Supplies - State Compensatory Funds			
No Progress Continue/Modify Discontinue/Modify	ıe		

Performance Objective 3: Build time into MS for CTM to meet at least 90 minutes per week. To answer the four (PLC 1. Questions & 2. Vet lessons) create team common assessments, and analyze data.

Evaluation Data Sources: PLC team created common formative and summative assessments, Summative assessment

Strategy 1 Details	For	Formative Reviews	
Strategy 1: CTMs will adjust instruction and instructional strategies by creating team common assessments.	Formative		
Strategy's Expected Result/Impact: Focused lesson planning and increased scores on formative and summative assessments; targeted intervention grouping	Jan	Apr	June
Staff Responsible for Monitoring: Principals, Content Specialists, and Teachers Additional Targeted Support Strategy	95%		95%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: CTMs will create team common assessments and analyze data by student by standard data to drive instruction and intervention.		Formative	
standard. Strategy's Evacated Despit/Impacts Increased student askiguement	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principals, Content Specialists, and Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy	80%		90%
No Progress Continue/Modify X Discontinue	e	1	1

Performance Objective 4: The percentage of students receiving services special education that achieve satisfactory academic performance on STAAR will be equal to or greater than the district's average for students of the same demographics.

Evaluation Data Sources: STAAR scores

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Campus has reviewed the previous year state assessment scores for each student with a disability to determine baseline data.		Formative	,
Strategy's Expected Result/Impact: Campus leaders are familiar with our baseline starting point	Jan	Apr	June
Staff Responsible for Monitoring: Principals, Case Managers, CCSs	40%	•	100%
Strategy 2 Details	For	mative Rev	views
Strategy 2: For each SPED student who failed a STAAR test, develop an IPI strategically targeting a specific reporting category focused on		Formative	;
an area that will most benefit the student.	Jan	Apr	June
Strategy's Expected Result/Impact: Interventions will be targeted and provided based on documented need Staff Responsible for Monitoring: Principals and Diagnosticians	20%		95%
Strategy 3 Details	For	mative Rev	views
Strategy 3: Implement campus procedures for specifying STAAR assessment participation and accommodations within IEPs with fidelity.		Formative	;
Strategy's Expected Result/Impact: Consistency in targeted supports for students and appropriate accommodations for testing	Jan	Apr	June
Staff Responsible for Monitoring: Principals, Case Managers, LSSP, Diagnostician, and Counselors Comprehensive Support Strategy	70%	•	90%
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Campus will work with district personnel to draft targeted IEP goals and objectives.		Formative	;
Strategy's Expected Result/Impact: Goals will be implemented with fidelity and student performance will improve in areas targeted by the goals/objectives	Jan	Apr	June
Staff Responsible for Monitoring: Principals, Case Managers, District Specialists Comprehensive Support Strategy	70%		80%

Strategy 5 Details	For	mative Rev	iews	
rategy 5: Campus will ensure recommended accommodations/modifications are targeted & data-driven for each student.		Formative		
Strategy's Expected Result/Impact: Accommodations will be implemented with fidelity and student performance will improve.	Jan	Apr	June	
Staff Responsible for Monitoring: Principals, Counselors, Case Managers	60%		80%	
Strategy 6 Details	For	mative Rev	iews	
Strategy 6: Campus will monitor to ensure IEPs are implemented with fidelity & will make data-driven adjustments as necessary for student		Formative		
success.	Jan	Apr	June	
Strategy's Expected Result/Impact: Improved student performance and proper placement of students				
Staff Responsible for Monitoring: Principals, Teachers, Case Managers	80%		90%	
Strategy 7 Details	For	mative Revi	iews	
Strategy 7: Provide Specially Designed Instruction (SDI) training and resources to all special education and general education teachers in co-		Formative		
teach classrooms to maximize effectiveness of instruction and student support in SF classes.	Jan	Apr	June	
Strategy's Expected Result/Impact: Improved student performance				
Staff Responsible for Monitoring: Principals, District Staff Comprehensive Support Strategy	60%		80%	
Funding Sources: General Supplies - 199 - General Fund - 23 - \$7,084				
Tunuing Sources. General Supplies - 177 - General Fund - 25 - \$7,007				
No Progress Accomplished — Continue/Modify X Discontinue	e		•	

Performance Objective 5: Establish strategies and instruction to provide timely and effective real time interventions and additional assistance for all students not meeting state's standards.

Evaluation Data Sources: Formative and Summative Assessments

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Limited English Proficient students will be provided opportunities and resources, during the school day, to use programs to		Formative	
prepare them for success on STAAR assessments	Jan	Apr	June
Strategy's Expected Result/Impact: Improved EB scores		•	
Staff Responsible for Monitoring: Principals and ESOL teachers	80%		90%
Comprehensive Support Strategy - Additional Targeted Support Strategy			
Funding Sources: Software - 199 - General Fund - 25 - \$9,219			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Teachers will use assessment data and classroom observations to create small group instructional opportunities within the	Formative		
classroom setting to provide targeted instruction.	Jan	Apr	June
Strategy's Expected Result/Impact: Improved STAAR scores		r	
Staff Responsible for Monitoring: Principals and Teachers	90%		95%
Comprehensive Support Strategy - Additional Targeted Support Strategy			
Funding Sources: Manipulatives - State Compensatory Funds			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Teachers will post specific content and language objectives aligned with the district scope and sequence. Language objectives and		Formative	
instruction will target listening, speaking, reading, and writing to support academic language acquisition.	Jan	Apr	June
Strategy's Expected Result/Impact: Evidence of use in Walk Throughs and Lesson Plans			
Staff Responsible for Monitoring: Teachers and Principals	75%		75%
Comprehensive Support Strategy - Additional Targeted Support Strategy			
Funding Sources: General Supplies - 263 - Title III A - Bilingual Education, Language - \$5,687.55			

Strategy 4 Details	For	mative Revi	ews
Strategy 4: All special population students will be scheduled to attend EOC tutorials before and after school and during assigned Texan Time.	Formative		
Tutorials will be based on areas of in need of improvement as indicated by formative and summative assessments. Targeted in need of improvement will be addressed.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased scores on CBA and state assessments Staff Responsible for Monitoring: Teachers and Principals	60%		80%
Comprehensive Support Strategy - Additional Targeted Support Strategy			
Funding Sources: General Supplies - 289 - Title IV- Student Support & Academic Enrichm - \$27,191			
No Progress Continue/Modify X Discontinue	e		

Performance Objective 6: Provide enrichment opportunities for students to think critically and perform at high levels.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Increase Advanced Placement enrollment, number of testers, and number of qualifying scores.		Formative	
Staff Responsible for Monitoring: AP Coordinator	Jan	Apr	June
Funding Sources: General Supplies - 199 - General Fund - 21 - \$8,900	50%		100%
No Progress Continue/Modify X Discontinu	e		

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: SRHS will provide opportunities for faculty and staff to communicate with students on college and career readiness.

Evaluation Data Sources: PSAT/SAT/TSIA data, graduation plan, course registration selection.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: PSAT/SAT test preparation lessons will be provided to Homeroom teachers to implement during Homeroom sessions prior to	Formative		
school-wide PSAT and SAT day.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student understanding of the importance of college testing, as well as, benefits of the tests. Increase in PSAT/SAT participation and performance.			
Staff Responsible for Monitoring: SRHS Administration College Now Coordinator	100%	100%	100%
Teachers Teachers			
Funding Sources: Prep Materials - State Compensatory Funds			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Use of Khan Academy test preparation and the College Board score linking tool in math and English classes. Students will link		Formative	
their own PSAT results to their Khan Academy account.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will gain better understanding of PSAT/SAT test format and content. Students will gain access to personalized test prep for future administrations of the PSAT and SAT.			
Staff Responsible for Monitoring: SRHS Teachers, SRHS Administration, SRHS CCS	70%		100%
No Progress Continue/Modify X Discontinue	e		

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: SRHS faculty and staff will promote post-secondary readiness and the college application process.

Evaluation Data Sources: Increase of students attending post-secondary programs

Strategy 1 Details	For	mative Revi	ews
Strategy 1: The following programs and events will promote higher education and support students in the college exploration and application		Formative	
process: PISD College Week, PISD College Night, PSAT/ACT/SAT preparation and registration, College Application Weeks, Financial Aid Information Night, FAFSA Labs, Decision Day Celebration, AVID course offering, Houston Area Recruiters Network (HARN) SRHS	Jan	Apr	June
College Fairs at lunch periods, SRHS Alumni College Panel Strategy's Expected Result/Impact: Increase in number of student applications to post-secondary schools and number of seniors who submit financial aid applications.	100%	100%	100%
Staff Responsible for Monitoring: SRHS Administration SRHS Counselors SRHS College Now Coordinator Advise TX College Advising Corp San Jacinto College Shared Educational Planner SRHS Advisory Teachers			
No Progress Accomplished — Continue/Modify X Discontinue	÷		

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 3: SRHS faculty and staff will promote career focused programs and activities to ensure that all students are career and world ready.

Evaluation Data Sources: Number of students participating in CTE programs and activities.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Careers will be explored through ASVAB, Annual Elective Fair, and endorsement plan selections, and course selection.		Formative	
Strategy's Expected Result/Impact: Increased awareness of how endorsement program selection relates to career options and increased enrollment in CTE programs.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Homeroom classes will offer lessons in which students link their PSAT results to College BoardAC/a!aC/s Big Future career		Formative	
exploration tools	Jan	Apr	June
Strategy's Expected Result/Impact: Students will acquire a better understanding of career opportunities in their field of interest. Staff Responsible for Monitoring: SRHS Administration SRHS Teachers	100%	100%	100%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Career and Technology Education classes will host guest speakers from related career fields and/or provide career field		Formative	
experience.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased exposure to career options and expectations. Staff Responsible for Monitoring: SRHS Administration CTE Teachers	50%		100%
No Progress Continue/Modify X Discontinue	e	•	•

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: SRHS leadership will ensure that all staff will be highly qualified and support systems will be implemented to facilitate retention of effective employees.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance Report, Job Fair documentation, and Staff Development Logs.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: We will provide all teachers with regular training in instructional strategies which are tightly aligned to the TEKS/ELPS and meet		Formative		
the needs of all learners including Gifted and Talented, Limited English Proficient, Dyslexic, Special Education, Migrant, At-Risk, and all other special populations.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increase Retention Rate and Develop Highly Qualified Personnel Staff Responsible for Monitoring: Principals, Campus Leaders	50%		100%	
Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Teachers - State Compensatory Funds, SIOP Facilitator - 263 - Title III A - Bilingual Education, Language - \$83,526.85, SIOP Aides - 263 - Title III A - Bilingual Education, Language - \$79,564.45, Lucha Aide - 263 - Title III A - Bilingual Education, Language - \$28,819.39				
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Teachers will participate in staff development opportunities and school district initiatives.		Formative		
Strategy's Expected Result/Impact: Increase Retention Rate, Teacher Development, Improve Instruction	Jan	Apr	June	
Staff Responsible for Monitoring: Principals, Campus Leaders	95%		100%	
Strategy 3 Details	For	mative Rev	iews	
Strategy 3: Continue New Teacher Mentoring program to support both mentor teachers and teachers new to the profession. All new teachers				
will be assigned a mentor. Mentors will receive on-going staff development on mentoring and teacher instructional coaching.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased New Teacher Support, New Teacher Retention Staff Responsible for Monitoring: Principals	80%		100%	

Strategy 4 Details	For	mative Rev	views
Strategy 4: All core teachers with G/T students will be current regarding required G/T training.		Formative	;
Strategy's Expected Result/Impact: Examples of differentiated instruction seen during classroom walk-throughs.	Jan	Apr	June
Staff Responsible for Monitoring: Principals	80%		95%
Strategy 5 Details	For	mative Rev	views
Strategy 5: All core teachers with LEP students will be SIOP trained. (SG/Per-Reading ELL; Math ELL; SS ELL)		Formative	;
Strategy's Expected Result/Impact: Improve CBA, EOC, Common Assessment, ACT, SAT, TSIA, and ASVAB Scores	Jan	Apr	June
Staff Responsible for Monitoring: SIOP Coach, APs	95%	-	95%
Comprehensive Support Strategy - Additional Targeted Support Strategy			
Strategy 6 Details	For	mative Rev	views
Strategy 6: All AP/Pre-AP teachers will be trained through Rice University's Advanced Placement Institute or NMSI every two years.		Formative	;
Strategy's Expected Result/Impact: Walk-throughs, AP exams	Jan	Apr	June
Staff Responsible for Monitoring: AP Coordinator	80%		85%
Strategy 7 Details	For	mative Rev	views
Strategy 7: Hire and retain qualified teachers that fit the culture and climate of the campus. (Teacher in the bleachers, Shout outs, Spirit Days.		Formative	;
Interview questions will be tailored to meet our campus needs/goals)	Jan	Apr	June
Strategy's Expected Result/Impact: Proficient or above on Domain 3/4, Decrease Discipline, Improve Relationships Staff Responsible for Monitoring: Principals and Campus Leaders	90%		90%
Strategy 8 Details	For	mative Rev	views
Strategy 8: Utilize campus-developed interview questions for teaching positions and follow up with detailed reference checks.		Formative	;
Strategy's Expected Result/Impact: Hire and retain qualified applicants	Jan	Apr	June
Staff Responsible for Monitoring: Principal/Assistant Principals	95%		100%

Strategy 9 Details	For	mative Rev	iews	
Strategy 9: Develop a professional development plan, including onboarding, that provides differentiated levels of instruction and support for		Formative		
all instructional, administrative, and support staff.	Jan	Apr	June	
Strategy's Expected Result/Impact: Staff demonstrates proficiency in position-related skills		•		
Staff Responsible for Monitoring: Principals, Campus Leaders, Aides	50%		70%	
Strategy 10 Details	For	mative Rev	iews	
Strategy 10: SRHS will utilize content specialists to facilitate staff development and coach instruction.		Formative		
Strategy's Expected Result/Impact: Walk-throughs, Observation Summaries, Performance Data	Jan	Apr	June	
Staff Responsible for Monitoring: Principals	95%		95%	
Strategy 11 Details	For	mative Revi	iews	
Strategy 11: Teachers and classroom support staff will have the professional development needed to utilize classroom technology effectively		Formative		
in instruction.	Jan	Apr	June	
Strategy's Expected Result/Impact: Enhanced classroom instruction				
Staff Responsible for Monitoring: Technology Team	80%		85%	
No Progress Continue/Modify Discontinue	e		•	

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: SRHS leadership will increase staff and student participation involvement in decision making and goal setting to meet the needs of the campus.

Evaluation Data Sources: Meeting minutes with participants named and decisions recorded.

Strategy 1 Details	For	Formative Reviews	
regy 1: Provide a variety of opportunities for faculty and staff to be involved, get information, make suggestions, and give feedback in		Formative	
order to make informed decisions (i.e. faculty, department, grade level, and committee meetings). Opportunities should include discussions on assessment, behavior, student needs, climate and culture, and overall instructional program.	Jan	Apr	June
Strategy's Expected Result/Impact: Improved survey and discipline report data, improved campus climate and culture Staff Responsible for Monitoring: All Stakeholders	80%		90%
Strategy 2 Details	For	Formative Reviews	
egy 2: Ensure that appropriate staff members are represented in meetings and decision making committees in order to make informed		Formative	
decisions concerning all sub groups. Committees include Site Based Decision Making, Attendance and Safe and Civil Schools, Principals Student Advisory Committee, and other committees established as necessary.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased scores and success of students, students who are college, career, and military ready Staff Responsible for Monitoring: Campus Leaders and Teachers	95%		95%
No Progress Continue/Modify X Discontinue	e		

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their child's education.

Evaluation Data Sources: Increased Parent Involvement

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Each club or organization will provide opportunities for parental involvement, such as booster clubs, informational meetings, and		Formative		
other events. All events will be advertised to the community via social media, the school marquee and school messenger. Strategy's Expected Result/Impact: Increased attendance at events and informational meetings Staff Responsible for Monitoring: Administrative Staff and Teachers	Jan 80%	Apr	June 85%	
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Increase opportunities and encourage parents to attend meetings (i.e. Open House, 504 mtgs, SPED ARD's, Emergent Bilingual		Formative		
transitions and LPAC, and conferences) and make a good faith effort to provide reasonable support (i.e. Spanish versions and alternate times) as requested. Increase communication and campus awareness (written, marquee signs, via phone systems, electronic media/websites and social	Jan	Apr	June	
media). Strategy's Expected Result/Impact: Increased Parental Involvement Staff Responsible for Monitoring: Principal	75%		80%	
Strategy 3 Details	For	mative Rev	iews	
Strategy 3: Ensure that all appropriate and relevant parent notifications go home in a timely manner. Ensure that good faith effort and to		Formative		
extent possible, that all communication and school information is sent in the appropriate home language. Strategy's Expected Result/Impact: Increased accessibility of information for parents Staff Responsible for Monitoring: SRHS Administration	Jan 65%	Apr	June 80%	
Strategy 4 Details	For	iews		
Strategy 4: SRHS faculty and staff will initiate and maintain consistent contact with parents regarding their student's progress. This will be				
done through phone calls, emails, progress reports, report cards, Skyward Family Access, and home visits. Strategy's Expected Result/Impact: Increase communication to enable parents to be more informed of student progress/status	Jan	Apr	June	
Strategy's Expected Result/Impact: Increase communication to enable parents to be more informed of student progress/status Staff Responsible for Monitoring: SRHS Administration and Teachers	70%		85%	

Strategy 5 Details	For	Formative Reviews	
Strategy 5: Provide parents opportunity to receive campus assistance setting up Skyward Family Access.		Formative	
Strategy's Expected Result/Impact: Increase parent ability to monitor student progress and intervene as needed	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administration	95%		95%
Strategy 6 Details	For	Formative Reviews	
Strategy 6: Faculty and staff will provide evening informational workshops on topics related to academic, college and career readiness and	Formative		
other relevant topics.	Jan	Apr	June
Strategy's Expected Result/Impact: Increase parent knowledge of aspects within academic readiness Staff Responsible for Monitoring: Counselors	90%		95%
No Progress Accomplished — Continue/Modify X Discontinu	e		ı

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: SRHS faculty and staff will increase community and business partnerships through community outreach by students and staff members.

Evaluation Data Sources: Growth of community outreach by student organizations.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Create and plan outreach such as; toy drives, food drives, and volunteerism. Connect with community organizations whose		Formative		
purpose aligns with campus efforts.	Jan	Apr	June	
Strategy's Expected Result/Impact: Rise in community projects Staff Responsible for Monitoring: Student Organizations Sponsors & SRHS Administration	80%		85%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Faculty will organize and provide opportunities for working professionals in varying fields to meet and have discussions with our		Formative		
students.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increase in attendance of events. Staff Responsible for Monitoring: SRHS Administration	25%		35%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: School partnership will be established with Community in Schools to address student needs.		Formative		
Strategy's Expected Result/Impact: Partnership with Rotary Club with SRHS	Jan	Apr	June	
Staff Responsible for Monitoring: SRHS Administration	100%	100%	100%	
Strategy 4 Details	Formative Reviews			
Strategy 4: Community resource program will be established to support student needs through partnership with: Food Banks, CIS, and	Formative			
Salvation Army.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increase partnerships with campus-based organizations and businesses Staff Responsible for Monitoring: Student Organization Sponsors and SRHS Administration	80%		90%	
No Progress Continue/Modify X Discontinue	e		•	

Performance Objective 1: We will utilize PBIS strategies to create a safe environment that promotes positive learning relationships between teachers and students and improve school culture and climate.

Evaluation Data Sources: PBIS Discipline Report

Strategy 1 Details	For	Formative Reviews		
Strategy 1: The safe and civil committee will meet monthly to evaluate data.		Formative		
Strategy's Expected Result/Impact: Decrease discipline referrals to increase seat time	Jan	Apr	June	
Staff Responsible for Monitoring: Safe and Civil Committee	20%		20%	
Strategy 2 Details	Formative Reviews		ews	
Strategy 2: Use PBIS data to make informed decisions for future staff development	Formative			
Strategy's Expected Result/Impact: Quality professional development that aligns with campus needs	Jan	Apr	June	
Staff Responsible for Monitoring: Safe and Civil Committee, Principal	50%		50%	
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: Offer various student incentives to improve attendance, discipline, and academic performance.		Formative		
Strategy's Expected Result/Impact: Improved attendance, discipline, and academic performance.	Jan	Apr	June	
Staff Responsible for Monitoring: SRHS Administration Funding Sources: Incentives - State Compensatory Funds	40%	-	40%	
No Progress Continue/Modify X Discontinue	÷			

Performance Objective 2: SRHS faculty and staff will teach and model citizenship and promote a sense of campus community for all students and staff.

Evaluation Data Sources: Increase attendance, decreased discipline referrals

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Establish PRIDE values that students and staff will be held to.		Formative		
Strategy's Expected Result/Impact: Higher attendance rate, lower discipline rate, more participation of students and staff	Jan	Apr	June	
Staff Responsible for Monitoring: SRHS Administration/Teachers	80%		80%	
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Teach character education lessons in homeroom introducing pride values.		Formative		
Strategy's Expected Result/Impact: Lower discipline rate	Jan	Apr	June	
Staff Responsible for Monitoring: SRHS Administration and Teachers	90%		95%	
Strategy 3 Details	For	Formative Reviews		
Encourage teacher and student involvement in academic and extracurricular activities, and clubs/organizations through 8th grade	Formative			
visits, parent nights, festivals, call outs, social media, open house, intermediate nights, sporting events, and award ceremonies.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased attendance rate Staff Responsible for Monitoring: SRHS Administration	75%		85%	
Strategy 4 Details	Formative Reviews			
Strategy 4: Promote teacher involvement through staff incentives such as jean days, and Texan shout-outs, Teachers in the Bleachers, and	Formative			
Teacher of the Week.	Jan	Apr	June	
Strategy's Expected Result/Impact: Higher attendance rate, lower discipline rate, higher teacher retention rate Staff Responsible for Monitoring: SRHS Administration	95%		95%	

Strategy 5 Details	For	Formative Reviews	
Strategy 5: Staff members will integrate opportunities for students to demonstrate responsible use of technology including social media,		Formative	
digital textbooks, and online resources.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased effective use of appropriate technology Staff Responsible for Monitoring: Principals, Technology Team, Teachers	90%		90%
No Progress Accomplished — Continue/Modify X Discontinu	ie		

Performance Objective 3: To ensure the physical well-being of SRHS faculty, staff and students, they will be given the opportunity to participate in wellness challenges and 100% of students receiving PE credit will participate in the Fitness Gram

Evaluation Data Sources: Fitness Gram, Employee Wellness Challenge Participation Data

Strategy 1 Details	Formative Reviews			
trategy 1: All non-PE teachers who teach a course in which PE credit can be earned will be trained in executing the exam and entering	<u> </u>	Formative		
results annually. Ex. band District personnel and or campus coaching staff will conduct training.	Jan	Apr	June	
Strategy's Expected Result/Impact: Successful administration and 100% participation Staff Responsible for Monitoring: SRHS Administration	100%	100%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Teachers will be given the opportunity to participate in all district Wellness challenges such as the Stress Less or Move More	Formative			
challenges.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased participation in wellness challenges Staff Responsible for Monitoring: SRHS Administration	100%	100%	100%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Teachers and students will be encouraged to participate in at least one organized fitness activity per semester.	Formative			
Strategy's Expected Result/Impact: Increased participation	Jan	Apr	June	
Staff Responsible for Monitoring: SRHS Administration Funding Sources: Fitness Supplies - State Compensatory Funds	70%		70%	
No Progress Continue/Modify X Discontinue	,		•	

Performance Objective 4: Develop a school counseling program that allows school counselors to meet student social, emotional needs by following TCA CREST application guidelines.

Evaluation Data Sources: TCA Crest Application

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Deliver regularly scheduled guidance lessons during homeroom time.		Formative		
Strategy's Expected Result/Impact: Teacher Surveys	Jan	Apr	June	
Staff Responsible for Monitoring: Counseling Team		-		
Funding Sources: Homeroom Lesson Supplies - State Compensatory Funds	90%		90%	
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Provide targeted small group counseling during Texan Time.		Formative		
Strategy's Expected Result/Impact: Individual student data	Jan	Apr	June	
Staff Responsible for Monitoring: Counseling Team	95%		95%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Review the counseling program goals and objectives to meet the needs of our campus through the advisory committee.		Formative		
Strategy's Expected Result/Impact: Monitoring and continuous improvement	Jan	Apr	June	
Staff Responsible for Monitoring: Advisory Committee, Lead Counselor	90%		90%	
Strategy 4 Details	For	Formative Reviews		
Strategy 4: Conduct weekly CTM meetings to evaluate counseling program goals and objectives.		Formative		
Strategy's Expected Result/Impact: Monitoring and movement toward goal mastery	Jan	Apr	June	
Staff Responsible for Monitoring: Counseling Team and Principal	100%	100%	100%	

Strategy 5 Details	For	mative Rev	iews	
Strategy 5: Provide community resources and referrals through the Mental Health Festival.		Formative		
Strategy's Expected Result/Impact: Community awareness and access to mental health resources	Jan	Apr	June	
Staff Responsible for Monitoring: Counseling Team, CIS, Fall Festival Planning Committee	90%		90%	
Strategy 6 Details	For	mative Rev	iews	
Strategy 6: Collaborate with Communities in Schools to provide student responsive services.		Formative		
Strategy's Expected Result/Impact: Increase in student CIS participation	Jan	Apr	June	
Staff Responsible for Monitoring: CIS, Counseling Team	85%	-	95%	
Strategy 7 Details	For	Formative Reviews		
Strategy 7: Provide professional counseling services through Innovative Alternatives on campus.		Formative		
Strategy's Expected Result/Impact: Students meeting the goals of the treatment plan	Jan	Apr	June	
Staff Responsible for Monitoring: Counseling Team, CEO of Innovative Alternatives, District Counselor Specialist	100%	100%	100%	
Strategy 8 Details	For	mative Revi	iews	
Strategy 8: Staff training and professional development on social emotional learning.		Formative		
Strategy's Expected Result/Impact: Teachers make appropriate student referrals to the counselors	Jan	Apr	June	
Staff Responsible for Monitoring: Principal, Lead Counselor	90%		90%	
No Progress Continue/Modify X Discontinue/Modify	nue		•	

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 5: We will work to become a trauma-informed school in which school personnel recognize traumatic stress in students and utilize strategies to guide them through stressful situations.

Evaluation Data Sources: Small group and discipline data

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Counselors and assistant principals will become Level 1 Trauma-Certified educators.		Formative	
Strategy's Expected Result/Impact: Administrators will utilize strategies to provide students with coping skills resulting in improved	Jan	Apr	June
academics and behavior. Staff Responsible for Monitoring: Principal	55%		85%
No Progress Continue/Modify Discontinue	е		

Pasadena Independent School District San Jacinto Intermediate

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

San Jacinto Intermediate Mission Statement

The mission of San Jacinto Intermediate School is to enable students to achieve academically and progress socially through parent, teacher, and community cooperation in a way that promotes critical thinking, social skills, and personal responsibility so that all students can become productive citizens who value lifelong learning.

Vision

San Jacinto Intermediate believes that we are shaping lives and launching futures by empowering, inspiring, challenging, and believing in our students.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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integrate established and innovative practices, standards, and systems.

Goals

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: All students will use DREAMBOX for 20 minutes two to four times per week during intervention class to improve math skills.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Dreambox reports

Performance Objective 2: All students will use IXL for Reading/Writing for 20 minutes two to four times per week during intervention class to improve literacy skills.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Performance Objective 3: All students and all student groups will increase their performance on state assessments to meet and exceed state average. Accountability Area Targeted: State Assessment.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	For	mative Revi	iews
Strategy 1: All teachers will follow the scope and sequence provided by the SUMMIT LEARNING PLATFORM, and teach the Student		Formative	
Expectations at the level of rigor that is detailed in the TEKS. Strategy's Expected Result/Impact: Improved alignment with the state as demonstrated in Focus areas, projects and district exams. Staff Responsible for Monitoring: Principal, Assistant Principal, District Specialists, Content Specialists/Peer Facilitators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: 0 - 211 - Title 1 A - Economically Disadvantaged Study - \$22,163, - 199 - General Fund - \$16,023	Jan	Apr	June
Strategy 2 Details	Formative Reviews		iews
Strategy 2: All teachers will participate in regularly scheduled planning PLC meetings during their common planning period. Teachers will also attend district focus meetings and Convening. Teachers will have opportunities to participate in Connect Cadres. Strategy's Expected Result/Impact: Attendance at collaborative planning meetings will lead to quality planning, programming and shared effective strategies for instruction. Staff Responsible for Monitoring: Principal, AP's, Content Specialists, Department Head, and Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Jan 100%	Apr 100%	June
- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - Extended Day/Tutorial, - 211 - Title 1 A - Economically Disadvantaged Study			

Strategy 3 Details	For	mative Revi	iews
Strategy 3: All core content area teachers will use student data from focus assessments to plan for and administer workshops for students.		Formative	
Strategy's Expected Result/Impact: Teacher attendance in data meetings, PLC meetings attendance will help all staff look at individual data and teacher data to guide instruction and intervention for students. Staff Responsible for Manitoring: AP's Content Specialists/Peer Facilitators. Teachers	Jan	Apr	June
Staff Responsible for Monitoring: AP's, Content Specialists/Peer Facilitators, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	50%		0%
Strategy 4 Details	For	mative Revi	iews
Strategy 4: All teachers will attend workshops on a specific focus area for each six weeks. Staff will be coached on implementation.		Formative	
Strategy's Expected Result/Impact: Teachers will implement strategies and "look fors" following the workshops given. Teachers will	Jan	Apr	June
have opportunities to share and participate in instructional rounds to see these strategies implemented. Staff Responsible for Monitoring: Principal, Assistant Principals, Content Specialists/Peer Facilitators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	80%		0%
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Use of targeted intervention activities through Tiger Advisory Time, Extended Day,		Formative	
Strategy's Expected Result/Impact: Student growth as demonstrated on STAAR results and MAP growth. Staff Responsible for Monitoring: Principal, Assistant Principals, CCS/PF TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 282 - ESSER III - \$57,000	Jan 75%	Apr	June
No Progress Continue/Modify Discontinue	e		

Performance Objective 4: We will increase the number of students achieving advanced levels on STAAR assessment by 10% from previous years levels in all tested areas.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR Data

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Gifted and talented students will be served in PAP classes.		Formative	
Strategy's Expected Result/Impact: Master Schedule Class Loads of PAP students will allow students to work at advanced levels through additionals in the platform and other opportunities to work with advanced students. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum Funding Sources: - 428 - G/T Performance Standards	Jan 100%	Apr 100%	June 100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Gifted and Talented students will participate in Texas Performance Standards Project		Formative	
Strategy's Expected Result/Impact: 100% participation in project	Jan	Apr	June
Staff Responsible for Monitoring: Counselor ESF Levers: Lever 4: High-Quality Curriculum	80%		0%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 5: SJI will work towards all core teachers attaining additional training and/or certification for serving our ESL population.

Evaluation Data Sources: Teachers will supply documentation of additional training offered by the district.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Core teachers will participate in ESL academy offered by district.		Formative	
Strategy's Expected Result/Impact: Teachers trained will lead to effective ESL teaching strategies for all students at SJI. This will	Jan	Apr	June
help increase passing rates of ESL students at SJI and help ensure our ESL students are served by a teacher with ESL certification in all core content areas. Staff Responsible for Monitoring: PFs Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,455.21	65%		0%
No Progress Continue/Modify X Discontinue	e		

Performance Objective 6: The individual needs of Special Education students will be assessed annually to provide the most appropriate least restrictive learning environment for each student.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: State assessment data, ARD data, evaluation data, observation data. Data collect by RTI Team.

Strategy 1 Details	For	mative Revi	iews
Strategy 1:		Formative	
Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR or STAAR Online (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Participation Requirement Forms. Strategy's Expected Result/Impact: Appropriate testing decisions Staff Responsible for Monitoring: Diagnostician LSSP Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 224 - IDEA-B Special Education	Jan 100%	Apr 100%	June 100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 -		Formative	
Restraint Training and Texas Behavior Support Initiative requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: Training certificates provided Staff Responsible for Monitoring: All special programs Administrator ESF Levers:	100%	100%	100%
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Campus will follow district policy to ensure students with disabilities have access to facilities.		Formative		
Strategy's Expected Result/Impact: Unlimited access	Jan	Apr	June	
Staff Responsible for Monitoring: District office	100%	100%	100%	
Strategy 4 Details	For	mative Revi	iews	
Strategy 4: Campus will follow district procedures in addressing transition requirements for students with disabilities.		Formative		
Strategy's Expected Result/Impact: Transition meetings will help all students make a seamless transition to and from SJI. Students	Jan	Apr	June	
will be successful in the new campus. Staff Responsible for Monitoring: LSSP, Counselor, AP, and diagnostitian	100%	100%	100%	
Strategy 5 Details	For	Formative Reviews		
Strategy 5: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in		Formative		
a special education setting.	Jan	Apr	June	
Strategy's Expected Result/Impact: Appropriate placement decisions Staff Responsible for Monitoring: RTI Team	100%	100%	100%	
TEA Priorities: Improve low-performing schools - ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Strategy 6 Details	For	mative Revi	iews	
Strategy 6: Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform		Formative		
satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss	Jan	Apr	June	
Accelerated instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: Plan for instruction for the upcoming year. Staff Responsible for Monitoring: Case Managers, LSSP	100%	100%	100%	

Strategy 7 Details	For	mative Rev	iews	
Strategy 7: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.		Formative	1	
Strategy's Expected Result/Impact: Compliance with timelines. Staff Responsible for Monitoring: Diagnostician, LSSP TEA Priorities: Improve low-performing schools	Jan 100%	Apr 100%	June 100%	
Strategy 8 Details	For	Formative Reviews		
Strategy 8: Campus will follow district procedures regarding parental request for special education evaluation		Formative		
Strategy's Expected Result/Impact: 100 % of evaluations will be complete on time	Jan	Apr	June	
Staff Responsible for Monitoring: Diagnostician	100%	100%	100%	
Strategy 9 Details	For	mative Revi	iews	
Strategy 9: Campus will collaborate with district special education teams to conduct campus walk-throughs to ensure our campus is meeting		Formative		
all SF and SDI requirements for core areas.	Jan	Apr	June	
Strategy's Expected Result/Impact: Alignment in curriculum and a higher productivity/efficiency in SF Teams meeting students needs. Staff Responsible for Monitoring: SPED over administrator, case manager, district staff	5%	-	0%	
No Progress Continue/Modify X Discontinue	e	ı		

Performance Objective 7: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices. Accountability Area Targeted: State Assessment

Evaluation Data Sources: SHAQ team data and logs

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Students will have the opportunity to participate in recreational activities that promote healthy physical activities both during and	Formative		
outside of the school day.	Jan	Apr	June
Strategy's Expected Result/Impact: Participation in activities as documented on rosters. Students schedules include PE. Staff Responsible for Monitoring: Intramural coordinator, coordinated school health team, counselors. ESF Levers:	65%		0%
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 8: Students will have the opportunity to earn "Tiger Strips" based on academic achievement, attendance and additional academic goals each week.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Number of students

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: All 7th grade students will take the Kuder assessment; each year all students will have been counseled regarding Kuder results.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Kuder participation and Counselor visitation

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Each year students will participate in College and Career Week activities.

Evaluation Data Sources: Student participation

Strategy 1 Details	For	mative Revi	iews
Strategy 1: College awareness activities including but not limited to applications, financial aid, college life, information on surrounding		Formative	
colleges. CSF: Family Engagement Learning Time Strategy's Expected Result/Impact: Students and parents become aware of what is offered Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum	Jan 20%	Apr	June 0%
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Students will participate in Career Day activities.		Formative	
Strategy's Expected Result/Impact: Students will learn options for high school pathways and future careers	Jan	Apr	June
Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	20%	-	0%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Each school year all new teachers will be provided additional support and training to ensure a successful school year.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: ETP completion, participation in monthly new teacher meetings and opportunities, participation in RISE program

Strategy 1 Details	For	mative Revi	iews
Strategy 1: All teachers who are new to the district will participate in Effective Teaching Practices (ETP) staff development. The campus		Formative	
conducts meetings with new staff regularly through the year to provide support via our New Teacher training. Strategy's Expected Result/Impact: Effective and proficient new staff at SJI Staff Responsible for Monitoring: Principals, PF's TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Jan 100%	Apr 100%	June 100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: All teachers new to our building are assigned a mentor or buddy depending on level of experience.		Formative	
Strategy's Expected Result/Impact: New staff is supported with a veteran teacher	Jan	Apr	June
Staff Responsible for Monitoring: Principal/AP TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e	•	

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Teachers will participate weekly grade level/faculty meeting, GLTs and PLCs to promote professional communication and collaboration on our campus.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Participation, Class walk throughs

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Teachers will train each six weeks on a campus focus, participate in instructional rounds tied to that focus, and participate in		Formative	
professional coaching.	Jan	Apr	June
Strategy's Expected Result/Impact: Best practices for all staff, shared leadership and learning Staff Responsible for Monitoring: Principal/AP/ coaches/CCS TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	ıe		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Campus leaders will be trained to lead Professional Learning Communities (PLC), and promote a positive school culture.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Participation in PLC/GLT

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Administrative team will participate in book studies to increase the effectiveness of the team and campus and Campus Leadership		Formative	
team will meet monthly to review data, plan, collaborate and work on growth	Jan	Apr	June
Strategy's Expected Result/Impact: Increased coaching experience, better conversations with teaching staff, high quality teaching in every classroom Staff Responsible for Monitoring: Principal	100%	100%	100%
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture			
No Progress Accomplished Continue/Modify X Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During each school year parents are given the opportunity to participate in at least six student/parent events.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent sign in sheets

Attendance at various events

Strategy 1 Details	For	rmative Revi	iews
Strategy 1: Calendar, advertise, and promote attendance at Orientation, Open House, Family Literacy Night, Report Card pick up, Holiday		Formative	
Luncheon, Awards Ceremony, and extracurricular activities. Strategy's Expected Result/Impact: Parent Coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Jan 80%	Apr	June 0%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Parents will have access to multiple training opportunities.		Formative	
Strategy's Expected Result/Impact: Parent engagement Student and parent relationships Staff Responsible for Monitoring: Parent coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Jan 100%	Apr 100%	June 100%
No Progress Continue/Modify X Discontinu	e	1	I

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Each school year, San Jacinto Intermediate will provide character education lessons and training to teachers to implement during their Tiger Advisory Time.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Character education activities each week during Tiger Advisory Time.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Each 6 weeks the students will be exposed to a different character trait and provided guidance on what that particular trait looks		Formative	
like in a persons actions. A character ed lesson will be given weekly to be taught in all classes.	Jan	Apr	June
Strategy's Expected Result/Impact: All staff and students will work on campus culture as a school family.			
Staff Responsible for Monitoring: Counselors	100%	100%	100%
TEA Priorities:			
Recruit, support, retain teachers and principals, Improve low-performing schools			1
- ESF Levers:			1
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			1
Funding Sources: - 199 - General Fund			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Counselors will conduct campus wide Bullying Prevention Training and the campus.		Formative	
Strategy's Expected Result/Impact: Training conducted	Jan	Apr	June
Staff Responsible for Monitoring: Counselors			
	100%	100%	100%
ESF Levers:			
Lever 3: Positive School Culture			
			<u> </u>

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Staff and Administrators are trained annually to recognize potential bullying and the appropriate steps to take to report and		Formative	
investigate.	Jan	Apr	June
Strategy's Expected Result/Impact: Appropriate investigation and interventions procedures followed		-	
Completion of Bullying reports Less incidents of student bullying	75%		0%
Staff Responsible for Monitoring: Principal/AP/Counselors			
TEA Priorities:			
Improve low-performing schools			
- ESF Levers:	1		
Lever 3: Positive School Culture			
Strategy 4 Details	For	mative Revi	iews
Strategy 4: All staff will be trained and offered additional off campus training for Social Emotional Learning.		Formative	
Strategy's Expected Result/Impact: Teacher and staff regulation so that they can help regulate students	Jan	Apr	June
Awareness of SE needs of staff and students			
Increased tools for helping students in need	80%		0%
Staff Responsible for Monitoring: Principal/counselor	80%		0%
TEA Priorities:			
Improve low-performing schools	!		
- ESF Levers:	!		
Lever 3: Positive School Culture			
No Progress Accomplished Continue/Modify X Discontin	ue		•

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Staff will meet each six weeks to review each students growth with academics and behavior.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Team logs

Strategy 1 Details	For	mative Rev	iews
Strategy 1: If students have been identified through the team meetings or through RTI for behavior support, students may be placed in		Formative	
specific small groups to work on specific skills such as conflict resolution, or working through grief. Strategy's Expected Result/Impact: Students will learn various life techniques to manage what they are going through with a trusted adult. Staff Responsible for Monitoring: Principal and counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Jan 100%	Apr 100%	June 100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Students with numerous behavior referrals will have the opportunity to work with the behavior intervention teacher.		Formative	
Strategy's Expected Result/Impact: Students will learn new ways to handle upset and participate in the overall school culture.	Jan	Apr	June
Staff Responsible for Monitoring: Behavior intervention teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	70%		0%
No Progress Continue/Modify X Discontinue	e e		ı

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: Students and staff will have the opportunity to participate in the Safe School Ambassador Program.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Student reports and intervention meetings

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: San Jacinto administration and teaching staff will work collaboratively with district to plan for, maintain, and serve our students, staff and parents with ancillary services needed for all to be successful.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.2 Increase the safety of transporting students through technology and training., Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities., Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Building appearance and work order completion Bus safety training and discipline on bus Working and innovative technology

Pasadena Independent School District Schneider Middle School

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

Rick Schneider Middle School's mission is to provide opportunities for academics, social, and emotional growth and development of our students through innovative curriculum and programs given by qualified and caring teachers and staff in a 21st century classroom environment.

Vision

Our vision for the future of our students is for them to obtain their high school diploma and to be self-responsible, contributing, productive members of our community with the ability to attend college and/or pursue the career of their dreams.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, district staff development instruction, and rigor, relevance, and relationship principles will ensure that performance of all students, including our targeted student subgroups, will show academic progress/growth on the Reading, Math, and Science portions of the STAAR state assessments.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Classroom Walkthrough Reports; Summit Learning Platform Data Analysis; District Personnel Visits, Logs, Agendas, and Data Disaggregation; Lesson Plans; STAAR Scores; Skyward Classroom Average Grades and Failure Rate Reports; PLC Planning Logs, Agendas, and Minutes; Beginning, Middle, and End of Year MAP Test Data;

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Conduct Campus Visits and Coaching by Associate Superintendents, Instructional Specialists and Curriculum & Instructional		Formative	
Directors. This strategy includes materials for Instructional Rounds and Classroom Walkthroughs.	Jan	Apr	June
Strategy's Expected Result/Impact: Feedback toward academic growth through school visit logs; feedback to campus administrators Staff Responsible for Monitoring: Powell, Parmer, Hickman, Jones, McCalla, Traci Powell, Christy Foster, Middle School C&I Specialists; Campus Content Specialists, and Summit Learning mentors	65%		0%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy			

Strategy 2 Details	Fori	native Rev	iews
trategy 2: Implementation of the district curriculum, research based strategies including supplemental aides, manipulatives, and district staff		Formative	
Strategy's Expected Result/Impact: student academic growth and progress on STAAR state assessments and increased academic performance Staff Responsible for Monitoring: Administrators; Campus Coaches; Campus Content Specialists; District C&I Director and Specialists; I&D Specialists; District Business and Purchasing Departments Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Student Supplies and Needed Technology Resources - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.0399 - \$4,231.07, Payroll Costs for Title I Instructional Aides with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - \$61,162.08, Payroll Costs for Campus Coaches/Peer Facilitator Teacher with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - \$164,143.38, Campus Purchases for Basic Expenditures - 199 - General Fund - \$63,522	Jan 65%	Apr	June

Performance Objective 2: Students including targeted subgroups of students (Special Education, Limited English Proficiency, Gifted and Talented, Economically Disadvantaged, and Subpopulations based on Ethnicity) will show academic progress/growth and close the gaps in academic performance on the Reading, Math, and Science portions of the STAAR state assessments and in Social Studies curriculum and instruction .

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: AWARE Report Data Analysis; Mock STAAR Reports; STAAR State Assessment Reports; PBMAS State Reports; TELPAS State Reports; Summit Learning Platform Reports;

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Teachers will continuously review, analyze, and disaggregate campus student data past and present to determine needs and align		Formative	
curriculum and instructional strategies.	Jan	Apr	June
Strategy's Expected Result/Impact: Student Academic Improvement; Staff Responsible for Monitoring: Teachers, Campus Coaches, Campus Content Specialists, Middle School Specialists, and Administrators	60%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy			

Strategy 2 Details	For	mative Rev	iews
Strategy 2: Teachers will participate in grade level, content area PLC meetings to align curriculum, implement data protocol discussions,		Formative	
assess student needs, share resources, and ideas in order to monitor student academic progress and align the curriculum and instruction.	Jan	Apr	June
Strategy's Expected Result/Impact: Student Academic Growth & Understanding; Aligned Curriculum and Instructional strategies implemented throughout the grade level content area	60%		0%
Staff Responsible for Monitoring: Teachers, Campus Coaches, Campus Content Specialists, Middle School Specialists, and Administrators			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Teachers and staff will participate in meetings/trainings, convening, and will participate and lead professional development		Formative	
sessions.	Jan	Apr	June
Strategy's Expected Result/Impact: Aligned Curriculum and Instructional strategies implemented throughout the grade level content area			
Staff Responsible for Monitoring: Campus Coaches, District Specialists, and Administrators	70%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Before and After School Tutorials, Base Camp PIE time, and/or Enrichment classes will assist the students in academic growth		Formative	
and increased performance on the Reading, Math, and Science portion of the STAAR state assessment through tutorials and targeted enrichment by student, by standard.	Jan	Apr	June
Strategy's Expected Result/Impact: Student Academic Growth & Understanding			
Staff Responsible for Monitoring: Teachers; Administrators; Campus Coaches; Campus Content Specialists;	65%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Extended Day Salaries or Wages for Teachers and other Professional Personnel for Extended Day - Extended Day/Tutorial - 199.11.142.024.000.6118 - \$5,558, Extended Day Materials and Supplies - Extended Day/Tutorial - \$1,100, ESSER Funds for Student Tutorials - 282 - ESSER III - \$54,500			

Strategy 5 Details	For	mative Revi	ews
Strategy 5: Maintain a high quality and diverse selection of library books for students to read a minimum of thirty minutes daily in self-	Formative		
selected materials. Strategy's Expected Result/Impact: Increased student literacy	Jan	Apr	June
Staff Responsible for Monitoring: Librarian, Teachers, Campus Content Specialists, Administrators Schoolwide and Targeted Assistance Title I Elements:	70%		0%
2.4, 2.5 Funding Sources: Extra Funds for Library Books, E-Books, Resources and Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,900, Over Drive E-Books for Middle School Library/Media Services - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$900, Books and Reading Materials - State Compensatory Funds - 199.11.142.024.142.6329 - \$3,875			
Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will support and supplement the ELAR TEKS district vertically aligned curriculum and scope and sequence with	Formative		
Reading and Writing instructional supplies and materials. Strategy's Expected Result/Impact: Increased student understanding of ELAR TEKS and concepts Staff Responsible for Monitoring: ELAR Teachers, ELAR Campus Coach and Campus Content Specialist; I&D Support Specialist; District ELAR Middle School Specialist; Administrators	Jan 65%	Apr	June 0%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Spell City Instructional Program for Reading Intervention Students - 263 - Title III A - Bilingual Education, Language - \$1,000, Instructional Materials and Resources for ELAR - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,900			

Strategy 7 Details	For	Formative Reviews		
Strategy 7: Teachers will support and supplement the MATH TEKS district vertically aligned curriculum and scope and sequence with Math		Formative		
Strategy's Expected Result/Impact: Increased student understanding of MATH TEKS and concepts Staff Responsible for Monitoring: Math Teachers, Math Campus Coach and Campus Content Specialist; I&D Support Specialist; District Math Middle School Specialist; Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Class Kick Software - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$800, Instructional Materials and Resources for Math - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,900	Jan 65%	Apr	June 0%	
Strategy 8 Details	Formative Reviews			
Strategy of Details	1 01	mative itevi		
Strategy 8: Teachers will support and supplement the SCIENCE TEKS district vertically aligned curriculum and scope and sequence with		Formative		
Strategy 8: Teachers will support and supplement the SCIENCE TEKS district vertically aligned curriculum and scope and sequence with Science instructional supplies and materials and also through participation in the Starbase field trips.	Jan			
Strategy 8: Teachers will support and supplement the SCIENCE TEKS district vertically aligned curriculum and scope and sequence with		Formative	Γ	
Strategy 8: Teachers will support and supplement the SCIENCE TEKS district vertically aligned curriculum and scope and sequence with Science instructional supplies and materials and also through participation in the Starbase field trips. Strategy's Expected Result/Impact: Increased student understanding of Science TEKS and concepts Staff Responsible for Monitoring: Science Teachers, Science Campus Coach; I&D Support Specialists; District Science Middle School	Jan	Formative	June	

Strategy 9 Details	For	mative Revi	ews
Strategy 9: Teachers will support and supplement the Social Studies TEKS district vertically aligned curriculum and scope and sequence with SS instructional supplies and materials.	-	Formative	
Strategy's Expected Result/Impact: Increased student understanding of SS TEKS and concepts Staff Responsible for Monitoring: SS Teachers, SS Campus Coach; I&D Support Specialists; District SS Middle School Specialist; Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Materials and Resources for SS including Novels for ELAR/SS Projects - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,900	Jan 65%	Apr	June 0%
Strategy 10 Details	For	mative Revi	ews
Strategy 10: Teachers will support and supplement the Visual Arts TEKS district vertically aligned curriculum and scope and sequence with instructional supplies and materials.	Jan	Formative Apr	June
 Strategy's Expected Result/Impact: Increased student understanding and performance in the Visual Art TEKS, concepts, and competitions. Staff Responsible for Monitoring: Visual Art Teachers, Campus Coaches; District Visual Arts Director; District Fine Arts Director; Administrators 	65%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional and Consumable Materials for Visual Arts - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011. 142;6399 - \$1,400			

Strategy 11 Details	For	mative Revi	iews
Strategy 11: Teachers will support and supplement the Physical Education TEKS district vertically aligned curriculum and scope and		Formative	
sequence with instructional supplies and materials.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student understanding and performance in the Physical Education TEKS, concepts, and competitions.	25.00		
Staff Responsible for Monitoring: Physical Education Teachers, Campus Coaches; District Physical Education Specialists; Administrators	65%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.5			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Instructional Materials for Physical Education - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399			
Strategy 12 Details	Fori	mative Revi	ews
Strategy 12: Teachers will support and supplement the Performing Arts TEKS district vertically aligned curriculum and scope and sequence		Formative	
with instructional supplies and materials.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student understanding and performance in the Performing Art TEKS, concepts, and competitions.			
Staff Responsible for Monitoring: Performing Art Teachers, Campus Coaches; District Performing Arts Assistant Director; District Fine Arts Director; Administrators	65%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.5			
- ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Performance Objective 3: English Language learners will show academic progress/growth and close the gaps in academic performance on the Reading, Math, and Science portions of the STAAR state assessments and in Social Studies curriculum and instruction.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR State Reports; TELPAS State Reports; TAPR Report;

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Ensure that Bilingual/ESL/Migrant program guidelines are followed to ensure appropriate program placement, including Monitor		Formative	
students who have exited the Bilingual/ESL program. Strategy's Expected Result/Impact: Appropriate student placement in Bilingual certified classroom teachers and support instructional programs Staff Responsible for Monitoring: LPAC Administrator; Master List Clerk; District EL Department Compliance Staff; Counselors; Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Jan 65%	Apr	June 0%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide TELPAS, SIOP, and research-based SIOP instructional strategies and trainings for teachers to aid students in their continued English language acquisition.	Jan	Formative	June
Strategy's Expected Result/Impact: Increased English language acquisition for EL students	Jan	Apr	June
Staff Responsible for Monitoring: Campus Content Specialists; Administrators; District Compliance staff and Instructional Specialists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	45%		0%

Strategy 3 Details	For	mative Rev	iews
Strategy 3: Provide practice and English language support classes for EL learners depending on their level of acquisition such as: System 44,		Formative	
Reading 180, English 3D, AVID Excel, and LLI programs. Strategy's Expected Result/Impact: Increased English language acquisition for EL students	Jan	Apr	June
Staff Responsible for Monitoring: Teachers; District Bilingual Instruction Specialists; Campus Coaches; Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	65%		0%
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Provide instructional resources for all EL students to supplement instruction with needed supplies and materials.		Formative	
Strategy's Expected Result/Impact: Increased English language acquisition for EL students	Jan	Apr	June
Staff Responsible for Monitoring: Teachers; District Bilingual Instruction Specialists; Campus Coaches; Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Materials and Supplies for Bilingual/ESL Teachers and/or Students - 199 - General Fund - \$2,253	65%		0%
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Partner with the RISE team and our Multilingual district Bilingual team to train teachers for whom we filed Bilingual exceptions		Formative	
in preparation for the Bilingual certification test, if appropriate for the specific teacher, and ensure follow through in sitting for the exam. Our campus will also continue to send teachers to the district's ESL Institute and have teachers take the ESL Certification exam.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased number of Bilingual certified teachers and fewer exemptions/waivers needed Staff Responsible for Monitoring: Teachers; District Bilingual Instruction Specialists; LPAC Administrator; Administrators	75%		0%
No Progress Continue/Modify X Discontinue		1	1

Performance Objective 4: Special Education students will show academic progress/growth and close the gaps in academic performance on the Reading, Math, and Science portions of the STAAR state assessments and in Social Studies curriculum and instruction .

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR Report; Personalized Learning Summit Platform reports

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Ensure Special Education students are provided their ARD committee designated accommodations and modifications according to		Formative	
their individual education plan (IEP) in the least restrictive classroom setting. Support and curriculum/instructional access for eligible special education students will be provided through Resource, Support Facilitation, SUCCESS, BSS, and/or ABLE classroom settings as deemed	Jan	Apr	June
appropriate through diagnostic testing and ARD committee decision(s).			
Strategy's Expected Result/Impact: Appropriate student placement in Special Education certified classroom teachers classrooms and needed support(s) will be provided.	65%		0%
Staff Responsible for Monitoring: Campus Diagnostician; District Special Education support personnel; Administrators; Special			
Education Teachers; Case Managers; Support Facilitation Teachers; Title I and Instructional Aides; Regular Education teachers; ARD Committee members;			
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.6 - ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide appropriate accommodations and materials for students in the Resource/SF, SUCCESS, ABLE, and BSS Special		Formative	
Strategy's Expected Result/Impact: Support(s) will be provided for our Special Education students depending on their individual needs. Staff Responsible for Monitoring: District Special Education support personnel; Administrators; Special Education Program Teachers; Case Managers; Support Facilitation Teachers; Instructional Aides; Regular Education teachers; ARD Committee members; Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplies, Resources, and Materials for Teachers and/or Students - 199 - General Fund - \$1,868	Jan 50%	Apr	June
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and/or DAEP.	Formative		
Strategy's Expected Result/Impact: Monitor Special Education students' disciplinary removals and provide proactive approaches to reduce these numbers. Staff Responsible for Monitoring: Principal, Assistant Principals, District Special Education specialists and support personnel Schoolwide and Targeted Assistance Title I Elements: 2.6	Jan 75%	Apr	June
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Campus will work collaboratively with the district Special Education office to ensure compliance with Restraint Training and		Formative	
Strategy's Expected Result/Impact: Specific staff will be in compliance with TBSI requirements. Staff Responsible for Monitoring: District Special Education personnel	Jan 45%	Apr	June

Performance Objective 5: Gifted and Talented students will show academic progress and growth on the Reading, Math, and Science portions of the STAAR state assessments and in Social Studies curriculum and instruction.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR Summary Reports; GT Projects;

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide students opportunities to participate in the GT Performance Standards project.		Formative	
Strategy's Expected Result/Impact: Students will be enriched through the standards project.	Jan	Apr	June
Staff Responsible for Monitoring: GT Certified Teachers; Librarian; Support Personnel		-	
Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers:	65%		0%
Lever 4: High-Quality Curriculum			
Funding Sources: Supplies, Resources, and Materials for GT Teachers and/or Students - 199 - General Fund - \$2,310			
Studency 2 Details	Formative Reviews		
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Ensure the Gifted and Talented identification procedures remain free of bias and a structured G/T planned experience schedule is	For	mative Revi	ews
Strategy 2: Ensure the Gifted and Talented identification procedures remain free of bias and a structured G/T planned experience schedule is planned and enacted.	For Jan		ews June
Strategy 2: Ensure the Gifted and Talented identification procedures remain free of bias and a structured G/T planned experience schedule is		Formative	

Performance Objective 6: Students with Dyslexia will show academic progress and growth on the Reading, Math, and Science portions of the STAAR state assessments and in Social Studies curriculum and instruction.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR Summary Report; IAT Data and Reports; 504 Counselor Reports

Strategy 1 Details	For	mative Rev	iews
Strategy 1: The Title I Dyslexia and Intervention Teacher (DAIT) and Intervention Team will meet regularly in order to identify students in	Formative		
need of intervention, to follow-up on students currently in the Tier III Intervention program, and to consider students for Special Education, Dyslexia, or Section 504 services if previous intervention strategies were unsuccessful. The Title I DAIT teacher salary is linked to this	Jan	Apr	June
Strategy's Expected Result/Impact: Students will receive needed academic supports depending on their individual needs. Staff Responsible for Monitoring: IAT Chairperson; IAT Administrator; Campus Coaches; Counselors; Classroom Teachers; Schoolwide and Targeted Assistance Title I Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Salary for Title I Dyslexia/Intervention Teacher with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.000.142.6119 - \$75,426.23	65%		0%
No Progress Ontinue/Modify Discontinue Ontinue/Modify	.		•

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Students will have the opportunity to explore College and Career Pathways and develop the skills needed for success in Intermediate, High School, and beyond.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: AVID surveys and reports; Kids to College lessons and surveys; College Week activities

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Sixth Grade students will participate in Kids to College and will tour a college campus.	Formative		
Strategy's Expected Result/Impact: Increased awareness for higher education options beyond High School	Jan Apr		June
Staff Responsible for Monitoring: Counselors and Sixth Grade Teachers TEA Priorities: Connect high school to career and college	0%	-	0%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Participation in AVID Elementary and AVID Excel Elective course will increase awareness of scholarly student strategies and	Formative		
will increase student organization and responsibility in learning.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased strategies for success in Intermediate, High School, and for higher education options beyond High School Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; AVID Excel Teacher	50%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities:			
Connect high school to career and college No Progress Accomplished Continue/Modify Discontinue	2		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: 100% of the teachers at Schneider Middle School will meet the highly qualified status.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Human Resources Highly Qualified Report;

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Participate in district and other job fairs as needed in order to recruit highly qualified teachers.		Formative	
Strategy's Expected Result/Impact: Recruitment and hiring the best possible personnel to meet the needs at Schneider Middle School Staff Responsible for Monitoring: Administrators; TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Jan 75%	Apr	June 0%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: High expectations for all staff, including the staff that are categorized and hired with State Compensatory Education funds.	Formative		
Strategy's Expected Result/Impact: High expectations for staff members translates into academic success for all students.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators; Campus Coaches; Campus Content Specialists; TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: Salaries - Teachers and Other Professionals, Medicaire, Insurance, and Benefits - State Compensatory Funds - 199.11.142.024.000.6119 - \$136,112	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	2	l	<u> </u>

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: We will actively recruit, develop, and retain a highly qualified staff

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Staff surveys; Mentor program documentation and assignments; Human Resources reports;

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Host the new teacher luncheon and invite new teachers, mentors, buddy teachers, teacher leaders, and administrative team in order		Formative		
to orient, train and support our new teachers prior to the first day back on duty.	Jan	Apr	June	
Strategy's Expected Result/Impact: Greater integration and comfort level/support of our new staff				
Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; Mentor Teachers; GLT Leaders	100%	100%	100%	
TEA Priorities:				
Recruit, support, retain teachers and principals				
- ESF Levers:				
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Provide mentor training and support throughout the school year in order to maximize the support for mentors who are supporting		Formative		
new teachers and their mentees.	Jan	Apr	June	
Strategy's Expected Result/Impact: Provide the support that new teachers need in order to be successful in their first year of teaching which transfers to greater student instruction and learning.	oan -	Прі		
Staff Responsible for Monitoring: Administrators; Master Mentor; Mentor Teachers; Mentee Teachers	75%		0%	
TEA Priorities:				
Recruit, support, retain teachers and principals				
- ESF Levers:				
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Formative Reviews		iews
Strategy 3: Provide instructional coaching, modelling, and support to new teachers and staff assisting them in their professional growth	Formative		
Strategy's Expected Result/Impact: well adjusted, life-long, supported staff members for retention purposes	Jan	Apr	June
Staff Responsible for Monitoring: Administrators; Campus Coaches; Campus Content Specialists; I&D Support Staff; TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	65%		0%
No Progress Accomplished Continue/Modify X Discontinue	ue		·

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Provide Professional Development based on the Comprehensive Needs Assessment as approved by the Campus Site Based Decision Making Team and/or required by the district

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional Development Portfolio; Sign-In Sheets; SBDM logs and agendas; Staff Surveys and Input

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Teachers will participate in the district and other professional development sessions		Formative	
Strategy's Expected Result/Impact: Support staff's own goals and continuous professional growth	Jan Apr		June
Staff Responsible for Monitoring: Administrators; Campus Content Specialists; Campus Coaches; I&D Specialists;	750	-	0%
Schoolwide and Targeted Assistance Title I Elements: 2.6	75%		0%
- TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever			
5: Effective Instruction			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Teachers will participate in PLC meetings for the purposes of aligning curriculum, answering the four questions of the PLC		Formative	
model, comparing and discussing Personalized Learning platform data, preparing for tutorials and enrichment, and sharing instructional resources and ideas.	Jan	Apr	June
Strategy's Expected Result/Impact: strong, aligned instructional practices	0000		004
Staff Responsible for Monitoring: Administrators; Campus Coaches; Campus Content Specialists; I&D Support Specialists; District Specialists; Middle School C&I Department Personnel	80%		0%
Schoolwide and Targeted Assistance Title I Elements:			
2.6 - TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math			
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Staff will participate in campus Professional Development sessions, Faculty meetings, and other training sessions for the purposes		Formative	
of continuous learning, assessing schoolwide data, and addressing school organizational needs	Jan	Apr	June
Strategy's Expected Result/Impact: strong, aligned instructional practices and campus communication			
Staff Responsible for Monitoring: Administrators; Campus Coaches; Campus Content Specialists; I&D Support Specialists; District Specialists; Middle School C&I Department Personnel	75%		0%
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math			
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Teachers will be provided the opportunity to participate in Culture and Climate meeting and trainings for the purposes of meeting	Formative		
their own and the students' behavioral, social, and emotional needs.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased support and education of staff and student needs		r	
Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches;	75%		0%
	13%		0,0
Schoolwide and Targeted Assistance Title I Elements: 2.6			
- TEA Priorities:			
Recruit, support, retain teachers and principals			
- ESF Levers:			
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Provide GLT leadership training and support to teacher leaders to support and develop teacher leadership skills and to assist in		Formative	
teacher satisfaction, growth, and retention	Jan	Apr	June
Strategy's Expected Result/Impact: Teacher leader growth and development			
Staff Responsible for Monitoring: Administrators; Campus Coaches	75%		0%
TEA Priorities:			
Recruit, support, retain teachers and principals			
- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			
Level 1. Second School Education and Figure 5. Level 2. Effective, well-supported reactions, Level 3. Fositive School Culture			1

Strategy 6 Details	For	mative Rev	iews
Strategy 6: Provide technology training to teachers with varied technology programs and elements of choice to support needs		Formative	
Strategy's Expected Result/Impact: Continuous learning and growth in technology skills for staff Staff Responsible for Monitoring: Administrators; Technology Liaison(s);	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	55%		0%
Strategy 7 Details	For	mative Rev	iews
Strategy 7: Campus Improvement Team will utilize the Campus Improvement Plan for funding and purchases. This strategy includes the cost		Formative	
of the Plan 4 Learning CIP Software.	Jan	Apr	June
Strategy's Expected Result/Impact: Utilization of the CIP to make all campus-based decisions and purchases Staff Responsible for Monitoring: Administrators; Campus Improvement Team	75%		0%
ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Plan 4 Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - 211.23.142.011.142.6325 - \$550			
Strategy 8 Details	For	mative Rev	iews
Strategy 8: The School Counselors will participate in continued Professional Development		Formative	
Strategy's Expected Result/Impact: continuous growth and development of Counseling skills to meet student needs Staff Responsible for Monitoring: Administrators	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Counselor Training Costs and Travel Expenses - 211 - Title 1 A - Economically Disadvantaged Study - 211.61.142.011.142.6411 - \$1,000	80%		0%

Strategy 9 Details	For	mative Revi	ews	
Strategy 9: The Administrative Team will participate in continued Professional Development		Formative		
Strategy's Expected Result/Impact: continuous growth and development of skills to meet student and staff needs	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators; ASCD				
Schoolwide and Targeted Assistance Title I Elements:	75%		0%	
2.5				
- TEA Priorities:				
Recruit, support, retain teachers and principals - ESF Levers:				
Lever 1: Strong School Leadership and Planning				
Funding Sources: Administrator Team Training and Travel Expenses - 211 - Title 1 A - Economically Disadvantaged Study - 211.23.142.011.142.6411 - \$1,500				
Strategy 10 Details	For	mative Revi	ews	
Strategy 10: Administrator, Counselor, or general office supplies are needed to support business and instruction		Formative		
Strategy's Expected Result/Impact: increased productivity	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; Campus Secretary; Purchasing		•		
Funding Sources: General Supplies - 211 - Title 1 A - Economically Disadvantaged Study - 211.61.142.011.142.6396 - \$1,300	100%	100%	100%	
No Progress Accomplished — Continue/Modify X Discontinue	ue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Provide parents and guardians the opportunity to participate in training and activities

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent Sign-In Sheets; Agendas; Parent Surveys

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Implement planned events, activities, and workshops for parents and guardians		Formative	
Strategy's Expected Result/Impact: Bridge the gap between home and schools and partner with parents/guardians to ensure that their child is academically, physically, and emotionally successful. This strategy includes the Title I Parent Coordinator Salary and Benefits. Staff Responsible for Monitoring: Administrators; Counselors; Parent Coordinator; Communities in Schools Case Worker Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1, 3.2 Funding Sources: Title I Parent Coordinator Salary with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - \$21,492.93, Training Supplies and Food Costs for Parenting Sessions - 211 - Title 1 A - Economically Disadvantaged Study - 211.61.142.011.142.6499 - \$2,000	Jan 50%	Apr	June 0%
0 A.D N			
Strategy 2 Details	For	mative Revi	ews
Strategy 2 Details Strategy 2: Create and maintain an inviting Parent Center space for Parent Events and Training Activities		mative Revi Formative	ews
50			June
Strategy 2: Create and maintain an inviting Parent Center space for Parent Events and Training Activities		Formative	l _

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Provide parents and guardians access to parenting resources, electronic resources, social services support, and campus communications

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: CIS State reports; Parent Surveys

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Increase and vary communication, positive campus spotlights, and parental resources through the use of social media sources such		Formative	
as: the school website, Facebook page, Instagram page, School Messenger system, Skyward parent resources; the Summit Learning platform, Class Dojo, and Remind messaging services.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased connection between Schneider Middle School and parents/guardians and community Staff Responsible for Monitoring: Administrators; Counselors; Technology Liaison	75%		0%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
	1		
Strategy 2 Details	For	mative Revi	ews
Strategy 2 Details Strategy 2: Communities in Schools will provide social services and supportive guidance for parents and families in need.	For	mative Revi Formative	ews
Strategy 2: Communities in Schools will provide social services and supportive guidance for parents and families in need. Strategy's Expected Result/Impact: support for our families' basic needs so students' attendance rates and learning will improve	For Jan		June
Strategy 2: Communities in Schools will provide social services and supportive guidance for parents and families in need.		Formative	Γ

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 3: Increase Business and Community support and participation at Schneider Middle School

District Objective:

Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Career Day Sign-in sheet; Corporate Donation reports; Volunteer Sign-in Sheets

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Request business and community support and sponsorship for various school activities such as Parent Workshops and Family/	Formative		
Student events.	Jan	Apr	June
Strategy's Expected Result/Impact: Stronger ties between the campus and the community Staff Responsible for Monitoring: Administrators; Counselors; Communities in School Case Worker; Parent Coordinator; Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	25%		0%
No Progress	e		

Performance Objective 1: Improvement of students' social and emotional health and well being.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Student, staff and parent surveys; Fitnessgram reports; School Clinic records; campus events and activity participation; CHAC/SHAC events

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Students will participate in Greek Week activities in order to learn classroom procedures and expectations, campus and district		Formative	
discipline policies, and build rapport with teachers through team building activities Strategy's Expected Result/Impact: increased student connection to Schneider Middle School and increased student social and emotional wellness/behaviors Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; Teachers; Staff Schoolwide and Targeted Assistance Title I Elements:	Jan 100%	Apr 100%	June 100%
2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	E		
Strategy 2 Details Strategy 2: The PBIS Team will participate in ongoing trainings and will provide training sessions to the campus staff	ror	mative Revi	ews
Strategy's Expected Result/Impact: a safe and orderly school environment Staff Responsible for Monitoring: Administrators; PBIS Team Leader; PBIS Team Members; Counselors; Campus Coaches; District Safety Supervisor; BRT District Team; Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Jan 45%	Apr	June 0%

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Provide students, staff, and parents drug prevention and anti-bullying information and activities during Red Ribbon Week, Anti-		Formative	
Bullying week, Say Hello week, and Attitude of Gratitude activities Strategy's Expected Result/Impact: Increased awareness of drug prevention and anti-bullying strategies	Jan	Apr	June
Staff Responsible for Monitoring: Administrators; Counselors; Parent Coordinator; Communities in Schools Case Worker	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers:			
Lever 3: Positive School Culture			
Funding Sources: Instructional Materials and Student Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,500			
Strategy 4 Details	Formative Reviews		iews
Strategy 4: Participate in fire drills and other crisis drills and trainings in order to ensure student and staff safety and a proactive response to		Formative	
potential crisis situations	Jan	Apr	June
Strategy's Expected Result/Impact: Increased awareness to ensure student and staff safety		1	
Staff Responsible for Monitoring: Administrators; District Safety Director; Counselors; Staff; Campus Coaches	75%		0%
Schoolwide and Targeted Assistance Title I Elements:			
2.5, 2.6			
- ESF Levers:			
Lever 3: Positive School Culture			
Strategy 5 Details	For	mative Revi	l iews
Strategy 5: Provide staff members continued Professional Development strategies and students with character development activities		Formative	
Strategy's Expected Result/Impact: Increased strategies and awareness for connection and growth in SEL practices	Jan	Apr	June
Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; GLT Leaders		-	
	75%		0%
Schoolwide and Targeted Assistance Title I Elements:			
25.26		I	
2.5, 2.6 - ESF Levers:	· I		

Strategy 6 Details	For	mative Revi	iews
Strategy 6: Students and Staff members will have the opportunity to participate in a Coordinated Health program		Formative	
Strategy's Expected Result/Impact: integration of health related activities with promoting an overall healthy lifestyle and choices.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; CHAC Chairperson; Physical Education Teachers; School Nurse	70%	-	0%
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6			
- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			
Strategy 7 Details	For	mative Revi	iews
Strategy 7: W.A.V.E. School-Based Health Clinic will provide health-related services to students, parents, and families		Formative	
Strategy's Expected Result/Impact: attention and care will be administered to students as needed	Jan	Apr	June
Staff Responsible for Monitoring: Administrators; School Nurse; Counselors Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	100%	100%	100%
Strategy 8 Details	For	mative Revi	iews
Strategy 8: Fifth and Sixth grade students and families will have the opportunity to participate in Meet the Teacher and Open House events.		Formative	
Strategy's Expected Result/Impact: assist and support the students and families with transition from elementary school to middle school and from fifth to sixth grade	Jan	Apr	June
Staff Responsible for Monitoring: Administrators; Counselors; Campus Coaches; Staff Members; Teachers;	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
No Progress Accomplished — Continue/Modify X Discontinue	<u>l</u> ie		

Performance Objective 2: Monitor and Improve student Attendance Rates to 97%

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: District Attendance Reports and State TAPR Reports

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Monitor daily attendance reporting during the ADA period to ensure accuracy in state reporting		Formative	
Strategy's Expected Result/Impact: increased student attendance fosters increased student learning	Jan	Apr	June
Staff Responsible for Monitoring: Administrators; Counselors; Communities in School Case Worker; Parent Coordinator; Campus Attendance Clerk; Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture	75%		0%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: All parties and stakeholders will follow the state, district, and campus attendance policies and procedures for unexcused student		Formative	
absences using the campus Attendance Plan including the use of incentives.	Jan	Apr	June
Strategy's Expected Result/Impact: increased student attendance fosters increased student learning		1	
Staff Responsible for Monitoring: Teachers; Administrators; Counselors; Attendance Clerk; School Nurse; Communities in School Case Worker; Parent Coordinator	60%		0%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6, 3.1 - ESF Levers:			
Lever 3: Positive School Culture			
No Progress Accomplished — Continue/Modify X Discontinu	e		1

Performance Objective 3: The Communities in Schools (CIS) Program will provide academic enrichment for identified At-Risk students and continued social needs and support for identified families

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: CIS logs; CIS Campus Plan; Student Attendance Reports;

Strategy 1 Details	Formative Reviews		iews
Strategy 1: CIS will provide social services and supportive guidance for students and families in need		Formative	
Strategy's Expected Result/Impact: increased support for students and families in need	Jan	Apr	June
Staff Responsible for Monitoring: Administrators; Counselors; Parent Coordinator; CIS Case Worker;			
Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture	60%		0%
Funding Sources: Communities In School Budget - 199 - General Fund - \$3,500, Communities in School Extra Resources or Materials (BFU At Risk) - 199 - General Fund - \$797			
No Progress Continue/Modify Discontinue			<u> </u>

Performance Objective 4: Identified students will receive intervention services and strategies through the use of Tier 3 behavior program supports

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: increased strategies for students, staff, and families for students with behavioral needs

Strategy 1 Details	Formative Reviews		
Strategy 1: The Behavior Response Team (BRT), District Social Worker, and all other District support staff and resources will be utilized to	Formative		
work with our students, staff, parents, and families as appropriate and needed.	Jan	Apr	June
Strategy's Expected Result/Impact: increased strategies and behavioral interventions for students in need			
Staff Responsible for Monitoring: Administrators; Counselors; Parent Coordinator; CIS Case Worker; IAT Coordinator; BRT	70%		0%
Representatives	70%		070
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: In collaboration with the district nutritional services and our campus breakfast and lunch teams, we will create an efficient and systemic approach to ensure all students are provided with the opportunity to eat breakfast and lunch on campus.

District Objective:

Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: End of Year Parent Surveys; Stakeholder Surveys

Strategy 1 Details	For	Formative Reviews	
Strategy 1: We will provide a clean and safe location for all students to eat breakfast and lunch daily. All students will have the opportunity		Formative	
to eat breakfast prior to going to class in the morning.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will be fed two meals per day at school to help nourish the brain and the body for healthy development. Staff Responsible for Monitoring: Food Services; Cafeteria Staff; Administrators; Counselors; Lunch Personnel	80%		0%
No Progress Continue/Modify Discontinue	e		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: We will provide sufficient custodial supplies to ensure the overall quality and cleanliness of our campus to maintain a safe environment for students and staff.

District Objective:

Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Strategy 1 Details	Formative Reviews		ews	
Strategy 1: The Head Custodian and Night Custodians will maintain and promote a positive, working relationship with each other. The Head		Formative		
Custodian will work with the Campus Secretary and Administrators to order supplies or items that need to be updated or replaced in order to create the most efficient process possible.	Jan	Apr	June	
Strategy's Expected Result/Impact: Maintain our campus facilities Staff Responsible for Monitoring: Administrators, Campus Secretary; Custodial Staff	75%		0%	
Strategy 2 Details	Formative Reviews		ews	
Strategy 2: Work orders for building maintenance and activities will be placed so our campus will continue to be the best possible		Formative		
environment for students and staff.	Jan	Apr	June	
Strategy's Expected Result/Impact: Maintain our campus facilities Staff Responsible for Monitoring: Administrators, Campus Secretary; Custodial Staff	75%		0%	
No Progress Accomplished — Continue/Modify X Discontinue	e			

Pasadena Independent School District Shaw Middle School

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The Bobby Shaw Middle School community is dedicated to providing opportunities for academic, social, and emotional development of our students through innovative curriculum based on best practices enabling them to achieve their greatest potential in a global society.

Vision

At Shaw Middle School, every student receives excellent instruction in every class every day.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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integrate established and innovative practices, standards, and systems.

Goals

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: SMS will implement the Summit Learning Platform in conjunction with PISD to ensure rigorous and meaningful curriculum is utilized and effectively presented to students by staff that are involved in a cycle of continuous improvement through the PLC process.

Evaluation Data Sources: Monthly check-ins with Innovation and Development and the Summit personnel.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: SMS will work as a PLC to grow in the art and science of teaching through collaborative measures and trainings.		Formative	
Strategy's Expected Result/Impact: Teachers will become more effective and student performance will increase.	Jan	Apr	June
Staff Responsible for Monitoring: Administrative team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$28,349.22	50%		100%
No Progress Continue/Modify X Discontinue	e		

Performance Objective 2: SMS will develop intervention reading and math classes to better meet the needs of struggling students.

Evaluation Data Sources: SMS will use growth measures such as MAP, Literably, BAS testing and STAAR to track growth.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: SMS has intervention teachers specializing in both math and reading for each grade level.	Formative		
Strategy's Expected Result/Impact: student growth	Jan	Apr	June
Staff Responsible for Monitoring: teachers and admin	50%		100%
No Progress	e		

Performance Objective 3: SMS will institute a Tier 2 tutoring program (Anchor Time) to provide timely intervention for Essential Outcomes during the school day.

Evaluation Data Sources: Teachers will assess growth through exit tickets and common assessments at the end of the week to determine growth.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: SMS will hold tier 2 level tutoring during the school day.		Formative	
Strategy's Expected Result/Impact: Students will grow in the content knowledge.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers and administration	50%		100%
No Progress Continue/Modify X Discontinue	·		

Performance Objective 4: Students will engage in at least 16 projects during the year to work as teams and integrate content areas.

Evaluation Data Sources: Students will be assessed by rubrics in regards to cognitive skills they are expected to demonstrate throughout the course of the year.

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Teachers will teach students how to assess their work as well as others and how to improve the quality of work through the use of		Formative	
rubrics.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will gain a better understanding of requirements and how to improve as scholars. Staff Responsible for Monitoring: Teachers and administration	50%		100%
No Progress Continue/Modify Discontinue	•		

Performance Objective 5: SMS will focus on small group instruction and training for the staff throughout the year in order to improve student performance.

Evaluation Data Sources: Trainings to be conducted by district and campus personnel during PLC. Observations will be used to determine effectiveness. A variety of student assessment tools will be used to track growth.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Teachers will be given opportunity during their conference period to participate in relevant trainings regarding small groups.	Formative		
Strategy's Expected Result/Impact: Teachers will better meet the needs of individual students.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers and administration.	50%		100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 6: SMS will train teachers and staff on SIOP strategies.

Evaluation Data Sources: Trainings to be conducted by district and campus personnel during PLC. Observations will be used to determine effectiveness. A variety of student assessment tools will be used to track growth.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Staff will be trained on implementing SIOP strategies in the classroom.		Formative	
Strategy's Expected Result/Impact: Students will increase in literacy through experiences in writing, reading, speaking and listening.	Jan	Apr	June
Staff Responsible for Monitoring: Administrative team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: - Extended Day/Tutorial - \$6,788, - 263 - Title III A - Bilingual Education, Language - \$3,232.57	100%	100%	100%
No Progress Accomplished Continue/Modify X Discontinue	e		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 7: SMS will hold after school tutorials for students at risk of failing STAAR or who did not pass STAAR the year prior.

Evaluation Data Sources: prior STAAR data and current data measures

Strategy 1 Details	Formative Reviews		iews
Strategy 1: SMS will utilize ESSER funds to pay tutors for at-risk students.	Formative		
Strategy's Expected Result/Impact: Students will grow in their understanding as evidenced by a variety of assessment tools.	Jan	Apr	June
Staff Responsible for Monitoring: administrative team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 404 - Student Success Initiative - \$56,000, - Extended Day/Tutorial - \$1,200	50%		100%
No Progress	e		

Performance Objective 1: SMS students will each be mentored by one of their teachers every week throughout the course of the school year.

Evaluation Data Sources: The Summit platform logs the meetings and basic conversation pieces over the course of the year.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Teachers will mentor students on a weekly basis.		Formative	
Strategy's Expected Result/Impact: Students will form a better relationship with their teachers and a deeper bond with the school.	Jan	Apr	June
Staff Responsible for Monitoring: teachers and administration.	50%		80%
No Progress Continue/Modify Discontinue	e		

Performance Objective 2: SMS students will learn how to and be expected to create and complete learning goals and targets independently by the end of the year.

Evaluation Data Sources: The Summit platform logs the goals and tracks the progress of students throughout the year.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Students are how to set SMART goals at the beginning of the week and at each class period.		Formative	
Strategy's Expected Result/Impact: Students will be better able to verbalize what they are working on and how best to achieve growth.	Jan	Apr	June
Staff Responsible for Monitoring: teachers and administration.	50%		100%
No Progress Continue/Modify X Discontinu	e		

Performance Objective 3: SMS students will be taught how to take and create notes through a variety of available resources in order to become college-ready.

Evaluation Data Sources: Student notes will be kept in ISNs and available for review by teacher and student.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Students will be taught a variety of ways to take notes.		Formative	
Strategy's Expected Result/Impact: Students will become stronger in their ability to work and learn on their own by being taught a	Jan	Apr	June
variety of ways to process their work.	50%		100%
No Progress Continue/Modify X Discontinue	е		

Performance Objective 1: SMS will use surveys and Professional Learning Communities to best determine teacher needs

Evaluation Data Sources: Campus created surveys and feedback from teams.

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Teachers meet in like content area teams to learn and grow together.		Formative	
Strategy's Expected Result/Impact: Teachers will grow as professionals and students will make progress.	Jan	Apr	June
Staff Responsible for Monitoring: teachers and administration	50%		100%
No Progress	e		

Performance Objective 2: SMS will work as a PLC campus to develop as professional through continuous collaborative cycles

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Teachers meet in similar content area teams to discuss student growth and how best to serve students throughout the grade level.		Formative	
	Jan	Apr	June
	50%		100%
No Progress Accomplished — Continue/Modify X Discontinue			

Performance Objective 3: SMS will make effort to hire individuals able to communicate effectively with ELL and Emergent Bilingual Students.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: SMS will attend district sponsored hiring events and work to interview highly qualified candidates with the necessary language	Formative		
skills.	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers will be able to better assist students with academic language issues. Staff Responsible for Monitoring: administration	50%		80%
No Progress Continue/Modify X Discontinue	3		

Performance Objective 1: Four times a year, counselors will conduct a "Coffee with the Counselors" meeting to inform parents and encourage parent engagement at Shaw.

Evaluation Data Sources: Invitations through social media and printed copies and then sign-in sheets at the event.

Strategy 1 Details	Formative Reviews		iews
Strategy 1: counselors will invite students through a variety of methods to ensure as many persons are available to meet as possible.		Formative	
Strategy's Expected Result/Impact: Students and parents will be able to better partner with the school in learning how to grow as	Jan	Apr	June
students and citizens. Staff Responsible for Monitoring: administration	25%		75%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 2: Once a year, SMS will host a "Giving Tree Event" where staff will sponsor students where the family is in need for the holiday season.

Evaluation Data Sources: SMS will keep a list of students that receive supports.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: The counselors will send information to staff members to gain volunteers in order to help the needs of our most struggling	Formative		
students. Structurally Expected Desult/Impacts Students and parents will feel supported and cored for	Jan	Apr	June
Strategy's Expected Result/Impact: Students and parents will feel supported and cared for. Staff Responsible for Monitoring: administration.	100%	100%	100%
No Progress	e		

Performance Objective 3: Throughout the year, SMS will host family events at school (College Night, Grandparent's Day, Muffins with Mom, Academic Night, Report Card Night, etc.) to help build bridges between the families, faculty and community.

Evaluation Data Sources: SMS will utilize social media and student flyers to announce the events and sign-in sheets to demonstrate participation levels.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: The parent liaison will help spread the word to the community.		Formative	
Strategy's Expected Result/Impact: The community will have a greater connection with the school and better know how to support the	Jan	Apr	June
work. Staff Responsible for Monitoring: administration	50%		80%
No Progress ON Accomplished Continue/Modify Discontinue	•		

Performance Objective 1: The PBIS team will meet a minimum of three times a year to review and collaborate on the social, emotional, and physical needs of students and staff at Shaw.

Evaluation Data Sources: Surveys will be conducted, attendance tracked and disciplined monitored to make adjustments as necessary.

Strategy 1 Details	Formative Reviews		iews
Strategy 1: The PBIS team will meet to look at data and how best to support the staff and students by implementing necessary change.	Formative		
Strategy's Expected Result/Impact: Students will feel more safe and will grow academically and socially.	Jan	Apr	June
Staff Responsible for Monitoring: PBIS team and administration	50%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 2: Every Monday, Homeroom Teachers will deliver an SEL lesson as well as conduct Restorative Circles to help students in their social and emotional growth.

Evaluation Data Sources: Surveys are conducted and the Second Step program is utilized along with the Habits of Success from the Summit Learning Program.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Students will feel more connected to the school and each other.	Formative		
Strategy's Expected Result/Impact: STudents will feel more safe and able to learn more effectively.	Jan	Apr	June
Staff Responsible for Monitoring: administration	50%		100%
No Progress Continue/Modify X Discontinue	e		

Performance Objective 3: Staff will receive SEL training throughout the school year in order to effectively provide social and emotional support as well as to effectively conduct Tier 1 interventions for students.

Evaluation Data Sources: Trainings will be conducted through district personnel and sign-in sheets to track attendance. Surveys will be utilized. Observations will be conducted to measure overall growth at the individual level.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Staff is receiving training in regards to CHAMPS and the Second Step program.		Formative	
Strategy's Expected Result/Impact: The students will feel more safe and better able to learn academically and socially as a result.	Jan	Apr	June
Staff Responsible for Monitoring: teachers and administration	50%		80%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 4: SMS will train all teachers in CHAMPS, Restorative Circles and the Habits of Success in order to maximize student/teacher relationships and improve overall safety and time in class.

Evaluation Data Sources: surveys and discipline data

Strategy 1 Details	For	mative Rev	iews
Strategy 1: SMS will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative	
Strategy's Expected Result/Impact: Increase time in classroom for all learners.	Jan	Apr	June
Staff Responsible for Monitoring: Administrative team	50%		80%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: SMS will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas		Formative	
Behavior Sup[port Initiative requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: Ensure student safety during upset. Staff Responsible for Monitoring: Administrative team	50%		100%
No Progress Accomplished Continue/Modify X Discontinue	;		•

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilizatio departments that integrate established and innovative practices, standards, and systems.	n of ancillary service
Shaw Middle School Generated by Plan4Learning.com 24 of 24	Campus #101-917-143 January 20, 2023 1:47 PM

Pasadena Independent School District South Belt Elementary 2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals				
Goal 1: CURRICULUM & INSTRUCTION -	We will provide rigorous and meaning	oful curriculum by creating integrated	learning experiences to meet indivi	dual student needs

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs 4 ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative	
science and social studies to increase academic language and deepen student critical thinking. Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	40%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$81,347.36, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$15,101.75, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$51,736			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%

Strategy 3 Details	Fo	rmative Revi	iews
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	•
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished Continue/Modify	Discontinue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative	
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments	FOW		750
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	50%		75%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - G/T - \$2,226			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate		Formative	
English acquisition.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels		-	
Staff Responsible for Monitoring: Campus administrator, LPAC committee	30%		85%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - Bil/ESL - \$733, - 263 - Title III A - Bilingual Education, Language - \$499.88			

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	50%		90%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - At Risk - \$2,513, - 199 - General Fund - Special Ed \$2,294, - Extended Day/Tutorial - ESSER - \$46,500, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$28,131.14, - Extended Day/Tutorial - Extended Day - \$1,200, - State Compensatory Funds - \$2,963			
No Progress Continue/Modify X Discontinue			1

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details		Formative Rev	iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	75%		100%
Strategy 2 Details		ormative Rev	iews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	75%		100%
No Progress Accomplished — Con	tinue/Modify X Discontinue	-	•

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	75%		95%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		90%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	45%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		1

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Jan 15%	Apr	June 85%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Jan	Formative	June
Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements:	10%	Apr	65%
3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$22,211.41, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,841.48			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative	
Strategy's Expected Result/Impact: Increased participation in service projects Staff Responsible for Monitoring: Campus administrator, counselor	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2				10%	20%
% No Progress	Accomplished	Continue/Modify	X Discontinue	;	

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	For	mative Rev	iews	
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative		
preparedness and response. Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Stoff Responsible for Maritaring Commune administrators. MERT	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrators, MERT			100%	
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Strategy's Expected Result/Impact: Increased awareness of removals of students with disabilities Staff Responsible for Monitoring: Campus Administrators, LSSP		Formative		
		Apr	June	
			100%	
Strategy 3 Details	Formative Review		iews	
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and		Formative		
Texas Behavior Support Initiative (TBSI) requirements.	Jan	Apr	June	
Strategy's Expected Result/Impact: Awareness of the number of instances of restraintss being used with special education students Staff Responsible for Monitoring: Campus Administration, LSSP			100%	
No Progress Accomplished — Continue/Modify X Discontinue	e		•	

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

For	mative Revi	ews
Formative		
Jan	Apr	June
50%		85%
For	mative Revi	ews
Formative		
Jan	Apr	June
5004		40004
50%		100%
	Jan 50% For	Jan Apr 50% Formative Revi Formative Jan Apr

Strategy 3 Details		Formative Reviews		
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior		Formative		
Support Initiative (TBSI) requirements.	Jan	Apr	June	
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%	
No Progress Accomplished — Continue/Modify X Discontinue	<u> </u>		_1	

Pasadena Independent School District South Houston Elementary 2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Pasadena ISD and South Houston Elementary, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

•	A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
•	We will honor our country, our freedom and all those who protect and defend our constitutional rights.
•	Family and community profoundly influence decisions individuals make.
•	Everyone has purpose, worth, and dignity with immeasurable potential.
•	Connecting with others and building positive, meaningful relationships is essential.
•	Learning is instinctive, lifelong, and unique to the individual.
•	Communication is pervasive, essential, ever-present, and multidimensional.
•	We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
•	Diversity adds value to all areas of life.
•	Change is inevitable for growth and success.
•	Each person is responsible and accountable for the choices he or she makes.
•	We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs 4 ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of	Formative		
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators		Apr	June
		90%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$15,399.24, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$37,244, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$242,043.42			
Strategy 2 Details	Formative Reviews		iews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.	Formative		
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	70%	80%	100%

Strategy 3 Details	Formative Reviews		iews
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discont	inue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews	
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative		
nigh levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students.		Apr	June	
Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments	FOW	0000	10000	
Staff Responsible for Monitoring: Campus administrator, G/T coordinator	50%	90%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199 - General Fund - G/T - \$1,520				
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.		Formative	June	
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, LPAC committee	70%	90%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199 - General Fund - Bil/ESL - \$3,876, - 263 - Title III A - Bilingual Education, Language - \$2,732.69				

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	70%	75%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: - 199 - General Fund - Special Ed \$1,259, - 282 - ESSER III - ESSER - \$28,000, - Extended Day/Tutorial - Extended Day - \$800, - 199 - General Fund - At Risk - \$2,560, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$82,546.29, - 211 - Title 1 A - Economically Disadvantaged Study - Office Clerk - \$29,417.74, - Extended Day/Tutorial - Supplemental Funding for Extended Day - \$4,512, - State Compensatory Funds - Instructional Salary - \$78,914, - State Compensatory Funds - General Supplies/ Materials - \$2,560			
No Progress Accomplished Continue/Modify Discontinue	e		

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	70%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	70%	100%	100%
No Progress Continue/Modify X Discon	ntinue		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	80%	80%	85%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in preparation for	Formative		
the bilingual certification test and ensure follow through in sitting for the exam.	Jan	Apr	June
Strategy's Expected Result/Impact: All teachers that work with bilingual students will be bilingual certified. Staff Responsible for Monitoring: Campus and District administrators	X	X	X
No Progress Continue/Modify X Discontinue	;		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	80%	90%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	80%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus. Streetony's Expected Result/Impact, Increased participation in compus and district leadership pathyses.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	70%	75%	80%
No Progress Accomplished — Continue/Modify X Discontinu	e		I

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

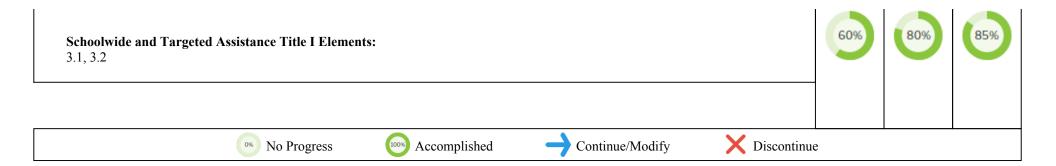
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator		-	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	90%		100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Jan	Formative	June
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator	80%		90%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984.41, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,893.98			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.	Formative		
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor	 	<u> </u>	



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase	Formative		
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	50%	50%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,		Formative	
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	COOK	2000	10000
Staff Responsible for Monitoring: Campus administrators, counselor, staff	60%	80%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	For	mative Revi Formative	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.	For Jan		ews June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of	Jan	Formative Apr	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements:	Jan	Formative Apr	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators	Jan	Formative Apr	June

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior	Formative		
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%	50%	100%
No Progress Accomplished Continue/Modify Discontinue			

Pasadena Independent School District South Houston High School 2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

South Houston High School is dedicated to providing an enriched education for all students in a positive, safe and secure environment in order to produce responsible, competitive citizens who will be successful life-long learners in an advanced, technological and multicultural society.

Vision

The faculty and staff of South Houston High School and its community will **ENSURE** <u>ALL</u> students graduate college and/or career ready by promoting a positive and enriched educational environment.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the 2021-2022 academic year we will utilize research based strategies to meet the needs and close the achievement gap of diverse student groups and individuals while providing access to appropriate and rigorous grade level content.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implementation of Tier 3 intervention courses and tutorials to meet the requirements of HB4545 in ELAR, math, science and		Formative	
social studies.	Jan	Apr	June
Strategy's Expected Result/Impact: The purpose of this strategy is to fill in the gaps in learning for students who lost academic progress during the pandemic which will result in a greater percentage of students being successful in core courses and on state assessments. Staff Responsible for Monitoring: Campus administrators, campus content specialists, teachers	50%	70%	70%
TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Payroll - 282 - ESSER III - \$79,500, student transportation - Extended Day/Tutorial - \$7,242			

Strategy 2 Details	For	mative Revi	ews
Strategy 2: IAT process for identified students to develop appropriate accommodations within the RTI framework so that students can access	<u> </u>	Formative	
the curriculum and be successful both in class and on assessments.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will be able to access the curriculum and grades and scores will improve.			
Staff Responsible for Monitoring: Campus Content Specialist, teachers, RTI administrator	50%	80%	80%
TEA Priorities:			
Build a foundation of reading and math	ı		
- ESF Levers:	1		
Lever 5: Effective Instruction	I		
Problem Statements: Student Achievement 1	1		
Funding Sources: training, resources - 199 - General Fund - \$11,000	I		
Tunding Sources. Hamming, resources 1777 General Fund \$11,000	1		
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Provide interventions for students with excessive absences from school: Attendance Contract, Home Visits, BRT.	İ	Formative	
Strategy's Expected Result/Impact: Increase student attendance to increase student performance.	Jan	Apr	June
Staff Responsible for Monitoring: Attendance Intervention Teachers, Attendance Clerks, Teachers, Administrators		Pr	04110
	20%	FFOX	CEW
ESF Levers:	20%	55%	65%
Lever 1: Strong School Leadership and Planning			
Problem Statements: School Culture and Climate 1	I		
Funding Sources: supplies - 199 - General Fund - \$1,065			
Strategy 4 Details	For	mative Revi	ews
Strategy 4: Incentive program to reward students for attending school, passing classes, and behaving appropriately.		Formative	
Strategy's Expected Result/Impact: Increase in grades and student attendance, decrease in discipline referrals and off campus	Jan	Apr	June
placements.	Jan	Арг	June
Staff Responsible for Monitoring: Campus Administrators	100%	100%	100%
ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Ì		
Problem Statements: School Culture and Climate 1	1		
	i	I	I

Strategy 5 Details	For	mative Revi	iews
Strategy 5: Core area teacher groups will work in PLC to develop rigorous and appropriate curriculum and intervention for students.		Formative	
Strategy's Expected Result/Impact: increase of quality instruction and timely intervention	Jan	Apr	June
Staff Responsible for Monitoring: CCS, teachers, administrator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	100%	100%	100%
Funding Sources: training, supplies, resources - 199 - General Fund - \$20,505, CCS Salaries - 255 - Title II A - Improving Teacher & Principal Q - \$214,354.47 No Progress One No Progress One No Progress One Discontinue	e		

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: We have a large percentage of students who have gaps in learning, who were unsuccessful on the last year's state testing, and who need intervention to be prepared for success this school year. **Root Cause**: A large majority of our students participated in online learning, or were not active in school for the last year and a half during the pandemic.

School Culture and Climate

Problem Statement 1: Students behavior has been an issue this year, specifically with students knowing how to behave appropriately. Drugs, specifically vape pens, have also increased on campus this year. **Root Cause**: Due to the pandemic, student were kept in small groups or isolated. This resulted in the social skills and behaviors of our students regressing.

Performance Objective 2: During the 2021-2022 academic year we will increase student participation in CTE, athletic and fine arts electives by offering competitive programs and enriching experiences.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Use social media marketing and Trojan TV to showcase the various programs and activities happening at SHHS.		Formative	
Strategy's Expected Result/Impact: Increase student participation in programs and activities.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administration and program teachers/directors/coaches			
TEA Priorities:	80%	100%	100%
Connect high school to career and college			
- ESF Levers:			
Lever 3: Positive School Culture			
Funding Sources: materials and supplies - 199 - General Fund - \$5,202			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Elective fairs, feeder school visits, and community programs to showcase programs and recruit students into CTE electives.	Formative		
Strategy's Expected Result/Impact: Increase student participation in elective course.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors, Teachers, Content Administrators		- T-p-	ounc
	10000	10000	10000
TEA Priorities:	100%	100%	100%
Connect high school to career and college			
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
Funding Sources: transportation, resources, materials - 199 - General Fund - \$5,175			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Increase participation in athletics and fine arts by providing a competitive and relevant program.		Formative	
Strategy's Expected Result/Impact: Increase student participation in athletics and fine arts programs	Jan	Apr	June
Staff Responsible for Monitoring: Coaches, directors, counselors, and administrators			
	70%	80%	9,00%
ESF Levers:	70%	80%	80%
Lever 3: Positive School Culture			
Funding Sources: materials, supplies, fees - 199 - General Fund - \$140,770			
No Progress Accomplished Continue/Modify X Discontinue	e e		
Cough Houseton High School			#101 017 00

Performance Objective 3: During the 2021-2022 academic year we will create a committee to research and develop a plan for implementation of research based grading policies and procedures which link student grades to mastery of student expectations (TEKS).

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Creation of a committee to develop a campus grading policy which is linked to student mastery on standards.		Formative	
Strategy's Expected Result/Impact: student grades will reflect a student's mastery of standards	Jan	Apr	June
Staff Responsible for Monitoring: administrators, CCS, teacher			
Funding Sources: training and supplies - 199 - General Fund - \$2,000	0%	0%	0%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 4: To collaboratively work with the District Special Programs Office to ensure 100% compliance with all federal and state requirements.

Strategy 1 Details	For	rmative Rev	iews
Strategy 1: Monitor the number of students with disabilities being removed to ISS, OSS or DAEP and develop strategies for alternative		Formative	_
methods of addressing student behavior. Strategy's Expected Result/Impact: Decrease the number of removal days for students with disabilities Staff Responsible for Monitoring: Administrators ESF Levers:	Jan 70%	Apr 75%	June 80%
Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1			
Strategy 2 Details	Foi	rmative Revi	iews
Strategy 2: Provide support and training for teachers who work with EB and Special Education students.		Formative	
Strategy's Expected Result/Impact: increase in grades, assessment scores, and graduation rates for EB and Special Education students Staff Responsible for Monitoring: administrators, PFs, teachers ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: salaries and supplies - 263 - Title III A - Bilingual Education, Language - \$124,289.93, training, supplies - 199 - General Fund - \$2,874, General Supplies, Materials and Misc. Operating Costs - State Compensatory Funds - \$10,477	Jan 75%	Apr 80%	June 85%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and		Formative	
Texas Behavior Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: we will be in compliance with TBSI requirements Staff Responsible for Monitoring: Administrators, teachers	Jan 90%	Apr 95%	June 95%
No Progress Accomplished — Continue/Modify X Discontinue	e	·	•

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 1: We have a large percentage of students who have gaps in learning, who were unsuccessful on the last year's state testing, and who need intervention to be prepared for success this school year. **Root Cause**: A large majority of our students participated in online learning, or were not active in school for the last year and a half during the pandemic.

School Culture and Climate

Problem Statement 1: Students behavior has been an issue this year, specifically with students knowing how to behave appropriately. Drugs, specifically vape pens, have also increased on campus this year. **Root Cause**: Due to the pandemic, student were kept in small groups or isolated. This resulted in the social skills and behaviors of our students regressing.

Performance Objective 1: During the 2021-2022 academic year we will provide opportunities for extension and enrichment of the curriculum.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Increase Dual Credit and AP enrollment: recruitment, ECHS, PL, feeder school visits, teacher recommendation.		Formative	
Strategy's Expected Result/Impact: increase in enrollment for DC and AP courses	Jan	Apr	June
Staff Responsible for Monitoring: counselors and administrators			
TEA Priorities:	10%	40%	45%
Connect high school to career and college			
- ESF Levers:			
Lever 4: High-Quality Curriculum			
Funding Sources: transportation, supplies, resources - 199 - General Fund - \$8,650			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide extended day for AP students to prepare for their AP exams.		Formative	
Strategy's Expected Result/Impact: increase in AP scores	Jan	Apr	June
Staff Responsible for Monitoring: teachers, administrators		1	
	15%	80%	100%
TEA Priorities:	15%	30%	100%
Connect high school to career and college			
- ESF Levers:			
Lever 4: High-Quality Curriculum			
Funding Sources: resources, transportation, supplies, salaries - Extended Day/Tutorial - \$20,713			
No Progress Accomplished — Continue/Modify X Discontinu			<u> </u>

Performance Objective 2: Students will receive information and guidance necessary to facilitate successful entry in post secondary education.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: four year plans, college and trade school admission data

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide informational meetings for parents and students: Parent Night, College Fairs		Formative	
Strategy's Expected Result/Impact: increase in post secondary enrollment	Jan	Apr	June
Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	15%	100%	100%
Funding Sources: resources and supplies - 199 - General Fund - \$1,000			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Coordinate college Visits for students to learn requirements, campus life, etc.		Formative	
Strategy's Expected Result/Impact: increase in college enrollment	Jan	Apr	June
Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	45%	100%	100%
Funding Sources: transportation, supplies and resources - 199 - General Fund - \$3,278			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 3: Provide students with information related to 21st century certification and career opportunities.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: CTE certification data and CTE enrollment

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Hold Elective Fairs		Formative	
Strategy's Expected Result/Impact: increase student enrollment in CTE courses	Jan	Apr	June
Staff Responsible for Monitoring: counselors, teachers			
TEA Priorities: Connect high school to career and college	100%	100%	100%
Funding Sources: resources, supplies, materials, transportation - 199 - General Fund - \$4,800			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Host Career Day		Formative	
Strategy's Expected Result/Impact: Increase student awareness of post secondary career opportunities	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, teachers, counselors TEA Priorities: Connect high school to career and college	0%	0%	0%
Funding Sources: resources, supplies, materials, transportation - 199 - General Fund - \$4,233			
No Progress Accomplished — Continue/Modify X Discontinue	:		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: For 100% of all professional personnel to be highly qualified.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: staff roster and certifications

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Attend job fairs, set up interviews and follow up with reference checks.		Formative	
Strategy's Expected Result/Impact: campus will be fully staffed with highly qualified teachers	Jan	Apr	June
Staff Responsible for Monitoring: Administrators			
TEA Priorities:	100%	100%	100%
Recruit, support, retain teachers and principals			
Problem Statements: Staff Quality, Recruitment, and Retention 1			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the		Formative	
district's ESL Institute and to have the teachers take the ESL Certification Exam such that all teachers who serve EB students are highly qualified.	Jan	Apr	June
Strategy's Expected Result/Impact: all teachers serving ells will be certified			
Staff Responsible for Monitoring: administrators	50%	100%	100%
TEA Priorities:			
Recruit, support, retain teachers and principals - ESF Levers:			
Lever 2: Effective, Well-Supported Teachers			
Funding Sources: Teacher Salaries - State Compensatory Funds - \$1,649,736			
No Progress Continue/Modify Discontinue	e		

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: We are not fully staffed. We currently have three long term subs and approximately 7 classroom facilitators in place of highly qualified teachers. **Root Cause**: There is a shortage of quality candidates for secondary ELAR and Mathematics at job fairs and in ATCP programs.

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Teacher appreciation activites

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: improve teacher retention and morale

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Plan and host faculty celebrations and awards.		Formative	
Strategy's Expected Result/Impact: improve teacher retention and morale	Jan	Apr	June
Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers:	50%	100%	100%
Lever 2: Effective, Well-Supported Teachers			
Funding Sources: supplies - 199 - General Fund - \$12,000			
No Progress Accomplished — Continue/Modify X Disco	ontinue	•	•

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Increase parent and community involvement to pre-covid levels.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: meeting and event logs/minutes

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Use social media, phone calls, and other methods to advertise and reach out to parents and the community concerning upcoming		Formative	
activities and events happening at SHHS.	Jan	Apr	June
Strategy's Expected Result/Impact: increased levels of parent participation and community involvement Staff Responsible for Monitoring: Administrators, teacher leaders ESF Levers: Lever 3: Positive School Culture	100%	100%	100%
Funding Sources: supplies - 199 - General Fund - \$2,000			
No Progress Accomplished — Continue/Modify X Discontinu	e	•	

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: To sustain and focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: drill logs, campus meeting/training agendas

Strategy 1 Details	For	rmative Rev	iews
Strategy 1: Safety plans developed with the assistance of the district BRT for identified students.		Formative	
Strategy's Expected Result/Impact: improved behavior of targeted students and decrease in serious incidents Staff Responsible for Monitoring: Counselors, Administrators, teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Jan 100%	Apr 100%	June 100%
Strategy 2 Details	For	rmative Rev	iews
Strategy 2: Use of mediation techniques and restorative practices to defuse situations and help students develop appropriate strategies for		Formative	_
dealing with conflict. Strategy's Expected Result/Impact: decrease in student conflicts Staff Responsible for Monitoring: Counselors, Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: training and materials - 199 - General Fund - \$2,000	Jan 100%	Apr 100%	June 100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: The campus will provide training and implementation of campus MERT team.		Formative	
Strategy's Expected Result/Impact: prepared and able to react to emergency situations Staff Responsible for Monitoring: administrators, nurse	Jan	Apr	June

Funding Sources: training, supplies - 199 - General Fund - \$4,720



No Progress



Accomplished



Continue/Modify



X Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Students behavior has been an issue this year, specifically with students knowing how to behave appropriately. Drugs, specifically vape pens, have also increased on campus this year. Root Cause: Due to the pandemic, student were kept in small groups or isolated. This resulted in the social skills and behaviors of our students regressing.

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Safe and Drug Free Schools Initiative

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: incident reports

Strategy 1 Details	For	Formative Reviews	
Strategy 1: To provide programs to students to reduce instances of drug use and conflict: Guest Speakers, Red Ribbon Week, Safe School		Formative	
Student Ambassadors, No Place for Hate, Alice, and See Something Say Something	Jan	Apr	June
Strategy's Expected Result/Impact: reduction in serious drug and instances of violence on campus Staff Responsible for Monitoring: Administrators, Counselors, teacher leaders ESF Levers:	60%	60%	60%
Lever 3: Positive School Culture			
Funding Sources: training, supplies, resources, transportation - 199 - General Fund - \$10,213			
No Progress Accomplished — Continue/Modify X Discontinue	e		•

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Maintenance of school and grounds to create a safe and welcoming environment for students, staff, and the community.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: work orders, survey

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Maintain a safe, organized, and welcoming school environment.		Formative	
Strategy's Expected Result/Impact: Administrators, clerical, custodial and maintenance staff	Jan	Apr	June
TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: supplies, resources - 199 - General Fund - \$57,633	90%	90%	90%
Strategy 2 Details	For	mative Revi	ews
Strategy 2 Details Strategy 2: Continue to improve technology.	For	mative Revi	ews
Strategy 2: Continue to improve technology. Strategy's Expected Result/Impact: campus technology and technology infrastructure will be adequate to student and staff needs	For Jan		ews June
Strategy 2: Continue to improve technology.		Formative	

Pasadena Independent School District South Houston Intermediate 2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The mission of South Houston Intermediate is to engage students in a rigorous curriculum, relevant experiences and positive relationships in a safe and healthy educational climate. All students will become accomplished self-directed collaborative citizen-scholars and achieve an academic, emotional, social and physical balance. We will foster a cooperative relationship involving the home, school, and community to empower our students to succeed and boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the 2021-2022 School Year, we will systematically implement a districtwide K-12 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Learning Communities will meet regularly, share expertise, and work collaboratively to improve teaching skills and		Formative	
the academic performance of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Improved STAAR scores Improved TEK aligned instruction Improved vertical aligned curriculum Improved communication between departments and teachers Closure of academic gap between grade levels	80%		0%
Staff Responsible for Monitoring: Campus content coach Administration Campus specialist			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Instructional/PLC - 199 - General Fund - \$2,550, Advanced Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550			

Strategy 2 Details		Formative Reviews	
egy 2: Core content area teachers will create common assessments in AWARE and Schoology to check for understanding and mastery KS.	Formative		
Strategy's Expected Result/Impact: Rigorous Lesson plans Improved test scores Improved District Assessment Data Improved Student Grades Improved readiness for state testing Improved consistency in how students are evaluated Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional - 199 - General Fund - \$2,550	Jan 80%	Apr	June 0%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: All teachers and students will obtain a clear understanding of the STAAR Objectives and Specifications and utilize STAAR	Formative		
Strategy's Expected Result/Impact: TEK aligned Lesson plans Improved Test Scores Improved District Assessment Scores Improved Student Grades Improved learning targets Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional - 199 - General Fund - \$2,550, SALARY - State Compensatory Funds - \$304,423, Campus	Jan 80%	Apr	June 0%

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Update and develop all content curriculum to integrate reading and writing though the Writing Revolution.		Formative	
Strategy's Expected Result/Impact: Across content areas writing strategies Rigorous Lesson plans	Jan	Apr	June
Improved test scores	E006		0%
Improved District Assessment Data	50%		0%
Improved Student Grades			
Staff Responsible for Monitoring: Campus content coach Administration Campus specialist			
Funding Sources: Training/Book Supplies - 199 - General Fund - \$2,350, Training/book supplies - State Compensatory Funds - \$2,261			
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Expand project based learning through the use of PL curriculum in traditional classroom settings.		Formative	
Strategy's Expected Result/Impact: TEK aligned Lesson plans	Jan	Apr	June
Improved Test Scores			
Improved District Assessment Scores	85%		0%
Improved Student Grades Improved learning targets	USW		0,0
Staff Responsible for Monitoring: Campus content coach			
Administration			
Campus specialist			
Funding Sources: Instuctional - 199 - General Fund - \$2,550			
Strategy 6 Details	Formative Reviews		iews
Strategy 6: Support and develop content coaches in the personalized learning platform by attending Summit Learning Convenings.		Formative	
Strategy's Expected Result/Impact: Improved alignment across departments	Jan	Apr	June
Improved Test Scores (STAAR) Improved District Assessment Data			
Improved Student Grades	90%		0%
Staff Responsible for Monitoring: Campus content coach			
Administration			
Campus specialist			
Funding Sources: Instructional - 199 - General Fund - \$2,550			
No Progress Continue/Modify Discontinue	e e	<u> </u>	

Performance Objective 2: During the 2021-2022 School Year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will engage in real world assignments, projects, field trips, and science experiments that promote critical thinking and	Formative		
problem solving. In addition, campus content coaches will provide resources and training on intervention and extension lessons and best practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Improved STAAR scores Improvement of quality instructional Improved vertical and horizontal curriculum Improved Alignment and Communication Closure of academic gap between grade levels Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: - 282 - ESSER III - \$25,000, CCS Salary - 255 - Title II A - Improving Teacher & Principal Q - \$106,531.45, PF/ CCC salary - 211 - Title 1 A - Economically Disadvantaged Study - \$158,730.58	85%		0%
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education Aides and Title I Aides will be utilized and trained to support and facilitate all students.	Formative		
Strategy's Expected Result/Impact: Improved instructional support	Jan	Apr	June
Improved student grades Staff Responsible for Monitoring: Campus content coach Administration Campus specialist	70%	100%	100%
Funding Sources: Training-SPED - 199 - General Fund - \$1,500, Para salary - 211 - Title 1 A - Economically Disadvantaged Study - \$59,086.13			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: ACE coordinator will facilitate a program for all students in need of acceleration and/or enrichment including at-risk, homeless,		Formative	
ESL and migrant students. Strategy's Expected Result/Impact: Use of STAAR Resources Increased Student Attendance Improved performance on CBAs/MAP Improved CFA scores Improved Student Grades increased teacher Input Staff Responsible for Monitoring: Campus content coach Administration Campus specialist	Jan 100%	Apr 100%	June 100%
Funding Sources: At-Risk/ESL - 199 - General Fund - \$1,500, ESL-Title 3 - 263 - Title III A - Bilingual Education, Language - \$2,432.76			
Strategy 4 Details	For	mative Revi	ews
Strategy 4: Promote and increase participation in the Advanced Placement Programs for students in all subgroups and ensure recruitment for such programs remains free from bias.	 Jan	Formative	June
Strategy's Expected Result/Impact: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased Staff Responsible for Monitoring: Campus content coach Administration Campus specialist	90%	Apr	0%
Funding Sources: GT - 199 - General Fund - \$597			
Strategy 5 Details	For	mative Revi	ews
Strategy 5: Enroll, promote, and participate in local and regional events and performances including, but not limited to, the Texas		Formative	
Performance Standards Project. Strategy's Expected Result/Impact: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: GT - 199 - General Fund - \$597	Jan 55%	Apr	June 0%

Strategy 6 Details	For	Formative Reviews		
rategy 6: Provide multiple opportunities for peer socialization, interaction, mentoring, and tutoring in all content areas.		Formative		
Strategy's Expected Result/Impact: Improved Academic Performance	Jan	June		
Improved School Attendance				
Increased Self-Esteem Character Development	100%	100%	1009	
Increased Leadership Skills			130	
Respect for Others				
Staff Responsible for Monitoring: Campus content coach				
Administration				
Campus specialist				
Funding Sources: - 199 - General Fund - \$2,050				
Strategy 7 Details	For	Formative Reviews		
rategy 7: Reading Squared will enhance and support the different activities and programs in our campus to encourage and improve reading		Formative		
nong all our students.	Jan	Apr	June	
Strategy's Expected Result/Impact: Improved reading scores		-		
Staff Responsible for Monitoring: Campus content coach	90%		0%	
Administration Campus specialist				
Campus specialist				
Funding Sources: - 199 - General Fund - \$2,550				
Strategy 8 Details	For	mative Revi	iews	
rategy 8: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative		
Strategy's Expected Result/Impact: Lowered student count in classroom removal	Jan	Apr	June	
Staff Responsible for Monitoring: Campus content coach		_		
Administration	60%		0%	
Campus specialist				
Funding Sources: Spec Ed - 199 - General Fund - \$205				

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: By June 2022, we will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including post secondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Accelerated Programs at all levels for Pre-AP and GT students	Formative		
Strategy's Expected Result/Impact: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased Staff Responsible for Monitoring: Campus content coach Administration Campus specialist Funding Sources: GT - 199 - General Fund - \$550	Jan 40%	Apr	June 0%
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff Development in GT strategies, the Rice Institute and AVID workshops.		Formative	
Strategy's Expected Result/Impact: Increased career-college readiness	Jan	Apr	June
Improved Academic Climate Advancement in High School Drop Out rate decreased Staff Responsible for Monitoring: Campus content coach Administration Campus specialist	25%		0%
Funding Sources: GT - 199 - General Fund - \$644			

Strategy 3 Details	For	Formative Reviews		
Strategy 3: Students will be recognized through academic achievement awards.		Formative		
Strategy's Expected Result/Impact: Improved Academic Climate Advancement in High School	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors Administration	60%		0%	
Strategy 4 Details	For	mative Rev	riews	
Strategy 4: Classes for High School credit are offered		Formative	;	
(a) Algebra (b) Health	Jan	Apr	June	
(c) Art (d) Spanish (e) Spanish Credit by Exam (f) U.I.L. Fine Arts	90%		0%	
Strategy's Expected Result/Impact: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased Staff Responsible for Monitoring: Counselors				
Administration Strategy 5 Details	For	mative Rev	viowe	
Strategy 5: Students will be provided the opportunity for career exploration through the 7th grade college exploration project.	FOI	Formative		
Strategy's Expected Result/Impact: Increased career-college readiness	T		1	
Staff Responsible for Monitoring: Counselors Administration	Jan 25%	Apr	June	
Strategy 6 Details	For	mative Rev	views	
Strategy 6: Eighth grade students will prepare for college entry assessments such as PSAT.		Formative	;	
Strategy's Expected Result/Impact: Increased career-college readiness	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors Administration Test Coordinators	60%	1	0%	

Strategy 7 Details	For	Formative Reviews	
Strategy 7: Academic mentoring and habits of success will be instructional goals for pride plus period.		Formative	
Strategy's Expected Result/Impact: Increased career-college readiness	Jan	Apr	June
Improved Academic Climate Improved student grades Staff Responsible for Monitoring: Counselors Administration	70%	•	0%
Funding Sources: - 282 - ESSER III - \$21,000			
No Progress Accomplished — Continue/Modify X Disco.	ntinue	•	•

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: During the 21-22 SY, we will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures.

Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Increased career-college readiness Improved Academic Climate Advancement in High School Drop Out rate decreased

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Communities in Schools will help to match students attending South Houston Intermediate with community members. These		Formative		
volunteers provide consistent support and guidance on a one-on-one basis to encourage students to successfully learn, stay in school, and prepare for life.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased student attendance Improved student grades Increased college and career readiness	35%		0%	
Staff Responsible for Monitoring: CIS Coordinator				
Strategy 2 Details	Formative Reviews		iews	
Strategy 2: Participation in community sponsored programs that provide social and academic support for our students and families, such as Backpack Buddies.		Formative		
Strategy's Expected Result/Impact: Increased student attendance Improved student grades Increased college and career readiness Staff Responsible for Monitoring: CIS coordinator	Jan 45%	Apr	June	
Strategy 3 Details	For	mative Rev	iews	
Strategy 3: Seek and develop new partnerships with businesses and the community that will provide support for our students.		Formative		
Strategy's Expected Result/Impact: Increased student attendance Improved student grades	Jan	Apr	June	
Increased college and career readiness Staff Responsible for Monitoring: CIS coordinator	35%		0%	

Strategy 4 Details	For	mative Revi	iews
Strategy 4: Provide the opportunity of service-led learning through habitat restoration adventures such as Artist's Boat kayak adventures and			
school/community garden. Strategy's Expected Result/Impact: Increased student attendance Improved student grades Increased college and career readiness Staff Responsible for Monitoring: Administration CIS/ACE coordinator Funding Sources: - Extended Day/Tutorial - \$2,958	Jan 40%	Apr	June 0%
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Students will visit other local campuses such as the Early College program at South Houston High School and CTHS to explore	Formative		1
high school career related experiences. Strategy's Expected Result/Impact: Increased student attendance	Jan	Apr	June
Improved student grades Increased college and career readiness Staff Responsible for Monitoring: Counselors	90%		0%
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Field trips to college campuses will be led by the AVID program.		Formative	
Strategy's Expected Result/Impact: Increased student attendance	Jan	Apr	June
Improved student grades Increased college and career readiness Staff Responsible for Monitoring: AVID coordinator Administration Funding Sources: - Extended Day/Tutorial - \$5,000	90%		0%
No Progress Continue/Modify X Discontinue	e e		

Performance Objective 1: By January 2022, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Improved instructional support

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Encourage and support the use of Compsych to staff and faculty.		Formative		
Strategy's Expected Result/Impact: Improved campus climate Improved health and wellness of staff	Jan	Jan Apr		
Staff Responsible for Monitoring: Administration Counselors	50%		0%	
Funding Sources: Instructional - 199 - General Fund - \$4,800				
Strategy 2 Details	Fori	mative Rev	iews	
Strategy 2: Design teacher incentives for perfect attendance.		Formative		
Strategy's Expected Result/Impact: Improved campus climate	Jan	Apr	June	
Staff Responsible for Monitoring: Administration Counselors	50%		0%	
Funding Sources: Materials - 199 - General Fund - \$4,500				
Strategy 3 Details	Fori	mative Rev	iews	
Strategy 3: Implement a systemwide use of RITHM for emotional wellbeing check ins.		Formative		
Strategy's Expected Result/Impact: Improved campus climate Improved social emotional skills	Jan	Apr	June	
Staff Responsible for Monitoring: Counselors	35%		0%	
Funding Sources: Instructional - 199 - General Fund - \$2,300				

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Design and offer professional development based on teacher needs during lunch.		Formative	
Strategy's Expected Result/Impact: Improved academic success	Jan	Apr	June
Improved climate			
Staff Responsible for Monitoring: Administration	50%		0%
Content Coach	30%		070
Funding Sources: - 199 - General Fund - \$5,600			
No Progress Continue/Modify Discontinue/Modify	ue	•	•

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Campus wide training on writing across content areas, The Writing Revolution.		Formative		
Strategy's Expected Result/Impact: Improved instruction Improved across-content area writing	Jan	June		
Improved test scores				
Staff Responsible for Monitoring: Content Coaches	35%		0%	
Specialist				
Administration				
Funding Sources: - 199 - General Fund - \$4,400				
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: District wide training on content area scope and sequence during FOCUS and PLC.	Formative			
Strategy's Expected Result/Impact: Improved instruction	Jan	Apr	June	
Improved vertical alignment		r		
Improved test scores	85%		0%	
Staff Responsible for Monitoring: District Specialist	03%		076	
Funding Sources: - 282 - ESSER III - \$6,500				
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: South Houston Intermediate teachers will use the following professional development opportunities to implement effective		Formative		
instructional practices for all personnel hired: AVID, SIOP Instruction, Safe and Civil Schools, RISE, Inclusion/Classroom Facilitation,	Jan	Apr	June	
Cooperative Learning, Technology training, and Department Planning.				
Strategy's Expected Result/Impact: Increased teacher retention Improved student grades	75%		0%	
Increased college and career readiness				
Staff Responsible for Monitoring: Administration				
Stan responsible for Promeoring. Administration				
Funding Sources: - 199 - General Fund - \$3,500				

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Instill a culture of weekly planning and data disaggregation.		Formative	
Strategy's Expected Result/Impact: Improved Test Scores (STAAR) Improved Instruction Improved Vertical / Horizontal Curriculum Alignment and Communication	Jan 55%	Apr	June
Staff Responsible for Monitoring: Content Coaches Administration Funding Sources: - 199 - General Fund - \$4,300			
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Provide all new teachers with the following teacher support staff: content coaches, mentors, buddy teachers, and administration		Formative	
Support.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased staff support Staff Responsible for Monitoring: Administration Content Coaches	95%		0%
Funding Sources: - 199 - General Fund - \$2,200			
Strategy 6 Details	For	mative Revi	
Strategy 6: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements	Jan	Formative Apr	June
Strategy's Expected Result/Impact: Improved campus climate Improved health and wellness of staff Staff Responsible for Monitoring: Administration	30%		0%
Strategy 7 Details	For	mative Revi	iews
Strategy 7: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the	Formative		
district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: Highly qualified, ESL certified teachers	Jan	Apr	June
Strategy's Expected Result/Impact: Fignity qualified, ESL certified teachers Staff Responsible for Monitoring: Administration	30%		0%
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 3: Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Promote and attend the district job fair to recruit new teachers and staff.		Formative	
Strategy's Expected Result/Impact: Filled Posiitons	Jan	Apr	June
Staff Responsible for Monitoring: Administration	85%		0%
No Progress Accomplished Continue/Modify X Discontinue	ie		

Performance Objective 4: Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Thoroughly interview all candidates with a 3 step process screening.		Formative	
Strategy's Expected Result/Impact: Highly Qualified Candidiates	Jan	Apr	June
Staff Responsible for Monitoring: Administration	85%		0%
No Progress Continue/Modify Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: By July 2022, we will engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: Develop a cultural awareness of various student groups.		Formative		
Strategy's Expected Result/Impact: Trainings Diverse Instructional activities	Jan	Apr	June	
Decreased discipline and office referrals Increased Academic Success	40%		0%	
Staff Responsible for Monitoring: Counselors				
Funding Sources: ESL - 199 - General Fund - \$2,407				
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Staff and Students will foster positive rapport and build relationships. (a) Rigor, Relevance and Relationships (b) Concise and consistent campus and classroom rules (c) Student-teacher contracts (d) Motivational rewards (e) Group Leaders in the classroom (f) Staff Development on multicultural issues and ethnicity (g) Academic Teaming (h) Reinforcing appropriate language (i) Celebration activities (j)	Formative			
	Jan	Apr	June	
Adopt a Student (k) Positive communication throughout the year to parents and community by marquee, web page, and letters home with report cards (l) Communities in Schools (m)Restorative Circles (n) Parent Family Nights.	40%		0%	
Strategy's Expected Result/Impact: Trainings Diverse Instructional activities Decreased discipline and office referrals				
Increased Academic Success Staff Responsible for Monitoring: Instructional Staff Administration				
Funding Sources: - 199 - General Fund - \$5,624, Parent Coordinator salary - 211 - Title 1 A - Economically Disadvantaged Study - \$24,905.65, Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$4,298.32				

Strategy 3 Details	For	mative Rev	iews		
Strategy 3: Incentives will be utilized to recognize student success. (a) Students will be rewarded for Honor Roll, Perfect Attendance, and Excellent Conduct (b) Brunch Roll (c) Year end Certificates (e) Honors Assemblies Strategy's Expected Result/Impact: Decreased discipline and office referrals Increased Academic Success Staff Responsible for Monitoring: Counselors Parent Coordinator		Formative			
		Apr	June 0%		
Funding Sources: Materials - 199 - General Fund - \$5,500 Strategy 4 Details	For	mative Revi	iowe		
	FOI		ews		
Strategy 4: Athletic Recognition - (a) Announcements: Outstanding Players and Performances (b) Certificates and Plaques (c) Year End Banquet and Activities (e) Marquee (f) Athletic Study Hall and Tutorials		Formative	Τ		
Strategy's Expected Result/Impact: Decreased discipline and office referrals	Jan	Apr	June		
Increased Academic Success Staff Responsible for Monitoring: Athletic Coaches	45%		0%		
No Progress Accomplished — Continue/Modify X Discontinue	e		•		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By June 2022, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Strategy 1 Details		Formative Reviews		
Strategy 1: Provide updated lifesaving training skills and emergency response protocols for all staff, including substitutes regularly to		Formative		
increase preparedness and response such as ALICE, firedrills, MERT, Employee Assistance Program, and student behavior plans.	Jan	Apr	June	
Strategy's Expected Result/Impact: Streamlined protocols Safety Tree/Communication line Staff Responsible for Monitoring: Administration	70%		0%	
Funding Sources: - 282 - ESSER III - \$8,500				
No Progress Continue/Modify X Discontinue	e			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: During the 21-22 SY, we will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Explore and expand innovative social and emotional programs and approaches for student wellness and positive behavior such as	Formative		
the utilization of peer mediation, counseling groups, and restorative circles Strategy's Expected Result/Impact: Improved student wellness Decreased discipline referrals Staff Responsible for Monitoring: Administration Counselors	Jan 85%	Apr	June
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Implementation of a differentiated model of multi-tiered system of supports for behavior interventions such as RITHM, SEL		Formative	
Mondays, goal setting, and Pride Praise incentives. Strategy's Expected Result/Impact: Decreased student discipline referrals Improved academic climate Staff Responsible for Monitoring: Administration Counselors		Apr	June
		_	
			0%
Funding Sources: - 199 - General Fund - \$3,200			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: After School/during school clubs will be developed to foster a model for behavior development such as lunch bunch, chess,		Formative	
AVID, teen leadership, pride plus period, Pentathlon Club, and ACE.	Jan	Apr	June
Strategy's Expected Result/Impact: Improved student attendance Staff Responsible for Monitoring: CIS/ACE coordinators	65%		0%
Funding Sources: - 199 - General Fund - \$6,700			
No Progress Continue/Modify Discontinue Discontinue	e		

Performance Objective 1: Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: District website and resources		Formative	
Strategy's Expected Result/Impact: HR	Jan	Apr	June
Benefits Staff Responsible for Monitoring: District personnel	95%		0%
No Progress Continue/Modify Discontinue	2		

Performance Objective 2: Partnering with the district to provide an increase in the safety of transporting students through technology and training.

Strategy 1 Details	Formative Reviews				
Strategy 1: Bus Transportation available for all students attending tutorials			Formative		
Strategy's Expected Result/Impact: Safe access home		Apr	June		
Staff Responsible for Monitoring: District personnel					
Funding Sources: Misc. Operating - State Compensatory Funds - \$485	100%	100%	100%		
No Progress Accomplished — Continue/Modify X Discontinue	e				

Performance Objective 3: Structure innovative technology solutions to provide service and educational options and opportunities.

Strategy 1 Details		Formative Reviews		
Strategy 1: Teachers will have educational options using Google classroom & Schoology		Formative		
Strategy's Expected Result/Impact: Student access to curriculum 24/7	Jan	Apr	June	
Staff Responsible for Monitoring: Administration	100%	100%	100%	
No Progress ON Accomplished Continue/Modify Discontinue	e			

departments that integrate established and innovative practices, standards, and systems. Performance Objective 4: Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service

Performance Objective 5: Expand systems to more fully meet the nutritional needs of all students.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide free lunch and breakfast for all students		Formative	
Strategy's Expected Result/Impact: 2 meals provided to every student	Jan	Apr	June
	100%	100%	100%
No Progress Continue/Modify X Discontinue	e		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 6: Design additional business services that provide innovative solutions to meet evolving district needs.

Pasadena Independent School District South Shaver Elementary 2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of South Shaver Elementary School is to provide a safe, stimulating, and inclusive environment that fosters the social, emotional, and intellectual growth of all students.

Vision

Our students will be confident, critical thinkers who take responsibility for themselves, demonstrate respect for others, and respond to the rapidly changing world around them.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals						
Goal 1: CURRICULUM & INS	STRUCTION - We will prov	ide rigorous and meaning	ful curriculum by creating	g integrated learning exper	iences to meet individual student need	s

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Rev	iews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of		Formative			
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June		
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators			50%		
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6					
Funding Sources: Title 1 Campus Instructional Funds (+ \$4,000 ADVANCED FUNDS) - 211 - Title 1 A - Economically Disadvantaged Study - \$18,076.66, Salary Title 1 Peer Facilitators/Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$236,959.54, BFU + Overtime + Fixed - 199 - General Fund - \$43,856, Plan4Learning (Paid) - 211 - Title 1 A - Economically Disadvantaged Study - \$550					
Strategy 2 Details	For	mative Rev	iews		
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative			
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June		
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			50%		

Strategy 3 Details		For	mative Revi	ews
Strategy 3: Create a master schedule that will provide common planning and PLC time,			Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.		Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		100%	100%	100%
No Progress Accomplished — Continue/Modify	X Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Jan 50%	Apr	June 50%
	Apr	
50%		50%
50%		50%
Formative Reviews		ews
Formative		
Jan	Apr	June
25%		50%
	25%	25% -

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach		Formative	
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	50%		75%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: Spec Ed (Pgm 23) - 199 - General Fund - \$1,502, ESSER Allotment - Extended Day/Tutorial - \$34,000, Salary Title 1 Dyslexia/Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$88,539.67, Regular Extended Day Funds - Extended Day/Tutorial - \$900, Salary Title 1 Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$81,666.30, At Risk (Pgm 24) - State Compensatory Funds - \$3,002, Supplemental Funding for Extended Day - 211 - Title 1 A - Economically Disadvantaged Study - \$5,334			
No Progress Continue/Modify X Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	10%	1	50%
No Progress Continue/Modify Discord	ntinue		I

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		75%
Strategy 2 Details	Formative Reviews		iews
rategy 2: Participate in job fairs and university teacher training partnerships in order to seek out appropriately-certified bilingual teachers	Formative		
for all positions that serve students who participate in the Bilingual Education Program, including those in ABLE classrooms.	Jan	Apr	June
Strategy's Expected Result/Impact: All students will be served by highly qualified staff. Staff Responsible for Monitoring: Campus administrators, LPAC Committee Schoolwide and Targeted Assistance Title I Elements: 2.6	50%		75%
No Progress Continue/Modify Discontinue	e		I

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	50%		75%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.	Formative		
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		75%
Strategy 3 Details	Formative Reviews		iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in	Formative		
the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		75%
No Progress Accomplished — Continue/Modify X Discontinu	e		1

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

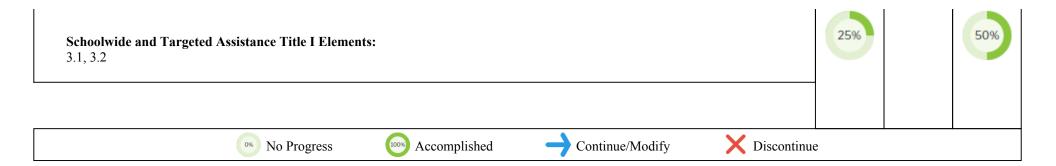
Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative		
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, parent coordinator				
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	50%		75%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Ion	Formative		
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, parent coordinator	75%		85%	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2				
Funding Sources: Salary Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$26,613.15, Title 1 Parent Component Funds (+ \$1,000 ADVANCED FUNDS) - 211 - Title 1 A - Economically Disadvantaged Study - \$4,366.47				
Strategy 3 Details	Formative Reviews		iews	
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative		
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, counselor	-		 	



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	50%		75%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,		Formative	
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully			
Staff Responsible for Monitoring: Campus administrators, counselor, staff	50%		75%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance		Formative	
center.	Jan	Apr	June
Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center			
Staff Responsible for Monitoring: Administrators	25%		50%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			

trategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior			
•		Formative	
upport Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements:	50%		75%
2.4, 2.5, 2.6			

Pasadena Independent School District Southmore Intermediate

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

Success...Whatever It Takes!

Vision

Raising Standards, Lifting Students, No Child Left Behind

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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ensuring students are future ready.
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Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that 22 meet the needs of each student.

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 29 community stakeholders to support students and staff.

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: All students and all student groups will increase their performance on state assessments to meet and exceed state average.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: State assessment data (STAAR Online).

Strategy 1 Details	For	mative Revi	ews
Strategy 1: All teachers will follow the scope and sequence provided by the SUMMIT LEARNING PLATFORM, and teach the Student		Formative	
Expectations at the level of rigor that is detailed in the TEKS. Structural Expected Possilt/Impacts Improved alignment with the state as demonstrated in Feaus gross, projects, concept units, MAR.	Jan	Apr	June
Strategy's Expected Result/Impact: Improved alignment with the state as demonstrated in Focus areas, projects, concept units, MAP, STAAR and district exams. Staff Responsible for Monitoring: Principal, Assistant Principal, District Specialists, Content Specialists, and Campus Coaching Staff. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Instructional Materials - 199 - General Fund - \$10,647, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	100%	100%	100%

Strategy 2 Details	For	mative Revi	ews
Strategy 2: All teachers will participate in regularly scheduled planning PLC and GLT meetings during their common planning period.		Formative	
Teachers will also attend district focus meetings and Convening. Teachers will have opportunities to participate in PL Cadres.	Jan	Apr	June
Strategy's Expected Result/Impact: Attendance & levels of Engagement at various planning meetings. Full implementation of the Summit PL Process.	100%	100%	100%
Staff Responsible for Monitoring: Principal, Assistant Principal, Content Specialists, Team Leader, and Teachers	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever			
5: Effective Instruction			
- Comprehensive Support Strategy - Additional Targeted Support Strategy			
Strategy 3 Details	For	mative Revi	ews
Strategy 3 Details Strategy 3: All core content area teachers will use student data from focus assessments to plan for and administer workshops for students.	For		ews
Strategy 3: All core content area teachers will use student data from focus assessments to plan for and administer workshops for students.		Formative	
Strategy 3: All core content area teachers will use student data from focus assessments to plan for and administer workshops for students. Strategy's Expected Result/Impact: Teacher attendance in data driven meetings (PLC & GLT meetings)	For Jan		ews June
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Strategy 3: All core content area teachers will use student data from focus assessments to plan for and administer workshops for students. Strategy's Expected Result/Impact: Teacher attendance in data driven meetings (PLC & GLT meetings) Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coaches, Content Specialists, and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers:	Jan 70%	Formative Apr	
Strategy 3: All core content area teachers will use student data from focus assessments to plan for and administer workshops for students. Strategy's Expected Result/Impact: Teacher attendance in data driven meetings (PLC & GLT meetings) Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coaches, Content Specialists, and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Jan 70%	Formative Apr	
Strategy 3: All core content area teachers will use student data from focus assessments to plan for and administer workshops for students. Strategy's Expected Result/Impact: Teacher attendance in data driven meetings (PLC & GLT meetings) Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coaches, Content Specialists, and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever	Jan 70%	Formative Apr	
Strategy 3: All core content area teachers will use student data from focus assessments to plan for and administer workshops for students. Strategy's Expected Result/Impact: Teacher attendance in data driven meetings (PLC & GLT meetings) Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coaches, Content Specialists, and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Jan 70%	Formative Apr	

Strategy 4 Details	For	mative Revi	iews
Strategy 4: All teachers will attend workshops on a specific focus area, backwards planning for projects / Concept Unit, and training		Formative	
regarding specific habits of success for each six weeks. Staff will be coached on implementation via PLC and GLT. Strategy's Expected Result/Impact: Evidence of campus walks and administrative walk throughs Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coaches, Content Specialists, and District Leaders. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Jan 75%	Apr 100%	June 100%
Strategy 5 Details	For	mative Rev	iews
Strategy 5: Use of targeted intervention activities through SDL / Homeroom Time, AM / PM Tutorials, Extended Day, and Saturday Camps (HB 4545 ESSER). Strategy's Expected Result/Impact: Student growth as demonstrated on STAAR results. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Campus Coaches, CCS, Teachers, ACE Coordinator, and College Tutors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Tutorials - Extended Day/Tutorial - \$1,200, Tutorials (ESSER) HB4545 - 282 - ESSER III - \$63,000, Extended Day Tutorials - Extended Day/Tutorial - \$7,050	Jan 65%	Apr 65%	June 100%

Strategy 6 Details	For	mative Revi	ews
Strategy 6: Library will maintain a collection of a variety of books to support school wide literacy (Capstone Ebooks). Both electronic and		Formative	
hard copies of various books have been purchased in order to make the checking out of books more flexible for the student and teaching staff. Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Principal, and Librarian. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, - 199 - General Fund - \$5,000	Jan 85%	Apr 100%	June 100%
Strategy 7 Details	For	mative Revi	ews
Strategy 7: Teachers will use data from focus areas to intervene each week. Struggling students will go to the content teacher for workshops and focused intervention (before school, after school, during DAWG Time, and during ACE programming). Strategy's Expected Result/Impact: Focus area assessments, focus area attempts, concept unit grades and project grades. Staff Responsible for Monitoring: Principal, Assistant Principals, ELAR Campus Coach, ACE Coordinator, and District ELAR Specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, Instructional Materials - 199 - General Fund -	Jan 85%	Apr 85%	June 100%

Strategy 8 Details	For	mative Revi	iews
Strategy 8: All Core teams will take MAP, Common Formative Assessments, Common Summative Assessments. Each assessment will have		Formative	
a blueprint based on grade level student expectations, ensuring that all power standards selected by each PLC have been assessed at the campus level.	Jan	Apr	June
Strategy's Expected Result/Impact: PLC Teams are responsible for reviewing the data and blueprint in the PLC setting and with administrator and campus coach assigned to their leadership team.	80%	100%	100%
Staff Responsible for Monitoring: PLC Teams, Campus Coaches, and Administrators			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$2,000			
Strategy 9 Details	For	mative Revi	iews
Strategy 9: Student Expectations will be posted in classrooms, discussed via WOOF T.V., and tied to the lessons in SDL time.		Formative	
Strategy's Expected Result/Impact: Walkthrough Documentation	Jan	Apr	June
Staff Responsible for Monitoring: Administrators and Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	75%	100%	100%
- ESF Levers: Lever 3: Positive School Culture			

Strategy 10 Details	For	mative Revi	iews
Strategy 10: Rigorous instruction will be provided by highly qualified and trained teachers who follow the PL Process, district timeline, and		Formative	
prepare differentiated lessons and assessments for struggling learners (HB4545) who have gaps in their education. PLC's will begin with planned questioning and review of RTI needs for individual students. Real time intervention in regular classroom setting will be offered to all	Jan	Apr	June
struggling students based on data.			
Strategy's Expected Result/Impact: Walkthrough data, staff offering tutorials, and ACE afterschool feedback	75%	100%	100%
Staff Responsible for Monitoring: Teachers, Campus Coaches, Principals, Paraprofessionals, and ACE Coordinator			
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.6			
- TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,800, Title 1 Instructional Aides - 211 - Title 1 A -			
Economically Disadvantaged Study - \$52,452.57, Instructional materials - 199 - General Fund - \$3,000, Highly qualified teaching - 211 - Title 1 A - Economically Disadvantaged Study - \$76,321.39			
Streets on: 11 Date lle	For	ma atima Dani	
Strategy 11 Details	For	mative Revi	iews
Strategy 11: Rigorous instruction and student learning will be supported by campus coaches through peer coaching.		Formative	
Strategy's Expected Result/Impact: Data Collection Tools	Jan	Apr	June
Staff Responsible for Monitoring: Campus Coaches, Teachers			
Schoolwide and Targeted Assistance Title I Elements:	75%	100%	100%
2.4, 2.5			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Improve low-performing schools			
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			
Funding Sources: General Supplies and Materials - State Compensatory Funds - \$4,046			

Strategy 12 Details	For	mative Revi	ews
Strategy 12: Incorporate more intervention into the school day by expanding Reading elective classes. Offering strong, purposeful Tier 1		Formative	
instruction with small group instruction as needed, and Tier II & III intervention via elective courses, DAWG Time, Tutorials, SDL time, and PL small group instruction for students that are still having difficulty.	Jan	Apr	June
Strategy's Expected Result/Impact: MAP, STAAR, Common Formative, Common Summative / Mock, and PFA's Staff Responsible for Monitoring: Counselor / RTI Chair, Teachers, Campus Coaches, Core Content Specialist, and Administrators	80%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$7,000, CCS - 255 - Title II A - Improving Teacher & Principal Q - \$213,268.76, Provide RTI for at risk - 199 - General Fund - \$4,487			
Strategy 13 Details	For	mative Revi	ews
Strategy 13: In order to meet the needs of struggling learners teacher teams will provide planning time with campus and district specialist		Formative	
with goal of identifying, planning, and assessing the power focus standards. The planning opportunity will be extended to all 4 core areas.	Jan	Apr	June
Strategy's Expected Result/Impact: MAP results (3 times per year), CFA's, SFA's, Mock STAAR, and STAAR Staff Responsible for Monitoring: Administrators, Teachers, Campus Coaches, CCS's, and District Specialist	75%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5			
- TEA Priorities:			
Improve low-performing schools			
- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			
Funding Sources: - 199 - General Fund - \$10,000, Educational Staff - State Compensatory Funds - \$455,497			

Performance Objective 2: We will increase the number of students achieving advanced levels on STAAR assessment by 10% from 2019 levels in all tested areas during the 2021 - 22 school year. Students in all areas will make significant growth and meet progress standards.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR Data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Gifted and talented students will be served in PAP classes.		Formative	
Strategy's Expected Result/Impact: Master Schedule Class Loads of PAP students	Jan	Apr	June
Staff Responsible for Monitoring: Counselor for GT	50%	90%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5			
- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: GT Supplies and Materials - 199 - General Fund - \$2,437			

Strategy 2 Details	For	mative Revi	iews
Strategy 2: Gifted and Talented students will participate in Texas Performance Standards Project.		Formative	
Strategy's Expected Result/Impact: 100% participation in project Staff Responsible for Monitoring: GT teachers, Counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund - \$2,000	Jan 40%	Apr 40%	June
Strategy 3 Details	For	mative Revi	ews
Strategy's Expected Result/Impact: Evidence of activities, such as pentathlon, spelling bee, and GT projects. Strategy's Expected Result/Impact: Evidence of activities conducted to support extension of academics Staff Responsible for Monitoring: GT Team, Counselor, Campus Coach, and PAP Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$1,000	Jan 55%	Apr 100%	June

Performance Objective 3: Southmore Intermediate will work towards all core teachers attaining additional training and/or certification for serving our ESL population (SIOP & 7 Steps)

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Teachers will supply documentation of additional training.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: ELAR teachers will gain ESL Certificate.		Formative	
Strategy's Expected Result/Impact: 100% of all ELAR teachers have ESL certification	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principal, and ELAR Coach, District ESL Team			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	85%	100%	100%
- TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Core teachers will participate in ESL academy offered by district.		Formative	
Strategy's Expected Result/Impact: Teacher attendance for district training.	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principal, and ELAR Coach, District ESL Team	0.11	- Apr	
Schoolwide and Targeted Assistance Title I Elements:	85%	100%	100%
2.4, 2.5			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers:			
Lever 1: Strong School Leadership and Planning			
- Additional Targeted Support Strategy			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: LEP Failure rates will be monitored. Teams will meet to discuss and plan for interventions at the 6 week grading period.		Formative	
Strategy's Expected Result/Impact: Increase LEP student performance by 15% and increase in LEP Exits.	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coach (Math & ELAR), Grade Leve ESL Team, ESL Teachers	80%	80%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
- TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools			
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy			
Funding Sources: Intense Remediation - 263 - Title III A - Bilingual Education, Language - \$2,643.82, Bilingual / ESL supplies and materials - 199 - General Fund - \$4,394			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 4: The individual needs of Special Education students will be assessed annually to provide the most appropriate least restrictive learning environment for each student.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: State assessment data, ARD data, evaluation data, observation data. Data collect by RTI Team.

Strategy 1 Details	For	mative Revi	ews
Strategy 1:		Formative	
Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making	Jan	Apr	June
Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR or STAAR Online (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Participation Requirement Forms.	85%	90%	100%
Strategy's Expected Result/Impact: Appropriate testing decisions, ARD minutes			
Staff Responsible for Monitoring: LSSP			
Administrators			
Counselors			
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever			
5: Effective Instruction			
- Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy			
Funding Sources: SPED supplies and materials - 199 - General Fund - \$1,096			

Jan	Apr 100%	June
7		
90%	100%	100%
90%	100%	100%
-		100%
1		
Format	native Revie	ews
For	Formative	
Jan	Apr	June
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Format	native Revie	ews
For	Formative	
Jan	Apr	June
00%	100%	100%
50 76	100%	100%
00	%	% 100%

Strategy 5 Details	For	mative Revi	iews
Strategy 5: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in		Formative	
a special education setting. Strategy's Expected Result/Impact: Appropriate placement decisions Staff Responsible for Monitoring: RTI Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Jan 80%	Apr 100%	June
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform	Formative		
satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.	Jan	Apr	June
Strategy's Expected Result/Impact: ARD documentation Staff Responsible for Monitoring: Case Managers, LSSP	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy			
Funding Sources: Intensive RTI - 199 - General Fund - \$2,000			

Strategy 7 Details	For	Formative Reviews	
Strategy 7: Campus will collaborate with district special education teams to conduct campus walk-throughs to ensure our campus is meeting all SF and SDI requirements for core areas.		Formative	
Strategy's Expected Result/Impact: Alignment in curriculum and a higher productivity/efficiency in SF Teams meeting students needs. Staff Responsible for Monitoring: Administrator over SPED, SPED Department Head, SF Staff, District Special Ed Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Jan 80%	Apr 80%	June 100%
Strategy 8 Details	For	Formative Reviews	
Strategy 8: ABLE II classroom will contain flexible seating options to build core strength, mobility and increase attention.		Formative	
Strategy's Expected Result/Impact: Improved Mobility	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy	100%	100%	100%
Strategy 9 Details	For	mative Revi	iews
Strategy 9: Southmore will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative	
Strategy's Expected Result/Impact: Monitor the discipline reports and data to determine if numbers are reflecting an significant decline in removals.	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
- TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Comprehensive Support Strategy
Funding Sources: - 199 - General Fund - \$2,000

Performance Objective 5: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Coordinated School Health program implementation log.

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Students will have the opportunity to participate in recreational activities that promote healthy physical activities both during and		Formative	
outside of the school day. Strategy's Expected Result/Impact: Participation in activities as documented on rosters. Students schedules include PE. Staff Responsible for Monitoring: Coaches, coordinated school health team, and counselors. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$2,000	Jan 100%	Apr 100%	June 100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Coordinated School Health Committee will provide annual training to staff members on the requirements of the program. Strategy's Expected Result/Impact: Training conducted periodically throughout the year. Staff Responsible for Monitoring: Administrator over CSHC, Counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Jan 80%	Apr 100%	June 100%

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Each 6 weeks the students will be exposed to a different character trait (in association with the habits of success) and provided		Formative	
guidance on what that particular trait looks like in a persons actions. A successful habit and traits associated with the habit will be directly introduced and taught via WOOF TV	Jan	Apr	June
Strategy's Expected Result/Impact: Habits and traits taught during DAWG time weekly.			
Staff Responsible for Monitoring: Administrators, Counselors, and Campus Coaches	85%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:			
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy			
Funding Sources: - 199 - General Fund - \$1,500			
Strategy 4 Details	For	mative Revi	ews
Strategy 4: Counselors will conduct campus wide Bullying Prevention Training for the campus.		Formative	
Strategy's Expected Result/Impact: Training conducted / Implementation of activities centered around bullying awareness.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors		•	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities:	100%	100%	100%
Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy			
	1		I

Strategy 5 Details	For	mative Revi	ews
Strategy 5: Staff and Administrators are trained annually to recognize potential bullying and the appropriate steps to take to report and		Formative	
investigate.	Jan	Apr	June
Strategy's Expected Result/Impact: Sign in sheets for training Appropriate investigation and interventions procedures followed Completion of Bullying reports	100%	100%	100%
Staff Responsible for Monitoring: Administrators, Counselors			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy			
No Progress	ie		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Southmore Intermediate will offer electives and extra curricular opportunities to help develop a well rounded student with real life skills.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Student interest as documented in course selection, club or extracurricular activity.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Students are offered Art, Band, Choir, Orchestra, Teen Leadership, Health, Career Readiness, and Athletics. These programs		Formative	
provide real life skills to our students.	Jan	Apr	June
Strategy's Expected Result/Impact: enrollment and participation			
Staff Responsible for Monitoring: Program Teachers, Counselors	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.5			
- TEA Priorities:			
Connect high school to career and college, Improve low-performing schools - ESF Levers:			
Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum			
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Southmore Intermediate will provide enrichment opportunities through field trip and educational trips sponsored by clubs or		Formative	
teachers. (Colleges, Universities, Artist Boat, ECHS, CTHS, and ACE programming)	Jan	Apr	June
Strategy's Expected Result/Impact: Trip plan executed, student participation in voluntary field trips.	- Jan	трі	June
Staff Responsible for Monitoring: Administrators, Counselors, ACE Coordinator, Sponsor, and Grade Level Team	75%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5			
- TEA Priorities:			
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			
Funding Sources: ACE After School Programming - 21st CCLC Grant - \$47,500, - 199 - General Fund - \$6,000			

Strategy's Expected Result/Impact: Participation in practices and competitions Staff Responsible for Monitoring: Club Sponsor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Jan	Formative Apr	June
Staff Responsible for Monitoring: Club Sponsor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5		Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	100%	-	June
2.4, 2.5	1000		
	100%	100%	100%
- TEA Priorities:			
Improve low-performing schools - ESF Levers:			
Lever 4: High-Quality Curriculum			
Funding Sources: - 199 - General Fund - \$200			
Strategy 4 Details	For	Formative Reviews	
trategy 4: All 7th grade students will take the Kuder assessment; each year all students will have been counseled regarding Kuder results	S.	Formative	
ounselors meet with each student to go over Kuder assessment results.	Jan	Apr	June
Strategy's Expected Result/Impact: Kuder participation, Counselor visitation, and Kuder sign in sheets			
Staff Responsible for Monitoring: Counselors	50%	100%	100%
	30%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6			
- TEA Priorities:			
Connect high school to career and college - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			
- Additional Targeted Support Strategy			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Each fall students will participate in College / Career activities the week PISD hosts College Night. In addition, the GLT's will focus on a particular University that they represent and Wednesday are team jersey days. Accountability Area Targeted: State Assessment

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: College Week Artifacts

Strategy 1 Details	For	mative Revi	iews
Strategy 1: College awareness activities including but not limited to applications, financial aid, college life, information on surrounding		Formative	
colleges.	Jan	Apr	June
Strategy's Expected Result/Impact: Planning and presenting of materials during the College / Career elective course			
Staff Responsible for Monitoring: Counselor and CTE elective teacher	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers:			
Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum			
Funding Sources: - 199 - General Fund - \$500			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Students will participate in Career Day activities.		Formative	
Strategy's Expected Result/Impact: Career Day Plan and participation	Jan	Apr	June
Staff Responsible for Monitoring: Counselors, Campus Coaches, and Teachers	-	1 1	

Schoolwide and 2.4, 2.6, 3.2	Targeted Assistance Title I Elemen	ts:			40%	40%	100%
- TEA Priorities Connect high sch - ESF Levers: Lever 3: Positive	school Culture						
Funding Source	s: - 199 - General Fund - \$1,500						
	% No Progress	Accomplished	Continue/Modify	X Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By August of each year, all new teachers will be provided additional support and training to ensure a successful school year.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Student achievement data, T-TESS data, and teacher retention.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: All teachers who are new to the district will participate in Effective Teaching Practices (ETP) staff development. The campus		Formative	
conducts meetings with new staff regularly through the year to provide support via our New Teacher training to enhance teacher quality.	Jan	Apr	June
Strategy's Expected Result/Impact: ETP completion and use of strategies being learned while participating in ETP.			
Staff Responsible for Monitoring: Principal, AP's, and Campus Coaches	70%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Southmore Intermediate ensures that all teachers new to our campus are assigned a mentor or buddy depending on level of		Formative	
experience.			T
Strategy's Expected Result/Impact: Assignment made and collaboration facilitated through meetings.	Jan	Apr	June
Staff Responsible for Monitoring: Principal and AP Schoolwide and Targeted Assistance Title I Elements:	100%	100%	100%
2.4, 2.6			
- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			
No Progress Continue/Modify X Discontinue	e e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Southmore faculty and staff members will demonstrate understanding and ownership for decision making regularly throughout each school year through faculty meetings, SBDM, leadership opportunities via committee meetings, PLC's, and GLT meetings.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

HB3 Goal

Evaluation Data Sources: Participation and engagement during meetings.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Staff development activities are based on teacher input and campus needs. (PL, GLT, ELL, Focus, PLC / RTI and SPED in all	Formative		
Strategy's Expected Result/Impact: SBDM Minutes and Professional development plan. Staff Responsible for Monitoring: Principal, AP's Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Jan 75%	Apr 100%	June 100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Teachers will participate weekly in grade level/faculty meetings to promote professional communication and collaboration on our campus.	-	Formative	
Strategy's Expected Result/Impact: Sign in sheets	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Counselors TEA Priorities:	100%	100%	100%
Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers			
Funding Sources: - 199 - General Fund - \$6,000			
No Progress Accomplished — Continue/Modify X Discontinue			•

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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Campus leaders will be trained to lead Professional Learning Communities (PLC), and promote a positive school culture.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Attendance at district and national training PLC Institute, participation in PLC framework.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Administrative team will participate in PLC review to increase the effectiveness of the team and campus PLC process.		Formative	
Strategy's Expected Result/Impact: Shared leadership on campus and in the district	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Counselors, and Campus Coaches	QE04	10000	1000/
Schoolwide and Targeted Assistance Title I Elements:	65%	100%	100%
2.4, 2.5, 2.6			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy			
No Progress OoM Accomplished — Continue/Modify X Discontinue	ue		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Develop and promote family engagement opportunities with feeder schools (Mae Smythe and Bobby Shaw) to create a community of partners that support our students and their success.

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: Host parent meeting regarding a successful transition for students from campus to campus. Attempt to better prepare the students		Formative		
and their parents on what to expect at each campus as students move from (Middle, Intermediate, and High School).	Jan	Apr	June	
Strategy's Expected Result/Impact: Parent attendance at Transitioning Meeting, Parent sign - in sheet				
Staff Responsible for Monitoring: Administrators, Counselors		85%	100%	
Schoolwide and Targeted Assistance Title I Elements:				
3.1, 3.2				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Funding Sources: Parent Educational Materials - 199 - General Fund - \$1,000				
Strategy 2 Details	For	Formative Reviews		
Strategy 2: The Southmore Parent Coordinator and ACE Coordinator will attend the administrative planning meeting and provide current data, updates to their stated goals, and progress being made involving the engagement of our parents in the educational process at Southmore.	Jan	Formative Apr	June	
Strategy's Expected Result/Impact: Agenda from meetings, Family / Parent Engagement Data, and sign - in sheet	Jan	Api	June	
Staff Responsible for Monitoring: Administrators, Counselors, Parent Engagement Coordinator, and Ace Coordinator		85%	100%	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
No Progress Accomplished — Continue/Modify X Discontinue	e		<u> </u>	

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Create and Provide culturally responsive training to all Southmore faculty, staff, and parents on the benefits of building equitable partnerships with families to support student learning.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: All Southmore Staff will receive on - going culturally responsive training on the benefits of engaging and building partnerships	Formative		
with all Southmore families.	Jan	Apr	June
Strategy's Expected Result/Impact: Agenda, Sign - in Sheet, and Presentation Slide deck			
Staff Responsible for Monitoring: Administrators, Parent Engagement Coordinator, Counselors		100%	100%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
- TEA Priorities:			
Improve low-performing schools			
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy			
Strategy 2 Details	Formative Reviews		iews
Strategy 2: Southmore will include parents as important partners in their students' education process by inviting them to serve on various committees.	Formative		T
Strategy's Expected Result/Impact: Agenda, Sign - in sheets	Jan	Apr	June
Staff Responsible for Monitoring: Administrator, Parent Coordinator		1220	
Schoolwide and Targeted Assistance Title I Elements:		100%	100%
3.1, 3.2			
- TEA Priorities:			
- TEA Priorities: Improve low-performing schools			
- TEA Priorities: Improve low-performing schools - ESF Levers:			
- TEA Priorities: Improve low-performing schools			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Southmore's will provided training to the front office staff on how to positively serve our cliental and how to successfully interact		Formative	
(tone, body language) with families.	Jan	Apr	June
Strategy's Expected Result/Impact: Feedback from parents, training documents, and sign - in sheet	-		
Staff Responsible for Monitoring: Administrators, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements:	l	100%	100%
3.1, 3.2	1		
- TEA Priorities:	•		
Recruit, support, retain teachers and principals - ESF Levers:	1		
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	ı		
No Progress Accomplished — Continue/Modify X Discontinue	;	,	

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 3: Southmore will provide effective two - way communication methods for families to maintain engagement in student learning.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Southmore will provide multiple opportunities to obtain feedback from families regarding the educational process at Southmore.	Formative		
Strategy's Expected Result/Impact: Skyward messaging, survey, phone conferences, parent/teacher conferences, parent contact logs, and mailouts.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Counselors, Parent Coordinators, and Teachers		100%	100%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
- TEA Priorities:			
Recruit, support, retain teachers and principals - ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
Funding Sources: - 199 - General Fund - \$500			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Host a schedule pickup night, report card pickup night, and parent open house.		Formative	
Strategy's Expected Result/Impact: Attendance, an sign - in sheet	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors, Campus Coaches, Parent Coordinator, and ACE Coordinator		100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000, Materials, Pamphlets, Brochures - 199 - General Fund - \$2,000			

Strategy 3 Details	For	rmative Rev	iews
Strategy 3: Recognize and reward perfect attendance and high achieving students in academic pep rallies.		Formative	
Strategy's Expected Result/Impact: Grades and attendance reports	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, and Campus Coaches		1	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,631.52, Attendance Incentives - 199 - General Fund -			100%
\$3,000			
No Progress Accomplished — Continue/Modify X Discontinue	ð		

Performance Objective 4: Southmore will provide family engagement activities in the four core academics and social emotional areas to increase student success.

Strategy 1 Details	For	mative Revi	ews		
Strategy 1: Southmore provides training and guidance for families to effectively monitor their student's progress and academic goals.	Formative				
Strategy's Expected Result/Impact: PL Platform via 1:1 device, Parent contact log	Jan	Apr	June		
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Resources Provided by Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$4,311.44, - 199 - General Fund - \$2,000		100%	100%		
No Progress Accomplished Continue/Modify X Discontinue	·				

Performance Objective 5: Southmore will include families in meaningful conversation and planning of programs and activities to support student engagement and student success.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Parents will have access to multiple training opportunities.		Formative	
Strategy's Expected Result/Impact: Participation and attendance of parent events.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Counselors, Parent Coordinator, and ACE Coordinator			
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2		100%	100%
- TEA Priorities:			
Improve low-performing schools			
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy			
Funding Sources: Title I Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$25,634.99, - 199 - General Fund - \$2,000			
Strategy 2 Details	For	ews	
Strategy 2: Southmore will ensure parent input via SBDM in order to maintain a high level of collaboration among all stakeholders regarding school improvement.	Jan	June	
Strategy's Expected Result/Impact: SBDM agenda, CIP, Committee minutes, and Sign-in sheet	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Parent Coordinator		4000	40004
Schoolwide and Targeted Assistance Title I Elements:		100%	100%
3.1, 3.2			
- TEA Priorities:			
Improve low-performing schools			
- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
Level 1. Strong School Leadership and Franking, Level 5. Fositive School Culture			
No Progress Continue/Modify Discontinue	e	I	

Performance Objective 6: During each school year parents are given the opportunity to participate in at least six student/parent events.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Attendance as noted on rosters

Strategy 1 Details	Formative Reviews					
Strategy 1: Calendar, advertise, and promote attendance at Orientation, Open House, Family Literacy Night, Report Card pick up, Holiday	Formative					
Luncheon, Awards Ceremony, and extracurricular activities.	Jan	Apr	June			
Strategy's Expected Result/Impact: Attendance at events						
Staff Responsible for Monitoring: Administrators, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 3.1, 3.2 - TEA Priorities:		100%	100%			
Improve low-performing schools						
- ESF Levers:						
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy						
Funding Sources: - 199 - General Fund - \$2,000						
No Progress Continue/Modify Discontinue	e	-1	L			

Performance Objective 7: The Southmore Parent Coordinator and ACE Coordinator will attend the administrative planning meeting and provide current data, updates to their stated goals, and progress being made involving the engagement of our parents in the educational process at Southmore.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Agenda from meetings, Family / Parent Engagement Data, and sign - in sheet

Strategy 1 Details	For	mative Revi	ews		
Strategy 1: Successfully engage our parents in the success initiatives at Southmore.		Formative			
Strategy's Expected Result/Impact: Volunteer list, sign-in sheet, and feedback	Jan	Apr	June		
Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		100%	100%		
No Progress Accomplished Continue/Modify X Discontinue	e				

Performance Objective 1: Southmore will foster a culture that supports a restorative and relational model for behavior development, learning and response.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Implementation of BARK, Training Agenda, behavior & Discipline Records.

Strategy 1 Details	Fo	Formative Reviews					
Strategy 1: Southmore will proactively build the skills and relationships all stakeholders will need when challenging situations arise. Faculty,		Formative					
staff, and students will regularly work together to address the many issues all face so that our classrooms give them a sense of belonging and students are better equipped to work successfully with peers and adults.	Jan	Apr	June				
Strategy's Expected Result/Impact: Circle look for form, Training agenda, classroom management, behavior and discipline referrals / records. Staff Responsible for Monitoring: Administrators, Counselors, Campus Coaches, and Teachers		100%	100%				
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture							
No Progress Continue/Modify X Discontinue		•					

Performance Objective 2: Southmore will successfully implement a comprehensive model for all faculty and staff, designed to meet the needs of the whole child.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Implementation of BARK, Training Agenda, behavior & Discipline Records.

Strategy 1 Details	For	mative Rev	iews			
Strategy 1: Provide students with homeroom time for mentoring, goal setting, monitoring of grades, relationship building and to celebrate		Formative				
their progress and academic abilities. Strategy's Expected Result/Impact: Planned mentoring tracking form, School calendar, and WOOF TV scripts Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$2,500	Jan	Apr 100%	June			
Strategy 2 Details	For	mative Revi	ews			
Strategy 2: Offer creative incentives for attendance, grades, and behavior, by creating campus wide incentive program with the use of the Silhouette CAMEO 3 Wireless Cutting Machine.	Formative					
Strategy's Expected Result/Impact: Offer Incentives throughout the year that recognize students strengths. Staff Responsible for Monitoring: Campus Coaches, Principals, and Counselors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 Funding Sources: - 199 - General Fund - \$3,000	Jan	100%	June 100%			
No Progress Accomplished — Continue/Modify X Discontinue	e					

Performance Objective 3: Southmore will develop way in which to decrease discipline referrals by at least 5% from the previous school year.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS Discipline Report

Strategy 1 Details	For	Formative Reviews						
Strategy 1: Make students aware of Discipline Expectations and BARK Guidelines for Success through WOOF TV, on School PowerPoint	Formative							
and in Discipline Assembly. Inform students of requirements for DAWGS Day Out Field Trip.	Jan	Apr	June					
Strategy's Expected Result/Impact: Student signature on Discipline Assembly notes								
Staff Responsible for Monitoring: Counselors, Campus Coaches, and Assistant Principals		80%	100%					
Schoolwide and Targeted Assistance Title I Elements:								
2.4, 2.5								
- ESF Levers:								
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction								
Funding Sources: - 199 - General Fund - \$3,000								
Strategy 2 Details	Formative Reviews							
Strategy 2: Implement and maintain an anti-bullying campaign, including bullying awareness on WOOF TV and advertise the link to report	Formative							
bullying on school's website.	Jan	Apr	June					
Strategy's Expected Result/Impact: Bullying documentation in Discipline system								
Staff Responsible for Monitoring: Counselors, BARK Committee, Website		100%	100%					
		100%	100%					
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6								
- TEA Priorities:								
Improve low-performing schools								
- ESF Levers:								
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture								
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000								

Strategy 3 Details	For	rmative Revi	iews	
Strategy 3: Use call-out to notify parents if a student has been in the discipline office.		Formative		
Strategy's Expected Result/Impact: Parent Direct Phone Call, Skyward Message, Parent Contact Log, and Student messaging system - Sky alert Staff Responsible for Monitoring: AP's, Counselor, and Discipline clerk Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities:	Jan	Apr 100%	June 100%	
Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Strategy 4 Details	For	mative Revi	ews	
Strategy 4: BARK Committee meets monthly to study school needs and discipline statistics and presents strategies to staff.	Formative			
Strategy's Expected Result/Impact: BARK Meeting notes	Jan	Apr	June	
Staff Responsible for Monitoring: AP's, Counselors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture		75%	100%	
No Progress Accomplished — Continue/Modify X Discontinue	<u> </u>			

Performance Objective 4: Increase safety and security measures at all levels to prevent, prepare, respond, and recover from all threats to the students, faculty, and staff at Southmore Intermediate.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Campus Safety and Security plan and systems.

Strategy 1 Details	Formative Reviews					
Strategy 1: Practice crisis procedures and train all staff in crisis procedures including building safety (fire drill, duck and cover, metal	Formative					
detector, ALICE (active shooter training, child abuse, bullying and harassment and suicide prevention.	Jan	Apr	June			
Strategy's Expected Result/Impact: Safety Agenda, BARK Minutes, Staff Development Side Deck, and Record of practiced drill and Logs Staff Responsible for Monitoring: Teachers, Principals, Assistant Principal, Nurse, Counselor, and Custodial Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		100%	100%			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000						
No Progress Accomplished Continue/Modify X Discontinue	e					

Pasadena Independent School District Sparks Elementary

2021-2022 Campus Improvement Plan



Mission Statement

The mission of Pasadena ISD and Sparks, the gateway to unlimited opportunity for our culturally rich community, is to empower students to become accomplished, self directed, and collaborative lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- · Family and community profoundly influence decisions individuals make.
- · Everyone has purpose, worth, and dignity with immeasurable potential.
- · Connecting with others and building positive, meaningful relationships is essential.
- · Learning is instinctive, lifelong, and unique to the individual.
- · Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- · Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allow able under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Special Population Statistics by Grade 2021-2022 - All Grades

All Grades, Include ADA 0? No, PEIMS Reportable Only? Yes, Connect Only? No, ECHS Only? No

131 - SPARKS ELEMENTARY

					Ethnici	ty Code				Sex Special Program																			
Code	Grd	A	В	н	1	Р	T	w	N/A	М	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	CTE	CT2/3	Total
All Stdnts	EE	0	0	6	0	0	0	0	0	3	3	0	6	0	0	0	0	0	0	0	0	0	5	2	0	0	0	0	6
	PK	0	1	40	0	0	0	2	0	23	20	0	1	23	0	0	5	0	1	0	22	0	36	24	0	0	0	0	43
	KG	1	3	52	1	0	1	1	0	34	25	0	15	19	0	0	2	1	0	0	17	0	51	25	1	0	0	0	59
	01	0	1	67	0	0	1	4	0	37	36	0	10	31	1	0	0	0	4	0	29	0	61	42	2	0	0	0	73
	02	0	4	55	0	0	0	0	0	33	26	6	8	27	0	0	0	0	1	0	25	0	49	34	2	0	0	0	59
	03	0	1	46	0	0	0	1	0	25	23	3	10	24	0	0	1	0	1	0	22	0	40	29	1	2	0	0	48
	04	0	1	63	0	0	0	1	0	29	36	2	14	33	0	0	2	0	1	0	28	0	56	46	5	7	0	0	65
	Total	1	11	329	1	0	2	9	0	184	169	11	64	157	1	0	10	1	8	0	143	0	298	202	11	9	0	0	353
	%	0.3%	3.1%	93.2%	0.3%	0.0%	0.6%	2.5%	0.0%	52.1%	47.9%	3.1%	18.1%	44.5%	0.3%	0.0%	2.8%	0.3%	2.3%	0.0%	40.5%	0.0%	84.4%	57.2%	3.1%	2.5%	0.0%	0.0%	100.0%

Demographics Strengths

- Strong Intervention process to identify students for Speech and Special Education testing
- GT Assessment/Testing/Identification process
- Bilingual and ESL classes for each grade level
- Bilingual Instructional Aide to provide tutoring and support for the Bilingual classes
- Identification and monitoring of At-Risk and LEP students
- Pullout program for identified GT students
- Campus Coaches and Instructional Aide to provide intervention to students in need Monday Thursday
- Homeless Case Manager
- Monitor and provide interventions for all student subgroups
- Parent meeting to discuss the Title I program
- 504/Dyslexia monitor and provide support for students
- Extended Day/Enrichment

• STAR Time (Pie time)

Problem Statements Identifying Demographics Needs

Problem Statement 1: High mobility rates adversely affect a students academic growth. Root Cause **Root Cause:** Families move often to try to lower their monthly payment and to find apartments with all bills paid. Families move often due to changing family dynamics and job changes. Edit Associated Areas

Student Achievement

Student Achievement Summary

Below are the percentage of students who achieved "Meets" or above on the STAAR 2021 Spring Administration comparing Sparks to the district and the state.

STAAR Scores

Campus/District/State Comparison

Spring 2020

Grade/Subject	Sparks	District	State
3rd Grade Reading	17%	15%	30%
3 rd Grade Reading Spanish	38%	27%	24%
3rd Grade Math	17%	15%	30%
3rd Grade Math Spanish	23%	19%	14%
4 th Grade Reading	19%	23%	36%
4 th Grade Math	23%	18%	35%
4 th Grade Writing	12%	16%	26%

Sparks Elementary

TEA Accountability Summary

Spring 2019

Sparks 2019 Accountablitlity Rating = D

Domain	Sparks
Domain 1	
Student Achievement	32
(Target = 60)	

Domain	Sparks
Domain 2A School Progress - Academic	
growth	32
2B School Progress - Relative Performance	32
(Target = 60)	
Domain 3	
Closing Performance Gaps	
(Target = 60)	
Overall	32
(Target = 60)	

Priorities

- Implement reading, math, and writing strategies and suggestions from district staff developments in all grade levels.
- Implement common assessments and monitor student progress
- Implement the district-wide writing framework with an emphasis on grammar, revision, and editing.
- Provide tutoring and enrichment in a timely manner
- Data analysis of common assessments, MAP, and STAAR
- Targeting specific needs of students through tutoring and enrichment
- The gap between subgroups is closing each year
- Maintain high expectations and achievement with changing demographics
- Implement PLC's at all grade levels and monitor student progress

Student Achievement Strengths

- Students are coming into their grade level with good reading skill
- BAS/ Running records as part of the Balanced Literacy Program
- The Math Campus Coach and Reading Campus Coach
- Strong Intervention Process
- Curriculum Nights Reading and Math
- District Curriculum, Time-line, Resources and Assessments

- Common Planning Time
- Small Group Instruction for Reading and Math
- IStation
- Focus on Rigor and RelevanceDream Box for Math
- MAP testing BOY, MOY and EOY for Reading and Math monito student growth

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement decreased significantly. Edit Associated Areas Root Cause: Due to virtual learning that occurred due COVID. Students are averaging a year-two behind for 2nd, 3rd, and 4th graders.

School Culture and Climate

School Culture and Climate Summary

Priorities

- Continued implementation of Safe and Civil and Conscious Discipline strategies
- Conduct staff, parent and student surveys
- Increase positive school image and branding through publicity (Facebook, Twitter, Instagram, etc.)
- Increase staff morale

School Culture and Climate Strengths

- Student and Staff recognition
- Students come first
- Friendly atmosphere
- Student/Employee safety
- Family environment
- Conscious Discipline
- Student Council
- Televised Morning Announcements
- Learning Environment
- New Teacher Buddy
- Multicultural environment
- Clean and well maintained school building and grounds
- Friends and Family Board for Staff
- Nine week award ceremony and Conscious Discipline
- Increase positive school image through publicity- Twitter, Facebook, and school website
- Safe and Civil Schools
- Student leadership opportunities
- Courtesy committee
- ALICE Training for entire staff
- End of Year Celebrations
- Full-time parent coordinator

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance Root Cause: COVID

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- •
- Have a Highly Qualified Teacher in every classroom
- Have only Highly Qualified Paraprofessionals to work with students
- Create an environment where people want to stay and not leave to have consistency in the building
- Encourage more staff to seek and obtain their GT and ESL certification

Staff Quality, Recruitment, and Retention Strengths

- All Staff are Highly Qualified based on TEA guidelines
- Maintain a low turn over rate of employees
- Added a math intervention teacher

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: General education staff and some special education staff are new or inexperienced with SPED students and their range of disabilities. **Root Cause:** New TEAMS program did not have adequate training for first year staff implementing the program.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities

- Follow district scope and sequence
- Administer MAP assessments (2nd-4th) and district assessments and use data from assessments to drive instruction
- Use common assessments to monitor student progress
- Use various sources of data to develop tutoring and enrichment groups
- Utilize standards based grading and report cards
- Utilize Campus Coaches as instructional coaches
- Provide time and resources needed for team planning and PLC's
- Standards based grading and report cards
- Follow district Writing framework with an emphasis on grammar, revision and editing

Curriculum, Instruction, and Assessment Strengths

- Balanced Literacy Program
- Resources, Time-lines, and Standard Clarification statements in Eduphoria
- Manipulatives
- Abundant of Resources for Math
- Team Planning
- Aligned district curriculum with the Instructional Calendar
- District Common Assessments
- 2 Campus Coaches as instructional coaches for Reading and Math
- Highly Qualified Staff
- Easily accessible data to guide instruction AWARE
- ESL Teacher
- DAIT Teacher
- MATH Intervention Teacher
- PLC's

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Focus Trainings are not occurring **Root Cause:** Texas Reading Academy

Parent and Community Engagement

Parent and Community Engagement Summary

Priorities

- Training for staff and volunteers to develop successful partnerships
- Increased parental and community involvement
- Increased number of business partnerships
- Solicit input from parents on desired trainings

Parent and Community Engagement Strengths

- Brown Bag for Parent to support the teachers in the classroom
- Math and Reading Night and Make and Take Nights
- Book Fair late nights
- Parent communication and Monthly Calendars to parents in English and Spanish
- Career Day
- Parent Volunteer Program
- Open House / Parent Meetings
- Parent Conferences
- Facebook, Reminder 101, Twitter, Class DoJo
- Parent, Student Teacher Compact
- Turkey Trot
- Computer Lab Open for Parents
- Campus Website
- Science Fair Meeting for parents
- Parent Coordinator and increase in parent engagement

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Decrease of parents on campus **Root Cause:** Since COVID in 2019, safety measures are put in place that limit parent involvement on campus.

School Context and Organization

School Context and Organization Summary

Priorities

- School wide implementation of Conscious Discipline and Safe and Civil procedures
- Master schedule that incorporates tutoring and enrichment
- A secure and safe building
- ALICE training for entire staff

School Context and Organization Strengths

- Grade level common planning time
- Safe and Civil Team
- Site Based Team
- Student Helpers (Flags)
- Organized and safe arrival and dismissal Procedures
- Master Schedule
- Red Ribbon Week
- Monthly Calendars
- Student Council
- Team Leaders
- Two Campus Coaches
- Highly Qualified Staff
- Televised morning announcements
- School Coordinated Health Advisory Committee
- School supervision cafeteria
- Health, Fitness and Nutrition emphasis
- Crisis Team (MERT)
- Visitor check in system
- Bullying Awareness
- Door bell and peep holes for gym doors so they can remained locked during the school day
- Community Health Fair
- Secure entrance in which all visitors must go to the office before entering the rest of the building
- Cafeteria and school procedures
- · Fire and safety drills

Technology

Technology Summary

Priorities

- Embed technology into instruction to increase student use and productivity
- Increase use of digital resources to include eBooks, eReaders, Chromebooks, etc.
- Provide professional development on use of digital resources

Technology Strengths

- Promethean Boards /document camera in all classrooms
- 5 student computers in all classrooms
- Technology professional staff development
- iStation program
- Computer Lab
- 2 Mobile Chromebook Charts
- Morning announcement streamed to classrooms on Promethean boards
- 21st Century Classroom
- Flip-charts embedded in the lesson plan in Eduphoria
- School/classroom website
- · Kindles for Student use
- Dream Box Math

Problem Statements Identifying Technology Needs

Problem Statement 1: Existing campus hardware/software is not always able to support the evolving advances in technology. Root Cause: District and school budgets are limited.

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

Accountability Data

- Student Achievement Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- · Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 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
- Class size averages by grade and subject

Employee Data

• Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
 Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During current year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Targeted or ESF High Priority

Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Implement the district scope and sequences for all courses in grades PK-4		Formative	
Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators. Campus Coaches, Team Leaders			
Schoolwide and Targeted Assistance Title I Elements:	20%		100%
2.4, 2.5, 2.6			
- TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 5: Effective Instruction			
Funding Sources: BFU, Overtime, Fixed - 199 - General Fund - \$30,293, Title I Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$11,271.54, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550			

Strategy 2 Details	Formative Reviews		iews
Strategy 2: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards	Formative		
Strategy's Expected Result/Impact: Campus staff development plan, agendas, and sign-in sheets Staff Responsible for Monitoring: Campus Instructional Coaches, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Jan 35%	Apr	June 60%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Integrate relevant literacy skills across all content areas		Formative	
Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Instructional Coaches, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Dyslexia/Intervention Teachers with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - \$83,458.37	Jan 0%	Apr	June 40%
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data		Formative	
Staff Responsible for Monitoring: Campus Instructional Coaches, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Jan 5%	Apr	June

Strategy 5 Details	For	mative Revi	iews
Strategy 5: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS		Formative	
Strategy's Expected Result/Impact: Lesson Plan in Eduphoria, Walkthrough data	Jan	Apr	June
Staff Responsible for Monitoring: Science Coach			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	0%		10%
- ESF Levers:			
Lever 5: Effective Instruction			
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Provide staff with the training necessary to implement differentiated research bsed instructional strategies such as small group		Formative	
instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects	Jan	Apr	June
Strategy's Expected Result/Impact: Sign-in sheets, Agendas			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Peer Facilitator/Teacher with benefits - 211 - Title 1 A - Economically Disadvantaged Study - \$148,350.87	10%		30%
Strategy 7 Details	For	mative Revi	iews
Strategy 7: Build and convene content area curriculum committees to share successful implementation of research based instructional		Formative	
Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Jan 0%	Apr	June 0%

101	mative Rev	iews
Formative		_
Jan	Jan Apr	
100%		100%
For	mative Rev	iews
	Formative	
Jan	Apr	June
	r	
0%		0%
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	Formative	
Jan	Apr	June
100%		100%
	Jan For Jan Jan	Formative Rev Formative Jan Apr O% Formative Rev Formative Jan Apr Jan Apr

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During current year, data dis-aggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Evaluation Data Sources: Data workshop agendas and inormation sign-in sheets, student grades, intervention referral data.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless,		Formative	
LEP, and Special Education participation.	Jan	Apr	June
Strategy's Expected Result/Impact: AWARE Reports		F	
Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Teachers	35%		65%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
- TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 5: Effective Instruction			
Funding Sources: GT - 199 - General Fund - \$1,100			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency		Formative	
Strategy's Expected Result/Impact: AWARE reports	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administration			3
	004		004
Schoolwide and Targeted Assistance Title I Elements:	0%		0%
2.4, 2.5, 2.6			
- TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools			
- ESF Levers:			
Lever 5: Effective Instruction			
Funding Sources: BIL/ESL - 199 - General Fund - \$2,280, Title 3 Bil/ESL - 263 - Title III A - Bilingual Education, Language - \$1,669.60			

Strategy 3 Details	For	Formative Reviews	
Strategy 3: Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national		Formative	
Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Special Education - 199 - General Fund - \$934, At Risk - 199 - General Fund - \$1,905, Title I Instructional Para - 211 - Title 1 A - Economically Disadvantaged Study - \$58,584.85, ESSER - 282 - ESSER III - \$22,000, Extended Day - Extended Day/Tutorial - \$600, 4th Grade Teacher - State Compensatory Funds - \$86,450, Supplemental Extended Day Funding - Extended Day/Tutorial - \$3,539	Jan 35%	Apr	June 65%
Strategy 4 Details	For	Formative Reviews	
Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	Formative		
Strategy's Expected Result/Impact: SIgn-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, IAT Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Jan 65%	Apr	June 100%
Strategy 5 Details	Formative Reviews		iews
Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction.		Formative	
Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Jan 55%	Apr	June

Strategy 6: Use data disaggregation to drive instruction Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walk-through data Staff Responsible for Monitoring: Campus Instructional Coaches, Teachers, Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Strategy 6 Details	For	mative Revi	iews
Staff Responsible for Monitoring: Campus Instructional Coaches, Teachers, Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers:	Strategy 6: Use data disaggregation to drive instruction		Formative	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers:	Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walk-through data	Jan	Apr	June
2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers:	Staff Responsible for Monitoring: Campus Instructional Coaches, Teachers, Administration		-	
	 2.4, 2.5, 2.6 TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools ESF Levers: 	50%		75%

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During current year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education

Evaluation Data Sources: Counselor

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Encourage more students to attend college by promoting College Week		Formative	
Strategy's Expected Result/Impact: Flyer Distribution, pictures	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers Schoolwide and Targeted Assistance Title I Elements:	100%	-	100%
2.4, 2.5, 2.6 - TEA Priorities:			
Connect high school to career and college			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Establish higher education promotion campaigns		Formative	
Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Counselor	30%	-	65%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:			
Connect high school to career and college			
No Progress Accomplished — Continue/Modify X Discontinue	ie	<u> </u>	I

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Lesson plans by the teachers, librarian, and counselor will reflect literature and a technology rich environment that give them		Formative	
access to information related to 21st century career opportunities. Strategy's Expected Result/Impact: Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Jan 30%	Apr	June 30%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day		Formative	
Strategy's Expected Result/Impact: Provide opportunities for students to explore various career opportunities through an annual Career Day	Jan	Apr	June
Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college	0%		0%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current year, 100% of all professional and paraprfoessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruting and retnetion of effective employees.

Targeted or ESF High Priority

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff Development Logs

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Provide support and staff development opportunities to increase skills in building relationships.		Formative	
Strategy's Expected Result/Impact: Sign-in sheets, Agenda	Jan	Jan Apr	
Staff Responsible for Monitoring: Campus Administration		1	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	25%		45%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide mentorship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Campus Administration	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	25%	-	55%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Expand leadership and mentoring opportunities for all staff		Formative	
Strategy's Expected Result/Impact: Eduphoria reports for leadership/mentoring staff development	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	0%		0%
- TEA Priorities: Recruit, support, retain teachers and principals			

Strategy 4 Details		Formative Reviews		
Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support	tive and support Formative			
staff	Jan	Apr	June	
Strategy's Expected Result/Impact: Campus staff development plan, lesson plans, walkthroughs Staff Responsible for Monitoring: Campus Administrators, Campus Coaches			25%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:				
Recruit, support, retain teachers and principals No Progress Accomplished Continue/Modify Discontinue				

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During current year, a parental involvement program will be established and implemented at to increase collabroative partnerships and encourage all parents to be active partners in their child's education.

Targeted or ESF High Priority

Evaluation Data Sources: Parental involvement reports, sign in sheets, agendas, calendars

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Include parent education component and orientation programs.		Formative	
Strategy's Expected Result/Impact: Sign-in Sheets, Agenda	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	40%		100%
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.		Formative	
Strategy's Expected Result/Impact: Agenda, Sign In Sheets	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title I Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$23,189.57, Title I Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$3,165.57	0%	-	65%

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Provide educational resources for parents on their website		Formative	
Strategy's Expected Result/Impact: Use of website, Number of postings Staff Responsible for Monitoring: Technology, Liaison, Librarian, and Assistant Principal	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	0%		0%
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Provide instructional resources for parents on the campus website		Formative	
Strategy's Expected Result/Impact: Use of website, instructional resource usage logs	Jan	Apr	June
Staff Responsible for Monitoring: Technology Liaison , Librarian Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	15%		25%
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Provide opportunities for parents to attend grade levele and/or content specific meetings to share expectations and strategies. Title		Formative	
I information and Texas Academic Performance Report (TAPR) data, test results, etc.	Jan	Apr	June
Strategy's Expected Result/Impact: Agendas, sign-in sheets, on-line resources, usage logs Staff Responsible for Monitoring: Campus Administrator, Counselor, Campus Coaches, Technology Liaison, Librarian, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2	15%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		1

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Increase community involvement during current school year by a 5% expansion in partnerships and enhanced communication

Evaluation Data Sources: Donation report, volunteer report

Summative Evaluation: Met Objective

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Promote student/parent/business involvement through volunteerism and community service		Formative	
Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5	50%	•	100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Promote service organizations for students in school-Student Council etc.		Formative	
Strategy's Expected Result/Impact: Meeting agendas, sign-in sheets, student organization rosters, flyers, donations, service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5	60%		100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Implement Campus Spotlight and/or awards for exceptional service (Teacher of the Year, Paraprofessional of the Year,		Formative	
Volunteers	Jan	Apr	June
Strategy's Expected Result/Impact: Awards and ceremonies Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5	0%		100%
No Progress Continue/Modify Discontinue	e		I

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: During the current school year, the campus sustains a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Reduction in discipline referrals, staff development sign in sheets, calendar		Formative	
Strategy's Expected Result/Impact: Campus administrators, counselor, teachers, paraprofessionals	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	45%		50%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide opportunities to attend behavior management trainings		Formative	
Strategy's Expected Result/Impact: Eduphoria Workshop Credi	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	10%		30%
Strategy 3 Details	Formative Reviews		iews
Strategy 3: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the		Formative	
direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression,	Jan	Apr	June
expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).	50%		75%
Strategy's Expected Result/Impact: Eduphoria reports			
Staff Responsible for Monitoring: Campus Administration			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			

Strategy 4 Details	For	mative Rev	iews
		Formative	
misbehaviors	Jan	Apr	June
Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals			
Staff Responsible for Monitoring: Campus Administrator, Counselor	55%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:			
Recruit, support, retain teachers and principals			
Strategy 5 Details	For	mative Rev	iews
Strategy 5: Implement and age appropriate and vertically aligned guidance curriculum	Formative		
Strategy's Expected Result/Impact: Counseling Log	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	60%		100%
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP		Formative	
Strategy's Expected Result/Impact: Disciplinary Data in Skyward	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	55%		100%
No Progress Continue/Modify X Discontinue/Modify	nue		1

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Campus will sustain a focus on safety for all student and employees as measured by increased awareness and protocol implementation

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed	Formative		
Strategy's Expected Result/Impact: Provide response to medical crisis on campus involving cardiac, seizures, and first aide	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.6	100%	100%	100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide opportunities for employees to be trained in personal safety.		Formative	
Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	65%		100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Provide opportunities for staff to attend district ALICE trainings		Formative	
Strategy's Expected Result/Impact: Eduphoria reports	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	35%	٠	100%

Strategy 4 Details	For	mative Revi	ews
trategy 4: Develop and implement campus Emergency Operation Plans and safety drills, including unification plan.		Formative	
Strategy's Expected Result/Impact: Effective drill implementation and development of Emergency Operation Plans	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselors, nurse			
Schoolwide and Targeted Assistance Title I Elements: 2.6			100%
- TEA Priorities:			
Recruit, support, retain teachers and principals			
Strategy 5 Details	For	mative Revi	ews
trategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and		Formative	
Sexas Behavior Support Initiative requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: Monitor in Frontline			
Staff Responsible for Monitoring: Campus Administration	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
	1		1

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning departments that integrate established and innovative practices, standards, as		f ancillary service
Sparks Elementary Generated by Plan4Learning.com	25. 044	Campus #101-917-131 January 20, 2023 1:12 PM
Generated by Plan4Learning.com	37 of 44	January 20, 2023 1:12 PM

State Compensatory

Budget for Sparks Elementary

Total SCE Funds: \$86,450.00 **Total FTEs Funded by SCE:** 1

Brief Description of SCE Services and/or Programs

Personnel for Sparks Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Giles,Tracy Yuvonne	Elem 4th Grade Teacher	1

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus staff is involved in the process of creating a campus culture that engages everyone in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Analyses of this data then allows the staff to create an effective plan of action that will raise student achievement. As new data becomes available, it is analyzed and plans are modified accordingly.

The Comprehensive Needs Assessment in this document more fully explains the strengths and identified needs for the campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed annually by a committee of shared stakeholders. The SBDM then reviews and approves the plan.

2.2: Regular monitoring and revision

The SBDM periodically reviews the CIP and its progress through quarterly assessments. When necessary, revisions are made to the plan.

2.3: Available to parents and community in an understandable format and language

The CIP is available to all stakeholders on the campus website. Hard copies may be requested from the office.

2.4: Opportunities for all children to meet State standards

Teachers are required to follow the scope and sequence which was created by the district in order to teach all the TEKS for their subject area and to prepare students for their Curriculum Based Assessments and STAAR tests. The district provides an Assessment Calendar for target tests, CBA's, and Mock STAAR tests. The test results are analyzed by administrators and teachers to determine strategies for re-teaching, intervention and/or enrichment.

2.5: Increased learning time and well-rounded education

Teachers analyze data during their PLC's to determine which students need additional help and or enrichment. STAR time is conducted Monday - Thursday for 30 for Grades Kinder and First and 40 minutes for 2nd, 3rd, and 4th grade to support students academic needs. The CIP also includes many strategies to help students become well-rounded individuals.

2.6: Address needs of all students, particularly at-risk

Many of the students at Sparks are identified as At-Risk. Therefore, many of the strategies are designed specifically to allow students to successfully meet and master the state standards.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

A Counselor/Parent Coordinator provides communication, information, and strategies to enhance parental involvement. They provide teachers with tools to encourage parental participation and work with parents to determine their needs and how the schools can respond. They support parents with technology training and parenting information.

Parent-teacher-student compacts have been collaboratively developed and shared with students, parents and teachers.

3.2: Offer flexible number of parent involvement meetings

Numerous parent trainings and meetings are provided throughout the school year at Sparks. A Parent Survey (English and Spanish) is conducted annually so parents can indicate their concerns regarding policies, procedures, communication, strengths, and weaknesses of the school. Results from the surveys shape future policies, procedures and events.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dana Babineaux	Counselor/Parent Coordinator	211	1
Elizabeth Guzman	Instructional Coach	211	1
Emily DeLano	Instructional Coach	211	1
Kim Gonzales	Title I Aide	211	1
Rosa Bueno	Title I Aide	211	1
Roxanne Robinson	Dyslexia-DAIT	211	1

Campus Funding Summary

			199 - General Fund	
Goal	Objective	Strategy	Resources Needed Account Code	Amount
1	1	1	BFU, Overtime, Fixed	\$30,293.00
1	2	1	GT	\$1,100.00
1	2	2	BIL/ESL	\$2,280.00
1	2	3	Special Education	\$934.00
1	2	3	At Risk	\$1,905.00
			Sub-Tota	\$36,512.00
			211 - Title 1 A - Economically Disadvantaged Study	
Goal	Objective	Strategy	Resources Needed Account Code	Amount
1	1	1	Plan4Learning	\$550.00
1	1	1	Title I Instructional Materials	\$11,271.54
1	1	3	Dyslexia/Intervention Teachers with Benefits	\$83,458.37
1	1	6	Peer Facilitator/Teacher with benefits	\$148,350.87
1	2	3	Title I Instructional Para	\$58,584.85
4	1	2	Title I Parent Component	\$3,165.57
4	1	2	Title I Parent Coordinator	\$23,189.57
			Sub-Total	\$328,570.77
			263 - Title III A - Bilingual Education, Language	
Goal	Objective	Strategy	Resources Needed Account Code	Amount
1	2	2	Title 3 Bil/ESL	\$1,669.60
			Sub-Tot	al \$1,669.60
			State Compensatory Funds	
Goal	Objective	Strategy	Resources Needed Account Code	Amount
1	2	3	4th Grade Teacher	\$86,450.00
			Sub-Tota	\$86,450.00
	,		Extended Day/Tutorial	_
Goal	Objective	Strategy	Resources Needed Account Code	Amount
1	2	3	Extended Day	\$600.00

	Extended Day/Tutorial									
Goal	Objective	Strategy	Resources Needed	Account Code	Amount					
1	2	3	Supplemental Extended Day Funding	mental Extended Day Funding						
Sub-Total \$4,										
			282 - ESSER III							
Goal	Objective	Strategy	Resources Needed	Account Code	Amount					
1	2	3	ESSER		\$22,000.00					
				Sub-Total	\$22,000.00					

Addendums

Special Population Statistics by Grade 2021-2022 - All Grades

All Grades, Include ADA 0? No, PEIMS Reportable Only? Yes, Connect Only? No, ECHS Only? No

131 - SPARKS ELEMENTARY

			Ethnicity Code					Se	x								Spe	cial Prog	ram										
Code	Grd	Α	В	Н	ı	Р	Т	W	N/A	M	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	CTE	CT2/3	Total
All Stdnts	EE	0	0	6	0	0	0	0	0	3	3	0	6	0	0	0	0	0	0	0	0	0	5	2	0	0	0	0	6
	PK	0	1	40	0	0	0	2	0	23	20	0	1	23	0	0	5	0	1	0	22	0	36	24	0	0	0	0	43
	KG	1	3	52	1	0	1	1	0	34	25	0	15	19	0	0	2	1	0	0	17	0	51	25	1	0	0	0	59
	01	0	1	67	0	0	1	4	0	37	36	0	10	31	1	0	0	0	4	0	29	0	61	42	2	0	0	0	73
	02	0	4	55	0	0	0	0	0	33	26	6	8	27	0	0	0	0	1	0	25	0	49	34	2	0	0	0	59
	03	0	1	46	0	0	0	1	0	25	23	3	10	24	0	0	1	0	1	0	22	0	40	29	1	2	0	0	48
	04	0	1	63	0	0	0	1	0	29	36	2	14	33	0	0	2	0	1	0	28	0	56	46	5	7	0	0	65
	Total	1	11	329	1	0	2	9	0	184	169	11	64	157	1	0	10	1	8	0	143	0	298	202	11	9	0	0	353
	%	0.3%	3.1%	93.2%	0.3%	0.0%	0.6%	2.5%	0.0%	52.1%	47.9%	3.1%	18.1%	44.5%	0.3%	0.0%	2.8%	0.3%	2.3%	0.0%	40.5%	0.0%	84.4%	57.2%	3.1%	2.5%	0.0%	0.0%	100.0%

APPENDIX - 2021-2022

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
Bullying Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2022
 Coordinated Health Program Student fitness assessment data Student academic performance data Student attendance rates Percentage of students who are Economically Disadvantaged Use and success of methods of physical activity Other indicators 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District Physical Education Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: September 7, 2021 November 2, 2021 February 1, 2022 April 5, 2022

3.	 DAEP Requirements Student groups served – monitoring over-representation Attendance rates Pre- and post- assessment results Dropout rates Graduation rates Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2022
4.	District's Decision-Making and Planning Policies • Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2021
5.	Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2022
6.	Dyslexia Treatment Programs • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, F, EHBC, and EKB.	February 2022
7.	Migrant Plan (Title I, Part C) An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2022
8.	Pregnancy Related Services • District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2022

9. Post-Secondary Preparedness/Higher Ed Information/Career Education • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: • Higher education admissions and financial aid, including sources of information • TEXAS grant program • Teach for Texas grant programs • The need to make informed curriculum choices for beyond high school • Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and Hill College Duel Course Selections.	May 2022
 10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resource	PISD will follow the district's Recruitment and Retention Plan.	February 2022

11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2022
12. Student Welfare: Crisis Intervention Programs & Training District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Special Programs Associate Superintendent of Human Resources Director of Counseling and College Readiness	PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates: September 7, 2021 November 2, 2021 February 1, 2022 April 5, 2022 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) • Methods for addressing o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program. Educator compliance training rosters in Eduphoria.	May 2022 Compliance Trainings completed within first six-weeks of school

Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2)	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2022
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2022

Pasadena Independent School District Stuchbery Elementary

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

Our goal is to ensure that each child develops physically, socially, emotionally and mentally to his or her fullest potential. Cooperatively involving students, parents, school staff and the community so that all students are educated to be productive citizens. We commit to instill a love for lifelong learning and produce students who are self-sufficient.

Vision

We believe that...

- · A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- Everyone has purpose, worth, and dignity
- · Individual potential is unknown and immeasurable
- · Family dynamics profoundly influence the decisions individuals make and the people they become
- · Connecting with others and building positive, meaningful relationships are essential
- Learning is instinctive, lifelong, and unique to the individual
- · Communication is pervasive, essential, ever-present, and multidimensional
- · Feeling safe enhances the ability to learn
- · Diversity adds value to all areas of life
- · Change is natural and continuous
- Each person is responsible and accountable in all aspects of life for the choices he or she makes

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

Table of Contents

Goals						
Goal 1: CURRICULUM & INS	STRUCTION - We will prov	ide rigorous and meaning	ful curriculum by creating	g integrated learning exper	iences to meet individual student need	s

- Goal 1: CURRICULUM & INSTRUCTION We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.
- Goal 2: COLLEGE, CAREER, & MILITARY READY We will promote college, career, and military preparation and readiness through the use of systems and structures that 7 meet the needs of each student.
- Goal 3: HUMAN RESOURCES We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.
- Goal 4: FAMILY & COMMUNITY ENGAGEMENT We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and 10 community stakeholders to support students and staff.
- Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	mative Rev	iews		
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of	Formative				
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June		
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement Staff Responsible for Monitoring: Campus administrators	85%		100%		
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6					
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$83,975.54, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Materials - \$18,708.83, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 199 - General Fund - BFU, Overtime, Fixed - \$31,392					
Strategy 2 Details	Formative Reviews				
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative			
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June		
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	85%	-	100%		

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Create a master schedule that will provide common planning, PLC time and PIE(RIDE) Time.		Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontin	ie		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

For	mative Revi	ews	
	Formative		
Jan	Apr	June	
	1000	1000	
100%	100%	100%	
Formative Reviews			
T	T		
Jan		June	
100%	100%	100%	
	Jan 100%	Jan Apr 100% 100% Formative Revi	

Strategy 3 Details		Formative Reviews		
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach	Formative			
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	80%		100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199 - General Fund - At Risk - \$1,781, - 199 - General Fund - Special Ed \$1,299, - Extended Day/Tutorial - ESSER - \$38,500, - Extended Day/Tutorial - Extended Day - \$7,227, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$26,861.24				
Instructional Para - \$26,861.24 No Progress Accomplished Continue/Modify Discontinue	<u> </u>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details		For	mative Revi	iews			
Strategy 1: Encourage students to attend college by promoting College Week.	e students to attend college by promoting College Week.			Formative			
Strategy's Expected Result/Impact: Increased awareness of various colleges		Jan	Apr	June			
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		65%		100%			
Strategy 2 Details			Formative Reviews				
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative					
Strategy's Expected Result/Impact: Increased awareness of career options		Jan	Apr	June			
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		70%	•	70%			
No Progress Accomplished — Continue/Modify	X Discontinue	;					

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Revi	ews			
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.			Formative			
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		Jan Apr				
		100%	100%			
No Progress Accomplished — Continue/Modify X Discontinue	ue					

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews			
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative		
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrators	70%		70%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative		
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%	
Strategy 3 Details	For	mative Rev	iews	
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative		
the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	80%		100%	
No Progress Accomplished — Continue/Modify X Discontinue	e		1	

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.	Formative		
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator			
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	100%	100%	100%
Strategy 2 Details	Formative Reviews		iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs.	Lon	Formative Inno	
Strategy's Expected Result/Impact: Increased input and participation in school activities	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, parent coordinator	70%		70%
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2			
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$22,949.32, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$4,478.03			
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.	Formative		
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor	-	-	

Schoolwide an 3.1, 3.2	nd Targeted Assistance Title I Elemen	ts:			0%	0%
	% No Progress	Accomplished	Continue/Modify	X Discontinue	;	

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews			
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase	Formative			
preparedness and response.	Jan	Apr	June	
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	100%	100%	100%	
No Progress	e			

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,		Formative	
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully	700/		2004
Staff Responsible for Monitoring: Campus administrators, counselor, staff	70%		90%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
	Formative Reviews		
Strategy 2 Details	For	mative Revi	ews
Strategy 2 Details Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	For	mative Revi Formative	ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.	For Jan		ews June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of		Formative Apr	June
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center.		Formative	
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	Jan	Formative Apr	June

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior		Formative	
Support Initiative (TBSI) requirements.	Jan	Apr	June
 Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 	100%	100%	100%
No Progress Continue/Modify X Discontinu			

Pasadena Independent School District Sullivan Middle School 2021-2022 Goals/Performance Objectives/Strategies

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable	and allocable under federal regulations. It is in c	compliance with the federal supplement, not	supplant provision.

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Goals

Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

Performance Objective 1: Customize and systematically implement rigorous curriculum and integrated learning experiences to support development of critical thinking, collaboration, creativity, and communication.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Lesson Plans, Lesson Plan Protocol, Outlook Meeting requests, Power Planning Agendas and Minutes, SLP platform data, Cognitive Skill data, Campus-created Common Assessment data, STAAR released tests, and STAAR interim assessment data.

Strategy 1 Details	For	mative Revi	ews
egy 1: Content area teams have protected time built into the master schedule for in-depth conversations as a Professional Learning Team		Formative	
(PLT) to analyze data, to create and plan common assessments, to align resources to Essential Standards, share resources, backwards plan project-based learning, create lesson plans, and discuss how to utilize available resources on campus so that integrated learning experiences are	Jan	Apr	June
designed to develop critical thinking, collaboration, creativity, and communication among teachers and students.			
Strategy's Expected Result/Impact: A campus created lesson plan template will be used by every department to ensure consistency across the campus. A Lesson Plan Protocol will be used to review lesson plans and provide timely feedback to teachers before execution. All lesson plans will include clear objectives, opportunities for student dialog and processing, daily formative assessments, the use of exemplar responses and evidence of customization and rigor.	100%	100%	100%
Staff Responsible for Monitoring: Campus Coaches and Administrators			
Schoolwide and Targeted Assistance Title I Elements:			
2.5			
- TEA Priorities: Recruit, support, retain teachers and principals			
- ESF Levers:			
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
- Comprehensive Support Strategy - Additional Targeted Support Strategy			

Strategy 2 Details	For	mative Revi	ews
tegy 2: Flexible, student-centered curricula and assessments will enable learning experiences that help students grow steadily toward		Formative	
sultidimensional learning outcomes in ways that are responsive to their individual needs, goals, and preferences. Strategy's Expected Result/Impact: Peer observations will take place and Instructional Coaches will debrief with teachers. Data will	Jan	Apr	June
reflect consistency from classroom to classroom of how to effectively launch a daily lesson. All students will have equal access to high quality instruction. Learning will be customized to student needs by using formative assessment data. There will be evidence of the Rigor Look-For from both teacher and student actions. Teachers will attend campus professional development on Rigor and Customization Look-Fors. Cognitive Lift for students will increase so that learning is visible when explaining, making connections, and addressing questions, during written work and discourse. Students engage in, and teachers provide, experiences tailored to students' needs, preferences for how to learn, and specific developmental levels. Teachers will consider IEP goals, EL goals and other diverse learning needs when structuring student tasks as evidenced by multiple paths to student demonstration of mastery during the lesson's execution.	70%	100%	100%
Staff Responsible for Monitoring: Administrative Team, Campus Coaches			
Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-		Formative	
based feedback to teachers. All teachers use a student tracking system that includes progress monitoring of student's cognitive skill scores, formative and summative assessment information, and daily/weekly Power/Additional Focus Area progress for all core content areas.	Jan	Apr	June
Strategy's Expected Result/Impact: Professional Learning Teams will be systematically implemented following Professional Learning Community frameworks to improve instruction for low scoring Essential Standards. Essential Standards will be decided as a department for each core content area. Teachers will create SMART Goals each nine weeks to reteach Essential Standards that were not at "meets grade level" passing standards. Campus leaders and instructional coaches will monitor implementation and hold task owners accountable for execution of the work as identified in their goal statements. After each assessment, teachers will identify their current status of student mastery, create a targeted goal for students that have yet to meet mastery, and then adapt their weekly plans to plan and prepare the reteach. All classrooms include at least one visible student progress tracking artifact, which is regularly updated. Instructional Leadership team participates in the Lead4ward Leading Learning Series. Staff Responsible for Monitoring: Teachers, Administrators, Campus Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Lead4Ward Field Guide Campus renewal, Learn2Lead Series, Instructional Materials and Supplies - 199 - General Fund - \$55,257	90%	100%	100%
No Progress Accomplished Continue/Modify X Discontinue	·		

Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

Performance Objective 2: Provide time and support to include more options and opportunities for personalized education approaches that meet diverse learner needs.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: The learning environment operates within a policy context that is conducive to both learning and demonstration of masters that happen flexibly in a variety of times, placed, and customized conditions. Evidence of students becoming self-directed learners, students scoring within on grade-level range using a cognitive skills rubric during project-based learning opportunities, and academic student growth as measured by NWEA MAP, STAAR, and/or TELPAS.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: 1. Students are scheduled into FLEX classes (Tier 2 and Tier 3) during the traditional school day to provide intensive instruction	Formative		
in a smaller group setting. 2. Tutorials will take place during and after school in reading, math, science, and social studies focusing on accelerated instruction for all students to achieve 'meets grade level' as measured on 2021 STAAR. 2. After-school tutoring support is offered	Jan	Apr	June
to students who have not yet mastered the essential standards in math, reading, and science, as well as, students that are reading below-grade level. All sub-populations of students are included.	85%	100%	100%
Strategy's Expected Result/Impact: Improved Academic Achievement performance at the "meets grade level" and "masters grade level" standard on the following indicators:			
1). To increase the Mathematics Target for Hispanic students from 21% to the Target 40% as measured on 2021STAAR. 2). To increase the ELA/Reading Target for Economically Disadvantaged from 22% to the Target 33% as measured by 2021 STAAR.			
Staff Responsible for Monitoring: Math, Reading, Science teachers, intervention teachers, and campus coaches			
TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools - ESF Levers:			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
- Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Extra-Duty Pay for PM Tutorials - Extended Day/Tutorial - \$5,344, ESSER Tutoring - 282 - ESSER III - \$43,500,			
Extended Day Supplies - Extended Day/Tutorial - \$900			

Strategy 2 Details	For	mative Revi	ews
Strategy 2: Campus Instructional leaders meet weekly to focus on student academic progress. Staff will utilize the Summit Learning Platform		Formative	
(SLP), Aware and other tools of data collection to analyze student performance every week and monitor the progress of all students. Time to meet as a team is provided to all teachers during the traditional school day.	Jan	Apr	June
Strategy's Expected Result/Impact: All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills. Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring. Teachers use a corrective instruction planning process on an individual basis, team basis, and department basis. During weekly team meetings, teachers will create goals on how to improve student progress towards mastery of the Essential Standards. The Intervention Assistance Team, which includes classroom teachers, will meet every 9 weeks to monitor and implement strategies and accommodations before (both teacher and parent) referrals are made for special services. Decisions will be made with regard to the intervention process and appropriate referrals to 504, dyslexia, speech, and special education. The IAT will abide by district policy when submitting referrals. Staff Responsible for Monitoring: Administrators, Campus Coaches, Team Leaders Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Plan4Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - \$550	60%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	;		

Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual students needs ensuring students are future ready.

Performance Objective 3: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: To improve the ELA/Reading Academic Growth Score Target of EL students (Current & Monitored) from 62% to the Growth Status Target 64%. To improve the Mathematics Academic Growth Score Target of EL students (Current & Monitored) from 65% to the Growth Status Target 68%. To meet or beat the 2019 ELAR/Reading Academic Growth Score of Special Ed (Currently Served) of 60% as measured by STAAR. To meet or beat the 2019 Mathematics Academic Growth Score of Special Ed (Currently Served) of 62% as measured by STAAR.

Strategy 1: Instructional materials with key ideas, essential questions, and context-rich texts are used across classrooms. The instructional		Formative Reviews	
	Formative		
materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. Teachers will incorporate a variety of digital and print resources for instruction, reteaching, assessment, and homework; such as MyON, IXL, Edusmart, Dreambox, and Language Live. Strategy's Expected Result/Impact: Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area. Various resources will be used by teachers for monitoring and differentiating the learning of students. Various student groups such as: Special Education, at-risk, GT, and ESL/Bilingual students will be serviced through programs in addition to on-grade level instruction. MyON and NWEA MAP data to monitor reading fluency and comprehension and iXL Math and Dreambox progress monitoring reports. NWEA MAP reports for math and reading. System 44/Read 180 or English 3D for English learners. Language Live for Dyslexic and students with learning disabilities in the area of reading fluency and/or comprehension. Staff Responsible for Monitoring: All Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: MyON, IXL Math & Reading Subscription for 2021-2022 - 211 - Title 1 A - Economically Disadvantaged Study - \$21,233.48, Supplies and Materials for GT Standards Projects, Extra Duty Pay for Sponsors, & Training - 199 - General Fund - GT - \$2,001, EduSmart, Language Live student subscription for SPED/Dyslexia Students - 199 - General Fund - SPED - \$1,725	Jan 85%	Apr	June 100%

Strategy 2 Details	For	mative Revi	ews
Strategy 2: Students with learning gaps, learning disabilities, and/or those that lack English acquisition will be supported in each core class		Formative	
through a variety of ways such as the implementation of support facilitation personnel.	Jan	Apr	June
Strategy's Expected Result/Impact: Various student groups such as: Special Education, at-risk, GT, and ESL/Bilingual students will be serviced through programs in addition to the regular instruction over the course of the traditional school day. Improved academic performance for students scoring below grade-level; to include but not limited to, students scoring at the approaches grade level as measured by STAAR. To assist students with learning disabilities and language barriers will improve student's self-efficacy and overall academic performance.	80%	100%	100%
Staff Responsible for Monitoring: Administrators, Diagnostician, Special Education Department Chair			
TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Title I Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$28,649.12			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: ESL: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam.		Formative	
Strategy's Expected Result/Impact: For ELs to receive content area instruction in English using ESL or sheltering techniques by every core content teacher that isn't bilingual certified. Staff Responsible for Monitoring: Administrators and Campus Coaches	Jan 90%	Apr	June 100%
TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Funding Sources: Training and ESL Certification Exam Fees - 199 - General Fund - BIL/ESL - \$4,033			
No Progress Accomplished Continue/Modify X Discontinue	•		

Goal 2: We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Create foundational knowledge for college, career, and/or military post-secondary success that allows students to take an active part in making decisions about the future.

Evaluation Data Sources: Campus practices demonstrate high expectations and shared ownership for student success, with a drive toward college and career readiness and postsecondary success. Artifacts of student goal-setting and the selection of a college/career pathway are shared with parents, captured in writing, and stored in the SLP.

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education by completing		Formative	
a series of college, career, and/or military readiness activities.	Jan	Apr	June
Strategy's Expected Result/Impact: Systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including informing them of their child's college and career preparation. Students will be provided real-world experiences that explore a wide range of careers via project-based learning leading to stronger relationships, academic success, and future employment. All students will receive academic planning lessons, which include goal setting, personal and career interest surveys, as well as college university information. Student engagement will increase as evidenced by an increase in daily attendance rates. Staff Responsible for Monitoring: Counselors and Librarian.	65%		100%
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture			
Funding Sources: Job Shadow Career Interest Student Subscription and Supplies, Materials, High Interest Books - 199 - General Fund - At-Risk - \$3,761			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 2: We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: The campus will collaboratively work with the District Special Education Department to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Evaluation Data Sources: STAAR Reports, AEIS Reports, AYP Reports

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Campus will work collaboratively with the District Special Education Department to document appropriate State Assessment		Formative		
Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR-ALT (i.e., PLAAFs, IEPS,	Jan	Apr	June	
deliberations) and (3) utilizing District/State required STAAR and STAAR Alternative Participation Requirement Forms.				
Strategy's Expected Result/Impact: Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process. Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. Frontline reports will be reviewed to ensure the campus is in compliance with federal and state guidelines.	80%	100%	100%	
Staff Responsible for Monitoring: Administrative team, Diag.				
Comprehensive Support Strategy				
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Special Education Disciplinary Removals		Formative		
Strategy's Expected Result/Impact: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP. Number of removals will decrease.	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators	100%	100%	100%	
ESF Levers:				
Lever 3: Positive School Culture				
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: Special Education Restraint -		Formative		
Strategy's Expected Result/Impact: Campus will work collaboratively with the district special education office to ensure compliance	Jan	Apr	June	
with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.	0%		100%	
No Progress Accomplished — Continue/Modify X Discontinue	e			

Goal 2: We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 3: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Kids to College Survey and completion of the College Tab via the Summit Learning Platform.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: 100% of 6th grade students are introduced to college through a series of college readiness activities.		Formative	
Strategy's Expected Result/Impact: To provide Kids 2 College weekly lessons that introduce students to college readiness activities.	Jan	Apr	June
All students will receive academic planning lessons, which include goal setting, personal and career interests, as well as college university information. Staff Responsible for Monitoring: 6th Grade SS department and Counselors Funding Sources: Title 1 Counselor - 211 - Title 1 A - Economically Disadvantaged Study - \$49,253.85	50%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 3: We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Ongoing and proactive recruitment strategies are implemented that include utilizing many sources for high-quality candidates.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Identifies targeted sources (Colleges of Education, ESC, ACP, online tools) with ongoing and recurring relationships. Uses referrals from current high-performing teachers in the recruitment and selection of new hires.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: In the event of vacancies, a clear selection criteria, protocols, hiring and induction processes are in place and align with the		Formative		
Strategy's Expected Result/Impact: Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to demonstrate a growth mindset by continually learning. Teacher placements are strategic and based on student need and teacher strengths. Faculty recruitment, induction, and ongoing development ensures faculty are clear about their responsibilities, understand and align with the shared vision, experience success, and have career development opportunities to continue growing. Staff Responsible for Monitoring: Administrative Team, Human Resources, Teacher Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Jan 75%	Apr	June 80%	
- Comprehensive Support Strategy - Targeted Support Strategy Strategy 2 Details	For	emativa Ravi	iows	
Strategy 2: Enhance the employee experience through efficient and responsive processes and procedures. Campus leaders implement targeted	Formative Reviews Formative			
and personalized strategies to retain high-performing staff.				
Strategy's Expected Result/Impact: High-performing teachers are identified based on improving student outcomes and willingness to	Jan	Apr	June	

learn and develop. Grade-level and content-area teams have strong, supported teacher leaders. Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills. Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles. Lead team meetings are regularly scheduled and include the use of agendas, recorded meeting minutes, and next steps captured along with follow-up techniques.

Staff Responsible for Monitoring: Administrative team, Human Resources, Teachers Leaders

No Progress

No Progress

Continue/Modify

Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Faculty continuously reflect and improve upon the best instructional practices to drive toward a shared vision of effective personalized learning via faculty collaboration, coaching, and skill-building.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Disciplined results monitoring and continuous improvement. Collaborative, data-driven processes of monitoring student progress and ongoing reflection and iteration ensure that appropriate interventions occur for every student and that site-wide processes, systems, and learning experiences continually improve for all staff and students. Teachers will continually strive to improve their practice within their content area by attending on-going staff development and/or conferences for learning. Master Schedule includes time for teacher teams and departments to meet during the traditional school day for common planning purposes.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Bilingual: Partner with the RISE Team and our Multilingual Team to train teachers for whom we filed bilingual exceptions in	Formative		
preparation for the bilingual certification test and ensure follow through in sitting for the exam. Teachers will attend staff development opportunities in order to stay abreast with best practices.	Jan	Apr	June
Strategy's Expected Result/Impact: High fidelity professional development calendars for teachers are implemented which provide introductory and ongoing content-focused, job-embedded training linked to high-quality curriculum. The quality of teaching will improve and be evident with the increase in student academic and/or behavior performance. Teachers will be compensated for obtaining their ESL Certification and/or Bilingual Certification in order to reduce the number of bilingual waivers submitted.	75%		100%
Staff Responsible for Monitoring: Administrators			
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Professional Development offered by Region IV and/or national/state teaching associations - 263 - Title III A - Bilingual Education, Language - Title 3 Supplemental Funds - \$2,532.74			
No Progress Accomplished — Continue/Modify X Discontinue	•		

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Collaborate with families to provide high-quality services needed to partner in the education of their children. Parent education and family events will be held monthly.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent involvement reports, digital invitations, parent surveys and feedback

Strategy 1 Details	For	mative Revi	iews
Strategy 1: A Parent Coordinator position will be added to assist with providing more opportunities for families to engage and interact with			
campus events. Strategy's Expected Result/Impact: Parent Survey will be sent to families as well as a Parent Needs Assessment to determine what is needed in order to engage all families in critical aspects of student learning. An increase in parent volunteer providing assistance at the campus level. Staff Responsible for Monitoring: Counselors, Parent Coordinator Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$21,482.07, Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$3,747.08	Jan 100%	Apr 100%	June 100%
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Utilize a variety of reliable digital and traditional marketing and communication channels to effectively and interactively foster positive relationships among all stakeholders.	Formative		
Strategy's Expected Result/Impact: To maintain a positive school culture and increase parent participation opportunities. Regular campus climate surveys assess and measure progress on student, staff, and parent experiences. Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators. Staff Responsible for Monitoring: Administrators, Counselors, and Parent Coordinator	Jan 100%	Apr 100%	June 100%
ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy			
No Progress Continue/Modify X Discontinue	e		

Goal 5: We will establish a safe school environment, while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: During the 2021-2022 school year, 100% of students and staff will promote positive choices through social and emotional curriculum, teaching and modeling good citizenship to help students become significant contributors to society.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: SBDM Committee agendas, meeting minutes, and survey results, weekly lesson plans.

Strategy 1 Details	Formative Reviews		riews
Strategy 1: Increase safety and security measures at all levels to prevent, prepare, respond, and recover from all potential threats, natural and		!	
manmade.	Jan	Apr	June
Strategy's Expected Result/Impact: Students engage in CODE WE3K which breaks down the pillars of personalized learning, school specifics such as arrival, dismissal, behavior expectations, school policies and rules. In addition, students are taught digital citizenship, internet safety, and cyber bullying. Explicit behavioral expectations are taught, practiced, and reinforced using a common language. Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. To reduce the amount of cyber bullying incidents. Implement the use of a dismissal app (CurbSmart) in order to dismiss students in a timely manner, to document and track students when attending after-school activities. To create a Reunification Plan, train staff and students of the plan, and communicate the plan with parents in the event of an emergency. Staff Responsible for Monitoring: Administrators, Counselors, and MERT Team. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	90%		100%

Strategy 2 Details	For	Formative Reviews	
Strategy 2: Implement a comprehensive training model for all stakeholders designed to meet the whole child.		Formative	
Strategy's Expected Result/Impact: Teach Every Monday Matters Lessons throughout the school year to students and deliver the	Jan	Apr	June
content to parents on a weekly basis. Teachers using EMM language in their classrooms to help individuals understand how much and why they matter to themselves, the community, and the world. To engage our students in activities that foster their social and emotional learning development. Staff Responsible for Monitoring: Principal and Counselors	90%		100%
ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: The continuation of Special Olympics Unified Champions, a club created to unite students with disabilities with non-disabled		Formative	
Strategy's Expected Result/Impact: Students with disabilities will be paired with a non-disabled peer to participate in weekly activities for students to engage with one another. Activities will vary and will align to the Special Olympics requirements for a Unified School. Staff Responsible for Monitoring: Principal, Special Education teachers ESF Levers: Lever 3: Positive School Culture	Jan 0%	Apr	June 50%

Goal 6: We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Structure innovative technology solutions to provide service and educational options and opportunities for all stakeholders.

District Objective:

Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities.

Evaluation Data Sources: Enabling technology. All members of the school use technology in ways that provide real-time, responsible access to learning and assessments and that facilitate collaboration and communication around students' goals and aspirations. Increase the safety of identifying students at dismissal with improved communication through use of CurbSmart. Provide training to teachers for blended learning environments. Daily notifications sent to parents via Remind 101 with bus dismissal times. Sitelevel operations, including the physical environment, are configured and resources are allocated in ways that support a flexible, customized, self-directed, and collaborative instructional model.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: To create a Personalized Learning Campus Coach position with clearly defined roles and responsibilities. The PL Campus Coach		Formative	
will promote the use of technologies to support student achievement by providing leadership, staff development, and instructional support to all instructional and administrative staff.	Jan	Apr	June
Strategy's Expected Result/Impact: 1:1 technician reports and repair logs will be monitored on a monthly basis. Students are assigned an individual computer which they use on-campus in order to acquire 21st century technology skills. The purpose of this position is to develop and offer campus-wide instructional technology and digital learning education with the essential support needed to complete technology-based instructional management and productivity functions. In addition, the position serves as a liaison between family and school technology initiatives and school-based implementation. The strategy's impact is to increase student engagement, improve response times for staff and students to receive constructive feedback, and to help train, develop, and strengthen PL classroom facets. Staff Responsible for Monitoring: Administration, teachers, and 1:1 technician. ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: We will develop opportunities/events for parents to fully meet the health, mental/physical wellness, and nutritional needs of all		Formative	
students.	Jan	Apr	June
Strategy's Expected Result/Impact: Empowered families and caregivers. Families, students, and educators are active partners in helping students set, monitor, and advance toward their goals and aspirations. Varied opportunities beyond the walls of the school support students to address barriers and extend students' opportunities to explore passions and pursue goals and aspirations. Coordination of a Health Fair. Weekly lessons on Every Monday Matters sent to families. so that social/emotional development can be developed beyond the traditional school day.	70%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		•

Pasadena Independent School District Summit

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

The Summit is a quality non-traditional program utilizing research-based interventions to focus on meeting academic, emotional and social needs of students and their families. The Summit challenges the students to examine their choices, empowers them to make new and positive choices and mentors them to have the courage to change.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and applicable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all str	udents and
staff in a culturally responsive environment.	
Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departm	nents that 11

integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Students will make up for lost instruction due to COVID restrictions.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

HB3 Goal

Evaluation Data Sources: MAP testing and state standardized assessment.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Intermediate students will receive and extra class period of ELA designed to fill in learning gaps.		Formative		
Strategy's Expected Result/Impact: For students to gain learning missed due to COVID restrictions. This will be measured by MAP assessment and standardized testing.	Jan	Apr	June	
Staff Responsible for Monitoring: Campus Administration	55%	100%	100%	
Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability				
Funding Sources: - State Compensatory Funds - \$3,260,853				
Strategy 2 Details	Formative Reviews		ews	
Strategy 2: Intermediate students will receive an extra math class each day designed to fill in learning gaps.		Formative		
Strategy's Expected Result/Impact: For students to gain learning missed due to COVID restrictions. This will be measured by MAP assessment and standardized testing.	Jan	Apr	June	
Staff Responsible for Monitoring: Campus Administration	25%	100%	100%	
TEA Priorities:				
Build a foundation of reading and math				
- Targeted Support Strategy - Results Driven Accountability				
Funding Sources: - State Compensatory Funds				

Strategy 3 Details	For	mative Revi	iews
Strategy 3: High School students will be pulled for tutoring in U.S. History during the school day.		Formative	
Strategy's Expected Result/Impact: Students will pass the EOC.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administration, Campus Counselors			
Additional Targeted Support Strategy - Results Driven Accountability	0%	0%	0%
Funding Sources: - State Compensatory Funds			
Strategy 4 Details	For	Formative Reviews	
Strategy 4: High School students will be able to work on credit recovery after school.		Formative	
Strategy's Expected Result/Impact: Students will increase the number of credits they have earned while improving their academic progress	Jan	Apr	June
progress. Staff Responsible for Monitoring: Credit Recovery Teacher and Campus Administration.	70%	100%	100%
Funding Sources: - State Compensatory Funds			
No Progress Accomplished — Continue/Modify X Discontinue	e e		<u> </u>

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: To increase the awareness of students on post graduation education options.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: District graduation rates and after graduation planning.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Summit will host monthly presentations from San Jacinto College or Lee College.		Formative		
Strategy's Expected Result/Impact: An increase in student enrollment in a post graduate education institution.	Jan	Apr	June	
Staff Responsible for Monitoring: Campus Counselors Funding Sources: - State Compensatory Funds	0%	0%	0%	
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Field trips to local Jr. College campuses once a semester.		Formative		
Strategy's Expected Result/Impact: To increase student awareness in local college campuses.	Jan	Apr	June	
Staff Responsible for Monitoring: Campus Counselors Funding Sources: - State Compensatory Funds	0%	0%	0%	
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: To assist each 12th and 11th grade student has filled out the FASFA.		Formative		
Strategy's Expected Result/Impact: Students will be aware of the financial expectations for post secondary education.	Jan	Apr	June	
Staff Responsible for Monitoring: Campus Counselors Funding Sources: - State Compensatory Funds	15%	100%	100%	
No Progress Accomplished — Continue/Modify X Discontinue	e			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: All ELA teachers will be dually certified in ELA and ESL.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Staff certifications

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Campus Professional Development will include in-services on Safe & Civil Schools strategies for classroom management.	Formative		
Strategy's Expected Result/Impact: An increase in positive social interactions between staff and students.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administration.			
Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,808	20%	100%	100%
No Progress ON Accomplished Continue/Modify X Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Develop a Parenting Support Program designed to acknowledge student achievement and increase family involvement.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Methods of measuring parent participation in school activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Monthly information meetings designed to inform parents and guardians on issues facing adolescents.		Formative	
Strategy's Expected Result/Impact: An increase in parental knowledge of a variety of topics including substance abuse, gangs and trafficking of minors.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Counselors and Campus Administration.	0%	0%	0%
ESF Levers:			
Lever 3: Positive School Culture			
Funding Sources: - State Compensatory Funds			
Strategy 2 Details	For	mative Revie	ews
Strategy 2: Celebrate students achieving A Honor Role and A/B Honor Role and invite parents and families to attend.		Formative	
Strategy's Expected Result/Impact: An acknowledgement of student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Counselors			
Funding Sources State Componentary Funds	50%	50%	50%
Funding Sources: - State Compensatory Funds			

Performance Objective 1: Educate students on a variety of issues focused on substance abuse and addiction.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PIEMS data on reasons for DAEP assignments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will participate in healthy lifestyle groups conducted by an LCDC.	Formative		
Strategy's Expected Result/Impact: A decrease in the reported use of substances by students.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administration Funding Sources: - 282 - ESSER III - \$4,000	40%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Screen students for level of substance use and report the results to parents and guardians.		Formative	
Strategy's Expected Result/Impact: Give parents an awareness of the level of substance use by their students.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administration.	0%	50%	80%
No Progress Continue/Modify X Discontinu	e		•

Performance Objective 2: Increase the number of positive interactions between staff and students.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Student surveys

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Teachers will incorporate the use of Support Circles in their classrooms.	Formative		
Strategy's Expected Result/Impact: Overall increase in the interactions between students and staff.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administration			
Funding Sources: - State Compensatory Funds	35%	35%	35%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 3: Create effective alternatives to traditional discipline consequences for students.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PIEMS data

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or JJAEP.	Formative		
Strategy's Expected Result/Impact: A reduction in students with disabilities being removed to ISS, OSS or JJAEP.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administration Funding Sources: - State Compensatory Funds	15%	15%	15%
Strategy 2 Details	Formative Reviews		iews
Strategy 2: Increase the use of Restorative Justice strategies as options for discipline consequences.	Formative		
Strategy's Expected Result/Impact: A reduction in inappropriate student behavior and an increase in student compliance.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administration Funding Sources: - State Compensatory Funds	5%	35%	60%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and	Formative		
Texas Behavior Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: Only approved restraint strategies will be used at appropriate times. Staff Responsible for Monitoring: Special Education Staff, Campus Administrators Funding Sources: - State Compensatory Funds	15%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		1

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Develop relationships with community partners to provide students and their families with social programing and educational expirences.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.6 Design additional business services that provide innovative solutions to meet evolving district needs.

Evaluation Data Sources: Partnerships with partners expressed in MOUs etc..

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Reach out to community agencies like police, Junior Colleges, substance abuse programs and city agencies for additional		Formative	
programing designed to promote emotional and behavioral supports.	Jan	Apr	June
Strategy's Expected Result/Impact: An increase in prosocial behavior.			
Staff Responsible for Monitoring: Campus Administrators Funding Sources: - State Compensatory Funds	5%	55%	55%
No Progress Continue/Modify X Discontinue	e		

Pasadena Independent School District Teague Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Teague Elementary, a Title I Campus, will be a safe place, physically and psychologically, for every child to engage in the interesting pursuit of lifelong learning in a positive climate where a caring staff ensures that every child will succeed.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- · We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- · Everyone has purpose, worth, and dignity with immeasurable potential
- · Family and community profoundly influence decisions individuals make
- · Connecting with others and building positive, meaningful relationships are essential
- Learning is instinctive, lifelong, and unique to the individual
- · Communication is pervasive, essential, ever-present, and multidimensional
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn
- · Diversity adds value to all areas of life
- · Change is inevitable for growth and success
- Each person is responsible and accountable for the choices he or she makes
- We must foster an environment of honesty and integrity

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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2021-2022 Campus Improvement Team	34

Campus Funding Summary Addendums 35 37

Comprehensive Needs Assessment

Demographics

Demographics Summary

- Analyze data from various sources to monitor each student groups progress
- Utilize common assessments to determine individual student needs
- Provide tutoring and enrichment in a timely manner
- Identify, monitor and provide support for at-risk students

Teague Elementary is a Title I school serving students from Pre-K to 4th grades. The current school population is 733 students. We are currently at 63.3% Free and Reduced lunch. Teague has two district-wide Special Education classroom serving students with Autism which elevates the percentage of students receiving Special Education services. Currently we are at 15.4%.

Ethnicity Breakdown:

Asian - 7 - 10.8% Black - 39 - 5.3 Hispanic - 535 - 73% Two or More - 7 - 1% White - 73 - 10%

Male - 391 - 53.3% Female - 342 - 46.7%

Free/Reduced Lunch - 464 - 63.3%

Special Programs:

At Risk - 440 - 60.0% Bilingual - 188 - 25.6% LEP - 241 - 32.9% GT - 16 - 2.2%

Sped - 113 - 15.4% 504 - 20 - 2.7% Dyslexia - 24 - 3.3%

Demographics Strengths

- Strong Intervention process to identify students for Speech and Special Education testing
- GT Assessment/Testing/Identification process
- Bilingual Classes for each grade level
- Bilingual Instructional Aides to provide tutoring and support for the Bilingual classes
- Identification and monitoring of special populations (ELL, SPED, ED, GT)

- Pullout program for identified GT students
- Instructional Coaches and Instructional Aides to provide intervention to students in need
- Homeless Case Manager
- Monitor and provide interventions for all student subgroups
 Parent meeting to discuss the Title I program
- 504/Dyslexia monitor and provide support for students
- Tutoring/Enrichment (PIE Time)
- Parent Communication in English and Spanish
- High Attendance Rate
- Extended Day

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase in our special education population. Root Cause: More students are being identified through the IAT process as needing special education supports and services.

Student Achievement

Student Achievement Summary

Due to COVID, students were learning at school and virtually. During the year, students had to go virtual if they were exposed or positive.

Reading Levels for the beginning of this school year. (September 2021)

Grade	Below	On	Above	On or Above
K	69%	18%	13%	31%
K Spanish	92%	0%	8%	8%
1	71%	8%	21%	29%
1 Spanish	73%	10%	17%	27%
2	36%	7%	57%	64%
2 Spanish	18%	14%	68%	82%
3	35%	26%	39%	65%
3 Spanish	28%	22%	50%	72%
4	41%	14%	45%	59%

STAAR Scores - Campus/District/State Comparisons - May 2021

Percent at Approaching (which TEA considers passing)

Grade/Subject	Campus			District			State		
	18-19	20-21	+/-	18-19	20-21	+/-	18-19	20-21	+/-
3rd Grade Reading	83	66	-17	77%	58%	-19	76%	68%	-8
3 rd Grade Reading Sp	96	85	-11	80%	56%	-24	69%	52%	-17
3 rd Grade Math	84	54	-30	76%	48%	-26	78%	61%	-17
3 rd Grade Reading Sp	92	41	-51	79%	52%	-27	66%	42%	-24
4 th Grade Reading	77	45	-32	76%	51%	-25	74%	63%	-11
4 th Grade Math	64	38	-26	73%	46%	-27	74%	58%	-16
4 th Grade Writing	68	45	-23	64%	45%	-19	65%	53%	-12

Percent at Meets

Grade/Subject		Campus			District			State	
	18-19	20-21	+/-	18-19	20-21	+/-	18-19	20-21	+/-
3rd Grade Reading	35	31	-4	39%	25%	-14	44%	38%	-6
3 rd Grade Reading Sp	63	30	-33	45%	27%	-18	39%	24%	-15
3 rd Grade Math	46	26	-20	38%	15%	-23	48%	30%	-18
3 rd Grade Reading Sp	44	7	-37	42%	19%	-23	31%	14%	-17
4 th Grade Reading	41	16	-25	39%	23%	-16	43%	36%	-7
4 th Grade Math	31	18	-13	38%	18%	-20	46%	35%	-11
4 th Grade Writing	34	18	-16	27%	16%	-11	33%	26%	-7

--PDF Page Break--

Priorities:

- Increase daily math problem solving in all grade levels
- Provide tutoring and enrichment in a timely manner
- Increase AR participation to build up student fluency and comprehension skills.
- Implement PLC's at all grade levels to monitor student progress
- Common assessments in reading and math (1st 4th)
- Small group reading instruction to target students reading below grade level
- Data analysis of common assessments

Student Achievement Strengths

- Maintaining high expectations and achievement with changing demographics
- The gap between subgroups is closing each year
- Strong Intervention Process
- DEAR time in all grade levels
- GT Pullout program
- Focus and Spiraling of SE's
- District Curriculum, Timeline, Resources and Assessments
- Common Planning Time
- Small Group Instruction for Reading and Math
- Waterford/Successmaker/i station/Aims Web
- Targeting specific needs of students through tutoring
- More participation in Accelerated Reader from the 3rd and 4th grade students
- PIE Time schoolwide
- Increased accountability for the lower grades with CBA's and reading levels

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Due to the pandemic that started in March of 2020 and continued throughout the last school year, students have significant learning gaps. **Root Cause:** Many students were learning virtually and/or missed days of learning due to being out for covid related illness.

Problem Statement 2: Students receiving special education services perform lower than the district on state assessments. **Root Cause:** The students are usually working and performing 2 grade levels or more below. Their reading levels are also below and the state assessments are written at a higher level.

School Culture and Climate

School Culture and Climate Summary

- Continued implementation of Safe and Civil and Conscious Discipline strategies
- Conduct staff, parent and student surveys
- Increase positive school image and branding through publicity (Facebook, Twitter, Instagram)

School Culture and Climate Strengths

- Student and Staff Recognition
- Student/Employee Safety
- Friendly Atmosphere and Environment/Lots of Staff support for one another
- Televised Morning Announcements
- Student Council and leadership opportunities
- Staff and Student Service Projects (Blood Drives, Can Food Drives, Leukemia Society, Ronald McDonald House)
- Safe and Civil Schools/Conscious Discipline
- Spirit and Special Days (Texans, Astros, Rodeo)
- Courtesy Committee Brag Board
- Clean and well maintained school building and grounds
- End of the Year Celebrations
- Discipline referrals are low
- Friends and Family Boards
- CHAMPS implementation
- Positive Behavior Interventions and Supports
- Campus Bullying Prevention Campaign
- Relationships with kids
- Kindness Tree
- Open door policy with administrators
- Increase in school publicity using Facebook and district web page
- Safety trainings and drills for all staff

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Need to provide school safety training which includes preventative, mental health awareness and a parent/community component.

Problem Statement 2: Need to consider adding additional on-line training modules for staff that are not required but are needed to handle the physical, behavioral, social emotional, and mental health needs of today's youth.

Problem Statement 3: Elementary counselors focus on implementing the recommended ASCA model and providing needed direct services to students at least 80% of their work day.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Provide support through staff development and mentoring
- Have a Highly Qualified Teacher in every classroom
- Have only Highly Qualified Aides to work with students
- Create an environment where people want to stay and not leave to have consistency in the building
- Encourage more staff to seek and obtain their ESL certification

Staff Quality, Recruitment, and Retention Strengths

- Mentors provided to all 1st year teachers
- Instructional coaches
- Staff Development
- Highly Qualified Staff
- Common planning time
- Maintain a low turn over rate of employees

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher retention and the number of teachers with less than 5 years of experience. **Root Cause:** Ensure that new teachers are supported in class as well as district wide through coaching cycles and mentoring programs.

Problem Statement 2: There is a lack of quality substitutes available. **Root Cause:** Teacher attendance has declined and substitutes do not feel prepared.

Problem Statement 3: New teachers have limited experience of managing instructions and behaviors of students in their own classroom. **Root Cause:** Inexperienced teachers need extra support through coaching cycles and mentoring programs

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Follow district scope and sequence school-wide
- Administer MAP (2nd 4th) and district assessments and use data from assessments to drive instruction
- Use common assessment to monitor student progress
- Use various sources of data to develop tutoring and enrichment groups
- Utilize Instructional Coaches to help support classroom teachers
- Provide time and resources for PLC's
- Standards based grading and report cards

Curriculum, Instruction, and Assessment Strengths

- District curriculum, timelines, assessments and resources
- Beginning, middle and end of the year MAP assessments for 2nd 4th grade
- Beginning and end of year mCLASS assessments for K-2
- Horizontally and vertically aligned curriculum
- Grade level PLC's
- Professional Development
- A to Z Learning for Leveled Readers
- Team Planning and Collaboration
- Instructional Coaches for Reading and Math
- Highly Qualified Staff
- Easily accessible data to guide instruction
- Daily tutoring/enrichment in all grade levels (PIE time)
- Accelerated Reader
- Study Island
- PIE Time

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Ensure campus systems are in place to assist in developing differentiating plans to meet the academic needs of all students. **Root Cause:** Students come to school with various background knowledge and experiences and needs.

Parent and Community Engagement

Parent and Community Engagement Summary

- Training for staff and volunteers to develop successful partnerships
- Increase parental and community involvement
- Increase number of business partnerships
- Solicit input from parents on desired trainings
- Parent Coordinator

Parent and Community Engagement Strengths

- Title I parent meetings and trainings
- Grade level music programs
- Ready, Set, Teach students from Memorial High School
- Junior Achievement students
- Jump Rope for Heart
- Turkey Trot
- Family Nights
- Parent communication in English and Spanish (calendars and notes)
- Volunteer program
- Career Day
- Remind, Skyward, and Automated phone call out system
- Parent Orientation Night
- Meet, Greet and Drop prior to school beginning
- Parent/Teacher/Student Compacts
- Community Publicity and Events
- PMHS sports teams as mentors
- Parent coordinator
- Boy/Girl Scouts
- Facebook/Twitter/School Website

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There has been a decrease in parent involvement over the years. **Root Cause:** In many families, both parents or caretakers work, which makes it difficult for them to participate in various activities.

School Context and Organization

School Context and Organization Summary

- Consistent school-wide implementation of Conscious Discipline and CHAMPS
- Have a secure, safe and friendly environment for all
- Review traffic patterns, arrival and dismissal procedures for safety and efficiency
- Conduct various safety drills

School Context and Organization Strengths

- Grade level common planning time
- Safe and Civil Team
- · Site Based Team
- Organized and safe arrival and dismissal procedures and supervision in the halls and cafeteria
- Master Schedule
- Red Ribbon Week
- Weekly Staff Bulletins and Monthly Calendars
- Team Building
- Student Council
- Team Leaders
- Two Instructional Coaches
- Highly Qualified Staff
- Televised morning announcements
- SHAC program
- Health, Fitness and Nutrition emphasis
- Crisis Team
- DEAR Time
- PIE Time
- Teachers at checkpoints in the hallways in the morning
- Raptor visitor/volunteer badges
- Universal Breakfast
- Doorbell and peep holes for the gym doors so they can remain locked during the school day
- Doorbell and locks on the interior doors activated by the office staff to permit visitors who have checked in to enter the building.
- Conduct various safety drills (shelter in place, tornado, lock down, fire, etc) throughout the year.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students need to be provided with consistent effective instruction; therefore administration, peer facilitators and instructional support staff need to provide teachers with appropriate support/coaching.

Problem Statement 2: Arrival and dismissal procedures need to be safe for all, especially in high traffic areas. Root Cause: Teague is located at an intersection and close to

Pasadena Memorial High School and Tegeler. This causes a lot of traffic during arrival and dismissal.

Technology

Technology Summary

- Provide one to one device for every student
- Embed technology into instruction to increase student use and productivity
- Increase use of digital resources to include eBooks, eReaders, ipads, Chromenbooks, etc.
- Provide professional development on use of digital resources, Google Classroom, Seesaw and Zoom
- Personalized Learning classrooms in 4th Grade
- Provide orientations of the LMS (Google Classroom, Seesaw) to students

Technology Strengths

- 1:1 devices for all students
- 21st century technology classrooms and library
- Technology Teacher
- Computer Lab
- School/Class Websites
- Mobile Labs
- Successmaker/Waterford Licenses
- Kindles for the library
- Technology Professional Staff Development
- Netbooks for all staff

Problem Statements Identifying Technology Needs

Problem Statement 1: Existing campus hardware/software is not always able to support the evolving advances in technology. Root Cause: School budgets are limited.

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
- HB3 Reading and math goals for PreK-3
- 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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- · Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- $\bullet\;$ Other PreK 2nd grade assessment data
- State-developed online interim assessments
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- · Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- · School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- · 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 dataBudgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the School Year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.2.1, 1.1.2, 1.4.7, 1.4.5

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: walkthough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Summative Evaluation: Exceeded Objective

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Implement district curriculum, scope and sequence and instructional practices to integrate reading and writing in the context of		Formative	
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements:	25%	75%	100%
2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - BFU, Overtime, Fixed - \$58,600, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Instructional Materials - \$20,754.09, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$77,726.43			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	25%	70%	100%

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Create a master schedule that will provide common planning and PLC time.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished Continue/Modify X Discontinue/	ıe	1	

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the School Year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: walkthroughs, lesson plans and assessment data

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment		Formative	
to high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified GT students, reduction in number of discipline referrals, higher level of achievement on assessments. Staff Responsible for Monitoring: Campus Administrators, GT Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - GT - \$2,434	Jan 50%	75%	June 100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Implement the Bilingual Continuum and district ESL strategies using a tiered instructional model with resources to accelerate English acquisition.		Formative	
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain measures. Staff Responsible for Monitoring: Campus Administrators, LPAC Committee Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 50%	75%	June 100%
Funding Sources: - 263 - Title III A - Bilingual Education, Language - Title 3 Bilingual/ESL - \$2,188.37, - 199 - General Fund - Bilingual - \$3,159			

provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students. Strategy's Expected Result/Impact: Increased student performance for all subgroups in order to close the achievement gaps. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers	native	June
Strategy's Expected Result/Impact: Increased student performance for all subgroups in order to close the achievement gaps. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers	pr	June
Strategy's Expected Result/Impact: Increased student performance for all subgroups in order to close the achievement gaps. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers		
	5%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		
Funding Sources: - 199 - General Fund - Special Education - \$2,253, - Extended Day/Tutorial - ESSR - \$53,860, - Extended Day/Tutorial - Extended Day - \$1,300, - 199 - General Fund - At RIsk - \$3,303, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Instructional Para - \$26,092.61, - State Compensatory Funds - \$89,508		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the school year, students will receive information and participate in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agenda of college week activities, pictures, social media posts

Summative Evaluation: Exceeded Objective

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Student Council			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide students with real world experiences that explore a wide range of careers.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various career options.	Jan	Apr	June
Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%	60%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide mentorship and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%	75%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: *In the 2021-22 school year, Teague will continue to hire certified Bilingual/ESL teachers and train existing teachers to make sure		Formative	
that all students are educated by a highly qualified teacher. Our need is for more teachers to become ESL Certified.	Jan	Apr	June
Strategy's Expected Result/Impact: In hiring new staff specifically look for ESL certifications. With the current staff, offer and try to send 2-4 staff each time the ESL academy is provided. Staff Responsible for Monitoring: Administrators, LPAC committee	75%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.6			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Sign in Sheets, agendas,

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators	50%	75%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity.	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%	75%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	
the culture and mission of the district and campus.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%	75%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		<u> </u>

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

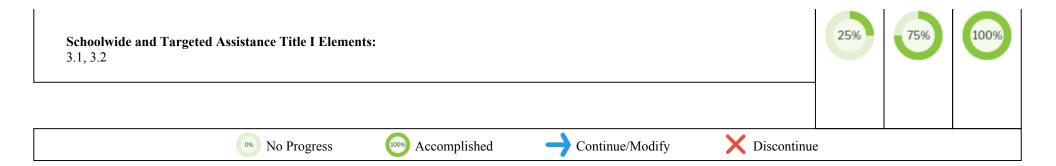
Performance Objective 1: During the current school year, a parent and community involvement program will be established and implemented to increase collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Surveys, sign in sheets

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.		Formative	
Strategy's Expected Result/Impact: Increased awareness and participation in school activities. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Jan 50%	Apr 75%	June 100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategy's Expected Result/Impact: Increased input and participation in school activities. Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Tittle I Parent Coordinator - \$20,517.80, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Parent Component Funds - \$4,838.96	Jan 25%	Apr 75%	June
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative	
Strategy's Expected Result/Impact: Increased participation in service projects. Staff Responsible for Monitoring: Campus Administrators, Student Council, Parent Coordinator	Jan	Apr	June



Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures to present, prepare, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs and training sign in sheets and agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase	Formative		
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during crisis situations. Staff Responsible for Monitoring: Campus Administrators, MERT Team,	25%	75%	100%
No Progress Accomplished Continue/Modify Discontinue	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: During the 21-22 SY, we will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Summative Evaluation: Met Objective

Strategy 1 Details	For	mative Rev	iews			
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including safe and civil schools, conscious discipline,			Formative			
Habits of Success and other respectful practices. Strategy's Expected Result/Impact: Decreased discipline referrals, increased student achievement, equip students and staff to self regulate and resolve conflict peacefully. Staff Responsible for Monitoring: Campus Administrators, Counselor, Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 50%	Apr 75%	June 100%			
Strategy 2 Details	For	mative Rev	iews			
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance center. Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 50%	Apr 75%	June			
Strategy 3 Details	For	mative Revi	iews			
Strategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior			Formative			
Support Initiative (TBSI) requirements. Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 50%	Apr 75%	June 100%			
No Progress Continue/Modify X Discontinue	e		•			

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State Compensatory

Budget for Teague Elementary

Total SCE Funds: \$89,508.00 **Total FTEs Funded by SCE:** 1

Brief Description of SCE Services and/or Programs

SCE funding is used for class size reduction, intervention resources, instructional supplies and materials.

Personnel for Teague Elementary

	<u>Name</u>	<u>Position</u>	<u>FTE</u>
G	Garcia, Silvia Patricia	BIL 4th Grade Teacher	1

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus staff is involved in the process of creating a campus culture that engages everyone in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Analyses of this data then allows the staff to create an effective plan of action that will raise student achievement. As new data becomes available, it is analyzed and plans are modified accordingly.

The Comprehensive Needs Assessment in this document more fully explains the strengths and identified needs for the campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed annually by a committee of shared stakeholders. The SBDM then reviews and approves the plan.

2.2: Regular monitoring and revision

The SBDM periodically reviews the CIP and its progress through quarterly assessments. When necessary, revisions are made to the plan.

2.3: Available to parents and community in an understandable format and language

The CIP is available to all stakeholders on the campus website. Hard copies may be requested from the office.

2.4: Opportunities for all children to meet State standards

Teachers are required to follow the scope and sequence which was created by the district in order to teach all the TEKS for their subject area and to prepare students for their Curriculum Based Assessments and STAAR tests. The district provides an Assessment Calendar for target tests, CBAs, and Mock STAAR tests. The test results are analyzed by administrators and teachers to determine strategies for re-teaching, intervention and/or enrichment.

2.5: Increased learning time and well-rounded education

Teachers analyze data during their PLC's to determine which students need additional help and or enrichment. PIE time is every morning from 8:00 - 8:30 for grade K-4 to support students academic needs. The CIP also includes many strategies to help students become well-rounded individuals.

2.6: Address needs of all students, particularly at-risk

Many of the students at Teague are identified as At-Risk. Therefore, many of the strategies are designed specifically to allow students to successfully meet and master the state

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

A Counselor/Parent Coordinator provides communication, information, and strategies to enhance parental involvement. They provide teachers with tools to encourage parental participation and work with parents to determine their needs and how the schools can respond. They support parents with technology training and parenting information.

Parent-teacher-student compacts have been collaboratively developed and shared with students, parents and teachers.

3.2: Offer flexible number of parent involvement meetings

Numerous parent trainings and meetings are provided throughout the school year at Teague. A Parent Survey (English and Spanish) is conducted annually so parents can indicate their concerns regarding policies, procedures, communication, strengths, and weaknesses of the school. Results from the surveys shape future policies, procedures and events.

2021-2022 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Bianca Yanez	Kindergarten
Classroom Teacher	Amy Cortez	First Grade
Classroom Teacher	Lizeth Montelongo	Second Grade
Classroom Teacher	Maria Vasquez	Third Grade
Classroom Teacher	Stacey Redwine	Fourth Grade
Classroom Teacher	Pam Aflleje	Special Education
Classroom Teacher	Kayla Duncan	Other Certified - Intervention
Paraprofessional	Jazmin Lopez	Paraprofessional
Administrator	Valorie Morris	Principal
District-level Professional	Jay Forrest	Curriculum Specialist

Campus Funding Summary

				199 - General Fund			
Goal	Objective	S	trategy	Resources Needed		Account Code	Amount
1	1		1	BFU, Overtime, Fixed		\$58,600.00	
1	2		1		G	Γ	\$2,434.00
1	2		2		Bi	lingual	\$3,159.00
1	2		3		Special Education		\$2,253.00
1	2		3		At RIsk		\$3,303.00
					•	Sub-Tota	\$69,749.00
				211 - Title 1 A - Economically Disadvantaged Study			
Goal	Objective	Strate	gy	Resources Needed		Account Code	Amount
1	1	1			Title I In	structional Materials	\$20,754.09
1	1	1			Plan4Learning		\$550.00
1	1	1			Instructional Coach		\$77,726.43
1	2	3			Title I Instructional Para		\$26,092.61
4	1	2			Title I Parent Component Funds		\$4,838.96
4	1	2			Tittle I Parent Coordinator		\$20,517.80
Sub-Total						al \$150,479.89	
				263 - Title III A - Bilingual Education, Language			
Goal	Objective	e S	Strategy	Resources Needed	Resources Needed Acc		Amount
1	2		2		Г	Title 3 Bilingual/ESL	\$2,188.37
Sub-Total							al \$2,188.37
				State Compensatory Funds			
Goal	oal Objective Strategy Resources Needed		Account Code	Amount			
1	2		3			\$89,508.00	
Sub-Total					\$89,508.00		
Extended Day/Tutorial							
Goal	Objecti	Objective Strategy Resources Needed Account Code		Account Code	Amount		
1	2		3			Extended Day	\$1,300.00
1	2		3			ESSR	\$53,860.00

Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total				\$55,160.00	

Addendums

APPENDIX - 2021-2022

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
Bullying Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2022
 Coordinated Health Program Student fitness assessment data Student academic performance data Student attendance rates Percentage of students who are Economically Disadvantaged Use and success of methods of physical activity Other indicators 	TEC 11.253(d)	Executive Director of Curriculum and Instruction District Physical Education Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: September 7, 2021 November 2, 2021 February 1, 2022 April 5, 2022

3.	 DAEP Requirements Student groups served – monitoring over-representation Attendance rates Pre- and post- assessment results Dropout rates Graduation rates Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2022
4.	District's Decision-Making and Planning Policies • Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2021
5.	Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2022
6.	Dyslexia Treatment Programs • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, F, EHBC, and EKB.	February 2022
7.	Migrant Plan (Title I, Part C) An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2022
8.	Pregnancy Related Services • District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2022

9. Post-Secondary Preparedness/Higher Ed Information/Career Education • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: • Higher education admissions and financial aid, including sources of information • TEXAS grant program • Teach for Texas grant programs • The need to make informed curriculum choices for beyond high school • Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and Hill College Duel Course Selections.	May 2022
 10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 	ESSA	Associate Superintendent of Human Resource	PISD will follow the district's Recruitment and Retention Plan.	February 2022

11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2022
12. Student Welfare: Crisis Intervention Programs & Training District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Special Programs Associate Superintendent of Human Resources Director of Counseling and College Readiness	PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates: September 7, 2021 November 2, 2021 February 1, 2022 April 5, 2022 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) • Methods for addressing o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program. Educator compliance training rosters in Eduphoria.	May 2022 Compliance Trainings completed within first six-weeks of school

Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2)	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2022
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2022

Pasadena Independent School District Tegeler Career Center

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

At Tegeler Career Center, we are a team of educators dedicated to teaching and supporting a unique student body by helping each student earn a high school diploma and become a responsible member of society.

Every Student! Every Classroom! Every Day!

Vision

ROOT for Each Other as We GROW!

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Student academic performance as evaluated by STAAR EOC exams will increase 3% in the Meets category for all exams taken.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: STAAR results

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Utilize Hattie's "Influences on Student Achievement" to include high pay-off strategies.		Formative	
Strategy's Expected Result/Impact: Implementation of effective strategies in all classrooms on a regular basis	Jan	Apr	June
Staff Responsible for Monitoring: Principal and AP ESF Levers: Lever 5: Effective Instruction	50%		0%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Incorporate regular data reviews in Content and Grade Level meetings to identify problem essential standards and identify		Formative	
students in need of additional support.	Jan	Apr	June
Strategy's Expected Result/Impact: Move to full PLC vs PLC Lite Emphasize essential standards	50%		004
Improved vertical and horizontal alignment between and across grade levels.	50%		0%
Staff Responsible for Monitoring: Instructional Coaches (PF & TF)			
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 3 Details	FOL	mative Rev	iews
trategy 3: Maximize MTSS (RtI) efforts to ensure all students are reaching their fullest potential including those identified via HB4545.		Formative	
Strategy's Expected Result/Impact: Increased MAP/STAAR/TSIA scores	Jan	Apr	June
Compliance with HB4545		-	
Providing all students with the support needed for them to be successful including SpED, 504, RtI, DYS, etc. ESF Levers:	75%		0%
Lever 5: Effective Instruction			
Funding Sources: - 282 - ESSER III - \$16,500, - Extended Day/Tutorial - \$4,559			

Performance Objective 2: Continue to offer the Tegeler's School of Choice program for PISD students who are struggling academically.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: PEIMS reports

Skyward reports Mizuni reports

Strategy 1 Details		Formative Reviews	
Strategy 1: Recruit and educate PISD students in need of Tegeler as an educational placement option.		Formative	
Strategy's Expected Result/Impact: Individual student success (promotion, HS credit attainment, graduation, etc.)	Jan	Apr	June
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - State Compensatory Funds - \$138,554	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 1: Increase the percentage of students graduating CCMR ready

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: College Acceptance

CCMR (Accountability)

CCMR (State)

FAFSA/TAFSA completion

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Implement strategy to ensure all graduates complete their FAFSA or waiver		Formative	
Strategy's Expected Result/Impact: 100% FAFSA/TAFSA completion Increased student/parent awareness Staff Responsible for Monitoring: CCMR Counselor	Jan	Apr	June
ESF Levers: Lever 3: Positive School Culture			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Promote Portrait of a Pasadena ISD Graduate attributes		Formative	
Strategy's Expected Result/Impact: Increase student awareness of attributes of a successful graduate Build a college-minded student population Communicate with students how to obtain cords, stoles, etc. for graduation Develop responsible citizens Staff Responsible for Monitoring: Principal	Jan 35%	Apr	June
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture			

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Continue to grow College Bridge efforts in both CP English and TCM		Formative	
Strategy's Expected Result/Impact: Increased number of students achieving CCMR in both English and Math	Jan	Apr	June
Increased percentage of students achieving CCMR for both state accountability and state (self) accountability Promote military service for those interested TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	90%		0%
No Progress Accomplished — Continue/Modify X Disco	ontinue		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Hire and retain appropriately certified staff

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR Reports

Strategy 1 Details	For	rmative Revi	iews
Strategy 1: Hire and retain appropriately certified staff		Formative	
Strategy's Expected Result/Impact: High quality instruction and support	Jan	Apr	June
Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Campus Payroll - State Compensatory Funds - \$3,815,847	100%	100%	100%
No Progress Accomplished — Continue/Modify X D	viscontinue		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a cult family, business, and community stakeholders to support students and staff.	curally responsive approach to relentlessly pursue meaningful e	engagement with
Tegeler Career Center	10. 612	Campus #101917007
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Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Tegeler will maintain a physically and socially/emotionally safe learning environment.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Fewer office referrals Fewer ISC/SUS/GC and Summit assignments Full utilization of counselors, nurse and CIS support

Strategy 1 Details	F	ormative Rev	iews	
Strategy 1: Continue Safe and Civil Committee efforts		Formative		
Strategy's Expected Result/Impact: Safe and orderly campus Responsive campus efforts	Jan	Apr	June	
Improved communication between students and staff				
Teaching positive character traits	80%		0%	
Staff Responsible for Monitoring: AP				
ESF Levers:				
Lever 3: Positive School Culture				
Strategy 2 Details	F	ormative Rev	iews	
Strategy 2: Implement Safe School Ambassadors program		Formative		
		1 01 1111111		
Strategy's Expected Result/Impact: Increase student voice on campus	Jan	Apr	June	
Develop student leaders	Jan		June	
	Jan 80%		June	
Develop student leaders Increase safety (physical/social/emotional) on campus Staff Responsible for Monitoring: AP				
Develop student leaders Increase safety (physical/social/emotional) on campus				

Strategy 3 Details	For	mative Rev	iews	
Strategy 3: Incorporate weekly SEL lessons via Mentor Mondays		Formative		
Strategy's Expected Result/Impact: A more socially/emotionally safe campus Feaching students valuable life-long strategies	Jan	Jan Apr J		
Staff Responsible for Monitoring: Counselors	80%		0%	
ESF Levers:				
Lever 3: Positive School Culture				
Strategy 4 Details	For	mative Rev	iews	
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative		
Strategy's Expected Result/Impact: Fair and equitable discipline assignments of SpED students	Jan	Apr	June	
Staff Responsible for Monitoring: AP and Special Pops Coor. ESF Levers: Lever 3: Positive School Culture	75%		0%	
Strategy 5 Details	For	mative Rev	iews	
Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and		Formative		
Texas Behavior Support Initiative (TBSI) requirements.	Jan	Apr	June	
Strategy's Expected Result/Impact: Compliance with restraint requirements Staff Responsible for Monitoring: Principal	70%			
ESF Levers:				
Lever 3: Positive School Culture				
No Progress Accomplished Continue/Modify X Discontin	ue	<u>I</u>	1	

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.	
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Pasadena Independent School District Thompson Intermediate 2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Thompson Intermediate strives to create a safe, inclusive, and nurturing family-like learning environment that educates students with 21st century and critical thinking skills while developing the social, mental, and emotional needs of our students through extracurriculars, clubs, and activities. Together with students, parents, the community, and staff members, Thompson Intermediate aims to develop students into positive, culturally responsible, contributing members of society who can show resilience in the face of challenges.

Vision

The vision of Thompson Intermediate is to maximize student potential in an engaging, inspiring, challenging learning environment that creates meaningful connections within our school family.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

integrate established and innovative practices, standards, and systems.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Students who were unsuccessful on STAAR will show growth on MAP & STAAR.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Fall, Winter and Spring MAP data as well as STAAR results.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Reading and math intervention classes scheduled into the school day to support students.		Formative	
Strategy's Expected Result/Impact: Additional instruction will fill gaps that will result in growth.	Jan	Apr	June
Staff Responsible for Monitoring: Intervention teachers, Campus Instructional Coaches, Administrators.	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Before and after school tutorials will be provided to support students.		Formative	
Strategy's Expected Result/Impact: Student growth and increase in student performance.	Jan	Apr	June
Staff Responsible for Monitoring: Administrative team.	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue			

Performance Objective 2: Increase student performance across all content areas.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR data.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Utilize highly trained staff and resources to create purposeful engaging lessons, activities and incentives to meet needs of students and keep students interested in school.	Jan	Formative Apr	June
Strategy's Expected Result/Impact: Increase student performance. Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches, Administrators ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	60%	50%	100%
Funding Sources: Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$26,067.72, Instructional Budget - 199 - General Fund - \$110,312, Campus Staff - State Compensatory Funds - \$453,755, Supplies, Materials, Misc. Operating Costs, transportation fees - State Compensatory Funds - \$1,500, Instructional- GT - 199 - General Fund - \$3,195, Instructional- Bil/ESL - 199 - General Fund - \$1,783, Instructional- Spec Ed - 199 - General Fund - \$2,071, Title II Campus Coaches - 255 - Title II A - Improving Teacher & Principal Q - \$75,686.87			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide extended day tutorials.		Formative	
Strategy's Expected Result/Impact: Increase in student performance across contents.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, campus coaches, leadership team. Targeted Support Strategy Funding Sources: extended day - Extended Day/Tutorial - \$8,974, extended day - Extended Day/Tutorial - \$1,500	100%	100%	100%

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Utilize Title 1 Peer Facilitator and instructional aide to help support students.		Formative	
Strategy's Expected Result/Impact: Additional staff will increase students learning.	Jan	Apr	June
Staff Responsible for Monitoring: PF, aides, administrative team.	100%	100%	100%
TEA Priorities:	100%	100%	100%
Recruit, support, retain teachers and principals			
Funding Sources: Title 1 Peer Facilitator - 211 - Title 1 A - Economically Disadvantaged Study - \$76,387.89, Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$26,092.61			
Strategy 4 Details	For	mative Revi	ews
Strategy 4: Utilize Plan 4 Learning tool for campus improvement planning.		Formative	
Strategy's Expected Result/Impact: Continued reflection and growth campus wide.	Jan	Apr	June
Staff Responsible for Monitoring: Principal, CIP Team			
Funding Sources: Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550	75%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 3: Fill gaps for students who were not successful on STAAR.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: STAAR and Map data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implementation of HB 4545 to meet the needs of students who are not successful on STAAR.		Formative	
Strategy's Expected Result/Impact: Students will gain knowledge in essential areas of content not mastered in the previous school	Jan	Apr	June
Staff Responsible for Monitoring: Administrative team, ESSER tutors Funding Sources: Staff Payroll - 282 - ESSER III - \$81,000	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 4: Collaborate across learning platforms best ways to support students.

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Formative assessments

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Teachers meet weekly in a PLC to use data to drive instruction practices. They will discuss Tier 1 intervention and Tier 2		Formative	
intervention strategies.	Jan	Apr	June
Strategy's Expected Result/Impact: Rigorous, relevant content and best instructional practices used. Staff Responsible for Monitoring: Campus content coaches, Administrative team. ESF Levers:	100%	100%	100%
Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Grade Level Team meetings every three weeks to discuss student needs.		Formative	
Strategy's Expected Result/Impact: GLT will look at students holistically to provide supports prescribed to the individual student needs.	Jan	Apr	June
Staff Responsible for Monitoring: GLT, Coaches, Administrators	95%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	2		

Performance Objective 5: Provide English Language Learner/Emergent Bilingual Students with supports needed to be successful.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Formative and summative assessments, TELPAS.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Plan for all teachers serving ELL/Emergent Bilingual Students are ESL certified.	Formative		
Strategy's Expected Result/Impact: Increase in student performance.	Jan	Apr	June
Staff Responsible for Monitoring: TELAS Administrator.	50%		95%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Utilize effective teaching practices to meet the needs of ELL/Emergent Bilingual students.		Formative	
Strategy's Expected Result/Impact: Increase in student language acquisition and performance.	Jan	Apr	June
Staff Responsible for Monitoring: Administrative team, teachers. Funding Sources: Title III Funding - 263 - Title III A - Bilingual Education, Language - \$1,110.85	70%		90%
No Progress Continue/Modify X Discontinue	e		

Performance Objective 6: Professional Development will be made a priority by providing consistent training and workshops that enhance expertise in instructional content

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

Evaluation Data Sources: Implementation of knowledge.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Provide ongoing staff development during the school year to target student groups.		Formative	
Strategy's Expected Result/Impact: Growth in professional learning and improvement in practices.	Jan	Apr	June
Staff Responsible for Monitoring: Administrative team.	60%		100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 1: Provide opportunities for students to explore post secondary options.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: College Thursdays, College Week, Career Day

Strategy 1 Details	Formative Reviews		iews	
Strategy 1: Throughout the school year we will explore college options and inform students of various colleges to broaden student's view		Formative		
experiences.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increase interest in college. Staff Responsible for Monitoring: Leadership team, counelors.	65%		80%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Teen Leadership classes will research college opportunities and discuss financial aid options/procedures.		Formative		
Strategy's Expected Result/Impact: Increase student knowledge of college opportunities and process for applying.	Jan	Apr	June	
Staff Responsible for Monitoring: Teen leadership teacher, administrative team.	65%		95%	
No Progress Continue/Modify X Discontinue	e			

Performance Objective 2: Students will explore potential career paths.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Lessons plans, field trips, homeroom activities.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: 8th grade students visit CTHS to learn about the offered programs and application process.		Formative	
Strategy's Expected Result/Impact: Students will be informed of high school programs and options.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors.	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Performance Objective 3: Help students learn what career paths align with their personal interests.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Homeroom activities and lessons, Results from Kuder adminstration

Strategy 1 Details	Formative Reviews		
Strategy 1: Spring of 7th grade year students take the Kudor Career Inventory Assessment.	Formative		
Strategy's Expected Result/Impact: Students will be enlightened to career paths based off their interests.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors, ELAR teachers.	0%		X
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Results from Kudor are used to help students to further explore career options, high school pathways and endorsement. This is		Formative	
done during the students 8th grade year.	Jan	Apr	June
Strategy's Expected Result/Impact: Using Kuder results, students will chose their high school pathway. Staff Responsible for Monitoring: Couselors.	0%		X
No Progress Continue/Modify X Discontinue	÷	•	'

Performance Objective 4: Vertically align and expose students to opportunities in high school.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: High school registration.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Dobie visits Thompson to showcase the various programs offered at the high school.	Formative		
Strategy's Expected Result/Impact: Dobie week allows students the opportunity to get more comfortable with their future school and activities they can be involved in.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors	100%	100%	100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: ECHS visits to explain the difference in two year vs four year colleges, associates degrees, and community college vs university.		Formative	
Strategy's Expected Result/Impact: ECHS visits Thompson to give an overview of ECHS to the students. The application process is	Jan	Apr	June
explained. Staff Responsible for Monitoring: Counselors.	100%	100%	100%
No Progress Continue/Modify X Discontinue	e		

Performance Objective 5: Students take the PSAT to better prepare for college admittance tests.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: PSAT participation and results.

Strategy 1 Details	Formative Reviews		
Strategy 1: PSAT 8/9 is given to the 8th grade students in the fall.		Formative	
Strategy's Expected Result/Impact: Students will be exposed to the PSAT and possible scholarship opportunities associated with the	Jan	Apr	June
Staff Responsible for Monitoring: Counselors, testing coordinators.	100%	100%	100%
Strategy 2 Details	For	Formative Reviews	
Strategy 2: PSAT scores reports are provided to the students and parents. These reports guide students in high school pathway. Homeroom		Formative	
teachers go over the results with the students.	Jan	Apr	June
Strategy's Expected Result/Impact: Exposure to the PSAT will allow students to plan for high school. Staff Responsible for Monitoring: Counselors, testing coordinators.	0%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e	•	•

Performance Objective 6: Inform and expose students to military career options.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Guest speakers.

Strategy 1 Details	Formative Reviews		
Strategy 1: Thompson holds a Veterans Day program. Students' parents, teachers and community members that served in the military are	Formative		
showcased.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will be informed as to military options after high school. Staff Responsible for Monitoring: Leadership team.	100%	100%	100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Military & College shirt day every Thursday.		Formative	
Strategy's Expected Result/Impact: Opens dialogue about opportunities in the military.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors, teachers, administrators.	100%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Military guest speaker.		Formative	
Strategy's Expected Result/Impact: Guest speaker will discuss opportunity for a career in the military.	Jan	Apr	June
Staff Responsible for Monitoring: Counselors, Teen Leadership teacher.	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Provide ongoing campus based professional development for our staff.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development will be planned based on campus needs.

Strategy 1 Details	Formative Reviews		iews	
Strategy 1: Various onsite and offsite professional development opportunities are provided and recommended to teachers to polish their		Formative		
teaching.	Jan	Apr	June	
Strategy's Expected Result/Impact: Continuous learning for teachers to better support learning of students. Staff Responsible for Monitoring: Leadership team. ESF Levers: Lever 2: Effective, Well-Supported Teachers	75%		100%	
No Progress Accomplished Continue/Modify X Discontinue	e			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide new staff member with a buddy/mentor teacher to collaborate with.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: New teachers/staff will be paired up with experienced staff member.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: All new teachers to Thompson are given a buddy teacher. The buddy teachers is a support for the teacher. The buddy helps the		Formative	
new teachers understand Lion PRIDE.	Jan	Apr	June
Strategy's Expected Result/Impact: By providing support to new staff members, we will retain and create highly impactful staff. Staff Responsible for Monitoring: Leadership team, mentors, administrators.	100%	100%	100%
No Progress	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: The collaboration through the PLC process helps develop new teachers and provide growth.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: PLC running agendas.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: PLC offers opportunities to collaborate with their peers to develop the skills to become a highly qualified teacher.		Formative	
Strategy's Expected Result/Impact: Create a well functioning team of teachers to provide high quality instruction to all students.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Campus content coaches, administrative team, TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	75%		100%
No Progress Continue/Modify X Discontinu	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 4: Provide coaching and observation moments to learn new strategies.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Master schedule.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: During push in periods, teachers are able to observe various teaching strategies that can be implemented in their classroom.	Formative		
Strategy's Expected Result/Impact: Teachers will show high quality instructional practices.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, campus content coaches, administrative team.	60%		85%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 5: Hiring by committee to find the best fit and most qualified candidates.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Employment data.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Interview panels have representatives from the department that has the opening.		Formative	
Strategy's Expected Result/Impact: Build capacity among teacher leaders and find the best candidates.	Jan	Apr	June
Staff Responsible for Monitoring: Administrative team.	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Increase our parent engagement and involvement in our school community.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Event sign in sheets, agendas, participation, etc.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Provide parent engagement events each 6 weeks period. Ex: Open House, Book Fair, Parent Informational Session, Internet		Formative		
Safety, Strategy's Expected Result/Impact: Grow our connection and support with parents/community. Staff Responsible for Monitoring: Leadership team. Funding Sources: Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$4,600.19	Jan 80%	Apr	June 90%	
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Parent coordinator to build engagement.		Formative		
Strategy's Expected Result/Impact: By having a dedicated parent coordinator, our campus will build our relationships and engagement with families.	Jan	Apr	June	
Staff Responsible for Monitoring: Parent coordinator, administrative team. Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$22,949.32	80%		85%	
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: Social media presences (facebook, instagram, etc.		Formative		
Strategy's Expected Result/Impact: Communicate with families and community. Staff Responsible for Monitoring: Administrators, Leadership team.	Jan 0%	Apr	June 100%	

Strategy 4 Details	Formative Reviews		ews
Strategy 4: Southbelt Leader submissions		Formative	
Strategy's Expected Result/Impact: Share great things happening at Thompson with the community.	Jan	Apr	June
Staff Responsible for Monitoring: Southbelt Leaders Liasion.	0%	0%	100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Advertise and invite families to fine arts and athletic performances

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Parent participation and feedback.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Fine Arts will hold numerous concerts in the school and in the community.	Formative		
Strategy's Expected Result/Impact: Parents will be engaged and build connection with our campus.	Jan	Apr	June
Staff Responsible for Monitoring: Coaches, directors, teachers, leadership team.	80%		100%
Strategy 2 Details	Formative Reviews		iews
Strategy 2: Red and White Day is a community event held at the beginning of the school year showcasing our athletics program. Football and		Formative	
volleyball scrimmage.	Jan	Apr	June
Strategy's Expected Result/Impact: Parents will be engaged and build connection with our campus. Staff Responsible for Monitoring: Coaches, administrative team.	100%	100%	100%
No Progress Continue/Modify X Discontinue	;		•

Performance Objective 1: Implement Anonymous Alerts system for students and parents to report concerns.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Anonymous Alerts submitted.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Implement Anonymous Alerts system for students and parents to report concerns.		Formative	
Strategy's Expected Result/Impact: Rollout of new reporting system will empower students to report safety issues.	Jan	Apr	June
Staff Responsible for Monitoring: Administrative team, teachers	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	е		

Performance Objective 2: To become a Trauma Informed Campus.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Monthly faculty meetings, staff e-course completion.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Beginning of year, Jill Butler provided a staff development to become a trauma informed campus. Each faculty meet, she provides		Formative	
new training or updates.	Jan	Apr	June
Strategy's Expected Result/Impact: Campus will build capacity to deal with trauma. Staff Responsible for Monitoring: Counselors, leadership team, teachers.	100%	100%	100%
No Progress Continue/Modify X Discontinue	e		

Performance Objective 3: Safe Schools Ambassador program on campus.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Monthly Safe Schools Ambassador meetings.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Training for staff and students on conflict resolution and positive cultural change.	Formative		
Strategy's Expected Result/Impact: Create a safe and positive campus environment.	Jan	Apr	June
Staff Responsible for Monitoring: Leadership team, Safe School Ambassadors, Teachers and staff.	65%		100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Ongoing trainings throughout the year. The School Ambassadors meet twice a month. Once as a family group and once as a whole		Formative	
group were new skills are taught and past skills are reviewed.	Jan	Apr	June
Strategy's Expected Result/Impact: Create a safe and positive campus environment built on respect. Staff Responsible for Monitoring: Leadership team, Safe School Ambassadors, Teachers and staff.	80%		100%
No Progress Accomplished — Continue/Modify X Discontinue	:		•

Performance Objective 4: Create campus wide systems to decrease discipline referrals and increase positive relationships.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline data.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: PBIS team meets monthly to discuss discipline trends to find solutions.		Formative		
Strategy's Expected Result/Impact: Decrease discipline referrals. Staff Responsible for Monitoring: PBIS, Leadership team, Teachers and staff.	Jan	Apr	June	
Stan Responsible for Monitoring. FB13, Leadership team, Teachers and stant.	70%		90%	
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Provide student incentives throughout the year. These will focus on referrals, tardies and attendance.		Formative		
Strategy's Expected Result/Impact: Decrease in discipline referrals, tardies and an increase in attendance.	Jan	Apr	June	
Staff Responsible for Monitoring: PBIS, Leadership team, Teachers and staff.	80%		100%	
Strategy 3 Details	For	mative Rev	iews	
Strategy 3: The PBIS team focuses on positive staff climate as well as student behaviors.		Formative		
Strategy's Expected Result/Impact: Positive culture and climate.	Jan	Apr	June	
Staff Responsible for Monitoring: PBIS, Leadership team, Teachers and staff.	65%		80%	
Strategy 4 Details	For	Formative Reviews		
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative		
Strategy's Expected Result/Impact: Reduction in removals.	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators.				

Strategy 5 Details	For	Formative Reviews	
Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and		Formative	
Texas Behavior Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: Stay in compliance with TBSI requirements. Staff Responsible for Monitoring: Administrative team, Special Ed staff.	100%	100%	100%
No Progress Accomplished Continue/Modify Discontinu	e		•

Performance Objective 5: Build student capacity in interpersonal, intrapersonal, conflict resolution and appropriate social skills.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Discipline data, counseling referrals.

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Create SEL student groups to promote inclusion, appropriate communication skills and build relationships.		Formative	
Strategy's Expected Result/Impact: Reduction in student discipline referrals and student confrontations.	Jan	Apr	June
Staff Responsible for Monitoring: Administrative team, counselors, SEL coach.	65%		95%
No Progress Continue/Modify X Discontinu	e		

Performance Objective 6: Campus wide mentoring utilizing Along digital check ins.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Along weekly feedback and increase in relationships.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Training at the beginning of the year to rollout Along and provide booster sessions throughout the year on building relationships.		Formative	
Strategy's Expected Result/Impact: Students will build connections to our campus and have a trusted mentor on campus.	Jan	Apr	June
Staff Responsible for Monitoring: Mentor teachers, leadership team.	80%		100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Mentor teachers perform check-ins with their mentees once per week.		Formative	
Strategy's Expected Result/Impact: Students will build connections to our campus and have a trusted mentor on campus.	Jan	Apr	June
Staff Responsible for Monitoring: Mentor teachers, leadership team.	70%		100%
No Progress Continue/Modify X Discontinue	e		•

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Student onboarding at the beginning of the year.

District Objective:

Objective 6.2 Increase the safety of transporting students through technology and training., Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities.

Evaluation Data Sources: Homeroom lessons.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Homeroom daily to roll out information: technology, school wide, safety, etc.		Formative	
Strategy's Expected Result/Impact: Practices, policies and procedures will be established to set the student up for success all year.	Jan	Apr	June
Staff Responsible for Monitoring: Administrative team, teachers.	80%		100%
No Progress Continue/Modify X Discontinue			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: Thompson administration and teaching staff will work collaboratively with district to plan for, maintain, and serve our students, staff and parents with ancillary services needed for all to be successful.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.2 Increase the safety of transporting students through technology and training., Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities., Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Building appearance and work order completion Bus safety training and discipline on bus Working and innovative technology

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Attend District Professional Development.		Formative	
Strategy's Expected Result/Impact: Through training, ancillary services will be optimal for students, parents and staff.	Jan	Apr	June
	0%	0%	100%
No Progress Continue/Modify Discontinue	-		

Pasadena Independent School District Turner Elementary

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

Pasadena ISD Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Turner Mission Statement

We are developers of successful lifelong learners...

creating a positive, student-centered learning environment

for an ever changing world.

Vision

Pasadena ISD Vision Statement

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Turner Vision Statement

We believe that...

- · A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- Everyone has purpose, worth, and dignity
- * Family dynamics profoundly influence the decisions individuals make and the people they become

- Connecting with others and building positive, meaningful relationships are essential
- · Learning is instinctive, lifelong, and unique to the individual
- Community is essential to student success
- Feeling safe enhances the ability to learn
- Diversity adds value to all areas of life
- Character is the foundation of success
- Each person is responsible and accountable in all aspects of life for the choices he or she makes

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations.

It is in compliance with the federal supplement, not supplant provision.

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integrate established and innovative practices, standards, and systems.

Goals

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, consistent implementation of the district curriculum, research based strategies, and rigor and relevance standards will ensure that performance on STAAR will result in all students meeting or exceeding the state average.

Evaluation Data Sources: STAAR results, walkthrough documentation, campus/district staff development logs and agendas, AWARE, BAS

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Curriculum PLCs designed to improve vertical alignment and share successful implementation of research based instructional		Formative	
Strategy's Expected Result/Impact: Vertical curriculum alignment Staff Responsible for Monitoring: Teachers, Support Staff, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 100%	Apr 100%	June 100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Horizontal team meetings to review curriculum, Best Practices (i.e. small group instruction, cooperative learning, curriculum	For	mative Revi Formative	ews
5.	For Jan		ews June

Strategy 3 Details	For	mative Rev	iews
Strategy 3: Participation in staff development activities to identify instructional strengths and weaknesses, as well as ensure consistent		Formative	
implementation of curriculum and rigor and relevance standards	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality of instruction			
Staff Responsible for Monitoring: Teachers, Support Staff, Administrators	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Implement the PISD Scope and Sequence for all content areas in grades PK-4		Formative	
Strategy's Expected Result/Impact: Increased student growth	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Team Leaders, Peer Facilitators, Teachers		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	90%		100%
Strategy 5 Details	For	mative Rev	iews
Strategy 5: Integrate relevant literacy skills across all content areas		Formative	
Strategy's Expected Result/Impact: An increase in student reading levels through data collection	Jan	Apr	June
Staff Responsible for Monitoring: Reading PLC, Peer Facilitators, Teachers			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	75%		95%
Strategy 6 Details	For	mative Rev	iews
Strategy 6: Ensure that all science instruction incorporates hands-on and outdoor laboratory activities in alignment with new state science		Formative	:
TEKS Strategists Francested Descriptions and Strategists will have a better grown of the animal TEKS consolelly the animalist arrange.	Jan	Apr	June
Strategy's Expected Result/Impact: Students will have a better grasp of the science TEKS, especially the scientific process. Staff Responsible for Monitoring: Science PLC, Science Coach, Teachers			
Start responsible for Monitoring. Science Le, Science Coach, Teachers	85%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
۵.4, ۵.3, ۵.0			

Strategy 7 Details	For	mative Revi	iews
Strategy 7: Utilization of district/campus instructional materials during small group and one-on-one instruction (i.e. question stems, guided		Formative	
reading, flipbooks, Region 4 materials, technology, etc.)	Jan	Apr	June
Strategy's Expected Result/Impact: Quality instruction for students			
Staff Responsible for Monitoring: Teachers, Administrators, Peer Facilitators Schoolwide and Targeted Assistance Title I Elements:	85%		100%
2.4, 2.5, 2.6			
2.4, 2.3, 2.0			
No Progress Accomplished Continue/Modify X Discontinue	<u>. </u>		•

Performance Objective 2: Test data will be reviewed and analyzed by Turner staff. Results will be used to determine instructional groups and individual tutoring assignments, specifically during PIE. Appropriate teaching strategies will be developed to improve student academic performance.

Evaluation Data Sources: Results of pre and post-testing(BAS), I-Station, CBAs, common assessments, STAAR, MAP, TELPAS, IAT data

Strategy 1 Details	Formative Reviews		
Strategy 1: Review STAAR and MAP data by subgroup and grade level		Formative	
Strategy's Expected Result/Impact: Make instructional adjustments as needed based on the data.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Administrators, District personnel			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	75%		90%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Determine tutoring groups for intensive remediation during PIE Time/Extended Day		Formative	
Strategy's Expected Result/Impact: Increase in academic growth	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Peer Facilitators		r	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	80%		100%
Funding Sources: Instructional materials, wages for tutors - Extended Day/Tutorial - \$900			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national		Formative	
assessments	Jan	Apr	June
Strategy's Expected Result/Impact: Make instructional adjustments as needed based on the data.			
Staff Responsible for Monitoring: Teachers, Peer Facilitators	75%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			

Strategy 4 Details	For	mative Rev	riews
Strategy 4: Provide staff development on data disaggregation .		Formative	
Strategy's Expected Result/Impact: Use data to make sound instructional decisions as it relates to students. Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers, District personnel Schoolwide and Targeted Assistance Title I Elements:	Jan 80%	Apr	June 90%
2.4, 2.5, 2.6 Strategy 5 Details	For	mative Rev	riews
Strategy 5: Review STAAR data to determine Extended Year students and grade placement recommendations and interventions		Formative	:
Strategy's Expected Result/Impact: Determine promotion and retention of students.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	5%		90%
Strategy 6 Details	For	mative Rev	iews
Strategy 6: Teachers will attend staff development for vertical alignment and data disaggregation.		Formative	
Strategy's Expected Result/Impact: Enhanced teaching resulting in student growth	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Staff development fee, supplies - 199 - General Fund - \$200	80%		90%
No Progress Accomplished Continue/Modify X Disc	continue	l	<u>I</u>

Performance Objective 3: Turner will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Skyward grading reports, Intervention reports, AWARE reports

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Utilize district wide grading standards linked to student standards and based on Best Practices		Formative		
Strategy's Expected Result/Impact: Fidelity in grading	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers, Administrators		1		
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	95%		100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Record grades that accurately reflect mastery/non mastery on specific student expectations		Formative		
Strategy's Expected Result/Impact: Fidelity in grading	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Use district guidelines regarding homework and its purpose		Formative		
Strategy's Expected Result/Impact: Support students' learning	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%	

Strategy 4 Details	For	mative Revi	iews	
Strategy 4: Utilize district wide grade and/or content appropriate reassessment standards		Formative		
Strategy's Expected Result/Impact: Support student mastery of TEKS	Jan	Jan Apr Ju		
Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%	
Strategy 5 Details	For	mative Revi	iews	
Strategy 5: Students who are academically unsuccessful will, using the RtI model, be identified and receive appropriate interventions in a		Formative		
imely manner	Jan	Apr	June	
Strategy's Expected Result/Impact: Interventions put in place will support academic growth.				
Staff Responsible for Monitoring: Teachers, IAT, DAIT	100%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Funding Sources: Tutoring and instructional materials - 211 - Title 1 A - Economically Disadvantaged Study - \$3,218.36				
No Progress Accomplished — Continue/Modify X Discontinu	le		<u></u>	

Performance Objective 4: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus/district improvement plans, analysis of needs addressed by the comprehensive needs assessment

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Create a staff development plan that supports implementation of district wide initiatives		Formative	
Strategy's Expected Result/Impact: District wide initiatives are implemented. Staff Responsible for Monitoring: Administrators	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	70%		100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student		Formative	
Strategy's Expected Result/Impact: Support academic growth.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Peer Facilitators, Reading/Writing PLC Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	100%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Provide training opportunities for problem solving and higher level questioning to increase rigor and relevance in instruction		Formative	
Strategy's Expected Result/Impact: Develop higher order thinking skills in students and real life application experiences.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Peer Facilitators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	75%	-	95%

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Support campus PLCs as deliberate decisions are made regarding instructional practices.		Formative	:
Strategy's Expected Result/Impact: Research based instructional practices are implemented throughout the school year.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Peer Facilitators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	70%		65%
Funding Sources: Plan4Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - \$550			
No Progress Accomplished Continue/Modify X Disconti	nue		

Performance Objective 5: Implementation of reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: STaR Test results, Accelerated Reader reports, lesson plans, campus staff development, walkthrough data, reading levels, I-Station

For	mative Rev	iews	
	Formative		
Jan	Apr	June	
	_		
50%		80%	
For	mative Rev	iews	
	Formative		
Jan	Apr	June	
100%	100%	100%	
For	mative Rev	iews	
	Formative		
Jan	Apr	June	
100%	100%	100%	
	Jan 50% For Jan 100% Jan Jan	Jan Apr Formative Revi Formative Jan Apr 100% 100% Formative Revi Formative Revi Formative Apr	

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Use student reading levels to monitor improvement and align students' instructional levels		Formative	
Strategy's Expected Result/Impact: Use this data to direct instructional path for students.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Support the district literacy initiative with classroom libraries for students to utilize as frequently as possible	Formative		
Strategy's Expected Result/Impact: Promote the love of reading as well as the improvement of reading skills.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	90%	•	100%
Funding Sources: leveled readers, software subscription renewals (i.e. AR, Pebble to Go, Reading A-Z, etc.), Schoolwide Scholastic News magazine subscription - 199 - General Fund - \$5,200			
No Progress Accomplished — Continue/Modify X Discontinu	ue		

Performance Objective 6: Instructional strategies to improve students' written communication skills will be implemented by all teachers. Writing activities that emphasize authentic proofreading skills and correct grammar usage will be provided. A school wide plan which provides students with opportunities to develop writing skills in logical progression will be implemented. Expository/narrative writing and grammar will be the focus.

Evaluation Data Sources: Results from STAAR Writing data, specifically in the area of Language, spring TELPAS, and common assessments will show academic growth.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Daily classroom lessons on grammar and identifying/correcting errors in writing using the STAAR format will be consistently		Formative	
implemented. Strategy's Expected Result/Impact: Improvement in STAAR Writing scores Staff Responsible for Monitoring: Teachers, Peer facilitators, Writing PLC Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 85%	Apr	June 100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Daily language activities which reinforce STAAR standards will be implemented			
Strategy's Expected Result/Impact: Improvement in STAAR Writing scores Staff Responsible for Monitoring: Teachers, Peer Facilitator, Writing PLC Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 90%	Apr	June 90%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Students will participate in planned schoolwide writing activities (i.e. Camp Write Along, Author celebrations, Writing Power Hour, daily journaling, Writing Wall).		Formative	ī
Strategy's Expected Result/Impact: Improvement in STAAR Reading/Writing scores and reinforce campus commitment to writing initiatives Staff Responsible for Monitoring: Teachers, Peer Facilitators, ELAR PLC, Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies - 199 - General Fund	Jan 75%	Apr	June 70%

Strategy 4 Details	For	Formative Reviews		
Strategy 4: Teachers will emphasize vocabulary acquisition across content areas and grade levels		Formative		
Strategy's Expected Result/Impact: Increase academic vocabulary	Jan	Jan Apr		
Staff Responsible for Monitoring: Teachers, Writing PLC				
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	80%		100%	
Strategy 5 Details	For	Formative Reviews		
Strategy 5: Quick Writes, Thinking Maps and other graphic organizers utilized by students on a regular basis		Formative		
Strategy's Expected Result/Impact: Improve STAAR Writing scores	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers, Peer Facilitator, Writing PLC Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%	
	Discontinue			

Performance Objective 7: During the current school year, consistent implementation of the district math curriculum, research based strategies, and Best Practices will ensure that performance on STAAR will result in all students meeting or exceeding the state average.

Evaluation Data Sources: STAAR results, informal/formal observations, campus/district staff development agendas and logs, AWARE

For	mative Revi	ews
	Formative	
Jan	Apr	June
100%	100%	100%
For	mative Revi	ews
	Formative	
Jan	Apr	June
	-	4
80%		95%
For	mative Revi	ews
Formative		
Jan	Apr	June
	-	
90%		100%
	Jan 100% For Jan For Jan	Jan Apr 100% Formative Revi Formative Jan Apr 80% Formative Revi Formative Apr

Jan 65%	Apr	June 100%
	Apr	
65%		100%
For	mative Rev	riews
	Formative	;
Jan	Apr	June
80%		90%

Performance Objective 8: Faculty and staff will develop strategies for preparing students for the STAAR Science assessment. Faculty and staff will utilize the science training provided by PISD Science Instructional Specialist. Science instruction will also be supported through the Science /Tech campus instructor.

Evaluation Data Sources: 100% of Turner staff will incorporate strategies to enhance science instruction.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Involve all students in school wide Science Fair projects		Formative	
Strategy's Expected Result/Impact: Follow district initiatives within the science program	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Science Teacher, Science PLC, Administrators			
Schoolwide and Targeted Assistance Title I Elements:	100%	100%	100%
2.4, 2.5, 2.6, 3.2			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Weekly lessons provide students with hands-on activities in classroom/lab setting or greenhouse.		Formative	
Strategy's Expected Result/Impact: To help internalize science concepts	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Science Teacher			
Schoolwide and Targeted Assistance Title I Elements:	100%	100%	100%
2.4, 2.5, 2.6			
Funding Sources: Greenhouse materials - PTO/PTA - \$100			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Promote reading of on-level, nonfiction books weekly		Formative	
Strategy's Expected Result/Impact: Spotlight topics in science and build academic vocabulary	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Librarian, Administrators		_	
Schoolwide and Tangeted Assistance Title I Floments:	90%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: Purchase of library books - 199 - General Fund, Purchase Bluebonnet books - PTO/PTA - \$1,000			

Strategy 4 Details		Formative Reviews		ews
Strategy 4: Update campus inventory of available science equipment		For	mative	
Strategy's Expected Result/Impact: Facilitate sharing of resources	Jar	Jan Apr		
Staff Responsible for Monitoring: Teachers, Science Teacher, Science PLC Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100	% 1	100%	100%
Strategy 5 Details		Formati	ive Revi	ews
Strategy 5: Incorporate higher level questioning in science instruction		Formative		
Strategy's Expected Result/Impact: Support rigor in curriculum	Jai	1 A	Apr	June
Staff Responsible for Monitoring: Teachers, Science Coach, Science PLC Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100		100%	100%
No Progress Accomplished Continue/Modify	X Discontinue			

Performance Objective 9: During the current school year, consistent implementation of the district curriculum, research based strategies, and rigor and relevance standards will ensure that performance on STAAR will result in all students meeting or exceeding the state average.

Evaluation Data Sources: STAAR results, walkthrough documentation, campus/district staff development logs and agendas, final CBA scores for final reporting period

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Curriculum PLCs will meet monthly		Formative	
Strategy's Expected Result/Impact: Improve vertical alignment and share successful implementation of research based instructional practices	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Support staff, Peer Facilitators, Administrators	90%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Grade level data PLCs will meet regularly to dissaggregate data.		Formative	
Strategy's Expected Result/Impact: Review curriculum, Best Practices (i.e. small group instruction, whole group, workstations, and number talks) and student assessment data using Heat Maps and AWARE reports	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Peer Facilitators, Administrators	60%		45%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Staff development that identifies instructional strengths and weaknesses,		Formative	
Strategy's Expected Result/Impact: Ensures consistent implementation of curriculum and rigor and relevance standards	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Peer Facilitators, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	85%	-	85%

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Implement the PISD Scope and Sequence for math in grades PK-4		Formative	
Strategy's Expected Result/Impact: STAAR math scores will increase	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Peer Facilitators, Math PLC, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue/	ie		-

Performance Objective 10: Special education students will receive instruction in the least restrictive setting based on annual assessment of academic progress. Inclusive practices will be used in general education classes with support from special education staff.

Evaluation Data Sources: Mastery of IEP goals and objectives. Growth shown in STAAR, CFA, and common assessment data.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Implement inclusion in general education classrooms		Formative	
Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data.	Jan	Apr	June
Staff Responsible for Monitoring: Special Ed. teachers and staff, General Ed. teachers			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Funding Sources: Instructional materials and supplies - 224 - IDEA-B Special Education - \$1,462			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Conduct team planning between general and special education teachers		Formative	
Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data.	Jan	Apr	June
Staff Responsible for Monitoring: General and Special Ed. teachers		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	85%		75%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Provide frequent communication to parents through daily journals, student planners, conferences, phone conversations, and email.		Formative	
Strategy's Expected Result/Impact: Student planners, conference logs, phone logs, emails	Jan	Apr	June
Staff Responsible for Monitoring: General and Special Ed. teachers			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	100%	100%	100%

Strategy 4 Details	For	mative Rev	iews
Strategy 4: Campus has reviewed the previous year 's state assessment scores for each student with a disability. If the student did not perform		Formative	
satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intervention	Jan	Apr	June
Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data. Staff Responsible for Monitoring: Teachers, Support Staff, LSSP Administrators	40%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 5 Details	For	mative Rev	iews
Strategy 5:		Formative	
Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CFAs, etc. to make determinations regarding state	Jan	Apr	June
assessment and ensure progress, (2) ensure ARD document clearly delineates the need for STAAR/STAAR Alt (i.e., PLAFFs, IEPs, deliberations), and (3) utilizing TEA required STAAR Alternative Participation Requirement Forms. Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data. Staff Responsible for Monitoring: Support Staff, District Personnel, LSSP, Administrators	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Strategy 6 Details	For	mative Rev	iews
Strategy 6: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate bill 1196 -		Formative	
Restraint Training and Texas Behavior Support Initiative requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data. Staff Responsible for Monitoring: Special Education Teachers and Aides, Administrators, District Personnel	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 7 Details	For	mative Rev	iews
Strategy 7: Campus will follow district policy to ensure students with disabilities have access to facilities			
Strategy's Expected Result/Impact: Review of facilities to check ADA compliance and make the necessary changes Staff Responsible for Monitoring: Administrators, All Teachers	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%

Strategy 8 Details	For	mative Revi	iews
ategy 8: Campus will follow district procedures in addressing transition requirements for students with disabilities.		Formative	
Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, All Teachers, LSSP Support Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 9 Details	For	mative Revi	ews
Strategy 9: Campus will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.		Formative	
Strategy's Expected Result/Impact: The campus will continue to proactively monitor the number of removals as they relate to student behavior.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, All Teachers, LSSP Support Staff	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6			
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 11: State and district criteria will be used to identify students considered potentially at-risk of failing. Intervention strategies will be determined and implemented to enable identified students to master academic skills appropriate for their assigned grade level. State and district criteria will be used to identify students considered potentially at-risk of failing. Intervention strategies will be determined and implemented to enable identified students to master academic skills appropriate for their assigned grade level.

Evaluation Data Sources: Examination of level of academic growth on the following: MAP, I-Station, BAS, STAAR reading, DreamBox, AIMSWeb, and TELPAS data.

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Identify at-risk students using state/district criteria		Formative	
Strategy's Expected Result/Impact: Monitor student progress and implement interventions as needed	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Develop and implement grade level intervention strategies		Formative	
Strategy's Expected Result/Impact: Positive effect on student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Teachers ,IAT,CARES Team	10000		1000
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Funding Sources: Title 1 Teacher Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$68,607.81, Instructional materials and supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000			

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Provide tutoring assistance for those students identified as having reading/math difficulties through Title funding coupled with		Formative	
ESSER funds. Strategy's Expected Result/Impact: Positive effect on student achievement Staff Responsible for Monitoring: Teachers, Administrators, DAIT, Peer Facilitators	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	85%		100%
Funding Sources: Instructional materials and supplies, tutoring - 211 - Title 1 A - Economically Disadvantaged Study - \$4,000, Peer Facilitator Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$87,081.65, Salaries for Outside Tutors - 282 - ESSER III - \$35,000			
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Specialized tutoring for students struggling with reading, math, writing, and science concepts (SCE)		Formative	
Strategy's Expected Result/Impact: Students will show academic growth through data collection.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Paid Tutors			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	95%		100%
Funding Sources: Tutoring - 211 - Title 1 A - Economically Disadvantaged Study - \$4,000, Tutoring - State Compensatory Funds - \$2,028			
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Identify homeless students using district/state/federal criteria and refer to district Homeless Liaison and campus counselor for services.		Formative	T
Strategy's Expected Result/Impact: Student support will be provided as needs are realized.	Jan	Apr	June
Staff Responsible for Monitoring: Attendance Clerk, Counselor, Administrators	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	100%	100%	100%
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Identify LEP students using district/state/federal criteria. Refer to district Bilingual Department and campus LPAC for services		Formative	
provided. Stratagy's Expected Desult/Impact. Student support will be provided as needs are realized.	Jan	Apr	June
Strategy's Expected Result/Impact: Student support will be provided as needs are realized. Staff Responsible for Monitoring: Teachers, Administrators, District Personnel, LPAC	100%	100%	100%

-	Formative Reviews		
	Formative	:	
Jan	Apr	June	
100%	100%	100%	
For	mative Rev	riews	
	Formative	!	
Jan	Apr	June	
95%		85%	
For	mative Rev	iews	
	Formative		
Jan	Apr	June	
95%	•	100%	
	Jan 95% For	Jan Apr 100% Formative Rev Formative Jan Apr 95% Formative Rev Formative Rev Formative Apr	

Performance Objective 12: Instructional services provided for gifted and talented students will accelerate curriculum, enrich learning experiences, and encourage social and emotional development. G/T students will be challenged to meet standards aligned with their potential for academic achievement.

Evaluation Data Sources: Examination of Individual Student profiles, CoGat results, and levels of proficiency on STAAR assessments.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide accelerated instruction in cluster and self-contained groups		Formative	
Strategy's Expected Result/Impact: Examination of Individual Student profiles, ITBS results, and levels of proficiency on STAAR assessments.	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Librarian, Science/Tech Teacher	90%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: Instructional materials and supplies - 428 - G/T Performance Standards - \$1,578			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Conduct G/T update training for faculty and staff		Formative	
Strategy's Expected Result/Impact: Better understanding of the academic and emotional needs of gifted students	Jan	Apr	June
Staff Responsible for Monitoring: District and campus personnel		F	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	5%		100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Complete nomination, testing, and identification processes		Formative	
Strategy's Expected Result/Impact: Identification of G/T students and program enrollment	Jan	Apr	June
Staff Responsible for Monitoring: G/T Nomination Committee, Administrators, G/T Coordinators			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	100%	100%	100%

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Conduct parent information meetings		Formative	
Strategy's Expected Result/Impact: Share information regarding the district/campus Gifted and Talented program guidelins and	Jan	Apr	June
expectations.			
Staff Responsible for Monitoring: Administrators, Teachers	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6, 3.2			
No Progress Accomplished Continue/Modify Discontinu	ie.	•	

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote career, college, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: All students will have an increased awareness of 21st century career and post-secondary opportunities.

Evaluation Data Sources: Participation in Career/College days

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Special school events (i.e. College Week, Career Day, Family Night, etc) will be implemented to promote college attendance		Formative	
Strategy's Expected Result/Impact: Community and parent involvement opportunities	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, All Faculty and Staff, Parent Coordinator			
Schoolwide and Targeted Assistance Title I Elements:	85%		100%
2.5, 2.6, 3.2			
Funding Sources: Family Fun Night supplies - PTO/PTA - \$6,000			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide students with real world experiences that explore various career opportunities		Formative	
Strategy's Expected Result/Impact: Futures planning opportunities	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Administrators			
Schoolwide and Targeted Assistance Title I Elements:	80%		100%
2.5, 3.2			
Funding Sources: field trips - PTO/PTA - \$7,900			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: School hallways named after state colleges-UT, Baylor, Texas Tech, UH, SJC, Rice, Texas A & M		Formative	
Strategy's Expected Result/Impact: Support student awareness of state colleges	Jan	Apr	June
Staff Responsible for Monitoring: Administration			
Schoolwide and Targeted Assistance Title I Elements:	100%	100%	100%
2.5, 2.6			

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Field trip for all 3rd and 4th grade girls to Frittita Arena to see the Lady Cougars Basketball team play an exhibition game.		Formative	
Strategy's Expected Result/Impact: Real world experience of visiting a college event	Jan	Apr	June
Staff Responsible for Monitoring: PE teacher and Administration			
Schoolwide and Targeted Assistance Title I Elements:	0%		0%
2.4, 2.5, 2.6			
No Progress Accomplished Continue/Modify X Discontinue	ue		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: The administrative staff, along with the Human Resources for the Pasadena Independent School District, will strive to employ qualified teachers to ensure successful academic experiences for our students.

Evaluation Data Sources: Teacher turnover rates, STAAR results, appropriate grade level assessments, and overall student progress will be studied to guarantee optimum student acquisition of knowledge and success.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Coaching/mentoring new teachers		Formative	
Strategy's Expected Result/Impact: Teacher growth and support through year one	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Master Teachers, Peer Facilitators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	85%		95%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Staff development opportunities to increase skills in building relationships		Formative	
Strategy's Expected Result/Impact: Healthy relationships will be maintained between staff, students, and parents.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	90%		50%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Positive working environment will be maintained		Formative	
Strategy's Expected Result/Impact: Staff will feel appreciated for their many contributions that make our school a desirable place to	Jan	Apr	June
be. Staff Responsible for Monitoring: All Faculty and Staff, Climate Committee, Administrators	90%		90%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: Supplies for staff events throughout the year - 199 - General Fund - \$3,000, Teacher Appreciation Week - PTO/PTA - \$1,000			

Strategy 4 Details	For	mative Revi	iews
Strategy 4: Continue to implement recommendations from PBIS trainings		Formative	
Strategy's Expected Result/Impact: A safe work environment for all.	Jan	Apr	June
Staff Responsible for Monitoring: Safety Patrol, All Faculty and Staff, Administrators			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 5 Details	For	mative Revi	ews
Strategy 5: Continue to recognize teacher contributions that positively enhance the campus culture and climate (i.e. Teacher of the Year,		Formative	
Texan Stars of the Week, etc.)	Jan	Apr	June
Strategy's Expected Result/Impact: Positive school climate		-	
Staff Responsible for Monitoring: Administrators, Faculty and Staff	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
No Progress Accomplished Continue/Modify Discontinu	ie		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Active parental involvement in school activities and functions will be encouraged. Participation in parent conferences, volunteer programs, and special school events will provide opportunities for parents to become involved in the educational process. Open communication between staff and parents will remain a factor ensuring positive school climate.

Evaluation Data Sources: Parent conference logs, sign in sheets, volunteer logs, agendas, calendars

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Curriculum Nights that provide opportunities for parents to attend grade level/content specific meetings to share expectations,	Formative		
strategies, and Title 1 information.	Jan	Apr	June
Strategy's Expected Result/Impact: Student academic growth through parent/teacher partnership Staff Responsible for Monitoring: PK-4 Teachers, Administrators, Parent Coordinator	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Parent conferences will be held by appointment, phone, or by email as needed		Formative	
Strategy's Expected Result/Impact: Parents will partner with teachers in supporting student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: All Teachers, Parent Coordinator, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	100%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Volunteer program to support reading and math grade level TEKS		Formative	
Strategy's Expected Result/Impact: Increase in academic growth as well as STAAR scores	Jan	Apr	June
Staff Responsible for Monitoring: Parent Coordinator, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	100%	100%	100%
Funding Sources: Title 1 Counselor/Parent Coordinator Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$25,394.74			

Strategy's Expected Result/Impact: Opportunities for parents to be involved at school will continue to be provided. Staff Responsible for Monitoring: PTO Board, Parent Coordinator, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2 Strategy 5 Details Strategy 5. Grandparents Week, Texas Public Schools Week, and Bring a Parent to PE Week Strategy's Expected Result/Impact: Continue to build community and highlight student growth Staff Responsible for Monitoring: Administrators, Parent Coordinator, All Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2 Strategy 6 Details Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share report eard information, curriculum concerns, behavior strategies, parenting classes, etc. Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share report eard information, curriculum concerns, behavior strategies, parenting classes, etc. Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share report eard information, curriculum concerns, behavior strategies, parenting classes, etc. Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share report eard information, curriculum concerns, behavior strategies, parenting classes, etc. Strategy 7: Expected Result/Impact: Parents will have a clear understanding of curricular challenges, behavior expectations, and supports available to them to help their student grow. Strategy 7: Counselor, Administrators, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is Formative	Strategy 4 Details	For	Formative Reviews	
Straft Responsible for Monitoring: PTO Board, Parent Coordinator, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2 Strategy 5: Grandparents Week, red Bring a Parent to PE Week Strategy's Expected Result/Impact: Continue to build community and highlight student growth Staff Responsible for Monitoring: Administrators, Parent Coordinator, All Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2 Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share report card information, curriculum concerns, behavior strategies, parenting classes, etc. Strategy 6: Expected Result/Impact Parents will have a clear understanding of curricular challenges, behavior expectations, and supports available to them to help their student grow. Staff Responsible for Monitoring: Counselor, Administrators, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is carning at school. Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is carning at school. Strategy 5: Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:	Strategy 4: PTO meetings will continue to be held every other month with special events planned throughout the year		Formative	
Strategy 5: Grandparents Week, Pexas Public Schools Week, Reas Public Schools Week, Strategy's Expected Result/Impact: Continue to build community and highlight student growth Strategy's Expected Result/Impact: Strategy 6 Details Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share report card information, curriculum concerns, behavior strategies, parenting classes, etc. Strategy's Expected Result/Impact: Parents will have a clear understanding of curricular challenges, behavior expectations, and supports available to them to help their student grow. Staff Responsible for Monitoring: Counselor, Administrators, Teachers Schoolwide and Targeted Assistance Title 1 Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy 8: Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title 1 Elements:	97 · · · · · · · · · · · · · · · · · · ·	Jan	Apr	June
Strategy 5: Grandparents Week, Texas Public Schools Week, and Bring a Parent to PE Week Strategy's Expected Result/Impact: Continue to build community and highlight student growth Staff Responsible for Monitoring: Administrators, Parent Coordinator, All Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2 Strategy 6 Provide opportunities for parents to attend grade level and content specific meetings to share report card information, curriculum concerns, behavior strategies, parenting classes, etc. Strategy's Expected Result/Impact: Parents will have a clear understanding of curricular challenges, behavior expectations, and supports available to them to help their student grow. Staff Responsible for Monitoring: Counselor, Administrators, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Formative Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:	Schoolwide and Targeted Assistance Title I Elements:	95%		100%
Fexas Public Schools Week, Jan Apr June	Strategy 5 Details	For	mative Revi	iews
Strategy's Expected Result/Impact: Continue to build community and highlight student growth Staff Responsible for Monitoring: Administrators, Parent Coordinator, All Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2 Strategy 6 Details Strategy's Expected Result/Impact: Parents will have a clear understanding of curricular challenges, behavior expectations, and supports available to them to help their student grow. Staff Responsible for Monitoring: Counselor, Administrators, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Formative Reviews Formative Jan Apr June Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:	Strategy 5: Grandparents Week,		Formative	
Strategy's Expected Result/Impact: Continue to build community and highlight student growth Staff Responsible for Monitoring: Administrators, Parent Coordinator, All Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2 Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share report card information, curriculum roncerns, behavior strategies, parenting classes, etc. Strategy's Expected Result/Impact: Parents will have a clear understanding of curricular challenges, behavior expectations, and supports available to them to help their student grow. Staff Responsible for Monitoring: Counselor, Administrators, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements: 50% Formative Jan Apr June Formative Jan Apr June 50% 50% 50% 50% 50% 50% 50% 50	Texas Public Schools Week,	Jan	Apr	June
Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share report card information, curriculum concerns, behavior strategies, parenting classes, etc. Strategy's Expected Result/Impact: Parents will have a clear understanding of curricular challenges, behavior expectations, and supports available to them to help their student grow. Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:				4
Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2 Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share report card information, curriculum concerns, behavior strategies, parenting classes, etc. Strategy's Expected Result/Impact: Parents will have a clear understanding of curricular challenges, behavior expectations, and supports available to them to help their student grow. Staff Responsible for Monitoring: Counselor, Administrators, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:		80%		95%
Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share report card information, curriculum concerns, behavior strategies, parenting classes, etc. Strategy's Expected Result/Impact: Parents will have a clear understanding of curricular challenges, behavior expectations, and supports available to them to help their student grow. Staff Responsible for Monitoring: Counselor, Administrators, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:	Staff Responsible for Monitoring: Administrators, Parent Coordinator, All Teachers	00%		33%
Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share report card information, curriculum concerns, behavior strategies, parenting classes, etc. Strategy's Expected Result/Impact: Parents will have a clear understanding of curricular challenges, behavior expectations, and supports available to them to help their student grow. Staff Responsible for Monitoring: Counselor, Administrators, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:				
Strategy's Expected Result/Impact: Parents will have a clear understanding of curricular challenges, behavior expectations, and supports available to them to help their student grow. Staff Responsible for Monitoring: Counselor, Administrators, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7 Details Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:	Strategy 6 Details	For	mative Revi	iews
Strategy's Expected Result/Impact: Parents will have a clear understanding of curricular challenges, behavior expectations, and supports available to them to help their student grow. Staff Responsible for Monitoring: Counselor, Administrators, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7 Details Formative Reviews Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:	Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share report card information, curriculum concerns, behavior strategies, parenting classes, etc.			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7 Details Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:		Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7 Details Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:	•••	000%		100%
2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7 Details Formative Reviews Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:	Staff Responsible for Monitoring: Counselor, Administrators, Teachers	90%		100%
Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 Strategy 7 Details Formative Reviews Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:				
Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:				
earning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:	Strategy 7 Details	For	mative Revi	iews
Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:	Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is		Formative	
Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assistance Title I Elements:	learning at school.	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements:	97 1 1 1 1 1 7 1		*	
Schoolwide and Targeted Assistance Title I Elements:	Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers	50%		75%
	Schoolwide and Targeted Assistance Title I Flaments			

Strategy 8 Details	Formative F	Reviews
Strategy 8: Friday Night at the Movies-a movie night for our Turner families each semester	Format	ive
Strategy's Expected Result/Impact: Sense of Community reinforced Staff Responsible for Monitoring: Administrators, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	Jan Apr 100% 100%	June
Strategy 9 Details	Formative F	Reviews
Strategy 9: Mother/Daughter Craft Night in December	Format	ive
Strategy's Expected Result/Impact: Build parent relationships	Jan Apr	June
Staff Responsible for Monitoring: administrators, Teachers		10000
Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	5%	100%
Strategy 10 Details	Formative F	Reviews
Strategy 10: Father/Son Rock & Bowl in the spring	Format	ive
Strategy's Expected Result/Impact: Build parent relationships	Jan Apr	June
Staff Responsible for Monitoring: Administrators, Teachers		
Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	0%	100%
Strategy 11 Details	Formative F	Reviews
Strategy 11: Full implementation of WatchDogs program	Format	ive
Strategy's Expected Result/Impact: Build parent relationships	Jan Apr	June
Staff Responsible for Monitoring: Kris McCauley, Administrators		000
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 3.2	5%	80%
Funding Sources: T-shirts, supplies - PTO/PTA - \$600		

Strategy 12 Details	For	mative Revi	iews
Strategy 12: Parent-Teacher compacts are reviewed over ZOOM meetings or face to face. Parents not in attendance are called and compact is		Formative	
sent through email. Stantogylla Expected Possilt/Impacts Possita and teachers sharing the responsibility of their students! academic growth	Jan	Apr	June
Strategy's Expected Result/Impact: Parents and teachers sharing the responsibility of their students' academic growth Staff Responsible for Monitoring: Parent Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1	100%	100%	100%
Strategy 13 Details	For	mative Revi	iews
Strategy 13: Student led Personal Learning Parent Night in February (tbd based on level of concern re: COVID-19)		Formative	
Strategy's Expected Result/Impact: Parents will have a clear understanding of the Platform as well as the components of the Connect Personalized learning program.	Jan	Apr	June
Staff Responsible for Monitoring: 4th Grade Connect Teachers and Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	5%		0%
No Progress Continue/Modify X Discontinue	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Active participation by business and community partners in school activities and events will be encouraged, providing opportunities for involvement in the educational process.

Evaluation Data Sources: Increase in participation by businesses and community partners as shown by data gathered from volunteer hour logs and special event sign-in sheets.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Family Fun Night		Formative	
Strategy's Expected Result/Impact: Healthy parent relationships with school personnel	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, All Faculty and Staff, PTO Board			
Schoolwide and Targeted Assistance Title I Elements: 3.2	5%		0%
Funding Sources: Materials and supplies, rental fees - PTO/PTA - \$6,000			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Volunteer tutoring and working in the library will continue throughout the year		Formative	
Strategy's Expected Result/Impact: Academic student growth and continued parent involvement opportunities	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Peer Facilitators, Counselor, Librarian Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	100%	100%	100%
No Progress Continue/Modify X Discontinue	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Students will participate in a variety of drills/scenarios to ensure their physical safety and well being on a daily basis.

Evaluation Data Sources: Student preparedness during monthly/semester drills and level of efficiency in evacuating the building evaluated through observation and timed drills.

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Monthly fire drills (obstructed and unobstructed) will be conducted		Formative	
Strategy's Expected Result/Impact: Student safety procedures are implemented.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, All Faculty and Staff, Students		-	
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	90%		95%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Crisis Team planning for shelter-in-place and evacuation scenarios will be maintained		Formative	
Strategy's Expected Result/Impact: Procedures are understood by faculty and staff and implemented when needed.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Crisis Team Schoolwide and Targeted Assistance Title I Elements: 2.5	90%	-	100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Intruder, shelter-in-place, and tornado drills conducted during fall and spring semesters		Formative	
Strategy's Expected Result/Impact: Procedures are understood by faculty and staff and implemented when needed.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, All Faculty and Staff, Students Schoolwide and Targeted Assistance Title I Elements: 2.5	90%	•	95%

Strategy 4 Details	For	Formative Reviews		
Strategy 4: All personnel/visitors must present a valid ID before entering the building		Formative		
Strategy's Expected Result/Impact: Aware of who is on campus and why.	Jan	Apr	June	
Staff Responsible for Monitoring: Office Staff, Administrators				
Schoolwide and Targeted Assistance Title I Elements: 2.5	100%	100%	100%	
Strategy 5 Details	For	mative Revi	iews	
Strategy 5: All outside entrances remain locked throughout the day with the exception of the main entrance into the office area		Formative		
Strategy's Expected Result/Impact: Limited access to building	Jan	Apr	June	
Staff Responsible for Monitoring: Custodian, Administrators, All Faculty and Staff		•		
Schoolwide and Targeted Assistance Title I Elements: 2.5	100%	100%	100%	
Strategy 6 Details	For	mative Revi	iews	
Strategy 6: Dismissal policy which ensures the safe departure of all students every day		Formative		
Strategy's Expected Result/Impact: Orderly, safe dismissal of students	Jan	Apr	June	
Staff Responsible for Monitoring: Safe & Civil Team, Faculty and Staff, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5	100%	100%	100%	
Strategy 7 Details	For	mative Revi	iews	
Strategy 7: Student Safety Patrol works to ensure a safe arrival for all students every morning.		Formative		
Strategy's Expected Result/Impact: Safe arrival, leadership opportunities for students	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators		•		
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	0%		0%	

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: A school wide effort to promote positive self worth and responsible behavior will be implemented. Opportunities to teach students the importance of good character and citizenship will be utilized daily.

Evaluation Data Sources: Reduced discipline referrals from previous year and increase in student attendance rate

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: Character education theme communicated during daily announcements		Formative		
Strategy's Expected Result/Impact: Reduced discipline referrals, increased student attendance rate Staff Responsible for Monitoring: Teachers, Counselor, Students, Attendance Clerk, Administrators	Jan	Apr	June	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Students have the opportunity to participate in extracurricular music and physical education activities		Formative		
Strategy's Expected Result/Impact: Increased student participation in campus activities	Jan	Apr	June	
Staff Responsible for Monitoring: PE and Music Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.2	100%	100%	100%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Students are recognized as Star Studded Texans for outstanding citizenship		Formative		
Strategy's Expected Result/Impact: Increased number of Star Studded Texans each 9 weeks	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	100%	100%	100%	

For	mative Rev	iews	
	Formative		
Jan	Apr	June	
100%	100%	100%	
For	mative Rev	iews	
	Formative		
Jan	Apr	June	
5%		10%	
For	mative Rev	iews	
	Formative		
Jan	Apr	June	
95%		75%	
For	mative Revi	iews	
	Formative		
Jan	Apr	June	
90%		90%	
	Jan 100% For Jan 95% For Jan	Formative Jan Apr 100% Formative Rev Formative Jan Apr 5% Formative Rev Formative Rev Formative Formative Jan Apr 95% Formative Rev Formative Jan Apr	

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: Create and maintain a school environment that provides opportunities for faculty and staff, students, and parents to develop a healthier lifestyle through the CATCH (Coordinated Approach to Children's Health) Program.

Evaluation Data Sources: Faculty and staff health teams rate of participation coupled with parent feedback regarding student participation in healthier nutritional choices.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Faculty/staff health activities will be offered throughout the year (i.e. Lose a Turkey by Thanksgiving, Maintain-No Gain @		Formative	
Christmas, New Year-New You, Mighty Miler for staff, district wide incentives 4xs per year, etc.) Strategy's Expected Result/Impact: Increased attendance for faculty and staff through promotion of a healthier lifestyle Staff Responsible for Monitoring: CHAC, All Faculty and Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Jan 100%	Apr 100%	June 100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Smoothie Night to promote healthy choices for our families		Formative	
Strategy's Expected Result/Impact: Designated night for families to make smoothies using healthy recipes provided, partnership with Aldi	Jan	Apr	June
Staff Responsible for Monitoring: CHAC Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Supplies - PTO/PTA - \$300	5%		100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Morning jogging, juggling, and intramural sports programs for students		Formative	
Strategy's Expected Result/Impact: Increased level of student participation	Jan	Apr	June
Staff Responsible for Monitoring: PE Teachers, Students Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%

Strategy 4 Details	For	Formative Reviews		
Strategy 4: Mighty Miler Team in which students and their parents participate in this program one evening each month (Monday Mile Meet).		Formative		
Strategy's Expected Result/Impact: Health and well being along with parent participation opportunity	Jan	Apr	June	
Staff Responsible for Monitoring: PE, Staff, CHAC Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	100%	100%	100%	
Strategy 5 Details	For	mative Revi	iews	
Strategy 5: Weekly short health lessons in PE (i.e. dental care, hygiene, food choices, bullying, smoking, honesty, caring, friends, 911		Formative		
emergency, recycle, breakfast, flu travels, eat this not that, portion size) following CHAC district wide curriculum. Strategy's Expected Result/Impact: Students will develop healthy habits.	Jan	Apr	June	
Staff Responsible for Monitoring: PE Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%	
Strategy 6 Details	For	Formative Reviews		
Strategy 6: USDA myplate.gov information sent home with students promoting healthy eating as a family as well as home health challenges		Formative		
Strategy's Expected Result/Impact: Parents and students work together to make healthier life choices.	Jan	Apr	June	
Staff Responsible for Monitoring: PE Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	100%	100%	100%	
Strategy 7 Details	For	mative Revi	iews	
Strategy 7: Student and staff will participate in the Turner Health Fair during the spring semester	Formative			
Strategy's Expected Result/Impact: Stronger community relationships coupled with promotion of a healthy lifestyle	Jan	Apr	June	
Staff Responsible for Monitoring: PE Staff, Faculty, Parents, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	30%		100%	

Strategy 8 Details	For	Formative Reviews	
Strategy 8: Daily health tips will be shared every morning with students on announcements.		Formative	
Strategy's Expected Result/Impact: Better student health	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, PE Staff			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
Strategy 9 Details	Formative Reviews		ews
Strategy 9: School participation in education of heart health and diabetes during Jump Rope for Heart and Walk for Diabetes month	Formative		
Strategy's Expected Result/Impact: Students and parents will embrace a healthier lifestyle.	Jan	Apr	June
Staff Responsible for Monitoring: PE Staff, Faculty, Parents, Administrators			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	100%	100%	100%
			<u> </u>

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: The use of technology will be integrated into all curricular areas school wide. Faculty and staff will utilize the technological training provided by the PISD Instructional Technology Specialist or Campus Technology Liaison.

District Objective:

Objective 6.2 Increase the safety of transporting students through technology and training., Objective 6.3 Structure innovative technology solutions to provide service and educational options and opportunities., Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: 100% of Turner staff will utilize available technological resources to enhance instruction and communication.

Strategy 1 Details	Formative Reviews		iews
Strategy 1: A long range plan will continue to be implemented addressing the technological needs of the campus	Formative		
Strategy's Expected Result/Impact: Lesson plans, walkthrough documentation, agendas, sign in logs, minutes	Jan	Apr	June
Staff Responsible for Monitoring: Science/Tech PLC, Administrators, Teachers, Tech Liaison			
Schoolwide and Targeted Assistance Title I Elements:	100%	100%	100%
2.4, 2.5, 2.6			
- Additional Targeted Support Strategy			
Strategy 2 Details	Formative Reviews		iews
Strategy 2: New equipment purchased as needed and staff development opportunities offered regularly throughout the school year	Formative		
Strategy's Expected Result/Impact: Enhanced instruction and learning through our technology	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, District Personnel, Science/Tech Committee, Tech Liaison			
	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Funding Sources: Software, equipment, maintenance, renewal fees - 199 - General Fund - \$3,000			
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Skylert phone system to enhance communication between home and school	Formative		
Strategy's Expected Result/Impact: Increase in accurate communication between parent and school	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, School Secretary		F	
	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2			
2.0, 5.2			

Strategy 4 Details	For	Formative Reviews		
Strategy 4: Utilize I-Station, DreamBox (K-2), Waterford, Accelerated Reader, STaR, software		Formative		
Strategy's Expected Result/Impact: 100% of Turner staff will utilize available technological resources to enhance instruction and communication.	Jan	Apr	June	
Staff Responsible for Monitoring: Science Instructor, K-4 Teachers, Peer Facilitator, Support	100%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6				
Strategy 5 Details	Formative Reviews		iews	
Strategy 5: Ongoing communication with parents and community through the use of the Turner website and Facebook page updated regularly.	7	Formative		
Strategy's Expected Result/Impact: Increased parent involvement through better communication	Jan	Apr	June	
Staff Responsible for Monitoring: Teachers, Administrators, Webmasters	100%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2				
Strategy 6 Details	For	Formative Reviews		
Strategy 6: Maintenance and replacement of equipment (i.e. wands, headphones, iPods, Chromebooks, etc.) as needed		Formative		
Strategy's Expected Result/Impact: Students will continue to grow academically supported by technology	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators, Tech Liaison, Media Specialist, District Support	100%	100%	100%	
Schoolwide and Targeted Assistance Title I Elements:	100%	100%	100%	
2.4, 2.5, 2.6 Funding Sources: maintenance, software, equipment - 199 - General Fund - \$1,000				
Strategy 7 Details	Formative Reviews		iews	
Strategy 7: One Note utilized to enhance organization and communication with faculty and staff	Formative			
Strategy's Expected Result/Impact: Enhanced communication with faculty and staff	Jan Apr .		June	
Staff Responsible for Monitoring: Teachers, Administrators		•		
Schoolwide and Targeted Assistance Title I Elements: 2.5	100%	100%	100%	

Strategy 8 Details	For	Formative Reviews	
Strategy 8: Personalized Learning Program implemented in 4th grade classrooms	Formative		
Strategy's Expected Result/Impact: 21st century classroom experience for students, data to show student progress is fluid	Jan	Apr	June
Staff Responsible for Monitoring: PL teachers, district personnel, Summit Learning representative, campus administrators, campus Connect team	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2))
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: Provide students with the opportunity to participate in a variety of quality fine arts educational experiences.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.6 Design additional business services that provide innovative solutions to meet evolving district needs.

Evaluation Data Sources: Participation data

Parent feedback

Observations from campus/district personnel

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Christmas and spring choir concerts to highlight student performance.	Formative		
Strategy's Expected Result/Impact: Highlight student performance	Jan	Apr	June
Build parent relationships Staff Responsible for Monitoring: Music teachers and administration Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	90%		100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Grade levels will perform for the PTO meetings held every other month.	Formative		
Strategy's Expected Result/Impact: Highlight student performances	Jan	Apr	June
Build parent relationships Staff Responsible for Monitoring: Music teachers and administration Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.2	70%		100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Participation of Fine Arts performance group in the Bethlehem Experience at South Main Baptist Cchurch	Formative		
Strategy's Expected Result/Impact: Highlight student talent outside of the school setting	Jan	Apr	June
Staff Responsible for Monitoring: Music teachers and administration Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	100%	100%	100%

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Master schedule designed to support daily instructional time for Fine Arts program for grades K-4.		Formative	
Strategy's Expected Result/Impact: Daily instructional opportunities for students	Jan	Apr	June
Staff Responsible for Monitoring: Music teachers and administration Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discont	nue		

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 3: Provide students with various opportunities to acquire knowledge and skills that build foundational skills to support a physically active lifestyle.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency., Objective 6.5 Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Participation data

Parent feedback

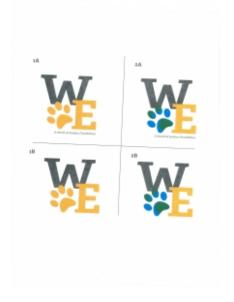
Observations from campus/district personnel

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Spring Fling in PE for Grades PK-4th		Formative		
Strategy's Expected Result/Impact: Build parent relationships	Jan	Apr	June	
Highlight student performance Staff Responsible for Monitoring: PE teacher and administration	5%		100%	
Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2				
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Smoothie Night to promote healthy choices for our families-April		Formative		
Strategy's Expected Result/Impact: Students and parents will learn to make healthy alternatives.	Jan	Apr	June	
Staff Responsible for Monitoring: CHAC and Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	15%	-	100%	

Strategy 3 Details	For	Formative Reviews	
Strategy 3: CHAC family activities: Walk for Sight, School Walk for Diabetes, Future Maverick Jingle Bell Run, Back to School Bash, Track		Formative	
and Field, Get Fit Jog, Jump Rope for Heart, Hoops for Heart, Kids Fun Run, CHAC parent night, Spring Health Fair, Quick Start Tennis, Walk for the Wetlands, Mighty Miler Team, Field Day, Presidential Challenge, Fuel Up to Play 60, WSSA Stack Up	Jan	Apr	June
Strategy's Expected Result/Impact: Healthy lifestyle emphasis for students and their families	7504		40004
Staff Responsible for Monitoring: CHAC, All Teachers, Students, Parents	75%		100%
Schoolwide and Targeted Assistance Title I Elements:			
2.5, 3.2			
Funding Sources: supplies and materials - PTO/PTA - \$600			
Strategy 4 Details	For	Formative Reviews	
Strategy 4: Participation of PE performance group in the Texas A & M basketball pregame/halftime show		Formative	
Strategy's Expected Result/Impact: Highlight student achievement outside of the classroom setting	Jan	Apr	June
Staff Responsible for Monitoring: PE coach and administrators Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	100%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinu	e e		

Pasadena Independent School District Williams Elementary

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

A world of endless possibilities

Vision

Every student who leaves Williams Elementary will be on target to graduate college and career ready.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Monitor curriculum implementation through campus walkthroughs using the coaching model.		Formative		
Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff	Jan 50%	Apr	June 80%	
Staff Responsible for Monitoring: Administrators and Campus Coaches.				
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Campus Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$155,698.18				
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Implement the district scope and sequences for all courses in grades Pk to 4.		Formative		
Strategy's Expected Result/Impact: Lesson plans, walkthrough documentation	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators, Campus Coaches, Team Leaders, classroom teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	100%	100%	100%	

Strategy 3 Details	For	Formative Reviews		
Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and campus instructional focus.		Formative		
Strategy's Expected Result/Impact: Campus staff development plan, agendas and sign in sheets	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	50%	1	80%	
Strategy 4 Details	For	mative Rev	iews	
Strategy 4: Integrate relevant literacy skills across all content areas.		Formative		
Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data	Jan	Apr	June	
Staff Responsible for Monitoring: Campus Coaches, Teachers	oun	ripi	ounc	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$77,192.24	50%		80%	
Strategy 5 Details	For	mative Rev	iews	
Strategy 5: Use on-line databases, eBooks, books, and other resources for specific TEKS.		Formative		
Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data	Jan	Apr	June	
Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	100%	100%	100%	

Strategy 6 Details	For	rmative Revi	iews
Strategy 6: Meet with grade level content teams to share successful implementation of research based instructional practices.		Formative	
Strategy's Expected Result/Impact: Grade level content PLC schedule and minutes	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Campus Coaches, Teachers			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	100%	100%	100%
Strategy 7 Details	For	rmative Revi	iews
Strategy 7: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner		Formative	
engagement techniques.	Jan	Apr	June
Strategy's Expected Result/Impact: Lesson plans, Walkthrough data			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials & Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$15,659.54, Materials & Supplies - State Compensatory Funds - \$2,917	50%		100%
Strategy 8 Details	For	rmative Revi	iews
Strategy 8: Create master schedules that will provide common planning time for teams of teachers and provide time for PLCs.		Formative	_
Strategy's Expected Result/Impact: Master Schedule	Jan	Apr	June
Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:	100%	100%	100%
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools			

Strategy 9 Details	For	mative Revi	iews
Strategy 9: Utilize Plan4Learning to develop and monitor the campus improvement plan		Formative	
Strategy's Expected Result/Impact: Developed Campus Improvement Plan	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college,	50%	-	100%
Improve low-performing schools Funding Sources: Software - 211 - Title 1 A - Economically Disadvantaged Study - \$550 No Progress Accomplished Continue/Modify Discontinue	e		

Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Evaluation Data Sources: Data workshop agendas and information, Sign in sheets, student grades, intervention referral data

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, migrant, homeless,		Formative	
ELL, and special education participation.	Jan	Apr	June
Strategy's Expected Result/Impact: AWARE reports		1	
Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. [PBM]-		Formative	
Strategy's Expected Result/Impact: AWARE reports	Jan	Apr	June
Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	25%		50%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national		Formative	•
Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:	Jan 50%	Apr	June 80%
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools			

Strategy 4 Details	For	mative Rev	iews
Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process.		Formative	
Strategy's Expected Result/Impact: Sign in sheets, Agendas	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	50%		100%
Strategy 5 Details	For	mative Rev	iews
Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction.		Formative	
Strategy's Expected Result/Impact: Sign in sheets, Agendas	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	50%		80%
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Use common assessment data to drive small group instruction and PIE group formation. Provide intensive intervention during		Formative	
PIE Time. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Campus Coaches, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Title I Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$57,281.53	50%		100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plans, and analysis of needs addressed by the comprehensive needs assessment

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives.		Formative	
Strategy's Expected Result/Impact: Staff Development plan, Agendas	Jan	Apr	June
Staff Responsible for Monitoring: Administrators			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	50%		80%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide staff development (Data Talks) on differentiation/scaffolding designed to meet the learning needs of every student.		Formative	
Strategy's Expected Result/Impact: Data Talk Agendas, Walkthrough reports	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Peer Facilitators			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	50%		80%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase		Formative	
rigor.	Jan	Apr	June
Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators	50%		80%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools			

Strategy 4 Details	For	Formative Reviews	
Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance.		Formative	
Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators		1	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	50%		100%
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support		Formative	
staff.	Jan	Apr	June
Strategy's Expected Result/Impact: Sign in sheets, Agendas		1	
Staff Responsible for Monitoring: Campus Administrators	50%		80%
Calcadarda and Tamadad Angletona Title I Florentes	30%		00%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools			
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Establish and support campus PLCs.		Formative	
Strategy's Expected Result/Impact: Scheduled with teams and CCs	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Campus Coaches		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:	100%	100%	100%
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy			

Strategy 7 Details	For	Formative Reviews	
Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.		Formative	
Strategy's Expected Result/Impact: Staff Development plan, Sign in sheets	Jan	Apr	June
Staff Responsible for Monitoring: Campus Administrators	50%		80%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy			
No Progress Continue/Modify Disconti	nue		I

Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Eduphoria lesson plans, Campus Staff Development, Walkthrough Data

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the		Formative	
improvement of reading skills with sufficient books in the libraries to support the programs.	Jan	Apr	June
Strategy's Expected Result/Impact: Sign in sheets, library budgets	50%		100%
Staff Responsible for Monitoring: Librarian			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools			
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide time and materials for purposeful reading during the school day.		Formative	
Strategy's Expected Result/Impact: Schedules	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	50%		100%

Strategy 3 Details	For	mative Revi	iews
Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students.		Formative	
Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets	Jan	Apr	June
Staff Responsible for Monitoring: DAIT, 504 Coordinator	50%		100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools			
Funding Sources: DAIT Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$81,600.49			
Funding Sources: DATI Teacher - 211 - Thie TA - Economicany Disadvantaged Study - \$61,000.49			
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.		Formative	
Strategy's Expected Result/Impact: BAS, running records, Lesson Plans in Eduphoria	Jan	Apr	June
Staff Responsible for Monitoring: Teachers	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy			
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Provide library books and online resources to support all learning styles.		Formative	
Strategy's Expected Result/Impact: Circulation reports	Jan	Apr	June
Staff Responsible for Monitoring: Librarian			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%
- TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools			
No Progress Continue/Modify Disco	l ntinue		<u> </u>

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, G/T in-service and projects

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Follow district G/T identification procedure.		Formative	
Strategy's Expected Result/Impact: GT records	Jan	Apr	June
Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	100%	100%	100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Promote G/T Summer Exploration Camp opportunities.		Formative	
Strategy's Expected Result/Impact: Registration numbers	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	0%		100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Participate in Texas Performance Standards Project.		Formative	
Strategy's Expected Result/Impact: Participate in district wide G/T showcase	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	50%		100%

Strategy 4 Details	For	mative Rev	iews
Strategy 4: Students will be clustered and instructed by G/T Certified teachers.		Formative	
Strategy's Expected Result/Impact: Class rosters and pull out teams	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools			
Strategy 5 Details	For	mative Rev	iews
Strategy 5: Implement G/T Pullout program for identified students.		Formative	
Strategy's Expected Result/Impact: Pull out teams and student work	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	100%	100%	100%
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Promote participation in the Duke Talent Search program in fourth grade.		Formative	
Strategy's Expected Result/Impact: Number of participation in Duke Talent Search	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	0%	-	100%
No Progress Continue/Modify Disconti	nue		

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: T-TESS Goals, Eduphoria lesson plans, and student grades.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of		Formative	
failing a subject area.	Jan	Apr	June
Strategy's Expected Result/Impact: Intervention reports, AWARE reports			
Staff Responsible for Monitoring: Admin, Intervention Committee, Teachers	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Ensure the implementation of 504 accommodations for eligible students.		Formative	
Strategy's Expected Result/Impact: 504 reports, 504 students' grades	Jan	Apr	June
Staff Responsible for Monitoring: 504 Coordinator, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	100%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Use data from common assessments for early identification of individuals who might be at-risk of not mastering TEKS and provide intervention.		Formative	1
Strategy's Expected Result/Impact: AWARE Reports, Intervention reports, LLI, Istation reports, Skyward reports Staff Responsible for Monitoring: Admin, Campus Coaches, Intervention Team, Teachers	Jan 50%	Apr	June 100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools			

Strategy 4 Details	For	mative Rev	iews
Strategy 4: Implement research-based programs designed to accelerate student learning.		Formative	
Strategy's Expected Result/Impact: Extended Day/Year LLI reports and Istaion reports	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Campus Coaches, Teachers, After School Program Coordinator	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Extended Day - State Compensatory Funds - \$800, Extended Day - 211 - Title 1 A - Economically Disadvantaged Study - \$4,783			
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Provide additional and individualized support to parents of at risk students.		Formative	
Strategy's Expected Result/Impact: Logs, Agendas, and Sign in Sheets	Jan	Apr	June
Staff Responsible for Monitoring: Counselor/Parent Coordinator, Teachers			
Schoolwide and Targeted Assistance Title I Elements:	50%		100%
2.4, 2.5, 2.6, 3.2			
 TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Comprehensive Support Strategy - Additional Targeted Support Strategy 			
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Participate in transition meetings to support ELL students as they move from 4th to 5th grade.		Formative	
Strategy's Expected Result/Impact: Transition meeting documentation	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, LPAC Administrator			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	0%		0%
- TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools			
No Progress Accomplished Continue/Modify Discontinu	_L ie		<u>I</u>

Performance Objective 7: All staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Evaluation Data Sources: Standardized and State assessment

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the		Formative	
library collection. Strategy's Expected Result/Impact: Library budget, school budget	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Librarian			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide opportunities for staff to attend Bilingual Focus and ELPS training opportunities for all teachers.		Formative	
Strategy's Expected Result/Impact: Eduphoria reports	Jan	Apr	June
Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Peccruit support retain teachers and principals. Build a foundation of reading and math. Improve law performing schools	100%	100%	100%
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy			

	Formative	
Jan	Apr	June
100%	100%	100%
For	mative Revi	iews
	Formative	
Jan	Apr	June
100%	100%	100%
	i	
	Jan	Jan Apr 100% 100% Formative Revi Formative Jan Apr

Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Implement Conscious Discipline strategies with students.		Formative	
Strategy's Expected Result/Impact: Discipline reports	Jan	Apr	June
Staff Responsible for Monitoring: Counselor, CD Team, Teachers		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	50%		100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.		Formative	
Strategy's Expected Result/Impact: Sign in sheets, Agendas	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Counselor, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	50%	-	100%
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Create a crisis management plans, including safety drills.		Formative	
Strategy's Expected Result/Impact: Crisis Handbook	Jan	Apr	June
Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assistance Title I Elements:	50%		100%
2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools			

Strategy 4 Details	For	mative Rev	iews
Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.		Formative	
Strategy's Expected Result/Impact: Discipline reports, Sign in Sheets	Jan	Apr	June
Staff Responsible for Monitoring: Safe & Civil Team			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	50%		100%
Strategy 5 Details	For	mative Rev	iews
Strategy 5: Provide Character Education programs.		Formative	
Strategy's Expected Result/Impact: Sign in Sheets, Agendas	Jan	Apr	June
Staff Responsible for Monitoring: Counselor		1	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	50%		100%
Strategy 6 Details	For	mative Rev	iews
Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic		Formative	
inappropriate behaviors.	Jan	Apr	June
Strategy's Expected Result/Impact: Intervention reports, BIPs		-	
Staff Responsible for Monitoring: Administrators, Counselors, Intervention Team, LSSP, BRT	50%		100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6 - TEA Priorities:			
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools			

Jan	Formative	
Jan		
	Apr	June
100%	100%	100%
_	100%	100%

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Participate in district-wide coordinated school health initiatives.		Formative	
Strategy's Expected Result/Impact: Sign in sheets, Agendas	Jan	Apr	June
Staff Responsible for Monitoring: Coordinated School Health Team			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	50%		100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.		Formative	
Strategy's Expected Result/Impact: Sign in sheets, Agendas	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	50%		50%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.		Formative	
Strategy's Expected Result/Impact: Active Life	Jan	Apr	June
Staff Responsible for Monitoring: Campus Health Safety Advisory Committee		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%
- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools			

Strategy 4 Details	For	mative Revi	iews
Strategy 4: Administer Fitnessgram and use reports to drive instruction.		Formative	
Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria	Jan	Apr	June
Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%		100%
- TEA Priorities:			
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools			
Strategy 5 Details	For	mative Revi	ews
Strategy 5: Provide parent education opportunities for coordinated school health at each campus		Formative	
Strategy's Expected Result/Impact: Sign in Sheets, Agenda	Jan	Apr	June
Staff Responsible for Monitoring: Campus Health Safety Advisory Committee	50%	-	100%
Schoolwide and Targeted Assistance Title I Elements: 3.2			
- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools			
No Progress Continue/Modify X Discontinue	e		

Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Gradespeed reports, Intervention reports

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices.		Formative	
Strategy's Expected Result/Impact: Lesson plans, Skyward reports	Jan	Apr	June
Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:	100%	100%	100%
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Strategy 2 Details	For	mative Revi	iews
Strategy 2: Record grades that accurately communicate mastery or non mastery on specific student expectations.	101	Formative	
Strategy's Expected Result/Impact: Skyward reports, report cards	Jan		June
Staff Responsible for Monitoring: Teachers	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	100%	100%	100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Use grade and/or content specific grading rubrics.		Formative	
Strategy's Expected Result/Impact: Lesson plans, Skyward reports	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	100%	100%	100%

Strategy 4 Details	For	mative Rev	iews
Strategy 4: Use district guidelines regarding the appropriate use of homework.		Formative	
Strategy's Expected Result/Impact: Lesson plans	Jan	Apr	June
Staff Responsible for Monitoring: Teachers			
	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
2.4, 2.3, 2.0 - TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools			
Strategy 5 Details	For	mative Rev	iews
Strategy 5: Use district wide grade and/or content appropriate retest standards.		Formative	
Strategy's Expected Result/Impact: Weekly lesson plans, Skyward reports	Jan	Apr	June
Staff Responsible for Monitoring: Teachers		r	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	100%	100%	100%
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.		Formative	
Strategy's Expected Result/Impact: Intervention reports, Skyward reports	Jan	Apr	June
Staff Responsible for Monitoring: Teachers, Intervention Team		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	50%		100%
No Progress Continue/Modify X Discontinue/Modify	nue	l	

Performance Objective 11: Increase the campus attendance rate to 97% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.		Formative	
Strategy's Expected Result/Impact: Attendance reports	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, nurse, counselor, teachers		_	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	50%		100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance.		Formative	
Strategy's Expected Result/Impact: Attendance reports	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, teachers			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	0%		50%
No Progress Continue/Modify X Discontinue	e		1

Performance Objective 12: The campus will collaboratively work with the district special education office to ensure that all needs of every student are being met, including 100% compliance with all federal and state requirements.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the	Formative		
ARD process and Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines including parental requests for Special Education evaluations. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Jan 50%	Apr	June 100%
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making		Formative	
Process for students with disabilities by (1) use of data from progress monitoring. CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for altering from State required testing (i.e., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required Participation Requirement Forms. Strategy's Expected Result/Impact: STAAR and STAAR ALT participation requirement forms Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Jan 50%	Apr	June 100%

Strategy 3 Details	For	mative Rev	iews
Strategy 3: Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with		Formative	
Restraint Training and Texas Behavior Support Initiative requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: Sign in Sheets, Restraint documentation Staff Responsible for Monitoring: Administrators, LSSP/Diagnostician	50%		100%
Schoolwide and Targeted Assistance Title I Elements:			
2.6 - TEA Priorities: Improve low-performing schools			
Strategy 4 Details	For	mative Rev	iews
Strategy 4: Campus will follow district policy to ensure students with disabilities have access to facilities.		Formative	
Strategy's Expected Result/Impact: Facilities plan	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	100%	100%	100%
Strategy 5 Details	For	mative Rev	iews
Strategy 5: Campus will provide instructional materials and training for all teachers working with students with disabilities included in		Formative	
training given in the area of dyslexia and related disorders.	Jan	Apr	June
Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports, walkthrough data Staff Responsible for Monitoring: Administrators, district personnel	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools			

Strategy 6 Details	For	mative Revi	iews
Strategy 6: Campus will monitor the number of students with disabilities being served in the least restrictive environments.		Formative	
Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Administrators, LSSP/diagnostician	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	50%		100%
Strategy 7 Details	For	mative Revi	iews
Strategy 7: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on		Formative	
their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.	Jan	Apr	June
	100%	100%	100%
Strategy's Expected Result/Impact: ARD minutes			
Staff Responsible for Monitoring: Administrators, LSSP/Diagnostician			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools			
No Progress Continue/Modify X Discontinue	e		ı

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Provide technology technical support.		Formative	
Strategy's Expected Result/Impact: Agendas, sign in sheets	Jan	Apr	June
Staff Responsible for Monitoring: Technology Liasion and Campus Coaches		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	50%		100%
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Equip classrooms with technology and integrate technology into instruction, curriculum and assessment.		Formative	
Strategy's Expected Result/Impact: Lesson plans and walkthroughs	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	50%		100%
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Evaluation Data Sources: Positive increase in teachers' responses on the STaR Chart.

Strategy 1 Details	For	mative Rev	iews
Strategy 1: Increase the integrations of technology into instruction, curriculum and assessment.		Formative	
Strategy's Expected Result/Impact: Lesson Plans	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, technology liaison, teachers	50%		10000
Schoolwide and Targeted Assistance Title I Elements:	50%		100%
2.4, 2.5, 2.6 - TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.		Formative	
Strategy's Expected Result/Impact: Inventory report	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, technology liaison Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:	50%	-	100%
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools			
No Progress Accomplished — Continue/Modify X Discontinu	e		•

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor Documentation

Strategy 1 Details	For	mative Revi	iews	
Strategy 1: Encourage more students to attend college by promoting College Week.		Formative		
Strategy's Expected Result/Impact: Flyer distribution, pictures	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators, Counselor, Teachers				
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	100%	100%	100%	
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Establish higher education promotion campaigns.		Formative		
	Jan	Apr	June	
Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements	100%	100%	100%	
Staff Responsible for Monitoring: Administrators, Counselors				
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools				
No Progress Continue/Modify X Discontinue	e	<u> </u>	L	

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff development logs.

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Provide team building opportunities to increase skills in building relationships.		Formative	
Strategy's Expected Result/Impact: Sign in sheets, Agenda	Jan	Apr	June
Staff Responsible for Monitoring: Administrators		-	
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	50%		100%
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Provide mentors and staff development opportunities to new personnel.		Formative	
Strategy's Expected Result/Impact: Mentor Training, Stipends, Staff Development Sessions, Sign in sheets, Agendas	Jan	Apr	June
Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	100%	100%	100%
- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools			

Strategy 3 Details	For	mative Rev	iews
Strategy 3: Expand leadership and mentoring opportunities for all staff.		Formative	
Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring	Jan	Apr	June
Staff Responsible for Monitoring: Administrators	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Improve low-performing schools			
Strategy 4 Details	For	mative Revi	iews
Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support		Formative	
staff.	Jan	Apr	June
Strategy's Expected Result/Impact: Lesson plans, Walkthroughs	- Jan	търг	June
Staff Responsible for Monitoring: Administrators, peer facilitators	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	30%		100%
- TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy			
No Progress Accomplished Continue/Modify Discontinu	ıe		

Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, Sign in Sheets, Agendas, Calendars

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Include parent education component in orientation programs.		Formative		
Strategy's Expected Result/Impact: Sign in Sheets, Agendas	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators, Counselor, Teachers		1		
Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	50%		100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Provide parent education on various topics.		Formative		
Strategy's Expected Result/Impact: Parent Logs	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators, Counselor		1		
Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$21,842.07	50%		100%	
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Implement Superintendent's Stay in School Project/District Attorney Partnership.		Formative		
Strategy's Expected Result/Impact: Number of Court Referrals	Jan	Apr	June	
Staff Responsible for Monitoring: Attendance administrator, Attendance Clerk		F		
Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	50%		100%	

Strategy 4 Details	For	mative Revi	iews
Strategy 4: Provide parent workshops regarding reading with children, online resources and eBooks.		Formative	
Strategy's Expected Result/Impact: Agendas, Sign In Sheets	Jan	Apr	June
Staff Responsible for Monitoring: Librarian, Peer facilitators, technology liaison, campus administrators		-	
Schoolwide and Targeted Assistance Title I Elements:	50%		100%
3.2			
- TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools			
Strategy 5 Details	For	mative Revi	iews
Strategy 5: Provide educational resources for parents on their website.		Formative	
Strategy's Expected Result/Impact: Use of website, Number of postings	Jan	Apr	June
Staff Responsible for Monitoring: Technology Liaison, Librarian	50%		100%
Schoolwide and Targeted Assistance Title I Elements: 3.2			
- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools			
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Provide instructional resources for parents to utilize at home with their child.		Formative	
Strategy's Expected Result/Impact: Agenda, Sign in Sheets, Online Resources	Jan	Apr	June
Staff Responsible for Monitoring: Counselor, Peer Facilitators, Teachers		1	
Schoolwide and Targeted Assistance Title I Elements: 3.2	50%		100%
- TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools			

Strategy 7 Details	For	mative Rev	iews
Strategy 7: Provide information that can be utilized with students and parents in the interpretation of test results.		Formative	
Strategy's Expected Result/Impact: Agendas, sign in sheets, notes home	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, teachers		-	
Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	50%		100%
Strategy 8 Details	For	mative Rev	iews
Strategy 8: Maintain parents informed on Give Me Five program to promote and increase volunteer opportunities.		Formative	
Strategy's Expected Result/Impact: Parent Logs, Survey Results	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Counselor, Teachers		-	
Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	50%		100%
Strategy 9 Details	For	mative Rev	iews
Strategy 9: Provide volunteer opportunities to become actively involved in drug-awareness school program and career awareness school		Formative	
program.	Jan	Apr	June
Strategy's Expected Result/Impact: Parent Logs, Survey Results		-	
Staff Responsible for Monitoring: Administrators, Counselor, Teachers	50%		50%
Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools			
No Progress Accomplished — Continue/Modify X Discontinue	ue		

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, donation reports

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Expand learning opportunities for students in school/community service.		Formative		
Strategy's Expected Result/Impact: Flyers, donations, services projects	Jan	Jan Apr		
Staff Responsible for Monitoring: Administrators, counselor, teachers		<u> </u>		
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.2 - TEA Priorities: Improve low-performing schools	50%		100%	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Promote student/parent/business involvement through volunteerism.		Formative		
Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators, counselor	50%	r	50%	
Schoolwide and Targeted Assistance Title I Elements: 3.2				
- TEA Priorities:				
Improve low-performing schools				
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Participate in the See to Succeed program		Formative		
Strategy's Expected Result/Impact: Number of students participating eye service	Jan	Apr	June	
Staff Responsible for Monitoring: Nurse		F-		
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	50%		100%	

Strategy 4 Details	For	mative Revi	ews
Strategy 4: Partnership with outside community agencies		Formative	
Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	50%		100%
No Progress Accomplished Continue/Modify X Discontinu	e		

Performance Objective 3: Offer classes to provide parents with opportunities to acquire skills, information, and resources.

Evaluation Data Sources: Survey results; Parental evaluations; Sign in logs

Strategy 1 Details	For	mative Rev	iews	
Strategy 1: Use needs assessment survey results to meet the needs of our school community.		Formative		
Strategy's Expected Result/Impact: Sign in logs; Survey results; Parent Evaluations	Jan	Jan Apr		
Staff Responsible for Monitoring: Counselor; Administrators		-		
Schoolwide and Targeted Assistance Title I Elements: 3.2	50%		50%	
- TEA Priorities: Improve low-performing schools				
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Network with organizations and/or agencies to establish community ties collaborating to offer classes that provide needed skills such as Brighter Bites.	-	Formative	İ	
Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses	Jan	Apr	June	
Staff Responsible for Monitoring: Counselor; Administrators; Teachers	50%		100%	
Schoolwide and Targeted Assistance Title I Elements: 3.2				
- TEA Priorities: Improve low-performing schools				
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Promote events through notices, parent newsletter, meetings, email, phone calls, school website, Parent Conferences/Consults and		Formative		
constant announcements to students.	Jan	Apr	June	
Strategy's Expected Result/Impact: Survey results; sign in logs; Parent Evaluations				
Staff Responsible for Monitoring: Counselor; Administrators	50%		100%	
Schoolwide and Targeted Assistance Title I Elements: 3.2				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
No Progress Accomplished Continue/Modify X Discontinu	e	<u> </u>	<u> </u>	

Performance Objective 4: Engage students and their families in school events.

Evaluation Data Sources: Survey results; Parental evaluations; Sign in logs

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Use needs assessment survey results to meet the needs of our school community.	Formative		
Strategy's Expected Result/Impact: Survey results; Parental Evaluations; Sign in logs Staff Responsible for Monitoring: Administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	Jan 50%	Apr	June 100%
Strategy 2 Details	Formative Reviews		iews
Strategy 2: Promote events through notices, parent newsletter, meetings, email, phone calls, school website, Parent Conferences/Consults and constant announcements to students. Strategy's Expected Result/Impact: Sign in logs; survey results; parental evaluations Staff Responsible for Monitoring: Administrators, counselor, teachers Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	Jan 50%	Apr Apr	June 100%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Maintain successful events that are meaningful to our school community such as Parent Orientation; Turkey Trot; Mom & Me at		Formative	
Pumpkin Patch; Grandparent's day; Reading/Math/Science Family Night; Parent Conferences; Open House; and our Musical Programs. Strategy's Expected Result/Impact: Sign in logs; survey results; parental evaluations	Jan	Apr	June

Schoolwide and Targeted Assistance Title I Elements:
3.2
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
Funding Sources: Parent - 211 - Title 1 A - Economically Disadvantaged Study - \$3,939.92

Performance Objective 5: Ensure that parents have effective means of communicating with the school.

Evaluation Data Sources: Parent survey results; sign in logs

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Monthly volunteer meetings are offered to provide parents volunteer opportunities as well an open forum to stay informed on		Formative	
current school related events and to share ideas.	Jan	Jan Apr	
Strategy's Expected Result/Impact: Sign in logs, agendas, minutes, survey results		_	
Staff Responsible for Monitoring: Counselor; administrators	50%		50%
Schoolwide and Targeted Assistance Title I Elements:			
3.2			
- TEA Priorities:			
Improve low-performing schools			
Strategy 2 Details	For	mative Revi	iews
Strategy 2: Parent Advisory Committee's functions to review school's parent policy so that parents are continuously kept informed regarding		Formative	
parent's involvement in the school.	Jan	Apr	June
Strategy's Expected Result/Impact: Sign in logs, agendas, minutes, survey results			
Staff Responsible for Monitoring: Counselor; administrators; teachers, parents	50%		50%
Schoolwide and Targeted Assistance Title I Elements:			
3.1			
- TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools			
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Parent Policy serves as means to maintain parents informed and is based on continual communication with parents to acquire		Formative	
approval of revisions as well as to obtain parental input.	Jan	Apr	June
Strategy's Expected Result/Impact: Sign in logs, agendas, minutes, survey results		Г	
Staff Responsible for Monitoring: Counselor; administrators; teachers, parents	50%		100%
Schoolwide and Targeted Assistance Title I Elements:			
3.2			
- TEA Priorities:			
Build a foundation of reading and math, Improve low-performing schools		1	

Strategy 4 Details	For	mative Rev	iews
Strategy 4: Promote events through notices, parent newsletter, , email, phone calls, school website, Parent Conferences/Consults, constant	Formative		
announcements to students, and parent meetings such as volunteer meetings, Title I meetings, and parent advisory committee meetings.	Jan	Apr	June
Strategy's Expected Result/Impact: Sign in logs, agendas, minutes, survey results Staff Responsible for Monitoring: Counselor; administrators; teachers, parents Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools	50%		100%
No Progress Accomplished Continue/Modify Discontinue	ie		1

Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness.

Evaluation Data Sources: Campus plans, meeting agendas, counselor logs, guidance lesson feedback

Strategy 1 Details	For	Formative Reviews		
Strategy 1: Provide Conscious Discipline training and implement Conscious Discipline strategies with students.		Formative		
Strategy's Expected Result/Impact: Reduction in discipline referrals	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators, counselors, teachers, paraprofessionals	500	1	4000	
Schoolwide and Targeted Assistance Title I Elements:	50%		100%	
2.4, 2.5, 2.6				
- TEA Priorities:				
Recruit, support, retain teachers and principals, Improve low-performing schools				
Funding Sources: Counselor - 211 - Title 1 A - Economically Disadvantaged Study - \$53,628.46				
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Provide opportunities to attend behavior management trainings.		Formative		
Strategy's Expected Result/Impact: Eduphoria reports	Jan	Apr	June	
Staff Responsible for Monitoring: Administrators	50%		100%	

Strategy 3 Details	For	Formative Reviews	
Strategy 3: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the		Formative	
direction of the District Behavior Response Team (BRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). Strategy's Expected Result/Impact: Reduction of discipline referrals Staff Responsible for Monitoring: Administrator, counselor, teachers, paraprofessional	Jan 50%	Apr	June 100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools			
Strategy 4 Details	For	Formative Reviews	
Strategy 4: Create campus safety crisis management plans, including safety drills.		Formative	;
Strategy's Expected Result/Impact: Safety drill log	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	50%		100%
Strategy 5 Details	For	mative Rev	views
Strategy 5: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	Formative		
Strategy's Expected Result/Impact: Reduction of discipline referrals	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor, teachers			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities:	50%		100%

Strategy 6 Details	For	mative Rev	iews
Strategy 6: Provide opportunities to attend Gang Awareness training and Character Education programs.		Formative	
Strategy's Expected Result/Impact: Eduphoria reports	Jan	Apr	June
Staff Responsible for Monitoring: Administrators		F	
	50%		100%
Schoolwide and Targeted Assistance Title I Elements:	3070		100%
2.4, 2.5, 2.6 TELA D			
- TEA Priorities:			
Improve low-performing schools			
Strategy 7 Details	For	mative Rev	iews
Strategy 7: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic		Formative	
nappropriate behaviors.	Jan	Apr	June
Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals	3.1.2		
Staff Responsible for Monitoring: Administrators, Counselor	FOO		10000
	50%		100%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Improve low-performing schools			
Strategy 8 Details	For	mative Revi	iews
Strategy 8: Implement an age appropriate and vertically aligned guidance curriculum.		Formative	
Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals	Jan	Anr	June
Staff Responsible for Monitoring: Administrators, Counselor	Jan	Apr	June
Start responsible for resolutioning, resiminations, counselor			
Schoolwide and Targeted Assistance Title I Elements:	50%		100%
2.4, 2.5, 2.6			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Improve low-performing schools			

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Evaluation Data Sources: Eduphoria reports, nurse training logs

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide staff development opportunities for CPR/AED training and response to campus emergencies.		Formative	
Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, nurse			
Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Receptit support retain teachers and principals. Improve law performing schools	50%		100%
Recruit, support, retain teachers and principals, Improve low-performing schools			
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide training opportunities for all employees on blood borne pathogens, child abuse overview, diabetes, anaphylaxis, and		Formative	
hazardous materials.	Jan	Apr	June
Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Administrators, nurse	100%	100%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.6			
- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools			
No Progress Continue/Modify X Discontinue	:	ı	

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Decrease the number of annual accident reports

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide ongoing training for crisis management.		Formative	
Strategy's Expected Result/Impact: Eduphoria reports, crisis drill logs, agendas, sign in sheets	Jan	Apr	June
Staff Responsible for Monitoring: Administrator, nurse			
Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities:	50%		100%
Recruit, support, retain teachers and principals			
No Progress Continue/Modify Discontinue	ıe		

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism.

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.		Formative	Т
Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Administrators, counselors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	Jan 50%	Apr	June 100%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Celebrate Patriot Day and Veteran's Day through reading and/or programs.		Formative	
Strategy's Expected Result/Impact: School calendar and participation by staff and students in various events. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Jan 100%	Apr 100%	June 100%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Pasadena Independent School District Young Elementary 2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement



Mission Statement

Mission Statement

Young Elementary is a safe place that fosters a growth mindset where all students learn core values to be successful in life.

Empower students to be collaborative and self-directed in their learning.

Students will contribute to our world by engaging in a rigorous curriculum and relevant experiences.

Build positive relationships with all stakeholders in our school family.

Embrace the uniqueness of each individual.

Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Vision

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

- Provide a 21st-century learning environment for all students, regardless of gender, ethnicity, disability, or socioeconomic status.
- Challenge all students to achieve their full potential.
- Everyone has purpose, worth, and dignity.
- Building positive, meaningful relationships with students, staff, parents, and the community.
- Learning is lifelong and unique to the individual.
- Feeling safe enhances the ability to learn.
- Change is natural and continuous.
- Each person is responsible and accountable for the choices he or she makes.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable, and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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ensuring students are future ready.	
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Goals

staff in a culturally responsive environment.

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, we will systematically implement a campus-wide PK-4 literacy, problem and project based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

District Objective:

Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Walkthrough documentation, lesson plans, progress reports, report cards, staff development sign in sheets and agendas

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Implement district curriculum, scope and sequence, and instructional practices to integrate reading and writing in the context of	Formative		
science and social studies to increase academic language and deepen student critical thinking.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased quality instruction and curriculum alignment to improve student achievement			
Staff Responsible for Monitoring: Campus administrators	25%	15%	50%
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college,			
Improve low-performing schools			
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever			
4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: - 199 - General Fund - BFU, Overtime, Fixed - \$14,500, - 211 - Title 1 A - Economically Disadvantaged Study -			
Instructional Coach - \$157,700.93, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A -			
Economically Disadvantaged Study - Title 1 Instructional Materials - \$22,609.38			

Strategy 2 Details	For	mative Revi	iews
y 2: Provide staff with the training necessary to implement differentiated research based instructional strategies.		Formative	
Strategy's Expected Result/Impact: Increased quality instruction and improved student achievement	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators and instructional coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	30%	15%	60%
Strategy 3 Details	For	mative Revi	iews
Strategy 3: Create a master schedule that will provide common planning and PLC time,		Formative	
Strategy's Expected Result/Impact: Increase quality instruction and improved student achievement.	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	50%	10%	75%
No Progress Accomplished — Continue/Modify X Disconti	nue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Walkthroughs, lesson plans, assessment data

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Implement a comprehensive and systematic campus-wide PK-4 Advanced Academics/GT program that provides a commitment to		Formative	
high levels of learning and meets the academic, social and emotional needs of all Advanced Academic/Gifted and Talented students. Strategy's Expected Result/Impact: Increased percentage of identified G/T students, reduction of the number of discipline referrals, and higher level of achievement on assessments Staff Responsible for Monitoring: Campus administrator, G/T coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - G/T - \$2,092	Jan 45%	Apr 15%	June 65%
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Implement the Bilingual Continuum and district ESL strategies, using a tiered instructional model with resources to accelerate English acquisition.	-	Formative	
Strategy's Expected Result/Impact: Increased percentage of students moving up at least one proficiency level on TELPAS language domain levels Staff Responsible for Monitoring: Campus administrator, LPAC committee	Jan 20%	Apr 35%	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$3,443.63, Bil/ESL - 199 - General Fund - Bil/ESL - \$5,048, Bilingual Teaching Staff - State Compensatory Funds - \$86,040			

Strategy 3 Details	For	mative Revi	ews
Strategy 3: Ensure a comprehensive and systematic district-wide/campus PK-4 Response to Intervention and Special Programming approach	Formative		
that provides support for struggling students in order to achieve high levels of learning and meet the academic, social and emotional needs of students.	Jan	Apr	June
Strategy's Expected Result/Impact: Increased student performance for all sub groups in order to close the achievement gaps Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers	35%	35%	50%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5			
Funding Sources: - 199 - General Fund - Special Ed \$1,482, - 282 - ESSER III - ESSER - \$39,000, - State Compensatory Funds - At Risk - \$3,545, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Instructional Para - \$56,295.69, DAIT /Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$81,064.91, Extended Day - Extended Day/Tutorial - \$6,287			
No Progress Accomplished Continue/Modify Discontinue	,		

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and participation in college and career pathway activities.

District Objective:

Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3

Evaluation Data Sources: Agendas and pictures of College Week activities

Strategy 1 Details		Formative Reviews	
Strategy 1: Encourage students to attend college by promoting College Week.		Formative	
Strategy's Expected Result/Impact: Increased awareness of various colleges	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	40%	45%	50%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Provide opportunities for students to explore various career opportunities.		Formative	
Strategy's Expected Result/Impact: Increased awareness of career options	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	25%	30%	35%
No Progress Accomplished — Continue/Modify X Discor	ntinue		

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: HR reports

Strategy 1 Details	For	mative Revi	iews
Strategy 1: Provide mentor-ship and staff development opportunities to new personnel.	Formative		
Strategy's Expected Result/Impact: Increased quality of employee performance and higher employee retention rate	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	20%	25%	30%
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Will partner with the Rise team and Bilingual specialist to help prepare our uncertified bilingual teacher to pass the bilingual state	Formative		
certification to remediate the bilingual waiver/exception.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators Problem Statements: Staff Quality, Recruitment, and Retention 2	15%	20%	25%
No Progress	e		

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 2: This school year we had to file waivers or exceptions for any teachers serving English Language Learners/Emergent Bilingual Students for the 2021-2022 school year who are not properly certified as a Bilingual or ESL teacher, **Root Cause**: A low number of fully certified bilingual teachers.

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

District Objective:

Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Professional development agendas and sign in sheets

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees.		Formative	
Strategy's Expected Result/Impact: Increased quality of instruction and professional practices and to ensure compliance with state required trainings	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators	15%	15%	30%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	Foi	rmative Revi	iews
Strategy 2: Infuse culturally responsive practices throughout the campus to ensure equity, diversity, and inclusion for all employees.		Formative	
Strategy's Expected Result/Impact: Increased staff awareness of cultural diversity	Jan	Apr	June
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	20%	25%	40%
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in		Formative	1
the culture and mission of the district and campus. Strategy's Expected Result/Impact: Increased participation in campus and district leadership pathways	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	15%	30%	50%
No Progress Accomplished — Continue/Modify X Discontinu	e		

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: During the current school year, a parental and community involvement program will be established and implemented to increase a collaborative partnerships by 5%.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Surveys and sign in sheets

Strategy 1 Details	Formative Reviews		iews	
Strategy 1: Provide effective two-way communication methods for family to maintain engagement in student learning.	Formative			
Strategy's Expected Result/Impact: Increased awareness and participation in school activities	Jan	Apr	June	
Staff Responsible for Monitoring: Campus administrator, parent coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	10%	30%	45%	
Strategy 2 Details	Formative Reviews		iews	
Strategy 2: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding		Formative		
academic, social, and emotional needs. Providing the ACE/CIS program after school.	Jan	Apr	June	
Strategy's Expected Result/Impact: Increased input and participation in school activities Staff Responsible for Monitoring: Campus administrator, parent coordinator, CIS Coordinator, ACE Campus Coordinator	10%	30%	65%	
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2				
Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$20,984.41, - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component - \$3,989.89				

Strategy 3 Details	For	rmative Revi	ews
Strategy 3: Promote student/parent/business involvement through volunteerism and community service.		Formative	
Strategy's Expected Result/Impact: Increased participation in service projects	Jan	Apr	June
Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	15%	25%	30%
No Progress Accomplished Continue/Modify Discont	inue		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By the end of the school year, we will increase safety and security measures at all levels to present, prepare, respond and recover from all potential threats, natural and man-made.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safety drill logs, sign in sheets and agendas

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Provide updated life-saving training skills, emergency response protocols, and safety drills for all staff and students to increase		Formative	
preparedness and response.	Jan	Apr	June
Strategy's Expected Result/Impact: To equip staff to respond appropriately during a crisis Staff Responsible for Monitoring: Campus administrators, MERT	15%	15%	45%
No Progress	e		

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS reports, discipline reports

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Increase student engagement in current PBIS/SEL focused programming including, safe and civil schools, conscious discipline,	Formative		
and other respectful practices.	Jan	Apr	June
Strategy's Expected Result/Impact: Decreased discipline referrals, increase student achievement, equip students and staff to self regulate and resolve conflicts peacefully			
Staff Responsible for Monitoring: Campus administrators, counselor, staff	25%	25%	40%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Monitor the number of students with disabilities being removed to in-school suspension, out of school suspension, and guidance	Formative		
center.	Jan	Apr	June
Strategy's Expected Result/Impact: Decrease the number of students with disabilities being removed to in-school suspension, out of school suspension, and the guidance center	10%	20%	30%
Staff Responsible for Monitoring: Administrators	10%	20%	30%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			

Strategy 3 Details	Formative Reviews		
trategy 3: Work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior	Formative		
Support Initiative (TBSI) requirements.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of the special education staff and administrators will be in compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements. Staff Responsible for Monitoring: Administrators	10%	15%	25%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6			
No Progress Accomplished — Continue/Modify X Discontinue	e		