

# **Poteet Independent School District**

## **Poteet Junior High School**

### **Campus Improvement Plan**

**2020-2021**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Poteet Jr. High is Title 1 campus composed of a steady enrollement of 415 stuents in grade 6-8. The student population is 49% female and 51% male. Those students are 76% Economically Disadvantaged and 61% At-Risk. Other Special Program participation includes: 5% Limited English Proficient (LEP), 36% are enrolled in Career and TEchnical Education (CTE) classes, 7% are Gifted and Talented identified, 9% are identified as Dyslexic, and 11% are receiving Speical Education services. There are only 3 students on campus who are identified Migrant.

### Demographics Strengths

- With a student population that is 87% Hispanic and 11% White, the campus staff is fairly reflective of that population. There are 58% Hispanic employees and 42% White employees
- The campus serves students with disabilities in an inclusive environment where students receive academic instruction with their non-disabled peers. Academic support is provided, where needed, from Special Education personnel in the General education classroom.
- Poteet Junior High enjoys a relatively stable student population within a supportive community.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Student academic struggles occur due to low attendance, behavioral challenges, and family circumstances beyond the student's control.

# Student Achievement

## Student Achievement Summary

When comparing 2019 STAAR data to 2020 benchmark data student performance showed a decline however the benchmark assessment was given prior to the completion of all TEKS being taught.

Student specific services are determined using current and prior year assessment data to monitor and adjust specific services and interventions. PJHS includes math and reading reinforcement courses for students with learning gaps. Services within the reinforcement classes are adjusted based on unit assessment data collected.

Special education students do not perform at the level of rigor to be at approaches or meets grade level.

PJHS is planning a co-teach model for classroom teachers and special education teachers. Once the direct teach is provided, based on individual need, special education students who need additional small group instruction will have the opportunity to go to a CMC setting.

Section 504 student performance in comparison to the general education population is comparable.

PJHS will add an advisory class to the 2020-2021 master schedule to include enrichment for all students.

RtI packets follow students from previous grade levels and are utilized for interventions, 504, and special education referrals.

Overall & Title 1 Campus Benchmark Data - Reading - 57% & Math - 45%

ESL - Reading - 53% & Math - 40%

Special Ed - Reading - 32% & Math - 28%

## Student Achievement Strengths

Enrichment groups are restructured each 6 weeks based on performance data.

Weekly meetings are held with the Principal, Instructional Specialist and Department Heads to discuss student achievement.

PLCs held weekly to review data to drive instruction

Within weekly planning meetings, teachers deconstruct their TEKS to aid in planning.

Support from the Curriculum and Instruction Department provided on campus weekly.

Depth of Knowledge question stems were utilized to increase higher order thinking questions.

Instructional Specialist on campus collaborating regarding best teaching practice

Instructional strategies are implemented that support the 5E instructional model in science

Math, science and social studies utilizes web based and research based programs to enrich student learning.

Students participate in a campus and district science fair to enrich their learning.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Students who struggle academically are not captured through the RtI process to help them succeed in the classroom through the implementation of interventions. **Root Cause:** Teachers lack a true understanding of the RtI process. In addition, the RtI identification process is not communicated and is not accessible to teachers.

# School Culture and Climate

## School Culture and Climate Summary

PJHS retains teachers long term. 2019 turnover rate was 24% & 2020 turnover rate is 13%

1st year teachers are assigned a mentor teacher. New teachers participate in new teacher orientation

Instructional specialist provides classroom support to all teachers.

Campus Police are on campus throughout the day.

The Raptor system is utilized to monitor campus visitors for sex offenders, custody violators and district wide reporting for all visitors.

All exterior doors are locked for entry with the exception of the main entrance to the building.

Classroom doors are locked during instructional periods to ensure teacher and student safety.

Security cameras are utilized to monitor hallways and exterior areas of the campus.

A behavior plan rubric is used by teachers to guide classroom management and consequences.

PJHS is planning to implement consistent classroom rules, consequences and social contracts in all classrooms.

## BULLYING

Bullying guidance lessons, online anonymous bullying reporting, individual counseling for victim and accused bully, mediation for both parties involved, required training modules for staff, grade level assemblies

## DRUGS

Canine used on campus, Police visible on campus, grade level assemblies

## SUICIDE PREVENTION

Crisis safety plans and assessments in place, mental health first aid training for all staff, Individual counseling, suicide prevention training for all staff, district crisis team used in the event of a student suicide

PJHS Attendance goal - 94%

2020 Attendance rate - 95.41%

The staff and students at Poteet Jr High are supportive and considerate of one another. The positive school climate allows students to build lifelong relationships with their peers allowing them to feel safe and comfortable while at school.

### **School Culture and Climate Strengths**

Poteet Junior High is very welcoming. When students or parents enter the school, they are welcomed by students and/or staff members. New students are walked through their schedules by office staff and welcomed to the class by the teacher.

Students are great about supporting and helping new students.

Students and staff are considerate of students with special needs.

Professionals are in place to intervene and provide support to all students in need.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Constant redirection impedes instruction preventing student learning for all students. Students with disciplinary referrals tend to be lower performing students on campus. **Root Cause:** Students who struggle with behavior in the classroom also struggle academically. The lack of an effective RTI process to capture the academic needs of the student leads to inappropriate classroom behaviors.

**Problem Statement 2:** Students with severe disabilities often do not have appropriate outlets to release frustration and tension that lead to disruptive situations in the classroom. **Root Cause:** Students with severe disabilities do not have appropriate outlets to relieve frustration and stress within the school setting.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The PJHS has a faculty consisting of:

2 Administrators, 1 Counselor, 26 Teachers, 5 Instructional Paraprofessionals - 1 who is in the life skills class, 3 office staff, 1 Technology staff, 1 School Nurse.

New staff represents 23% of the teaching staff, 0% of the office staff and 0% of the administration. All teachers meet the standard of Highly Qualified in their teaching field.

Effective teachers are used as department chairs and mentor teachers. Teachers share instructional and management ideas during PLC meetings weekly.

All instructional paraprofessionals have completed required paraprofessional training to be highly qualified. Paraprofessionals are placed according to their strengths.

There is a strong sense of urgency and commitment from the majority of teachers. Weekly agendas, faculty meetings, PLCs, daily announcements, and grade level meetings to communicate daily, weekly and monthly expectations.

Block scheduling for math, reading and math intervention classes, advisory period, common planning period for content teachers, after school tutoring, reinforcing bell to bell instruction through walk through and formal evaluations, family learning nights

Average class size is 25 in all content classes. Elective classes vary based on the specific course.

## Staff Quality, Recruitment, and Retention Strengths

Teachers attend professional development opportunities throughout the year.

T-TESS and Walk Throughs are used as a coaching tool to identify areas of strength and need.

Teachers participate in staff luncheons, team building, various school spirit activities and campus celebrations throughout the year.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** The recruitment process is limited due to the availability of highly qualified candidates for selection. **Root Cause:** New teachers are overwhelmed by the



day to day roles and responsibilities required of them.

**Problem Statement 2:** Teachers should attend professional development opportunities throughout the year. to stay abreast of the changes in Special Education. **Root Cause:** The ever changing special education requirements from year to year create a gap where teachers do not have have knowledge in the changes in Special Education

**Problem Statement 3:** Special needs staff requires additional certifications. **Root Cause:** Special needs staff need additional certifications in order to participate in events that students with low incidence disabilities participate in outside of the school setting.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

All departments at the Junior High share a common planning period and the campus halls are now departmentalized. Teachers attend professional development throughout the year and summer to learn new strategies to improve learning outcomes. Instruction and interventions are driven by data disaggregation. Departments administer common assessments to ensure valid data. Assessments provide varying depth of questioning. Students are provided several opportunities to access curriculum online with the adoption of online text, Google Classroom, and various online instructional programs including Achieve 3000, Study Island, and STEMscopes.

There is a strong sense of urgency and commitment from the majority of teachers. Weekly agendas, faculty meetings, PLCs, daily announcements, and grade level meetings to communicate daily, weekly and monthly expectations.

Block scheduling for math, reading and math intervention classes, advisory period, common planning period for content teachers, after school tutoring, reinforcing bell to bell instruction through walk through and formal evaluations, family learning nights

Teachers utilize TEKS Resource as a curriculum tool to guide their instruction and create Unit Assessments.

## Curriculum, Instruction, and Assessment Strengths

- Data Room
  - Teachers plan with the end in mind, by aligning instruction to meet the rigor of STAAR
  - Common planning periods allow for vertical alignment
  - Teachers & Instructional Specialist share and model instructional activities
  - Intervention teachers reinforce low SE's
- Super Saturday's for STAAR preparation
- Instructional Specialist coaching teachers on effective instructional and classroom management strategies.
- Kagan strategies implemented

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Teachers lack proficiency in lesson planning and the implementation of engaging lessons. **Root Cause:** The evolving teacher and curriculum changes from year to year create an environment where teachers do not have expertise in effective lesson planning and implementation process.

**Problem Statement 2:** Unit assessments are needed to identify strengths and weaknesses. **Root Cause:** Resources are needed to create unit assessments.

**Problem Statement 3:** Students with severe disabilities need instruction and practice in daily living skills. **Root Cause:** Students with severe disabilities lack skills for daily living activities or opportunities to learn those skills.

# Parent and Community Engagement

## Parent and Community Engagement Summary

PJHS provides a number of opportunities, such as evening and Saturday events and several school clubs, for families to become involved. The district McKinney Vento/Parent Liaison and the district crisis counselor also provide valuable services in helping to increase parent involvement. Those parents who do become actively involved tend to have more positive impressions of the school.

The major employers in the community include Poteet ISD, City of Poteet, local restaurants and businesses, and Atascosa County Pct #2

Letters mailed, school website and social media are effective for mass communication. Parent contact is most effective via phone calls and emails. Letters sent home to parents are also communicated into Spanish when needed.

## Parent and Community Engagement Strengths

- PJHS provides several organizations in which families can become involved: National Junior Honor Society, Band, Sports, and Spirit Groups
- Several events are hosted during the day and in the evening: Muffins with Moms, Dopenuts with Dads, Fall and Spring Open House, Community Veterans' Day Observance, Informational Meetings, ELA Winter Wonderland Night, PJHS Family Science Night, Campus and District Science Fair, and UIL District Meet

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent engagement decreases as students progress to secondary campuses. **Root Cause:** As students become older and more responsible parent engagement lessens.

# School Context and Organization

## School Context and Organization Summary

Time is allowed in teachers' schedules for grade level or department meetings to analyze student data, and plan for data driven instruction. These meetings increase the instructional cohesiveness between grade levels and teachers. Teachers have the opportunity to serve on committees that influence school policy, including SBDM Committee. Department Chairs participate in Campus Leadership Team meetings.

Block scheduling for math, reading and math intervention classes, advisory period, common planning period for content teachers, after school tutoring, reinforcing bell to bell instruction through walk through and formal evaluations, and family learning nights maximizes learning time for students and teachers.

All students are provided free breakfast and lunch. Through the addition of an advisory period all students will have a prescribed enrichment time to include UIL events and project based learning.

Students participate in campus tours, grade level assemblies, and an Electives Fair in preparation for transitioning to Jr High and High School.

## School Context and Organization Strengths

- Interventions are in place to help students become successful
- Tutoring is available after school Monday - Thursday from 3:45pm to 4:30pm
- Instruction is data-driven
- Teachers collaborate during PLCs and share best practice instructional strategies.
- Assigned Staff Development days to collaborate and plan with departments and grade level
- All content teachers work with a consultant throughout the year
- Effective teachers serve as department chairs

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** The structures we have in place for RtI are not always followed with fidelity . We need to expand our RtI process to include screening and monitoring to reach all students with learning and behavioral needs. **Root Cause:** The teachers have a lack of awareness of the RtI process and criteria for identifying students who need to be monitored more closely.

# Technology

## Technology Summary

Poteet JH is a device rich campus with outstanding technology support. The media room is unique and allows teachers and students to display their talents. The Junior High also produces and broadcasts its daily announcements in video format. Digital monitors in the main hallway allow students and faculty to stay abreast of campus information and allows the Junior High to share its mission and accomplishments with the visiting public. Through the media class Aggie Nation, students produce daily announcements, monthly newspapers, and the Junior High Yearbook. The news crew captures student successes through photos that are included in the newspaper and yearbook as well as on the Poteet Jr High Facebook page.

Instructional integration will include Google Classroom to enrich and support student learning through differentiation.

Campus administration will utilize Google Suite to share important dates, gather and share out data, conduct virtual meetings, and communicate with necessary stakeholders.

## Technology Strengths

- CIT provides technology support and instruction as needed during PLCs
- Teachers implement google classroom to allow students to access instructional materials from any mobile device
- Formative and Summative Assessments done through student response systems, Eduphoria, and Kahoot to provide instant feedback for data driven instruction
- Frequent updates on software
- Students and teachers have access and exposure to current and developing instructional applications to enhance learning.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** PJHS lacks the digital resources necessary to support teaching and learning.

# Priority Problem Statements

# Goals

**Goal 1:** By May 2020, Poteet Junior High will increase academic performance on all STAAR assessments by 10% in all content at all grade levels.

**Performance Objective 1:** Increase academic performance in math in all grade levels on the 2020 STAAR assessment. Academic performance in math at 6th grade from 71% to 81%, 7th grade from 69% to 79%, and 8th grade from 89% to 95% on the 2020 STAAR assessment. Academic performance at meets standard will increase from 39% to 45% and masters standard will increase from 14% to 20%.

<p><b>Strategy 1:</b> Analyze student assessments and benchmarks to drive classroom instruction, implement interventions during and after school hours.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus and State Assessments: benchmarks January 2020, STAAR Testing April/May 2020 will show 10% increase over last year's scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Directors of Instruction Department Chairs Classroom Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> TCMPC Unit Assessments will be developed through Eduphoria &amp; TEKS Resource System to produce rigorous tests.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show a 10% increase on TCMPC Unit Assessments by April 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Directors of Instruction Department Chair Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Conduct weekly department PLCs to discuss data from state and campus assessments that is utilized to drive classroom instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR scores in all content areas will increase by 10% by May 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Directors of Instruction Department Chair Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



**Strategy 4:** Resources such as but not limited to Go Math, Pearson Texas Algebra I, and MathWarm-Ups will be utilized to enrich math curriculum with real-world connections by applying math concepts to high-interest topics.

**Strategy's Expected Result/Impact:** STAAR scores in math will increase by 10% by May 2020.

**Staff Responsible for Monitoring:** Principal

Assistant principal

Math teachers

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction

**Funding Sources:** - 410 Instructional Materials Allotment - \$4,500

Reviews			
Formative			Summative
Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify










Discontinue

**Goal 1:** By May 2020, Poteet Junior High will increase academic performance on all STAAR assessments by 10% in all content at all grade levels.





**Performance Objective 2:** Increase academic performance in reading in all grade levels on the 2020 STAAR assessment. Academic performance in reading in 6th grade from 56% to 66%, 7th grade from 67% to 77%, and 8th grade from 81% to 91% on the 2020 STAAR assessment. Increase in academic performance at meets standard from 37% to 42% and masters standard from 18% to 24%.

<p><b>Strategy 1:</b> Analyze student assessment data to drive classroom instruction and implement interventions during and after the instructional day.</p> <p><b>Strategy's Expected Result/Impact:</b> TCMPC Unit Assessments, January benchmarks and STAAR data will reflect a 10% increase by May 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Directors of Instruction Department chairs Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Unit assessments will be developed through Eduphoria and TEKS Resource System to produce rigorous assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show a 10% increase on unit assessments by April 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Prinicpal Directors of Instruction Department Chairs Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> Conduct departmental PLC meetings to discuss assessment data that will be utilized to drive classroom instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR scores in all content areas will increase by 10% by May 2020.</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Social Studies classes 6th - 8th grade will integrate reading into their classrooms through literacy circles using books relating to the Social Studies content being taught.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Teacher  Administrator  Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 5:</b> ELAR teachers will utilize materials such as Scholastic News, Junior Scholastic and Story works to build reading fluency and comprehension through current events and relevant text.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their reading fluency and comprehension resulting in a 32 point student growth on STAAR by May 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Dyslexia teachers will use a variety of screeners to identify students who have reading/spelling difficulties.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance 5% on local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia teachers Campus Admin</p> <p><b>Funding Sources:</b> - 199 Dyslexic Allotment - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 1:** By May 2020, Poteet Junior High will increase academic performance on all STAAR assessments by 10% in all content at all grade levels.

**Performance Objective 3:** To increase student performance in 8th grade science on the 2020 STAAR assessment. 8th grade science will increase from 65% to 75% on the 2020 STAAR assessment. Increase academic performance at meets standard from 37% to 43% and masters standard from 7% to 13%.

<p><b>Strategy 1:</b> Students will conduct scientific investigations using resources such as but not limited to adopted textbook Fusion, STEMScopes', Kessler Science's 5E Model and science labs to conduct scientific inquiries to increase knowledge and skills in science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students meeting expectation on the science STAAR test by 10%..</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Science Department</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> Science Fusion Textbooks - 410 Instructional Materials Allotment - \$3,500, STEMscopes - 211 Title I Part A Funds - \$1,844.50</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Science Unit assessments will be developed through Eduphoria and TEKS Resource System to produce rigorous assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show a 10% increase on Science unit assessments by April 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Directors of Instruction Department Chairs Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Conduct departmental PLC meetings to discuss assessment data that will be utilized to drive classroom instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Science STAAR scores will reflect a 10% increase by May 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Specialist Directors of Instruction</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				








**Goal 1:** By May 2020, Poteet Junior High will increase academic performance on all STAAR assessments by 10% in all content at all grade levels.

**Performance Objective 4:** Increase academic performance in 8th grade social studies on the 2020 STAAR assessment. 8th grade social studies scores will increase from 39% to 49% on the 2020 STAAR assessment. Increase academic performance at meets standard from 37% to 42% and masters standard from 7% to 13%.

<p><b>Strategy 1:</b> Conduct departmental PLC meetings to discuss data from campus and state assessments to drive classroom instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 8th grade Students will show an increase of 10% on STAAR social studies test.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Directors of Instruction</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Analyze student assessment data to target struggling students and drive intervention strategies utilized for after school tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit assessments and STAAR social studies scores will reflect an increase of 10% including approaches, meets and masters by May 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Department Chair</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Unit Assessments will be developed using Eduphoria and TEKS Resource System to produce rigorous tests.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show an increase of 10% on Unit Assessments by April 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Directors of Instruction</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** By May 2020, Poteet Junior High will increase academic performance on all STAAR assessments by 10% in all content at all grade levels.

**Performance Objective 5:** On-going Monitoring of Instruction





<p><b>Strategy 1:</b> The campus will develop a campus improvement plan, utilizing CIP/DIP/CNA software to address specific areas of concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus improvement in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Exec. Directors, Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> The campus will utilize software to collect, organize, and validate all Federal Programs documentation.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet district, state, and ESSA requirements</p> <p><b>Staff Responsible for Monitoring:</b> Principals and Director of Federal Programs</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> EL students will utilize SummitK12 program to practice Listening Speaking components of TELPAS</p> <p><b>Strategy's Expected Result/Impact:</b> 10% gain in both Listening and Speaking on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Admin</p> <p><b>Funding Sources:</b> - 199 State Compensatory Education (SCE) - \$225</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** By May 2020, Poteet Junior High will increase academic performance on all STAAR assessments by 10% in all content at all grade levels.

**Performance Objective 6:** Academic performance will be increased in a manner to allow for daily tracking and monitoring to improve student success.

**Evaluation Data Sources:** .

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Student planners utilized in the classroom to enrich student achievement through daily tracking and monitoring. Planners allow students to improve organization, keep track of their assignments, enhance student responsibility, and promote communication between teachers, students and parents</p> <p><b>Strategy's Expected Result/Impact:</b> Students grade increase as well as self monitoring skills. Communication between home and school will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>				

**Goal 1:** By May 2020, Poteet Junior High will increase academic performance on all STAAR assessments by 10% in all content at all grade levels.

**Performance Objective 7:** Academic performance in non core courses.

<b>Strategy 1:</b> Supplies, Textbooks, and other resources will be purchased for Spanish classrooms. <b>Strategy's Expected Result/Impact:</b> Increased achievement <b>Staff Responsible for Monitoring:</b> Spanish Teacher Campus Admin <b>Funding Sources:</b> - 410 Instructional Materials Allotment - \$8,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify







Discontinue







**Goal 2:** Improve the use of quality data, to drive instruction in all content areas and improve student learning.

**Performance Objective 1:** Data disaggregation/training

<p><b>Strategy 1:</b> Analyze unit assessments to drive classroom instruction, tutorials, and enrichment activities.  <b>Strategy's Expected Result/Impact:</b> STAAR scores in all tested areas will increase 10% by May 2020.  <b>Staff Responsible for Monitoring:</b> Principal                  Department Chairs  <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Improve the use of quality data, to drive instruction in all content areas and improve student learning.

**Performance Objective 2:** Data-driven decisions

<p><b>Strategy 1:</b> Provide professional development training based on data to target teachers and staff</p> <p><b>Strategy's Expected Result/Impact:</b> Science and social studies consultants are utilized throughout the year to provide planning and coaching resulting in 10% student growth by May 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> TEKS Resource System, Eduphoria, and TEKSbank Generator will be utilized to create Unit Assessments to assess and monitor student progress and TEKS mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% gain on STAAR in all tested subjects.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Department Chair Content Teachers</p> <p><b>Funding Sources:</b> Eduphoria - 211 Title I Part A Funds - \$1,960, - 211 Title I Part A Funds - \$360, TEKSbank Test Generator - 199 State Compensatory Education (SCE) - \$347.82</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Departments will review data from feeder campus to identify strengths and weakness of Student Expectations and look for correlations</p> <p><b>Strategy's Expected Result/Impact:</b> Students at risk of not meeting required state standards on STAAR will be placed in an intervention class for math or reading reflecting 10% growth on STAAR by May 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Counselor</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Campus administration and teachers will utilize On Data Suite and Lead4ward to disaggregate data to improve student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance of students by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors, Director of Student Services, Campus Principals</p> <p><b>Funding Sources:</b> OnDataSuite - 199 State Compensatory Education (SCE) - \$925, - 211 Title I Part A Funds - \$360</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Increase leadership effectiveness, the leadership team will collaborate and make effective instructional decisions to increase content STAAR scores by a minimum of 10%.

**Performance Objective 1:** On-going job embedded professional development

<p><b>Strategy 1:</b> Provide embedded PD for principal/teachers and document growth. Teachers will attend various conferences and trainings to build a foundation for all learners in reading and math and to increase student learning across contents.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus administration will attend the Advancing Improvement in Education Conference and Texas Association of Secondary School Principals Summer Conference. Math teachers will attend the Math Fall Conference 2019 at Region 20, Effective Math Talks in Algebra I, ELAR will attend ESC 20 ELAR conference in the Spring. Social Studies will attend ESC 20 professional development to support struggling students. The CLT department chairs will attend the A-F Accountability Overview for Teachers in January 2020. Teachers will attend 2020 Title III Symposium.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide job embedded PD to facilitate teaching and learning</p> <p><b>Strategy's Expected Result/Impact:</b> ESC 20 consultants will provide ongoing coaching and professional development to increase the use of effective instructional strategies resulting in relevant student academic progress and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide Gifted and Talented training each year for teachers to remain compliant with their GT hours.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers will be compliant with the law</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Dir of Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Provide classroom management training for teachers in need to improve student success in the classroom through ESC Region 20 classroom management professional development opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom management will reflect an increase of 5% on Unit Assessments by May 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Specialist</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> Teachers will participate in a canvas course, TRS 101. PD will allow teachers to see what the students will see as they complete assignments in Canvas.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will become proficient in Canvas Learning Management System.</p> <p><b>Staff Responsible for Monitoring:</b> District &amp; Campus Admin</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

0% No Progress





100% Accomplished

→ Continue/Modify

✗ Discontinue

**Goal 3:** Increase leadership effectiveness, the leadership team will collaborate and make effective instructional decisions to increase content STAAR scores by a minimum of 10%.

**Performance Objective 2:** Resource/data utilization








<p><b>Strategy 1:</b> Provide a clear and detailed evaluation system of teacher data notebook and evaluate for 100% compliance</p> <p><b>Strategy's Expected Result/Impact:</b> Data binders will be evaluated for 100% compliance in May 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Special education teachers will utilize Esped through the use of iPads and laptops to maintain accurate student ARD documentation.</p> <p><b>Strategy's Expected Result/Impact:</b> ARD documentation will reflect an accurate and appropriate plan for special education students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Special Education Director</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Funding Sources:</b> Apple Inc - 199 SpEd Allotment - 199-11-6399-00-041-9-23-0-00, M&amp;A Technology - 199 SpEd Allotment - 199 11 6399 00 041 9 23 0 00</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Increase learning time, students will receive targeted interventions to improve student achievement based on current and previous assessment data.

**Performance Objective 1:** Provide students' opportunities to extend their learning

<p><b>Strategy 1:</b> Meet with department chairs and C&amp;I to review data and determine outcomes to consider adjustments to interventions</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional adjustments will be made in math and reading intervention classes based on student data throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Department chairs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Students will have an opportunity to enhance their learning on designated Saturdays "Super Saturdays," a 20 day Countdown to STAAR and during enrichment time built into the 100 minute ELAR and Math blocks. Teachers will utilize Math GPS, Sirius Education resources for student enrichment. Students will participate in the campus and district science fairs as an opportunity to extend their learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students meeting expectations on the 9 STAAR assessment by May 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Departments</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Identify all students academic needs through campus and state data and provide extended learning through math and reading, intervention classes, small group instruction and tutoring through the use of programs such as but not limited to Achieve 3000 and Study Island. ELL students will utilize headphones/microphone combo to increase their reading listening and speaking skills for acquisition of the English language through various computer based programs.</p> <p><b>Strategy's Expected Result/Impact:</b> All students including at-risk students will show growth on STAAR math and reading by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Achieve 3000 - 211 Title I Part A Funds - \$8,615, Achieve 3000 - 199 State Compensatory Education (SCE) - \$10,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





<p><b>Strategy 4:</b> Math, ELAR, science and social studies will implement prescriptive tutorials before and after school to extend student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress will reflect 10% growth by May 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Department Chairs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> Writing, science and social studies will implement prescriptive interventions during the instructional day to extend student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> At-risk student performance on STAAR writing, science and social studies will reflect 10% growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Dyslexia interventions will be provided through the use of Reading by Design and Lexia to target phonemic awareness, phonics, fluency, vocabulary, and comprehension to ensure students gain accurate and fluent reading skills. 7th Students who do not demonstrate proficiency will be administered reading screener, MindPlay (RAPS 360).</p> <p><b>Strategy's Expected Result/Impact:</b> Students identified as dyslexic will increase reading fluency and comprehension resulting in a 10% increase on STAAR Reading by May 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst Principal Dyslexia Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Lexia - 199 Dyslexic Allotment - \$400, MindPlay (RAPS 360) - 199 Dyslexic Allotment - \$800</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 7:</b> Classroom resources will be provided to ensure teachers and staff have needed materials for instructional purposes to continue building a foundation of reading and math skills. Classroom resources provided , including but not limited to textbooks, batteries, paper, pens, sharpeners, highlighters, printer, printer ink, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers have necessary materials for instructional purposes</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p>Campus Admin</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 8:</b> Dyslexia students will use Lexia PowerUp Literacy computer program at home during COVID-19 pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Designed to help struggling and nearly proficient readers in grades 6-8</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum Principal Instructional Specialist Dyslexia Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 9:</b> Guided Reading Books will be purchased for Intervention classroom to allow students to develop skills to help them read independently, silently and fluently.</p> <p><b>Strategy's Expected Result/Impact:</b> Goal is to help struggling readers in grades 6-8 and to improve STAAR scores by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Reading Intervention Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 10:</b> Instruction will be provided to students with severe disabilities in daily living skills that will enhance their life.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to transfer daily living skills taught to their every day life.</p> <p><b>Staff Responsible for Monitoring:</b> Life Skills Teacher Director of Special Programs</p> <p><b>Funding Sources:</b> - 199 SpEd Allotment - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 4:** Increase learning time, students will receive targeted interventions to improve student achievement based on current and previous assessment data.

**Performance Objective 2:** Staff collaborative planning

<p><b>Strategy 1:</b> Conduct periodic reviews and ensure that curriculum is being implemented with fidelity and having intended impact</p> <p><b>Strategy's Expected Result/Impact:</b> Walk through data and weekly planning meetings will reflect 100% compliance by April 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal DSCI Department chairs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Use and integrate technology based supports and interventions</p> <p><b>Strategy's Expected Result/Impact:</b> Walk through data will reflect a 10% increase of technology implementation by April 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Department chairs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 5:** Increase family/community engagement, by providing activities and events that will build a stronger connection between the campus and home.

**Performance Objective 1:** Increased opportunities for input

<p><b>Strategy 1:</b> Parent, Teacher, Student compact for all students will be developed and collected.  <b>Strategy's Expected Result/Impact:</b> 100% of students will have a signed parent, teacher, student compact on file.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> SBDM will provide input for campus decisions.  <b>Strategy's Expected Result/Impact:</b> Decisions made by the SBDM committee will reflect a diverse team of educators, parents and community members.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Implement and maintain campus communication tools such as social media and the campus website.  <b>Strategy's Expected Result/Impact:</b> Updated information is consistently provided to parents and community.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Poteet Jr High will hold a parent night to provide parents required Title I information along with the opportunity to connect to txConnect parent portal allowing parents to monitor their child's attendance and academic progress.  <b>Strategy's Expected Result/Impact:</b> Parents will monitor their students progress and communicate with teachers and campus administration.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 5:** Increase family/community engagement, by providing activities and events that will build a stronger connection between the campus and home.

**Performance Objective 2:** Effective communication

<p><b>Strategy 1:</b> Parent conferences so that parents are aware of student progress from grade level team</p> <p><b>Strategy's Expected Result/Impact:</b> Team agenda and identified weaknesses and strengths. Positive parent contact logs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Meet the teacher and open house are held in the fall and spring to allow parents the opportunity to visit the campus and follow up on their child's progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent participation will increase from previous years.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Students and staff participate in Red Ribbon Week activities and receive incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student awareness in the dangers of drugs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Campus administration conducts Title I meeting to provide parents with the services provided to students through Title I.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents participation will increase from previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 5:** Increase family/community engagement, by providing activities and events that will build a stronger connection between the campus and home.

**Performance Objective 3:** Accessible community services

<p><b>Strategy 1:</b> Increase the average attendance of parents attending community and family engagement meetings such as but not limited to Donuts with Dad, Muffins with Mom, ELAR and Science Family Learning Nights, and Fiesta Night)</p> <p><b>Strategy's Expected Result/Impact:</b> Parental attendance will increase from last year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Parents nights for students. Increase parental awareness of the STAAR test and strategies that can be used at home to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and parent participation in family night academic activities will increase from prior years.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Parents will attend the Family and Community Symposium at Region 20.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Attendance</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 6:** Improve school climate, by increasing the attendance rate to 96% for the entire campus and decreasing the number of discipline referrals for the 2019-2020 school year.

**Performance Objective 1:** Increased attendance

<p><b>Strategy 1:</b> Incentives will be given to students with perfect attendance each six-weeks  <b>Strategy's Expected Result/Impact:</b> Increase campus attendance rate to 96% by May 2020.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Attendance Clerk</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> All students will be given the opportunity to utilize electronic devices during lunch when the campus daily attendance is at 96% or higher.  <b>Strategy's Expected Result/Impact:</b> Increase overall campus attendance to 96% by May 2019.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Attendance clerk</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 6:** Improve school climate, by increasing the attendance rate to 96% for the entire campus and decreasing the number of discipline referrals for the 2019-2020 school year.

**Performance Objective 2:** Decreased discipline referrals

<p><b>Strategy 1:</b> Incentives will be given to the grade level with the least amount of referrals each six-weeks  <b>Strategy's Expected Result/Impact:</b> 10% decrease in discipline by May 2020.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Grade level discipline meetings will occur at the beginning of the Fall and Spring semester to include all students, teachers, and administration to review campus discipline procedures and expectations.  <b>Strategy's Expected Result/Impact:</b> Decreased number of discipline referrals in each grade level by 10%.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** Improve school climate, by increasing the attendance rate to 96% for the entire campus and decreasing the number of discipline referrals for the 2019-2020 school year.

**Performance Objective 3:** Increased involvement in extra/co-curricular activities





<p><b>Strategy 1:</b> Students have the opportunity to participate in UIL events including athletics, band, UIL academic competition, and FFA.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in extra/co-curricular activities will result in increased attendance rates, a decrease in discipline referrals and an increase in academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** Improve school climate, by increasing the attendance rate to 96% for the entire campus and decreasing the number of discipline referrals for the 2019-2020 school year.

**Performance Objective 4:** Increase the student's socio-emotional readiness to succeed academically.

**Evaluation Data Sources:** attendance and grades

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Counselors Counseling Technical Assistance/Counselor Cooperative PD for counselors in the area of Academic, Career, Personal, &amp; Social Development via TEA's 4 components for a model school counseling program: Guidance Curriculum Responsive Services Individual Planning System Support</p> <p><b>Strategy's Expected Result/Impact:</b> Counselors will acquire skills and knowledge needed to service students. <b>Staff Responsible for Monitoring:</b> Campus Counselors <b>Funding Sources:</b> - 211 Title I Part A Funds - \$300</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Counselor will provide individual as well as group counseling services in a effort to improve school climate and increase academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to cope with everyday situations that may interfere with their learning. <b>Staff Responsible for Monitoring:</b> Principal Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Participate in school health and safety cooperative through ESC Region 20. <b>Funding Sources:</b> School Health &amp; Safety - 289 Title IV, Part A - \$375</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				










**Goal 6:** Improve school climate, by increasing the attendance rate to 96% for the entire campus and decreasing the number of discipline referrals for the 2019-2020 school year.

**Performance Objective 5:** Increase student engagement time in the special education classroom by allowing the student to release frustrations and stress in a safe environment.





**Evaluation Data Sources:** Student behavior logs.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide students with severe disabilities a safe and nonthreatening area to release frustration and stress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to regain composure in a safe environment.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Staff Administration</p> <p><b>Funding Sources:</b> - 199 SpEd Allotment - \$399</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 7:** Increase teacher quality, by focusing on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development.



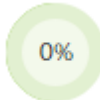
**Performance Objective 1:** Utilize locally developed appraisal instrument

<p><b>Strategy 1:</b> Campus goal - focused professional development highlighting data driven department planning, passing/failure rates, and T-TESS will be implemented</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, walkthrough data and teacher observations will reflect the use of high yield academic and planning strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal DCSI Directors of Instruction Instructional Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** Increase teacher quality, by focusing on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development.

**Performance Objective 2:** On-going job embedded professional development for teacher and staff

<p><b>Strategy 1:</b> Provide staff with ongoing PD based on campus needs through a variety of ways such as on-campus staff development, external consultants, in-district professional development, conferences, and GT and Bilingual/ESL PD provided by service commitment through ESC Region 20..</p> <p><b>Strategy's Expected Result/Impact:</b> Knowledge and skills gained through professional development provided will increase teacher quality and retention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Directors of Instruction Instructional Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Bilingual/ESL Coop - 199 State Compensatory Education (SCE) - \$603.75, GT Cooperative - 199 Basic Educational Services - \$1,106.25</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> First year teachers will be assigned a mentor teacher</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Mentor Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> ESC 20 will provide training and assistance for professionals serving students with dyslexia</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher will become certified in the Dyslexia Intervention program to be able to serve dyslexia population effectively.</p> <p><b>Staff Responsible for Monitoring:</b> Director of ELAR Campus Administration Dyslexia Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Campus faculty and staff will participate in required annual professional development through ESC 20 Online training modules.</p> <p><b>Strategy's Expected Result/Impact:</b> Faculty and staff will complete 100% of required trainings by October 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Superintendent of C&amp;I</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>




<p><b>Strategy 5:</b> Teachers will attend professional development to prepare them to become ESL certified.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategies to help ELL students succeed.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction Campus Administration Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 Bilingual Allotment</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> ELAR vertical alignment documents will be purchased for all ELAR teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment is process of organizing curriculum from one grade level to the next.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 7:</b> Spanish teacher will attend Languages other than English (LOTE) World Languages Educators Institute in January 2020.</p> <p><b>Strategy's Expected Result/Impact:</b> Knowledge and skills gained through professional development provided will increase teacher quality and retention.</p> <p><b>Staff Responsible for Monitoring:</b> Spanish Teacher Admin</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 8:</b> Dyslexia teacher will attend Annual State Dyslexia Summer Institute Virtual Conference.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher will acquire latest information regarding dyslexia research, student evaluations, and assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of C&amp;I Principal Dyslexia teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 9:</b> Select teachers will attend PLTW professional development that develop STEM based skills in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will work on problem solving and critical thinking skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Technolists Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 10:</b> Special Education teachers will attend training to enhance understanding of the various elements of a good IEP, other learning strategies to help students, and additional requirements for program implementation</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have meaningful IEPs and appropriate strategies for enhance learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal Special Education Director Teacher</p> <p><b>Funding Sources:</b> - 199 SpEd Allotment - \$37</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>

**Strategy 11:** Monthly teacher support by grade level in core content area. Support will include required remote instruction strategies and ongoing support for upcoming units.

**Strategy's Expected Result/Impact:** 5% gain in assessment data

**Staff Responsible for Monitoring:** Campus Admin  
Teachers





**Funding Sources:** - 276 Instructional Continuity Grant - \$9,885, - 211 Title I Part A Funds - \$8,721

Reviews			
Formative			Summative
Nov	Jan	Mar	June
			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 7:** Increase teacher quality, by focusing on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development.

**Performance Objective 3:** Recruitment/retention strategies

<b>Strategy 1:</b> Attend and participate in area job fairs <b>Strategy's Expected Result/Impact:</b> By interviewing and hiring high quality teachers for our campus <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				




**Goal 8:** Incorporate technology and related services, for all students to increase the use of technology in the classroom by 5%.











**Performance Objective 1:** Incorporate technology in the classroom

<p><b>Strategy 1:</b> Campus technology support will attend weekly department meetings to assist in the facilitation of ways to increase the use of technology in the classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher observations and lesson plans will reflect implementation of technology in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Technology Department</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Math teachers will utilize Promethean board, interactive white board, 4 function calculators at 6th and 7th grade and TI-Nspire CX II calculators at 8th grade to increase the level of student engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher observations and lesson plans will reflect implementation of technology in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Math Teachers Technology Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Students will utilize technology such as but not limited to Chromebooks, hot spots, and laptops to increase student learning through various technology software programs such as Kami.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the use of technology, increased student engagement will result in a 5% increase on STAAR by May 2020.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Technology Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Office Depot - 199 SpEd Allotment - \$295, Kami Software - 211 Title I 1003 School Improvement Grant - \$1,263, Hotspots - 289 Title IV, Part A - \$6,300, Hot Spots - 266 Elementary and Secondary School Emergency Reli - \$5,100</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Improve Library Science Services utilizing Region 20 Educational Resources Cooperative to include: living science materials, &amp; digital resources for schools participating in TexQuest.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student usage of campus library by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, District and Campus Librarians</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Funding Sources:</b> - 211 Title I Part A Funds - \$931.52</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 5:</b> Discovery Education allows educators to go beyond traditional learning with award winning digital content.  <b>Strategy's Expected Result/Impact:</b> Ignite student interest to learning to improve student learning.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialists  <b>Funding Sources:</b> - 211 Title I Part A Funds - \$723.78</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Students will be offered the opportunity to improve keyboarding skills in order to become more marketable in the 21st century work place.  <b>Strategy's Expected Result/Impact:</b> Students will become more proficient in data entry when utilizing keyboard driven technology.  <b>Staff Responsible for Monitoring:</b> Principal  Asst Principal  <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 7:</b> Follett system will be utilized for students checking in/out library books.  <b>Strategy's Expected Result/Impact:</b> The Follett system will ensure the maintenance of library materials.  <b>Staff Responsible for Monitoring:</b> Library Aide  Principal  Asst Principal  <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 8:</b> Instructional resources such as but not limited to Study Island and Moby Max will be utilized to enrich math, science and social studies curriculum with real-world connections by applying concepts to high-interest topics through the use of technology.  <b>Strategy's Expected Result/Impact:</b> Students will gain an understanding of math, science, and social studies concepts resulting in a 10% gain on STAAR math, science, and social studies.  <b>Staff Responsible for Monitoring:</b> Principal  Asst Principal  Instructional Specialist  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction  <b>Funding Sources:</b> Study Island - 211 Title I Part A Funds - \$5,643</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 9:</b> Through the media class students will utilize a variety of technology to capture student successes to produce daily announcements, monthly newspapers and the campus yearbook.  <b>Strategy's Expected Result/Impact:</b> Students in the Aggie Nation class will gain an understanding of how the variety of media sources are utilized to inform audiences.  <b>Staff Responsible for Monitoring:</b> Technology Teacher  Principal  Assistant Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>







<p><b>Strategy 10:</b> Increase learning for all students and access to technology through the addition of a campus computer lab and the acquisition of new technology tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop skills necessary for academic success and peak their interests to ensure academic growth in all content.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Classroom Teachers Technology Director</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 11:</b> Canvas Learning Management System allows schools to build the digital learning environment that meets the unique challenges for remote learning. Canvas Tier 1 Support</p> <p><b>Strategy's Expected Result/Impact:</b> Students will use platform for remote learning to complete assignments, quizzes and tests. Attendance will be taken daily to measure student engagement.</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Admin Teachers</p> <p><b>Funding Sources:</b> - 270 RLIS Title V Part B - \$1,336</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 12:</b> Edgenuity, Digital Libraries 6-12 Comprehensive All Site Licences for all core subjects, Advanced Placements &amp; World Languages. Includes credit recovery and initial credit.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive credit through credit recovery.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin, DAEP Admin, DAEP counselor, Classroom Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> - 199 State Compensatory Education (SCE) - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 13:</b> Kami will be utilized as a resource to turn instructional documents into interactive learning to promote student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Student/teacher collaboration and creativity will be enhanced.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers</p> <p><b>Funding Sources:</b> - 211 Title I Part A Funds - \$1,263</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 14:</b> Surface Pro laptop will be purchased for Dyslexia teacher to promote synchronous learning daily.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% gain on Reading STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia teacher Classroom teacher Campus Admin</p> <p><b>Funding Sources:</b> - 199 Dyslexic Allotment - \$1,800</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>

<p><b>Strategy 15:</b> Routers will be purchased and installed on 10 school buses to allow internet access to students. Athletes traveling to out of town games will be able to utilize wifi to complete schoolwork. School buses with routers will be parked in various locations to allow remote learners to have access to internet in evenings and weekends to allow students to complete schoolwork. Portable router will also be purchased to allow wifi to students traveling on activity bus to Ag contests, athletic events, UIL contests, etc..</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to complete classwork on buses.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Teachers Coaches</p> <p><b>Funding Sources:</b> - 429 Technology Grant - \$25,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
<p><b>Strategy 16:</b> Android tablets will be used in the JH PLTW classrooms for App Creation purposes. The program is a partnered pull out program to address GT students services and is sponsored by Toyota.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% assessment data</p> <p><b>Staff Responsible for Monitoring:</b> PLTW classroom teachers GT coordinator Campus Admin</p> <p><b>Funding Sources:</b> - 199 PLTW Grant - \$2,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** Increase college and career readiness, all students will be exposed to college and career opportunities to broaden their horizons and information levels of future opportunities related to career and college choices.

**Performance Objective 1:** Prepare our students for career readiness

<p><b>Strategy 1:</b> Create events/activities that will expose and educate our students on their career choices and what qualifications/education/skills are needed to reach their goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of events/activities and feedback from the students who participated.</p> <p><b>Staff Responsible for Monitoring:</b> Principal District family liaison Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Field trip to local universities to expose students to the options and degrees after high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of event/activities and feedback from the students who participated and the number that attend ECHS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor District family liaison</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# RDA Strategies

Goal	Objective	Strategy	Description
1	5	1	The campus will develop a campus improvement plan, utilizing CIP/DIP/CNA software to address specific areas of concerns.

# State Compensatory

## Personnel for Poteet Junior High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Carrasco	JH Math Stipend for Tutoring	State Comp Ed	.63
Amanda Garcia	JH Math Stipend for Tutoring	State Comp Ed	.63
Angela Andrade	Reading Intervention Teacher	State Comp Ed	1
Angela Andrade	JH English Stipend for Tutoring	State Comp Ed	.50
Angela Hammonds	JH Math Stipend for Tutoring	State Comp Ed	.63
Arielle Tenorio	JH Teacher/Reading Intervention Class	State Comp Ed	.13
Arielle Tenorio	JH English Stipend for Tutoring	State Comp Ed	.50
Bryce Smith	JH Teacher/Math Intervention	State Comp Ed	.95
Bryce Smith	JH Math Stipend for Tutoring	State Comp Ed	.63
Dolores Madrigal	ISS Aide	State Comp Ed	1
Freddie Martinez	JH Social Studies Stipend for Tutoring	State Comp Ed	.50
Guillermina Ayon	JH Teacher/Reading Intervention Class	State Comp Ed	.13
Guillermina Ayon	JH English Stipend for Tutoring	State Comp Ed	.50
Jennifer Davis	JH Stipend for Science	State Comp Ed	.67
Kelly Johnson	Dyslexia Teacher	State Comp Ed	.40
Lacy West	JH Science Stipend for Tutoring	State Comp Ed	.67
Marissa Luna	JH English Stipend for Tutoring	State Comp Ed	.50
Marissa Luna	JH Teacher/Intervention Class	State Comp Ed	.13
Nancy Howard	JH English Stipend for Tutoring	State Comp Ed	.50
Nancy Howard	JH Teacher/Reading Intervention Class	State Comp Ed	.13
Rachel Nutt	JH Social Studies Stipend for Tutoring	State Comp Ed	.50
Reynaldo Martinez	JH Social Studies Stipend for Tutoring	State Comp Ed	.50
Richard Marshall	JH Science Stipend for Tutoring	State Comp Ed	.67
Robert Urbanowicz	DAEP Principal	25% State Comp Ed	.25
Valerie Huth	JH Teacher/Reading Intervention Class	State Comp Ed	.13

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Valerie Huth	JH English Stipend for Tutoring	State Comp Ed	.50
Veronica Jenks	JH Math Stipend for Tutoring	State Comp Ed	.63
Wendi Trevino	JH English Stipend for Tutoring	State Comp Ed	.50
Wendi Trevino	JH Teacher/Reading Intervention Class	State Comp Ed	.13

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
LaDonna Fory	Teacher Facilitator	PJHS	0.40
Van Johnson	Director of Instruction	Curriculum & Instruction	0.25

# Campus Funding Summary

199 Basic Educational Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	2	1	GT Cooperative		\$1,106.25
<b>Sub-Total</b>					\$1,106.25
<b>Budgeted Fund Source Amount</b>					\$5,000.00
<b>+/- Difference</b>					\$3,893.75
211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	STEMscopes		\$1,844.50
2	2	2	Eduphoria		\$1,960.00
2	2	2			\$360.00
2	2	4			\$360.00
4	1	3	Achieve 3000		\$8,615.00
6	4	1			\$300.00
7	2	11			\$8,721.00
8	1	4			\$931.52
8	1	5			\$723.78
8	1	8	Study Island		\$5,643.00
8	1	13			\$1,263.00
<b>Sub-Total</b>					\$30,721.80
<b>Budgeted Fund Source Amount</b>					\$360.00
<b>+/- Difference</b>					-\$30,361.80
199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Apple Inc	199-11-6399-00-041-9-23-0-00	\$0.00
3	2	2	M&A Technology	199 11 6399 00 041 9 23 0 00	\$0.00
4	1	10			\$1,000.00
6	5	1			\$399.00



199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	2	10			\$37.00
8	1	3	Office Depot		\$295.00
<b>Sub-Total</b>					\$1,731.00
<b>Budgeted Fund Source Amount</b>					\$1,000.00
<b>+/- Difference</b>					<b>-\$731.00</b>
199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3			\$225.00
2	2	2	TEKSbank Test Generator		\$347.82
2	2	4	OnDataSuite		\$925.00
4	1	3	Achieve 3000		\$10,000.00
7	2	1	Bilingual/ESL Coop		\$603.75
8	1	12			\$5,000.00
<b>Sub-Total</b>					\$17,101.57
<b>Budgeted Fund Source Amount</b>					\$5,000.00
<b>+/- Difference</b>					<b>-\$12,101.57</b>
211 Title I 1003 School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	3	Kami Software		\$1,263.00
<b>Sub-Total</b>					\$1,263.00
<b>Budgeted Fund Source Amount</b>					\$2,000.00
<b>+/- Difference</b>					<b>\$737.00</b>
270 RLIS Title V Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	11			\$1,336.00
<b>Sub-Total</b>					\$1,336.00
<b>Budgeted Fund Source Amount</b>					\$1,336.00
<b>+/- Difference</b>					\$0.00

289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	4	3	School Health & Safety		\$375.00
8	1	3	Hotspots		\$6,300.00
<b>Sub-Total</b>					\$6,675.00
<b>Budgeted Fund Source Amount</b>					\$6,300.00
<b>+/- Difference</b>					<b>-\$375.00</b>
410 Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$4,500.00
1	3	1	Science Fusion Textbooks		\$3,500.00
1	7	1			\$8,000.00
<b>Sub-Total</b>					\$16,000.00
<b>Budgeted Fund Source Amount</b>					\$6,000.00
<b>+/- Difference</b>					<b>-\$10,000.00</b>
199 Dyslexic Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$1,000.00
4	1	6	Lexia		\$400.00
4	1	6	MindPlay (RAPS 360)		\$800.00
8	1	14			\$1,800.00
<b>Sub-Total</b>					\$4,000.00
<b>Budgeted Fund Source Amount</b>					\$3,560.00
<b>+/- Difference</b>					<b>-\$440.00</b>
429 Technology Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	15			\$25,000.00
<b>Sub-Total</b>					\$25,000.00
<b>Budgeted Fund Source Amount</b>					\$20,000.00
<b>+/- Difference</b>					<b>-\$5,000.00</b>

266 Elementary and Secondary School Emergency Reli					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	3	Hot Spots		\$5,100.00
<b>Sub-Total</b>					\$5,100.00
<b>Budgeted Fund Source Amount</b>					\$7,500.00
<b>+/- Difference</b>					\$2,400.00
276 Instructional Continuity Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	2	11			\$9,885.00
<b>Sub-Total</b>					\$9,885.00
<b>Budgeted Fund Source Amount</b>					\$9,885.00
<b>+/- Difference</b>					\$0.00
199 PLTW Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	16			\$2,500.00
<b>Sub-Total</b>					\$2,500.00
<b>Budgeted Fund Source Amount</b>					\$2,500.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$122,419.62

# Addendums