

**Sharyland Independent School District**

**B. L. Gray Junior High School**

**2021-2022 Campus Improvement Plan**



**B.L. GRAY JUNIOR HIGH**

# Mission Statement

*Sharyland ISD's mission is to inspire, educate and empower all students to reach their full potential and become leaders of the highest moral character.*

## Vision

*Sharyland ISD...Excellence is our Tradition*

## Nondiscrimination Notice

B. L. Gray Junior High School does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**B.L. Gray Jr. High is a junior high school in Mission, Texas in the Sharyland ISD school district. As of the 2020-2021 school year, it had a total enrollment of 748 students. Enrollment by ethnicity consists of: 94.25% (705) Hispanic; 2.81% (21) Asian; 0.40% (3) Black-African American; 2.14% (16) White and 0.40% (3) of Two or More Races. The students groups that are served at B.L. Gray Jr. High includes 39.17% (284) identified as at risk of dropping out of school; 25.80% (193) students are identified as limited english proficient; 60.16% (45) students are identified as economically disadvantaged; 0.13% (1) student identified as a Migrant. There are 122 students (16.31%) identified as Gifted and Talented. 6.42% (48) students are being served in the Special Education Program.**

**B.L. Gray Jr. High received an accountability rating of an A for the 2018-2019 school year; which has been the last rating since the coronavirus pandemic. The state has waived the accountability ratings for the 2019 and 2020 school years.**

**B.L. Gray Jr. High was named after Baskell Laverne Gray in 1983. In 1954, He worked for Sharyland ISD as a high school teacher and principal. He was elected as superintendent in 1958 until his retirement in 1983.**

## SCHOOL ENVIRONMENT DATA

The student mobility rate in 2017-2018 was at 6.74% (55 mobile students); 2018-2019 the mobility rate was at 5.33% (43 mobile students); 2019-2020 the mobility rate was 7.44% (56 mobile students) and 2020-2021 the mobility rate was 4.94% (37 mobile students)

In 2020-2021, the average class size was 22 students per section. There are 50 teachers and 6 paraprofessionals. The student to teacher ratio is approximately 15 students per teacher.

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## **ATTENDANCE**

Several strategies are implemented to promote high attendance each six weeks. At the end of each six weeks, scholars are rewarded with perfect attendance celebrations, incentives and rewards. Scholars are also provided with device time each Friday if they meet the goal of 98% attendance. Classroom teachers also implement classroom attendance incentives.

Ecampus is used to record tardies and after the 6th tardy they are assigned to ISS. Pre-Prevention Truancy Packets are implemented when scholars have more than 3 unexcused absences. Scholars meet with the assistant principal, counselor and the parents to discuss strategies on how to improve attendance. At the district level, each campus is recognized at the school board meeting for attaining the attendance goal of 98% and they are awarded a traveling trophy for the grading weeks.

Our attendance report for 2017-2021 has similar trends in that during the first six weeks, the attendance rates are at 98% or higher and then decrease from the 2nd to the 3rd six weeks. The third six weeks either climbs slightly or decreases slightly. During the 4th to the 5th six weeks there is an upward trajectory with an increase in attendance from 96%-99% but from the 5th six weeks to the last six weeks there is a sharp decline.

The data reveals that scholars start the school year strong in attendance but then it decreases in the middle of the year with periods of increased attendance. The data also shows that the last six weeks has the lowest attendance each year.

## DISCIPLINE

The trends show a decline in OSS and ISS but the others fluctuate around the same amount. There is a significant decrease in disciplinary incidents in 2020 due to the coronavirus pandemic school year.

The students that we serve by race/ethnicity:

**Hispanic-Latino-** 705 students (94.25%)

**Asian-**21 students (2.81%)

**Black-African American-** 3 students (0.40%)

**White-** 16 students (2.14%)

**Two-Or More-** 3 students (0.40%)

There are more males than females at B.L. Gray Jr. High for the 2020-2021 school year. There are 357 (47.73%) females and 391(52.27%) males.

### Demographics Strengths

- Traditionally, the district attendance goal of 98% is met each six weeks. The attendance for remote learners this year has exceeded 98% for 2020-2021.
- Since the last accountability rating was issued, B.L. Gray Jr. High recieved an overall letter grade of an A.
- All teachers are highly qualified in the content area and grade level in which instruction is given.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Enrollment continues to decrease since 2017 which negatively impacts funding, personnel and programs. A large number of students from at risk populations are participating in virtual instruction. **Root Cause:** B.L. Gray Jr. High is land locked and there is no property/home growth in this area. Families are concerned with coronavirus pandemic.

# Student Learning

## Student Learning Summary

### Academic Performance and Student Achievement

The following chart reflects preliminary results for the 20-21 school year. on average, 30% of students did not present the STAAR assessment.

	Approaches	Meets	Masters
7th Reading (253)	74%	51%	30%
7th Math (164)	55%	28%	9%
8th Math (285)	74%	51%	24%
8th Reading(276)	82%	57%	35%
8th Social Studies (255)	52%	25%	9%
8th Science (279)	77%	50%	30%
7th Writing (252)	68%	34%	7%
Alg 1 (97)	96%	84%	69%
<b>Total=</b>	<b>71%</b>	<b>46%</b>	<b>24%</b>

*\*Data from Eduphoria/ Aware Platform*

**Note:** 33% of 7th grade scholars tested the 8th grade Math assessment.

Based on the data acquired from the April and May administration, student accountability, individual goal setting and progress monitoring is recommended across all assessed content areas. As well as, additional interventions are for 8th Grade Social Studies and 7th Grade Math with a special focus on our subpopulations.

### SUBPOPULATIONS

For the 21-22 school year, SE and ELs' will continue to be our target group.

On average the performance gap between our SE population was 38% lower than our overall student population, across all subjects. In reading, our SE population is 3.65 times less successful than our overall.

Performance Gap between EL and Non-ELs was greater than 20 percentage points in 7th Reading, 8th Math, 8th Reading. In 7th grade Math our EL population was only 1% away from our overall population. In Social Studies, our EL population performed lower than our SE population and 2.3 times lower than our overall. (see comparison chart below)

	Overall	SE	LEP
7th Reading	73%	20%	53%
7th Math	55%	23%	54%
8th Math	75%	37%	51%
8th Reading	83%	44%	54%
8th Soc. St.	54%	25%	23%

Throughout the school year, instruction was delivered using a concurrent instruction model, where students would log in to meet virtually with the teacher or be present in class. Many of the strategies that are research based and proven to support struggling learners were not implemented as intended, due to the remote learning setting. In addition, student lack of engagement and increased absenteeism played a factor in the comprehension of complex concepts and standards.

## CLASS PERFORMANCE

Despite their method of instruction, 31% of our students received A and AB Honor Roll. In 8th grade a total of 122 students and in 7th grade a total of 106 students were recognized for their outstanding academic efforts and performance in all their classes throughout the school year.

For the 2021 school year, 23% of students had excessive unexcused absences. Data indicates that there was a direct correlation between attendance and failing rates. Students with excessive absences struggled to maintain a passing grade in the classrooms. In 7th grade approximately 7% of students failed two or more subjects. In 8th grade 13% of students failed two or more core area classes. The courses with the most failing rates included: Pre-Algebra (14%), American History (11%). Those with the least failing rates included: (7th TX History (1%) and 7th ELA (7%).

## INTERVENTIONS, TOOLS AND STRATEGIES

The following supplemental resources, academic tools, and programs are available to build content knowledge, support language acquisition, and address student performance gaps:



Kurzweil 3000

IStation

IXL Software (Special Education)

Imagine Math

Newsela

Read 180 and System 44

Seven Steps to a Language Rich Classroom/ Read Write Read Talk

Sheltered Instruction Observation Protocol

Quill (practice and application writing resource)

Flocabulary (tool to build concepts knowledge, preview vocabulary, promote literacy)

Kami, Google Suites, Online Textbooks, Flipgrid, and other online applications

The campus systematically addresses reteaching for students who are disengaged, absent or at-risk of failing via a tutoring intervention program; intervention program is designed to target pre-requisite skills, highly assessed standards and reteach prior concepts. Students are grouped by proficiency level and receive small group or individual remediation. In the virtual classrooms, teachers utilize breakout rooms, to provide targeted support, daily recorded lessons and made readily available for students who are absent. Additional tutorials vary by teacher- tutorials usually occur before the school day begins, during lunch, after school or on Saturdays. In addition to tutorials, Saturday camps allow scholars to review concepts through fun, unique and engaging activities.

## **Student Learning Strengths**

- Despite challenges, 96% of students who took the Algebra I End of Course Exam Met standard, with 84% of students scoring at the Meets grade level and beyond
- Despite 78% of our scholars being remote learners, on average 70% of students came in-person to take the STAAR assessment. 97% of students scheduled to test the Algebra I EOC exam were present.
- The target standard of 44% of all students at Meets grade level for Domain III student achievement was met in the area of Reading.
- Despite a low number of participation for the 7th grade Math STAAR assessment, data shows that 12% of scholars who tested exceeded growth.
- Through the implementation of the spring intervention tutoring program, multiple opportunities for targeted instruction and reteaching of complex concepts were provided, thus resulting in only 10% of students failing two or more content area courses for the 20-21 school year.
- Only 1% of scholars failed the 7th grade TX History Course.
- Considering concurrent instruction, 31% of scholars received A or AB Honor Roll for the 20-21 school year.
- Online tools such as, but not limited to, Kami, Google Suites, Online Textbooks, Flipgrid, and other online applications were instrumental in the process of administering accommodation, modification and individual support via a remote learning platform.
- Students frequently administered local assessments through the Eduphoria/ Aware platform, facilitating data analysis; teachers were able to incorporate Leadership Report Cards, Colorbands, and other standard specific reports to identify concepts where students needed reinforcement.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Student academic performance has decreased significantly this year. **Root Cause:** The method of instruction and the 30 minute lesson delivery time district expectation minimized the opportunities for effective linguistic supports, instructional accommodations and peer learning strategies that promote critical thinking.

# School Processes & Programs

## School Processes & Programs Summary

### POLICY AND PROCEDURES for PERSONNEL

Our campus follows the guidelines established by Sharyland ISD and strives to recruit and select high-quality educators who are committed to their profession and to the academic and social emotional development of students. Candidates are interviewed by a panel of school leaders who are knowledgeable in the content area, can identify traits and ask questions that are content specific. Historically, B.L. Gray Junior High has been a high performing campus with almost 100% passing rate for students who take accelerated/high school and college courses, as well as in exams such as Algebra I, Geometry and Spanish Language AP. One of the keys to our success is assigning highly qualified teachers to courses in which they exhibit a high level of expertise and energy to help students succeed. B.L. Gray Junior High is widely known for its strong academic performance and attracts highly qualified, strong educators with a low turnover rate among faculty.

### PROFESSIONAL PRACTICES

Every grade level and content are assigned their own department head who is responsible for tasks such as organizing and facilitating meetings, representing their department at campus leadership meetings, communicating critical information to the department, helping staff members who need support, among other tasks. Faculty and staff members who are pursuing a higher degree in their education are fully supported and given opportunities to complete practicum/internship hours under the supervision of current staff members if they desire to do so. Teachers are provided various opportunities to develop leadership skills and to take on leadership roles by participating in committees such as SBDM, DEIC, LPAC, RTI, 504, ARD, Courtesy, Attendance, Technology, Safety and Discipline Committees. Those staff members seeking to pursue higher degrees are encouraged to engage in practicum and internships through experiential learning at B.L. Gray Junior High.

Teachers are provided with campus data and are involved in conversation with administrators to identify root causes and create a plan of action to meet the needs of all students. Tutoring and interventions are developed based on assessment data, and Data Walls are used to track both teacher and student progress towards established performance goals. Teachers and administration closely review the data and make data-driven decisions to address specific needs of student learning. Teachers and staff are active participants in the decision-making process for improving student performance. Teachers are encouraged to submit ICARE forms to the counselors if they suspect a student is struggling academically due to external factors and are consistently reminded of the open-door policy practiced by all administrators and counselors at B.L. Gray Junior High.

### PROGRAMS AND STUDENT OPPORTUNITIES

B.L. Gray has adopted and implemented Capturing Kids' Hearts, which teaches social-emotional wellbeing, relationship-driven campus culture, and student connectedness. Additionally, we continue to teach and model our school's three main tenets which are Pride, Integrity and Tradition. These

campus initiatives set a clear standard for student expectations.

We have also adopted and implemented initiatives throughout the school year from the Sandy Hook Promise Foundation (Start With Hello and Say Something) and Pacer's National Bullying Prevention Center. Sandy Hook Promise focuses on school safety and violence prevention. The aforementioned programs in conjunction with the continuous endorsement of Growth Mindset align to our school's mission which is to inspire, educate and empower all students to reach their full potential and become leaders of the highest moral character.

All students, especially those at-risk, are provided opportunities to attend interventions after school in order to reteach challenging state academic standards. These opportunities are provided to those who score low on specific TEKS after assessments, and Saturday Camps are developed to provide academic opportunities to the high achievers as well. This allows all students to have opportunities to meet the challenging state academic standards. All students participate in a school-wide college and career fair in which they have an opportunity to engage with local professionals and college representatives.

This school year, the month of November was designated as College and Career Awareness Month at our campus. Throughout the month students received daily information about post-secondary institutions across the country through our "College Spotlight" during morning video announcements. Students and staff were invited to show their commitment to higher education by wearing college attire for "Think College Thursdays". Students participated in daily teacher-led mini talks over a period of two weeks in November and received useful information about career pathways, high school endorsements, basic college terminology, financial planning and a virtual college tour. Students also completed a pre-test and post-test to measure their "College Knowledge".

## PROCEDURES

Curriculum and Assessments are aligned to TEKS by grade level with a Scope and Sequence developed by our C&I Team. The curriculum was developed with suggested days to teach each skill, and feedback is gathered from teachers in order to refine the curriculum for the following year. Feedback is provided to teachers monthly using classroom walkthroughs in order to support teaching and learning. Lesson plans and instruction objectives are adjusted after campus assessments. When desegregating assessment data, the lowest performed TEKS are embedded into lesson plans in order to spiral those skills and provide interventions after school.

To assist our students in successfully transitioning into Jr. High, our school counselors schedule visits to the elementary schools to discuss B.L. Gray Junior High expectations and course selections. Parent meetings for incoming students are held to further clarify course availability, course requirements and prerequisites. Future and prospective students and their families are also invited to a 6th grade orientation night in which they learn about campus achievements, campus culture and available co-curricular activities. As part of this event, families are invited to engage in a student-led campus tour. Students also participate in grade-level assemblies at the beginning of the school year to inform students of behavioral/ academic expectations and

procedures. The transition to high school begins with the 8th grade visit to the high school to learn about CTE, Career Clusters and Endorsements. Due to COVID restrictions this school year, students took a “virtual tour” of CTE programs. 8th grade students receive information regarding high school credits, HB5, graduation plans and course selections from high school counselors who also provide guidance in accurately completing these documents.

Procedures implemented to reduce classroom overuse of discipline practices in order to keep students in the classroom are the use of the 3-Part Discipline Management Reports for the minor infractions and other infractions at teacher’s discretion. This allows the teachers to address concerns directly with students, as well as communicate concerns with parents in order to work together to address any concerns related to discipline. Teachers will forward major discipline incidents to administration if they feel the infraction is of level 2 or higher.

Student Safety Training videos will continue to be developed to communicate expectations to students and staff. After carrying out the drills, feedback is collected from staff in order to improve on safety drills as the year progresses. School Safety Drills are conducted monthly throughout the school year. Students and staff receive training on expectations through recorded videos that are played throughout the week during announcements. After watching the Student Training Videos developed by the Incident Commander, teachers elaborate on expectations and answer any questions students may have regarding safety drills.

## **School Processes & Programs Strengths**

### **STRENGTHS**

- B.L. Gray is widely known for its strong academic performance
- Attracts highly qualified and strong educators
- Low turnover rate among faculty
- Teachers are provided various opportunities to take on leadership roles
- Educators seeking to pursue higher education are encouraged to participate in practicums/internships
- Teacher closely review data to make data-driven decisions to address specific student needs
- Teachers have strong commitment to the overall development of our students
- Regular communication with parents, counselors and administrators regarding student concerns
- Programs implemented are aligned to our district and school’s mission and vision
- Adjustments to lesson plans are data-driven
- Intentional Interventions that allow reteaching opportunities for specific students
- Community has several opportunities to connect with the campus prior to attending school
- Student and Staff Safety Trainings provided throughout the year
- Feedback collected after drills help refine our safety practices

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** More than 74% of enrolled students have not transitioned back to on-campus learning. **Root Cause:** \* Parental/ student anxiety related to COVID exposure or transition to in-person learning (students not always with teacher of record when in person, updated safety processes and procedures mandated by district and CDC).

# Perceptions

## Perceptions Summary

All B.L. Gray Junior High staff are on a mission to inspire, educate, and empower students to reach their fullest potential and become leaders of the highest moral character. Our staff facilitate the attainment of these standards by establishing high expectations for students and providing a framework of support each student can access to reach their highest potential with supporting interventions and enrichment opportunities. The campus is dedicated to nurturing student relationships by implementing “Capturing Kids' Hearts” from the moment they arrive on campus. This program allows for reduced interpersonal conflict and provides opportunities for mentoring and peer mediation.

## STUDENT ENGAGEMENT:

B.L. Gray teachers strive to connect with students to build strong healthy relationships and to significantly improve their academic performance. Teachers are consistent with their rules and expectations, which helps reduce disciplinary issues. Teachers are focused on providing a positive learning environment with an emphasis on social and academic growth.

## ALL STAKEHOLDERS:

B.L. Gray is committed to building strong relationships with all our stakeholders. B.L. Gray strives to keep communication with parents and community members as transparent as can be. They are provided with monthly newsletters. They are informed via Remind, Twitter, Skyalerts, and Google messages of B.L. Gray news or events. Our SBDM is composed of School and community members striving to provide for the needs of all students on campus.

## PARENTS AND GUARDIANS:

In a continuation of community outreach, parents and guardians completed a survey regarding their child’s school, safety, and general welcoming environment created at school. The results demonstrated an overwhelming majority of parents and guardians feel the school and surrounding community are safe and the school itself provides a welcoming environment. Communication measures, such as this survey, enhance the partnership between the school and parents, all aimed at improving the students' achievement and academic performance.

## COMMUNITY:

As a result of the global pandemic experienced through 2021, the school, through district support and federal programs, supported community families with a free meal program. Any community member with children could go to designated schools and pick up hot meals in an effort to alleviate some of the

financial strains families may have experienced through the pandemic.

## TEACHERS:

The professionalism of B.L. Gray teachers is evident through their dedication to student learning and academic performance. Teachers at the school feel a sense of camaraderie amongst their colleagues and dedication to their students, as they strive to best meet the emotional and academic needs of their students by providing a safe environment and a welcoming classroom culture. The school administration and supporting staff collaborate with teachers in an effort to provide the best educational experience for students.

### Perceptions Strengths

- Strong communication with parents, scholars, and the community.
- Scholars have many opportunities to participate in extracurricular activities. (Clubs, organizations, and sport teams).
- Highly involved SBDM committee members
- Several prestigious awards (Texas Schools to watch, National Forum Schools to Watch, National Blue Ribbon School, NCUST, ...
- Implementing and promoting of Capturing Kids' Hearts by all Faculty
- Safe and positive learning environment for all scholars

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Challenges faced during hybrid (remote and in person) instruction. **Root Cause:** Over the course of the current academic year, there was a drastic decline in stakeholders engagement which hindered student learning and instruction. There was a decline in accountability between stakeholders which hindered student success/achievement (social, academic, emotional).



# 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

## **Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

## **Student Data: Student Groups**

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

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

## **Employee Data**

- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation





# Goals

**Goal 1:** Parents will be full partners with educators in the education of their children.

**Performance Objective 1:** Increase the number of parents that will be informed and included in the decision making process by 5% , by May 2021.

**Evaluation Data Sources:** Skylert Reports, Contact Logs, Meeting Minutes, Invitations





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parents will be informed of important information via student/parent handbook (district website), campus student planners, campus/teacher web pages, campus/district events (i.e. Technology Showcase), Skylert messaging, campus/district calendar updates and REMIND application, Google classroom and ECampus. <b>Strategy's Expected Result/Impact:</b> Parents will be partners in education and be informed on district and campus events, policies and procedures. <b>Staff Responsible for Monitoring:</b> District Staff, Principal, Teachers, Campus Staff	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Increase awareness of Skyward Family Access tool and campus website to help parents monitor student progress. <b>Strategy's Expected Result/Impact:</b> Parents will be knowledgeable in how to access student information such as grades, schedule and on-line registration. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 3.1	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> SPTSO will coordinate with campus to assist with school initiatives and fundraising, provide supervision at student functions, provide representation at SBDM and DEIC, and contribute parent voice to campus initiatives. <b>Strategy's Expected Result/Impact:</b> SPTSO will serve as community stakeholders in supporting campus initiatives and events. <b>Staff Responsible for Monitoring:</b> Principal and SPTSO Board	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Parents will be encouraged to participate in campus and district committees (i.e. Education Foundation Committee, DEIC, SBDM, LPAC). <b>Strategy's Expected Result/Impact:</b> Parents will be actively involved in the decision making process and planning process for campus initiatives. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 3.2	Formative		
	Nov	Feb	Apr

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide parent information sessions (i.e. Open House, Meet the Teacher Night, Meet B.L. Gray Night) throughout the school year. <b>Strategy's Expected Result/Impact:</b> Students will be informed on district and campus policies and procedures. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 3.1	Formative		
	Nov	Feb	Apr
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Increase parental awareness of special programs (i.e. CTE, Special Education, ELL, 504, At-Risk, GT), advanced curriculum (i.e. Pre-AP/AP, SAT, ACT, UIL), and district/campus initiatives (i.e. WAC, Texas Colorbands, ICLE and Growth Mindset). <b>Strategy's Expected Result/Impact:</b> Parents will be knowledgeable about special programs, advanced curriculum and district/campus initiatives. <b>Staff Responsible for Monitoring:</b> Principal & District Staff	Formative		
	Nov	Feb	Apr
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Organize a Title I informational meeting by the end of October. <b>Strategy's Expected Result/Impact:</b> Parents will be informed on Title 1. <b>Staff Responsible for Monitoring:</b> Federal Programs Department, Principal	Formative		
	Nov	Feb	Apr
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Provide parents with monthly newsletter and parent guide books. <b>Strategy's Expected Result/Impact:</b> Educate parents, through parent information sessions, with up to date strategies and topics. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** Parents will be full partners with educators in the education of their children.

**Performance Objective 2:** Increase parental involvement by 10% by May 2021.





**Evaluation Data Sources:** Sign-in sheets, agendas, parent contact logs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Support the Sharyland Parent Student Teacher Organization. <b>Strategy's Expected Result/Impact:</b> Parents will be SPTSO members and actively involed in the school community. <b>Staff Responsible for Monitoring:</b> Principal, SPTSO board	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Involve parents in school activities and celebrations such as Red Ribbon Week, Family Literacy Night, Pep Rallies, Career Day, etc.. <b>Strategy's Expected Result/Impact:</b> Parents will be part of the school community and particpate in campus-wide events. <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Principal, Administrators, campus staff	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Parents will be provided opportunities to attend parental awareness seminars, orientation sessions, and parental support groups. <b>Strategy's Expected Result/Impact:</b> Provide parents opportunities to learn more on how to become partners in education and gain knowledge in academic and extracurricular opportunities. <b>Staff Responsible for Monitoring:</b> Principal, Federal Programs Director, Special Education Director, Community Liaison <b>Title I Schoolwide Elements:</b> 3.2	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Migrant parents will be invited to attend parental meetings throughout the year. <b>Strategy's Expected Result/Impact:</b> Parents will be knowledgeable in academic and community topics. <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Migrant Counselor, Community Liaison	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Throughout the year, parents of students in special populations will be invited to attend informational meetings. <b>Strategy's Expected Result/Impact:</b> Parents of students that are identified as special populations will participate in informational meetings. <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Special Education Director, Principal	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 1:** Attain attendance rate of 97% every six weeks.

**Evaluation Data Sources:** PEIMS attendance rate reports, PEIMS reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize incentive program to promote student attendance for each six weeks. <b>Strategy's Expected Result/Impact:</b> Increase attendance rates and have students take individual responsibility for their attendance. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct informational meetings for parents and students on the importance of school attendance. <b>Strategy's Expected Result/Impact:</b> Improved attendance <b>Staff Responsible for Monitoring:</b> Principal, Community Liaison <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Notify parents when students are absent. <b>Strategy's Expected Result/Impact:</b> Communicate with parents and let them know we care that their child is absent from school. <b>Staff Responsible for Monitoring:</b> Principal, Community Liaison	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Monitor daily attendance to implement and comply with local and state guidelines such as Pre-Prevention Truancy Conferences. <b>Strategy's Expected Result/Impact:</b> Meet truancy compliance guidelines <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Utilize district and campus personnel to improve attendance by 2%. <b>Strategy's Expected Result/Impact:</b> Improve attendance. <b>Staff Responsible for Monitoring:</b> Principal, Truancy Officer	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.





**Performance Objective 2:** Recognize, provide support, and challenge the individual talents and needs of 100% of our students throughout the year.

**Evaluation Data Sources:** Summer enrollment records, progress reports, report cards, STAAR, WAC, STAAR writing scores

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Offer summer remediation, enrichment and acceleration programs for special populations. <b>Strategy's Expected Result/Impact:</b> Successful completion of programs offered. <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Department, Federal Programs Director, Bilingual/ESL Coordinator, Principal <b>Title I Schoolwide Elements:</b> 2.4	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Special Education students not meeting minimum grade expectations will attend the STAAR Academy. <b>Strategy's Expected Result/Impact:</b> Special education students will receive scaffolded interventions before the end of the grading period. <b>Staff Responsible for Monitoring:</b> Special Education teachers, Principal <b>Comprehensive Support Strategy</b>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue to promote rigorous curriculum course offerings, to include Pre-AP Courses, AP Courses, High School Credit Courses, and Gateway to Technology course. <b>Strategy's Expected Result/Impact:</b> Course participation and successful completion. <b>Staff Responsible for Monitoring:</b> Principal, Counselors	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide opportunities for Writing Across the Curriculum (WAC) in all subject areas. <b>Strategy's Expected Result/Impact:</b> Increase writing scores and language proficiency in STARR and TELPAS. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Offer extracurricular opportunities for students to help develop the whole child. This includes, but is not limited to, UIL Academics, TMSA, UIL Athletics, Chess, clubs and organizations. <b>Strategy's Expected Result/Impact:</b> Build on students strengths in the areas of academics, fine arts, and sports. <b>Staff Responsible for Monitoring:</b> Principal, Campus UIL Coordinator, Club Sponsors <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Utilize research based instructional software and materials for teachers to utilize with their students at risk of not meeting the challenging state academic standards (i.e., Study Island, Ready 180, Systems 44, Brain Pop, Moby Max, Istation, Hudl, Smart Music, headphones, whisper phones, speakers, etc). <b>Strategy's Expected Result/Impact:</b> Reduction in the number of students who do not meet state academic standards. <b>Staff Responsible for Monitoring:</b> Principal, Computer Lab Manager, Teachers <b>Comprehensive Support Strategy</b>	Formative		
	Nov	Feb	Apr
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> ELA teachers will promote a summer reading program for all PreAP students to enhance and encourage reading. <b>Strategy's Expected Result/Impact:</b> Increase literacy and promoting college readiness skills. <b>Staff Responsible for Monitoring:</b> Principal, ELA teachers, Librarian	Formative		
	Nov	Feb	Apr
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Students will be provided opportunities to participate in MathCounts, TMSCA, and other Math UIL Competitions. <b>Strategy's Expected Result/Impact:</b> Increase Math skills and provide opportunities for students to compete in the district, state and national level. <b>Staff Responsible for Monitoring:</b> UIL Coordinator, UIL Coaches <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Nov	Feb	Apr
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Campus will celebrate and recognize student achievements and social/academic achievements. <b>Strategy's Expected Result/Impact:</b> Promote a positive school culture and instill pride in students. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Coordinate transition opportunities for 6th and 8th grade students entering the jr. high and high school settings. <b>Strategy's Expected Result/Impact:</b> Easily transition students from one school setting to another. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Provide academic support/materials to ensure school and college readiness (such as planners, agendas and pennants). <b>Strategy's Expected Result/Impact:</b> Promote increased awareness for post secondary success. <b>Staff Responsible for Monitoring:</b> Principal, Counselors	Formative		
	Nov	Feb	Apr







Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Ensure identified gifted and talented students complete the Texas Performance Standards Project <b>Strategy's Expected Result/Impact:</b> Completed Texas Performance Standard Project <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Counselors <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Nov	Feb	Apr
Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Continue to sustain and build the engineering programs. <b>Strategy's Expected Result/Impact:</b> Increased participation, particularly from underrepresented groups <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 3:** Ensure 100% of eligible students are provided with the least restrictive environment throughout the year.





**Evaluation Data Sources:** data binder feedback, student reports, agenda and sign-in sheets, campus data, discipline reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Serve students with disabilities in the Least Restrictive Environment, analyzing placement ratios with intentional grouping. <b>Strategy's Expected Result/Impact:</b> Students needs will be met with intentional grouping and student-to-teacher ratios. <b>Staff Responsible for Monitoring:</b> Special Education Director, Principal, Special Education Teachers, Counselors	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide staff development on SuccessEd Program and special education requirements. <b>Strategy's Expected Result/Impact:</b> Teachers and staff will be informed and knowledgeable on the SuccessEd program used to document IEPs, IAPs and IIPs. <b>Staff Responsible for Monitoring:</b> Special Education Director, Principal, Campus Administrators, Counselors	Formative		
	Nov	Feb	Apr
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 4:** Increase professional development opportunities for teachers on identification and instructional strategies in order to support students with dyslexia or related disorders by 2% by June 2021.

**Evaluation Data Sources:** Testing logs, evaluation reports and utilization reports.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide instructional support to students with dyslexia or related disorders by providing them and their teachers with materials, resources, technology, and other added supports. <b>Strategy's Expected Result/Impact:</b> Instructional support to students with dyslexia <b>Staff Responsible for Monitoring:</b> Principal, Special Education Director	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide technology resources/ materials to support staff and teachers to help support students with characteristics of dyslexia and related disorders. <b>Strategy's Expected Result/Impact:</b> Provide early identification of students under dyslexia/related disorders and be able to provide students with needed supports. <b>Staff Responsible for Monitoring:</b> Principal, Special Education Director, Paraprofessionals <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 5:** Increase awareness and identification of children through Child Find program by 2% by June 2021.

**Evaluation Data Sources:** Increased participation and student support

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Communicate and collaborate with parents, local agencies, and community organizations to support Child Find activities and efforts. <b>Strategy's Expected Result/Impact:</b> Increase the number of identified students for special education services. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 6:** By May 2021, increase the number of students participating in our school lunch program by 5%.





**Evaluation Data Sources:** Number of students completing the Free and Reduced Meal Application

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement strategies to increase participation in lunch applications. <b>Strategy's Expected Result/Impact:</b> Increased participation. <b>Staff Responsible for Monitoring:</b> Child Nutrition Direction, Federal Programs Director, Campus Administrators	Formative		
	Nov	Feb	Apr
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 7:** Provide supplemental, evidence-based academic opportunities, as well as social and emotional support for 100% of migrant students, Homeless and Low-Income students throughout the school year.

**Evaluation Data Sources:** Successful program completion, participation logs, sign-in sheets, contact logs, NGS and PFS reports





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide "above and beyond" educational experiences to enhance the learning potential. <b>Strategy's Expected Result/Impact:</b> Improve academic performance. <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Principal, Counselors	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Offer college experience opportunities for junior high school migrant students. <b>Strategy's Expected Result/Impact:</b> Successful course completion, high school credits earned <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Principal, Counselors	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide social and emotional support services to migrant families to assist in the academic success of migrant students. <b>Strategy's Expected Result/Impact:</b> Parents of migrant students will be partners in education. <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Principal, Counselors	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide migrant students opportunities to receive homework assistance and participate in summer enrichment programs. <b>Strategy's Expected Result/Impact:</b> Migrant students will receive the academic support that they need to be successful to fill in any gaps while they were out of school. <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Principal, Counselors	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide social and emotional support services and materials to assist in the social and academic success of Homeless , low socio-economic and Migratory students. <b>Strategy's Expected Result/Impact:</b> Improve social-emotional well-being and improve academic performance for Migrant students and students who are homeless. <b>Staff Responsible for Monitoring:</b> Federal Programs Director	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Performance Objective 1:** Increase completion rate above 97% for all populations by the end of the school year.

**Evaluation Data Sources:** Completion Rates

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will be encouraged to participate in extra-curricular activities. <b>Strategy's Expected Result/Impact:</b> Increase participation and awareness of all extracurricular activities for all student populations. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students will be recognized at School Board Meetings for outstanding performances in Regional and State extra-curricular activities. <b>Strategy's Expected Result/Impact:</b> Increase identification of programs recognized. <b>Staff Responsible for Monitoring:</b> Principal, Camps Administrators	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> An awards assembly or incentives will be provided to recognize students with A and A/B Honor Roll, Perfect Attendance, 8th Grade STAAR first administration results, perfect score for Algebra I EOC, and 7th Grade Accelerated Math. <b>Strategy's Expected Result/Impact:</b> Increase percentage of students being recognized and provide an incentive for scholars to improve upon their academic performance. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide students opportunities to learn about the five graduation endorsements and certificate/certification programs to improve student performance for at-risk students. <b>Strategy's Expected Result/Impact:</b> Increase knowledge, understanding, and skill in career and college goal setting and monitoring. <b>Staff Responsible for Monitoring:</b> Principal, Counselors <b>Title I Schoolwide Elements:</b> 2.6	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Utilize Virtual Job Shadow and coordinate visits, in person/virtual, to college and universities to provide awareness of career endorsements. <b>Strategy's Expected Result/Impact:</b> Increase knowledge and understanding of college and career pathways. <b>Staff Responsible for Monitoring:</b> Pricipal, Counselors	Formative		
	Nov	Feb	Apr

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Continue to implement and monitor: pregnancy related services , school related services, counseling services, school and other health services, assistance in obtaining services from government agencies, community services organization, instruction related to knowledge skills in child development parenting, family living, and appropriate job readiness training, case management service coordination, accelerated instruction for the homebound. Conduct home visits to students at risk of dropping out. <b>Strategy's Expected Result/Impact:</b> Scholars needs will be supported to ensure their continued success in achieving their acadmic goals. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators, Community Liaison, Truancy Officer <b>Title I Schoolwide Elements:</b> 2.6	Formative		
	Nov	Feb	Apr
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Early identification of students at risk of not meeting graduation timeline will be conducted. Grade Placement Committee will convene to develop an Acceleration Plan for scholars. <b>Strategy's Expected Result/Impact:</b> Implement specific growth plan to help promote growth in academic areas of need. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators	Formative		
	Nov	Feb	Apr
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Provide teachers with training to facilitate relationship building with students and staff (such as Capturing Kids Hearts, Inspire Your People, etc). <b>Strategy's Expected Result/Impact:</b> Improvement in student relationship and campus culture. <b>Staff Responsible for Monitoring:</b> Principal, Counselors, Teachers	Formative		
	Nov	Feb	Apr
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Ensure at risk student have access to necessary resources during an extended school closure. <b>Strategy's Expected Result/Impact:</b> At risk students will receive credit for their classes during an extended school closure. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators, Counselors <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative		
	Nov	Feb	Apr
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Ensure all at-risk students have access to technology and supporting resources for instruction. <b>Strategy's Expected Result/Impact:</b> Increase student achievement levels of at-risk students <b>Staff Responsible for Monitoring:</b> Principals, Librarians <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			







**Goal 4:** A well-balanced and appropriate curriculum will be provided to all students.

**Performance Objective 1:** By June 2021, the average of all STAAR assessment performance levels will be at the 90, 60, 30 or higher (Approaches Grade Level, Meets Grade Level, and Masters Grade Level).

**Evaluation Data Sources:** Tutorial lists, lesson plans, district benchmark results, increased special program success on STAAR, STAAR results, T-TESS walk-throughs, semester exam results, assessment participation rate, computer lab rosters and usage reports, budget expenditures, student data and analysis, Color Bands Student Growth Scoreboards

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> STAAR tutorials will be provided for students not demonstrating mastery of STAAR objectives (during school in math/reading help classes). Software programs, supplemental material, progress reporting, benchmark results, and formative assessment will be used to guide instruction. <b>Strategy's Expected Result/Impact:</b> Increased student academic performance on district STAAR formatted and EOY state STAAR assessments. Prepare students to be career and college ready. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will assist all students by maintaining current rosters indicating progress and mastery of STAAR objectives using Color Bands Student Growth Score Boards. <b>Strategy's Expected Result/Impact:</b> Increased student academic performance for all students on district STAAR formatted and EOY state STAAR assessments. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators <b>Comprehensive Support Strategy</b>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Designated students will log in for 20 minutes twice weekly to engage in computer assisted instruction. <b>Strategy's Expected Result/Impact:</b> Increased academic achievement in core content areas and on end of year state assessments. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators, Teachers	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Students will be provided opportunities, through implementation of WAC strategies, to develop writing skills to reinforce STAAR/ TELPAS requirements, analyzing data, and using critical thinking skills. <b>Strategy's Expected Result/Impact:</b> Increased student writing versatility across disciplines. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators	Formative		
	Nov	Feb	Apr

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Students will be provided opportunities for laboratory and science skill development, to support all learners with an emphasis on EL, Special Education & At-Risk populations. <b>Strategy's Expected Result/Impact:</b> Increased content knowledge and skills with an emphasis on the academic success of special populations. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Utilize instructional software to increase language development and reading skills for ELD students and Special Education students. <b>Strategy's Expected Result/Impact:</b> Increase language acquisition and develop reading skills for ELD, EL, and students with special needs. <b>Staff Responsible for Monitoring:</b> Principal <b>Comprehensive Support Strategy</b>	Formative		
	Nov	Feb	Apr
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Students will be provided learning opportunities and experiences that extend outside of the classroom. <b>Strategy's Expected Result/Impact:</b> Increased awareness and real-world application of taught concepts and required TEKS. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> Lesson Plans, Lesson Materials, Presenters, Transportation - 199 - General Funds - 199-11-6499-00-041-0-23-000	Formative		
	Nov	Feb	Apr
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Teachers will be encouraged to use video/audio producing web site that promote assistive technology, such as Edpuzzle, Screencastify, Seesaw, Flipgrid, Adobe, Classkick, in conjunction with Google Classroom to produce classroom instructional videos, Blended Learning/flipped classrooms, and implement the language enrichment initiative. <b>Strategy's Expected Result/Impact:</b> Increase and reinforce the academic knowledge and skills necessary for scholars to be career and college ready. Provide ongoing practice using assistive technology. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators	Formative		
	Nov	Feb	Apr
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Teachers will help students recognize, understand significance behind, and celebrate important national and state dates, and historical events to enhance the Social Studies curriculum. <b>Strategy's Expected Result/Impact:</b> Increased student awareness and bridge cultural understanding. <b>Staff Responsible for Monitoring:</b> Principal, Social Studies Teachers	Formative		
	Nov	Feb	Apr





Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Utilize budget allocations to meet instructional target performance goals and instructional needs (i.e., Texas Color Bands, Rigor and Relevance, Kagan Structures, Growth Mindset, and Read Talk Write Talk). <b>Strategy's Expected Result/Impact:</b> Utilize campus expenditures effectively and efficiently to adequately support curriculum needs and goals of the campus. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> - 199 - General Funds - 199-E-11-6399-00-041-0-11-00	Formative		
	Nov	Feb	Apr
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> All students will be challenged to set reading goals, using Lexile levels, through programs such as iStation, newsela, Language Live and Read 180. <b>Strategy's Expected Result/Impact:</b> Students will develop stamina in reading and develop skills necessary to become successful readers and learners. <b>Staff Responsible for Monitoring:</b> Principal, ELA Department	Formative		
	Nov	Feb	Apr
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Tutorials and accelerated instruction will be available to all students to improve student academic growth (Blue Camps, STAAR tutorials, Language Academies). <b>Strategy's Expected Result/Impact:</b> Increased student growth across STAAR student performance levels. (Did Not Meet, Approaches, Meets, and Masters) <b>Staff Responsible for Monitoring:</b> Principal <b>Comprehensive Support Strategy</b>	Formative		
	Nov	Feb	Apr
Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Provide instructional resources and materials that will enhance student outcomes and support the instructional delivery process. <b>Strategy's Expected Result/Impact:</b> Increase student performance and growth on campus, district and state assessments. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> PIC 24 State Comp Ed - 199 - General Funds	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** A well-balanced and appropriate curriculum will be provided to all students.

**Performance Objective 2:** The campus will establish the sequence for curriculum and ensure 100% integration of state standards.

**Evaluation Data Sources:** YAGs, Scope and Sequence documents and Unit Plans





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will analyze Data Point Assessments (DPA) and benchmarks to target priority student objectives by adjusting timeline to meet mastery. <b>Strategy's Expected Result/Impact:</b> Increased student performance and growth on end of year STAAR assessments. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> TEKS/STAAR format questions will be integrated into local and district assessments. <b>Strategy's Expected Result/Impact:</b> Increased student performance and growth on campus, district, and state assessments. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Review district scope and sequence and provide funding for supplemental materials needed for TEKS and STAAR, ELPS and TELPAS implementation for all students. <b>Strategy's Expected Result/Impact:</b> Equip campus teachers and staff with the necessary resources to support and ensure student academic success. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> - 199 - General Funds - 199-E-11-6399-00-041-0-24	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Grade level department meetings will be held to discuss and conduct planning for instructional strategies, as well as content and language development. <b>Strategy's Expected Result/Impact:</b> Provide campus teachers with opportunities to differentiate, vertically align, and improve upon instructional lessons leading to student growth and improvement. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide professional development opportunities (i.e. SIOP, ELPS, Kagan, Google Classroom, Rigor & Relevance, Differentiation, T-TESS, Read Talk Write Talk, etc.) for all content-area teachers. <b>Strategy's Expected Result/Impact:</b> Build teacher capacity by strengthening their knowledge and instructional strategies to ensure the success of our students. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> Teacher training materials, travel expenses, presenters - 199 - General Funds - 199-E-13-6239-00-041-0-99-000	Formative		
	Nov	Feb	Apr

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Utilize Google Suite to house lesson plans and timelines for all classes. <b>Strategy's Expected Result/Impact:</b> To develop content rich and vertically aligned curriculum that is transparent and accessible to all school stakeholders. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators	Formative		
	Nov	Feb	Apr
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> All subject areas will give a locally developed assessment at the end of each semester to assess mastery level of the curriculum according to content-specific Scope and Sequence. <b>Strategy's Expected Result/Impact:</b> Increase campus awareness of student needs through data disaggregation that will ultimately lead to student growth and success. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> A Campus Action Plan will be developed addressing shortcomings identified in State Accountability Campus Reports. <b>Strategy's Expected Result/Impact:</b> Ensure that all sub-populations are academically successful and career and college ready. <b>Staff Responsible for Monitoring:</b> Principal <b>Comprehensive Support Strategy</b>	Formative		
	Nov	Feb	Apr
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Eighth Grade students will be given the opportunity to take high school credit courses: Alg 1, Speech, Spanish 1, Spanish AP, GTT, Health, Geometry and IPC. <b>Strategy's Expected Result/Impact:</b> Provide opportunities for scholars to become career and college ready. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Provide opportunities to foster social equity, inclusiveness and developmental responsiveness (Hello Week, Anti-bullying, Diversity, Tolerance, Cancer Awareness, etc.) through media and technology integration and other means. <b>Strategy's Expected Result/Impact:</b> Create an awareness and appreciation for the cultures and traditions of others. <b>Staff Responsible for Monitoring:</b> Principal, Teachers	Formative		
	Nov	Feb	Apr
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> An accelerated Algebra 1/Geometry curriculum will be offered to advanced math students who meet specified criteria. <b>Strategy's Expected Result/Impact:</b> Provide differentiated instruction to meet the needs of students with advanced mathematical skills. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** A well-balanced and appropriate curriculum will be provided to all students.

**Performance Objective 3:** Ensure 100% of students are on the pathway to being college and career ready by the time they reach high school.





**Evaluation Data Sources:** Skyward Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will be provided opportunities to learn about universities, colleges, and post-graduation opportunities (i.e. Generation Texas Week, Commitment to College Wednesdays, Career Fair, Guidance Lessons). <b>Strategy's Expected Result/Impact:</b> Increase student awareness and knowledge of career and college pathways for future goals and aspirations. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students will be provided the opportunity to excel in areas of leadership, character, and service through NJHS (National Jr. Honor Society), Student Council, HOSA, UIL, and TFA. <b>Strategy's Expected Result/Impact:</b> Develop necessary skills to become an impactful citizen in local and world-wide communities. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Qualified 7th Grade students will be given the opportunity to participate in the Duke University Talent Search (applications offered). <b>Strategy's Expected Result/Impact:</b> Help students to identify their strengths, and develop their abilities and interests. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> College and Career and Technical Education information will be enriched through Technology Application Classes. <b>Strategy's Expected Result/Impact:</b> Increase student awareness and knowledge of career and college pathways for future goals and aspirations. <b>Staff Responsible for Monitoring:</b> Principal, Technology Application Teacher	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** Qualified and highly effective personnel will be recruited, developed and retained via highly qualified recruitment plan.

**Performance Objective 1:** Support all new employees in order to achieve at least 90% retention rate by the end of the school year.

**Evaluation Data Sources:** Campus Personnel Retention Rates (provided by HR)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and implement mentoring, professional development training and support program for new teachers (new to career or new to district) and tenured professionals promoted to new positions. <b>Strategy's Expected Result/Impact:</b> Retain our staff and teachers. Provide our staff with quality professional learning. <b>Staff Responsible for Monitoring:</b> Principal, District Teacher Mentor	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a mentor system (for zero to three years' experience) and buddy system (for four plus new to the district) that provides instructional support. <b>Strategy's Expected Result/Impact:</b> Teachers new to the profession will be given guidance and support through their first three years of service. <b>Staff Responsible for Monitoring:</b> Principal, Mentor Teachers, Dept. Heads	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Recruit and retain ESL certified teachers to meet TEA certification requirements under Chapter 89 of the Texas Administrative Code (TAC). <b>Strategy's Expected Result/Impact:</b> Meet the certification requirements of Chapter 89 of TAC. <b>Staff Responsible for Monitoring:</b> Principal, Executive Director of Human Resources, Bilingual ESL Coordinator	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





**Goal 5:** Qualified and highly effective personnel will be recruited, developed and retained via highly qualified recruitment plan.

**Performance Objective 2:** Support and assist all existing employees in order to achieve at least 95% retention rate by the end of the school year.

**Evaluation Data Sources:** HR data; Rattler Review (BLG weekly newsletter); agendas/sign in sheets; TTESS reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and implement positive morale through support programs, team building, mentorship, effective communication, employee input and recognition in order to foster a healthy work environment. <b>Strategy's Expected Result/Impact:</b> B.L. Gray Jr High will be a positive, healthy work environment for all employees. <b>Staff Responsible for Monitoring:</b> Principals, Campus Secretary <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Employees will be afforded opportunities to build instructional and leadership capacity. <b>Strategy's Expected Result/Impact:</b> Increased staff involvement in leadership roles in various capacities through professional and learning opportunities. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Leadership Team	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue the implementation of the Texas Teacher Evaluation and Support System (T-T ESS) as our approved instrument for evaluating and supporting teachers. <b>Strategy's Expected Result/Impact:</b> Provide teachers professional development and feedback to increase ratings on T-T ESS evaluations and improve instructional practices. <b>Staff Responsible for Monitoring:</b> Curriculum Department, Principal, Assistant Principals	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Conduct department and faculty meetings. <b>Strategy's Expected Result/Impact:</b> Monthly meetings to collaborate on best practices, build teacher capacity, calibrate instructional timelines, and promote alignment. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Support faculty and staff by providing professional development, resources and instructional materials. <b>Strategy's Expected Result/Impact:</b> Retain personnel by supplying them with resources and materials. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr







Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Promote the importance and recognize staff with exceptional attendance. <b>Strategy's Expected Result/Impact:</b> Staff attendance will increase. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** Qualified and highly effective personnel will be recruited, developed and retained via highly qualified recruitment plan.

**Performance Objective 3:** Throughout the school year, evaluate the quality of teachers and paraprofessionals in the district to determine 100% compliance with Title I requirements (ESSA).

**Evaluation Data Sources:** Federal Programs and HR data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> TEA compliance report. <b>Strategy's Expected Result/Impact:</b> Yearly monitoring of NCLB(ESSA) Highly Qualified Compliance Report <b>Staff Responsible for Monitoring:</b> Human Resources Department, Principal	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct walk-throughs and provide feedback to teachers. <b>Strategy's Expected Result/Impact:</b> Walk-through reports to chart progress <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals	Formative		
	Nov	Feb	Apr
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			





**Goal 6:** Sharyland students will demonstrate exemplary performance in comparison to local, state and national standards.

**Performance Objective 1:** The campus will have an overall grade of A (90-100%) on state accountability measures.

**Evaluation Data Sources:** STAAR results, benchmark, DPA's, RDA reports, walkthroughs, sigh-in sheets, agendas, etc.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement intentional instructional interventions, based on data, to support struggling learners, Special Education students and EL students. <b>Strategy's Expected Result/Impact:</b> Increase STAAR performance scores. <b>Staff Responsible for Monitoring:</b> Curriculum Administrator, Principal, Testing Coordinator, ESL Strategist, Special Education staff	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> STAAR based assessment questioning will be used in all content areas. Higher Order Thinking Skills will be included in content area assessments. Implement highly engaged classroom. <b>Strategy's Expected Result/Impact:</b> Increase STAAR performance percentages in the Meets and Masters level. <b>Staff Responsible for Monitoring:</b> Teachers	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Use data to redirect, vertically align and differentiate instruction for all students, Special Education, At-Risk, and EL students. Utilize action plans in the core subject areas of need. <b>Strategy's Expected Result/Impact:</b> Campuses meet all targets in all domains, Comprehensive Needs Assessment. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Content area teachers will implement district created curriculum, and use AWARE and Lead4ward to disaggregate student data to adjust instruction for improvement. <b>Strategy's Expected Result/Impact:</b> Student achievement will increase when teachers disaggregate data and adjust their instruction to meet the needs of all students. <b>Staff Responsible for Monitoring:</b> Curriculum Administrator, Principal, Testing Coordinator, Teachers	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Students not meeting expectations on the STAAR Reading and/or Math exam will be assigned to Math and/or Reading Help classes during an elective period and tutorials. <b>Strategy's Expected Result/Impact:</b> Students will meet standard on STAAR through the intervention Math/Reading Help courses. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Testing Coordinator, Counselors, Teachers <b>Comprehensive Support Strategy</b>	Formative		
	Nov	Feb	Apr





Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Conference with students who are failing 2 or more classes at the end of each grading period to provide academic counseling. <b>Strategy's Expected Result/Impact:</b> Students will know that we are progress monitoring their grades and conversations will occur with parents and teachers. Student will put forth more effort when all vested stakeholders are communicating. <b>Staff Responsible for Monitoring:</b> Administration, Counselors, Special Programs staff	Formative		
	Nov	Feb	Apr
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Academic tutoring will be utilized to help reinforce skills. Special Education and EL students will be the focus of tutoring sessions to address system safeguards. Computer software programs will be utilized to provide targeted tutoring for students identified with academic needs. <b>Strategy's Expected Result/Impact:</b> Increase STAAR scores <b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators, SS Teachers <b>Comprehensive Support Strategy</b>	Formative		
	Nov	Feb	Apr
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Accelerated Math and Reading instruction will be provided to students who score below an Approaches level on the 1st administration of the 8th grade district benchmarks. <b>Strategy's Expected Result/Impact:</b> Increase the passing rate of students on the 2nd and 3rd round of STAAR. <b>Staff Responsible for Monitoring:</b> Principal, Testing Coordinator, Teachers <b>Comprehensive Support Strategy</b>	Formative		
	Nov	Feb	Apr
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Increase the number of students achieving masters performance on STAAR and on top 25% in the state accountability reports in June/July. <b>Strategy's Expected Result/Impact:</b> The number of students receiving masters levels will increase by 5% on benchmarks/DPA, and STAAR assessments. <b>Staff Responsible for Monitoring:</b> Principal, Testing Coordinator, Teachers	Formative		
	Nov	Feb	Apr
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Special Education/General Education - Coordination Meetings will occur every 3 weeks to communicate progress/needs of students in the program to system safeguards. <b>Strategy's Expected Result/Impact:</b> Students will receive the interventions and instructional adjustments necessary before the grading period ends to ensure success. <b>Staff Responsible for Monitoring:</b> ESL Strategist, Special Education staff, Teachers <b>Comprehensive Support Strategy</b>	Formative		
	Nov	Feb	Apr

Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Analyze test results from prior years to adjust the delivery of curriculum and instruction to meet the needs of all students and identified special needs students in June through September. <b>Strategy's Expected Result/Impact:</b> Comprehensive Needs Assessment on areas of weakness. Action plans to address those areas. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> High quality professional development will be made available for faculty, staff and administration to attend and attain innovative techniques. <b>Strategy's Expected Result/Impact:</b> Innovative techniques implemented by faculty and staff will increase student achievement. <b>Staff Responsible for Monitoring:</b> Principal, Teachers <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Provide professional development to principals and instructional leaders on data to identify root causes as identified in state accountability system. <b>Strategy's Expected Result/Impact:</b> Provide professional development to principals and instructional leaders on data to identify root causes as identified in state accountability system. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** Sharyland students will demonstrate exemplary performance in comparison to local, state and national standards.

**Performance Objective 2:** Utilize data to inform instructional approach for increased student achievement by 5% in all content areas by the end of the school year.

**Evaluation Data Sources:** STAAR data, Color Band growth charts

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Core content teachers will be trained in Color Band growth charts to monitor student progress. <b>Strategy's Expected Result/Impact:</b> Strengthen knowledge and have a better understanding of the Color Band growth charts. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide curriculum based professional development that is relevant, effective, and ongoing. (SP 1.1.1) <b>Strategy's Expected Result/Impact:</b> Increase teacher attendance, improve lesson plans formulation, improve delivery of instruction, and document walk-through data, STAAR data <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Region One conferences will be made available for faculty, staff and administration to attend and attain innovative techniques. <b>Strategy's Expected Result/Impact:</b> Innovative techniques implemented by faculty and staff will increase student achievement. <b>Staff Responsible for Monitoring:</b> Principal, Teachers <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide professional development to principals and instructional leaders on data to identify root causes as identified in state accountability system. <b>Strategy's Expected Result/Impact:</b> Improvement in overall scores from assessment to assessment. Campus meets all targets in all domains on Benchmarks and STAAR assessments. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 7:** School will provide a safe and secure learning environment for staff and all students.

**Performance Objective 1:** By the end of the school year, reduce disciplinary infractions by 5% through the use of an effective student management framework.

**Evaluation Data Sources:** PEIMS discipline data, internal discipline data, professional development for all staff

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Integrate Project Wisdom and Capturing Kids Hearts strategies in morning announcements. <b>Strategy's Expected Result/Impact:</b> Morning announcements will include Project Wisdom tenets for students to practice daily in order to enhance student ownership. <b>Staff Responsible for Monitoring:</b> Administration Team <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement the Level 1 Discipline Management Report to encourage intervention between the teacher and student and promote classroom management. <b>Strategy's Expected Result/Impact:</b> Decreased Level I infractions resulting from increased professional development; increased parent involvement via increased communication between parent and teacher. <b>Staff Responsible for Monitoring:</b> Administration Team <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Monitor that all teachers complete the Level 1 Discipline Management report prior to writing a discipline referral for repeated Level 1 violations to ensure that students are receiving due process. <b>Strategy's Expected Result/Impact:</b> Provide professional development for Discipline Management Report. <b>Staff Responsible for Monitoring:</b> Administration Team	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide professional development of disciplinary management strategies. <b>Strategy's Expected Result/Impact:</b> Decrease student discipline referrals . <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional and Assessment Strategist	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implement the e-campus tardy and discipline program to promote self discipline and reduce number of referrals and inform parents when infractions occur. <b>Strategy's Expected Result/Impact:</b> Provide communication for all students at the beginning of the year regarding tardy and dress code policy. Consistency of use for all tardies on campus. Training provided for office staff. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Office Staff <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Detention, lunch detention, afterschool detention, and In School Suspension will be utilized to deter misbehavior and to address those out of compliance with the Student Code of Conduct. <b>Strategy's Expected Result/Impact:</b> decrease number of discipline referrals. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative		
	Nov	Feb	Apr
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Utilize behavior intervention specialists. <b>Strategy's Expected Result/Impact:</b> Interventionist will provide strategies to decrease inappropriate behavior. <b>Staff Responsible for Monitoring:</b> Counselors, Administration Team	Formative		
	Nov	Feb	Apr
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Implement Random Drug Testing Policy (RDT) with counseling opportunities for students. <b>Strategy's Expected Result/Impact:</b> Continued communication with RDT provider. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors	Formative		
	Nov	Feb	Apr
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Establish a comprehensive support system in alignment with the district code of conduct in order to foster academic integrity for all Sharyland ISD students. (SP 3.3.1) <b>Strategy's Expected Result/Impact:</b> Provide information to students at the beginning of the year regarding academic integrity. Inform parents of these guidelines via SPTSO and Newsletter. <b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources, Principals	Formative		
	Nov	Feb	Apr
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Establish a comprehensive support system in alignment with the district code of conduct in order to foster social integrity for all Sharyland ISD students. (SP 3.3.2) <b>Strategy's Expected Result/Impact:</b> Provide information to students throughout the year for the code of conduct; information provided for parents via registration process and periodic informational sessions. <b>Staff Responsible for Monitoring:</b> Superintendent and campus administrators	Formative		
	Nov	Feb	Apr
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			



**Goal 7:** School will provide a safe and secure learning environment for staff and all students.

**Performance Objective 2:** By the end of the school year, reduce the involvement of students in gang related activities and drug use by 3% as measured by district discipline reports.





**Evaluation Data Sources:** PEIMS discipline data, internal discipline data, professional development for all staff

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus police officer will be available for presentations on weapon and other illegal substances. <b>Strategy's Expected Result/Impact:</b> Facilitate police officer interaction with students throughout the school year and as needed. <b>Staff Responsible for Monitoring:</b> Principal, Counselors, Campus Officer	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Guest speakers will be invited to speak on drug prevention, violence, and peer pressure, etc. <b>Strategy's Expected Result/Impact:</b> Organize speaker presentations. <b>Staff Responsible for Monitoring:</b> Principal, Counselors	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Counselors will coordinate the Red Ribbon Week events for teachers and students. <b>Strategy's Expected Result/Impact:</b> Organize and plan activities throughout the week. <b>Staff Responsible for Monitoring:</b> Principal, Counselors <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide resources to all students on topics, such as: bullying, academic success, career planning, character building, sexual harassment, such as Anti-Bullying Campaign, Choose Kindness, Hello Week, etc. <b>Strategy's Expected Result/Impact:</b> Conduct lessons for students throughout the year. Coordinate Anti-Bullying Campaign on campus. <b>Staff Responsible for Monitoring:</b> Principal, Counselors <b>Funding Sources:</b> - 199 - General Funds - 199-E-116-49900041011000	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> All staff will be trained in the Emergency Operation Plan that includes lockdown, lockout, evacuate, and shelter drills. <b>Strategy's Expected Result/Impact:</b> Beginning of year training on emergency protocols for all staff. <b>Staff Responsible for Monitoring:</b> Campus Incident Commander	Formative		
	Nov	Feb	Apr

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> "I CARE" forms will be referred to counselors for students needing services. <b>Strategy's Expected Result/Impact:</b> Beginning of year training for all staff. <b>Staff Responsible for Monitoring:</b> Principal, Counselors	Formative		
	Nov	Feb	Apr
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> School Counseling, Psychologist and Social Services will help identify victims and perpetrators of violence and refer them to school services. <b>Strategy's Expected Result/Impact:</b> Continued communication with appropriate authorities (CPS). <b>Staff Responsible for Monitoring:</b> Administrators, Counselors	Formative		
	Nov	Feb	Apr
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Professional development and training in Campus Crisis Plan throughout the year. <b>Strategy's Expected Result/Impact:</b> Routinely practice emergency drills. <b>Staff Responsible for Monitoring:</b> Administrators, Incident Commander	Formative		
	Nov	Feb	Apr
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Designated staff will be required to complete CPI Training and maintain CPI certification through refresher courses. <b>Strategy's Expected Result/Impact:</b> Provide training opportunities for all staff. <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Nov	Feb	Apr
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Compliance trainings on topics such as sexual harrassment and safety will be provided to all staff. <b>Strategy's Expected Result/Impact:</b> Compliance Trainings <b>Staff Responsible for Monitoring:</b> Human Resources Department, Principal	Formative		
	Nov	Feb	Apr
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Staff will enforce that all visitors come through the front doors and receive a visitor's pass before walking into the hallways and/or classrooms. Parents will be screened using their driver's licence with the RAPTOR Program. <b>Strategy's Expected Result/Impact:</b> Continued use of parent check-in process; constant monitoring of hallways by security guards and officer on campus. <b>Staff Responsible for Monitoring:</b> Administrators, office staff	Formative		
	Nov	Feb	Apr
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Mirrored domes and cameras inside and outside the buildings to allow easier accessibility to view visitors and students in the hallways, gymnasiums, band hall, cafeteria and on the grounds. Two-way radios for designated faculty/staff members. <b>Strategy's Expected Result/Impact:</b> Continued monitoring of security measures throughout campus. <b>Staff Responsible for Monitoring:</b> Administrators, security personnel <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr

Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> First Aid Kits, supplies and medical equipment issued to the entire campus (teachers and office staff) as needed. <b>Strategy's Expected Result/Impact:</b> In conjunction with safety training, staff will be provided with Kits for use in emergency situations. <b>Staff Responsible for Monitoring:</b> Nurse	Formative		
	Nov	Feb	Apr
Strategy 14 Details	Formative Reviews		
<b>Strategy 14:</b> Unscheduled K-9 visits. <b>Strategy's Expected Result/Impact:</b> Coordination with central office for scheduling; information provided for all students and parents via beginning of year onboarding process. <b>Staff Responsible for Monitoring:</b> District Risk Manager, security personnel	Formative		
	Nov	Feb	Apr
Strategy 15 Details	Formative Reviews		
<b>Strategy 15:</b> Teachers will provide a hard copy of the Campus Crisis intervention procedures in their substitute folders. <b>Strategy's Expected Result/Impact:</b> By the 2nd week of school, teachers will include Campus Crisis Plan in their substitute folders. <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Nov	Feb	Apr
Strategy 16 Details	Formative Reviews		
<b>Strategy 16:</b> Partnership with Mission Police Department to maintain communication in case of a crisis situation. <b>Strategy's Expected Result/Impact:</b> Continued communication with campus police officer; scheduled crisis plan drills. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
Strategy 17 Details	Formative Reviews		
<b>Strategy 17:</b> Develop and implement strategies for drug awareness and prevention designed to create environments and conditions that support behavioral health and the ability of students to withstand challenges. (SP 3.2.1) <b>Strategy's Expected Result/Impact:</b> Implement drug and alcohol prevention programs in conjunction with presentations for students by guest speakers. <b>Staff Responsible for Monitoring:</b> Counselors	Formative		
	Nov	Feb	Apr
Strategy 18 Details	Formative Reviews		
<b>Strategy 18:</b> Faculty, staff and students will be issued campus identification badges. Parking permits will be assigned to faculty and staff members. <b>Strategy's Expected Result/Impact:</b> Safety <b>Staff Responsible for Monitoring:</b> Principal Principal Secretary	Formative		
	Nov	Feb	Apr





Strategy 19 Details	Formative Reviews		
<b>Strategy 19:</b> Resources and materials will be provided to ensure safety of students and staff. <b>Strategy's Expected Result/Impact:</b> Safety <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Nov	Feb	Apr

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 7:** School will provide a safe and secure learning environment for staff and all students.

**Performance Objective 3:** Throughout the school year, provide consistency in delivery of consequences for 100% of students throughout the district.





**Evaluation Data Sources:** PEIMS discipline data, internal discipline data, professional development for all staff

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Discipline Management Report training will be provided to all staff. <b>Strategy's Expected Result/Impact:</b> Professional development for all staff. Monitoring of discipline statistics. <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus leadership team, campus police officer, and security guards will actively monitor campus safety via assigned duties throughout the day. <b>Strategy's Expected Result/Impact:</b> Assigned supervisory duties; established protocols for addressing discipline needs. <b>Staff Responsible for Monitoring:</b> Administrators, Police Officers	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Professional development in the area of legal issues in the schools to include bullying and discipline issues. <b>Strategy's Expected Result/Impact:</b> Consistent professional development for all staff; monitoring of programs by applicable personnel. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implement CHAMPs and Capturing Kids Hearts Classroom Management protocols throughout campus. <b>Strategy's Expected Result/Impact:</b> Beginning of year, middle of year professional development for all staff. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 7:** School will provide a safe and secure learning environment for staff and all students.

**Performance Objective 4:** As required throughout the school year, provide District Alternative Education Program to service all eligible students.

**Evaluation Data Sources:** PEIMS data, DAEP placement data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue use of district-wide standardized placement process with forms for DAEP placement. <b>Strategy's Expected Result/Impact:</b> Adherence to district placement protocols. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Work with DAEP staff to ensure completion of assigned work and to ensure counseling is provided and continued support for students when they return to campus. <b>Strategy's Expected Result/Impact:</b> Coordinated communication with DAEP staff via email and school visits; coordination with counseling staff to address counseling needs of DAEP students. Monitor students when they return to campus. <b>Staff Responsible for Monitoring:</b> Principal/Assigned administrator	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Performance Objective 1:** Utilize technology integration strategies to better meet the instructional needs of the teachers and the learning needs of the students by the end of the school year.

**Evaluation Data Sources:** Campus usage reports of various instructional softwares.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize online needs assessment survey to evaluate campus technology needs and requirements. <b>Strategy's Expected Result/Impact:</b> Target high area of need based on survey results to meet the need of teachers and students. Renewal of technology in use will depend on usage reports. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will utilize Skyward, Eduphoria, G Suite for Education, and Microsoft 365 tools to increase the quality of instruction, resources, and student engagement. <b>Strategy's Expected Result/Impact:</b> Increase teacher software usage, instruction delivery, and student engagement. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize various software to enrich student learning. Tools and software included, but are not limited to, the following: Success Maker, Study Island, Library Digital Resources, Smart Music, Virtual Job Shadow, Istation, etc. <b>Strategy's Expected Result/Impact:</b> Increase use of software programs will result in academic growth for all students in need-monitored by usage reports <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Video/audio equipment will be made available for instructional services including, but not limited to, distance learning, training, lesson recording, announcements, and programming promotions and awareness. <b>Strategy's Expected Result/Impact:</b> Promote student awareness of different learning opportunities. <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Teachers will utilize and integrate the use of the latest technology that best addresses instructional needs for scholars identified as At-Risk. <b>Strategy's Expected Result/Impact:</b> Increase growth in academics. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		
	Nov	Feb	Apr





Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Develop and implement digital citizenship training and support programs for all students, staff, and parents. (SP 3.1.1) <b>Strategy's Expected Result/Impact:</b> Provide necessary training for SISD personnel and community via workshops and parent informational meetings. <b>Staff Responsible for Monitoring:</b> Principal, Librarian, Community Liaison	Formative		
	Nov	Feb	Apr
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> 10.) Technology will be utilized to enhance our Technology Application Classes. <b>Strategy's Expected Result/Impact:</b> Increase knowledge and understanding of latest technology to use with scholars. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Performance Objective 2:** Utilize technology to support professional development for staff.

**Evaluation Data Sources:** Eduphoria workshop reports, training evaluation survey results, etc.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Instill a platform for online learning that is accessible and available any time for teachers and students. <b>Strategy's Expected Result/Impact:</b> TTESS evaluation, technology and growth plan, campus technology representative training, Google certifications, etc. <b>Staff Responsible for Monitoring:</b> Librarian, Technology Committee Representative, Instructional Software Specialist, Appraisers	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide support for faculty and staff to promote maximum utilization of Google Apps for Education tools. <b>Strategy's Expected Result/Impact:</b> Provide training for Google educational suite; provide ongoing training opportunities and campus technology representative support. <b>Staff Responsible for Monitoring:</b> Technology representatives, principal	Formative		
	Nov	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# State Compensatory

## Personnel for B. L. Gray Junior High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brian Yanez	Aide	Behavior Interventionist	1.0
Jaime Montes	Teacher	CSR	.5
Julia Gillard-Overstreet	Teacher	Literacy Intervention	1.0
Magda Flores	Teacher	CSR	1.00
Omar Carranza	Aide	Computer Lab	1.0
Samantha Guerra	Teacher	Junior High AEP	0.5

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Clariza Rivera	Federal Counselor	BL Gray	100%
Julia Gilliard	Literacy Intervention Teacher	BL Gray	100%

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
2	2	5			\$0.00
2	2	9			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
4	1	7	Lesson Plans, Lesson Materials, Presenters, Transportation	199-11-6499-00-041-0-23-000	\$0.00
4	1	10		199-E-11-6399-00-041-0-11-00	\$0.00
4	1	13	PIC 24 State Comp Ed		\$0.00
4	2	3		199-E-11-6399-00-041-0-24	\$0.00
4	2	5	Teacher training materials, travel expenses, presenters	199-E-13-6239-00-041-0-99-000	\$0.00
4	3	1			\$0.00
5	2	1			\$0.00
6	1	12			\$0.00
6	2	1			\$0.00
6	2	3			\$0.00
7	1	1			\$0.00
7	1	2			\$0.00
7	1	5			\$0.00
7	2	3			\$0.00
7	2	4		199-E-116-49900041011000	\$0.00
7	2	12			\$0.00
7	3	3			\$0.00
8	1	3			\$0.00
8	1	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00