

Calallen Independent School District



Magee Intermediate

2024-2025 Formative Reviews

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Goal 1

All learning environments will foster engagement by integrating personalized learning experiences and pursuits aligned to desired career pathways.

Performance Objective 1

85% of students will participate in appropriate CTE, STEM, and college and career readiness activities.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Promote college and career awareness monthly hosting discussion and college/university jersey day

Strategy's Expected Result/Impact: 100% of students will be exposed to information about different careers, colleges and universities

Staff Responsible for Monitoring: Counselor, Teachers

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 2

Promote the development of healthy social skills and problem-solving techniques necessary for future post-secondary success through Leader in Me, restorative practices, and guidance lessons

Strategy's Expected Result/Impact: Student participation in restorative practices by using 60 second relate breaks, greetings at the door, 90 second, 2 minute connections or circles. Informal assessments after guidance lessons, reduced # of referrals

Staff Responsible for Monitoring: Counselor, Teachers

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 3

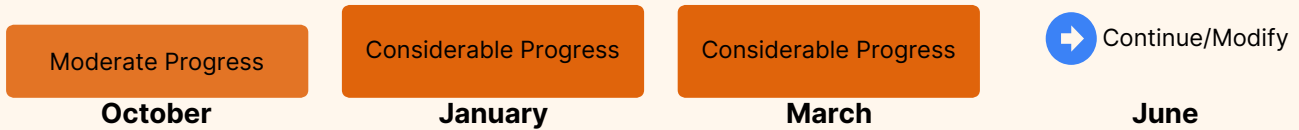
Provide students with opportunities for hands-on, creative ways to encourage them to design,

experiment, build and invent as they deeply engage in science, engineering and tinkering via Makerspace

Strategy's Expected Result/Impact: Increased student participation in makerspace , STEM stations, and other hands-on activities in all areas of the school

Staff Responsible for Monitoring: Library Media Specialist, Teachers

Formative Reviews



Performance Objective 2

Early Childhood Literacy Board Outcome Goal: The percent of 3rd grade students that score "meets" grade level or above on STAAR Reading will increase from 58% to 60% by June 2025 and the percent of 3rd grade students that score "meets" grade level or above on STAAR Mathematics will increase from 47% to 62% by June 2025.

Evaluation Data Source: TEA Accountability Reports, STAAR scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

In order to predict students academic growth toward meeting the grade 3 STAAR reading and mathematics goal, students in grades kindergarten through grade 3 will be assessed using the Northwest Education Association (NWEA) Measures of Academic Growth (MAP). Assessments will be conducted at the beginning of the year (BOY), middle of year (MOY), and end of year (EOY). MAP Growth reveals how much growth has occurred between testing events and, when combined with MAP norms, shows projected proficiency. Using RIT data, educators can track growth through the school year and over multiple years.

Strategy's Expected Result/Impact: Annual student progress in reading and math

Staff Responsible for Monitoring: Curriculum Director, math and reading specialists, campus admin., teachers

Formative Reviews



Strategy 2

In accordance with HB 3, all 3rd grade teachers, sped teachers, lab teachers, and campus admin. must participate in the Texas Reading Academies. Calallen ISD will partner with an approved provider to conduct the required training. New teachers will be trained as needed.

Strategy's Expected Result/Impact: Intensive and extensive reading specific training for teachers and principals that will result in better student achievement.

Staff Responsible for Monitoring: Curriculum dir., campus admin.

Formative Reviews

Considerable Progress


October

Considerable Progress

January

Considerable Progress

March

 Continue/Modify

June

Goal 2

We will ensure that all students receive a high-quality education, and to close the achievement gap between students meeting the challenging State academic standards and those students who are not meeting such standards. We will provide a nurturing, engaging, interactive learning environment using varied methodologies which will encourage mutual respect and positive relationships.

Performance Objective 1

Increase the category of closing the gaps as measured by the state accountability system from a scale score of 85 (in 2023) to 86 or above.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Disaggregate assessment data (NWEA, unit and/or nine-week assessments, STAAR benchmarks, STAAR assessments) and identify students needing additional assistance. Provide appropriate intervention strategies through Small Group/Guided Math and Reading, Rtl, math and reading lab, EDP and/or in-school tutorials. Provide SSI remediation for 5th grade students.

Strategy's Expected Result/Impact: Scores, benchmarks, assessments, Rtl minutes, Guided Reading and Math Data Collection, completed grade level data sheets

Staff Responsible for Monitoring: Campus administrators, teachers, Data Team

Formative Reviews



Strategy 2

Develop alignment in enrichment areas including curriculum frameworks and specific initiatives to support TEKS-based instruction in each enrichment area to support TEKS implementation in the core subject areas.

Strategy's Expected Result/Impact: Lesson plans, walk-throughs

Staff Responsible for Monitoring: Campus administrators, teachers, curriculum writers, VVT

Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Continue/Modify

June

Strategy 3

Continue to provide accelerated instruction at Magee Intermediate for at-risk students through the utilization of math specialist and math lab, reading lab specialist and reading lab, thereby reducing class size.

Strategy's Expected Result/Impact: Scores, benchmarks, assessments, STAAR, Reading/Math Lab reports

Staff Responsible for Monitoring: Campus administrators, teachers, reading and math specialists

Formative Reviews

Moderate Progress


October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

June

Strategy 4

Monitor the effectiveness of the reading lab and the math lab program using the NWEA MAP data and adjust program requirements to meet the needs of students.

Strategy's Expected Result/Impact: MAP Scores, benchmarks, assessments, STAAR, Reading/Math Lab reports

Staff Responsible for Monitoring: Campus administrators, teachers, reading and math lab specialist

Formative Reviews

Moderate Progress


October

Considerable Progress

January

Considerable Progress

March

 Continue/Modify

June

Strategy 5

Review, revise and enhance 3-5 curriculum to ensure content addresses each core curriculum area and meets the needs of gifted students.

Strategy's Expected Result/Impact: Lesson plans, walk-throughs

Staff Responsible for Monitoring: Campus administrators, G/T coordinator, G/T teachers, curriculum writers

Formative Reviews

Moderate Progress


October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

June

Strategy 6

Focus on higher order thinking/critical thinking, Kagan and high yield strategies by integrating activities into the curriculum that provide instruction at appropriate levels of depth and complexity (at least 50% of instruction at or above the application level of Bloom's Taxonomy).

Strategy's Expected Result/Impact: Lesson plans, walk-throughs

Staff Responsible for Monitoring: Campus administrators, teachers, curriculum writers

Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Discontinue

June

Strategy 7

Utilize Title I, Part A funds for supplemental software, supplies, and materials that are valid and research-based such as: Balanced Literacy, Learning A-Z, Gradecam, EduSmart, Flocabulary, BookTaco, Science Penguin, The HUB, etc.

Strategy's Expected Result/Impact: Grades, benchmarks, assessments, STAAR scores, program student progress reports

Staff Responsible for Monitoring: Campus administrators, teachers, Assistant Superintendent of Curriculum, curriculum coordinators

Funding Sources: 211 - ESSA Title I, Part A, \$5,000

Title I: 2.4, 2.6

Formative Reviews

Moderate Progress


October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

June

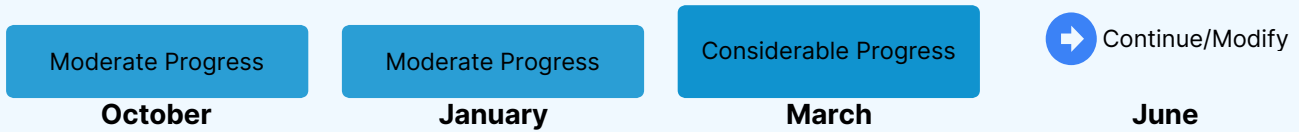
Strategy 8

Use information gathered from NWEA MAP and DMAC to disaggregate STAAR data and analyze campus performance on specific objective items to target any "gaps" in instruction that may become evident through analysis of the data.

Strategy's Expected Result/Impact: MAP Scores, benchmarks, assessments, STAAR, Lead4Ward heat maps, DMAC utilization reports, curriculum revisions

Staff Responsible for Monitoring: Campus administrators, teachers, Data Team, curriculum writers

Formative Reviews



Strategy 9

Develop spiral reviews/activities to reinforce 2nd -4th grade TEKS tested on STAAR with an emphasis in science through EduSmart.

Strategy's Expected Result/Impact: Scores, benchmarks, assessments, STAAR, EduSmart

Staff Responsible for Monitoring: Campus administrators, teachers, curriculum writers

Formative Reviews



Strategy 10

Improve Special Education students performance in all areas of STAAR Assessments (Math, Reading, Writing, Science) using best practices during instruction.

Strategy's Expected Result/Impact: Quarter exams, benchmark exams, STAAR scores

Staff Responsible for Monitoring: Campus Administrators, teachers

Formative Reviews



Performance Objective 2

Ensure the instructional strategies address the academic needs of all students (all subjects) such that campus performance on student growth shows an increase number of students reaching Approaching, Meets, Masters at 90%, 60%, 30% or above.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1


Utilize vertical alignment documents (VADS), instructional focus documents (IFD), STAAR verification sheets, and year at a glance (YAG) according to curriculum collaborative to create

instructional and assessment calendars, district Lesson plan template. Ensure implementation of the district's scope and sequence in core subject areas.

Strategy's Expected Result/Impact: Scores, benchmarks, assessments, STAAR

Staff Responsible for Monitoring: Campus administrators, teachers, curriculum writers

Formative Reviews

 Discontinue

October

January

March

June

Strategy 2

Coordinate the alignment and articulation of instruction both vertically and horizontally to deliver a high quality curriculum to all students.

Strategy's Expected Result/Impact: Scores, benchmarks, assessments, STAAR

Staff Responsible for Monitoring: Curriculum writers, campus administrators, teachers

Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Continue/Modify

June

Strategy 3

Monitor differentiated instructional activities for all special program areas (at risk students, Title I, special education, gifted/talented, Section 504, ESL, dyslexic, migrant, foster care, and homeless students). Actively engage students through the use of high yield instructional strategies and Kagan structures.

Strategy's Expected Result/Impact: Walk-throughs, lesson plans, scores, benchmarks, assessments, STAAR

Staff Responsible for Monitoring: Campus administrators, teachers

Formative Reviews

 Discontinue

October

January

March

June

Strategy 4

Magee Intermediate will ensure student success by using the inclusion model with an emphasis on refining the use of co-teach, Support Facilitate, and BSIP for special education students.

Strategy's Expected Result/Impact: Scores, benchmarks, curriculum based assessments, STAAR

Staff Responsible for Monitoring: Special education department, campus administrators, co-teach general education teachers

Formative Reviews

Moderate Progress	Moderate Progress	Moderate Progress	 Continue/Modify
October	January	March	June

Strategy 5

Continue to develop, refine, and implement a district-wide Response to Intervention (RtI) program using data for differentiation and NWEA MAP as a universal screener in ELAR and math. Train teachers to identify students who may be at risk for academic failure and to provide tiered instruction to meet student needs.

Strategy's Expected Result/Impact: Scores, benchmarks, assessments, STAAR, RtI plan, MAP data

Staff Responsible for Monitoring: Campus administrators, teachers

Formative Reviews

Some Progress	Some Progress	Some Progress	 Continue/Modify
October	January	March	June

Strategy 6

Ensure accommodations and/or modification plans for all special education students and 504 accommodation plans for students uploaded to Skyward, signed by the appropriate staff, and implemented and monitored

Strategy's Expected Result/Impact: Signature pages of receipt or given at end of ARD meeting to staff, uploaded documents available in SKYWARD to teacher of record, documentation of accommodations

Staff Responsible for Monitoring: Special education department, campus administrators, teachers

Formative Reviews

Some Progress	Moderate Progress	Moderate Progress	 Continue/Modify
October	January	March	June

Performance Objective 3

Increase performance for all sub-groups (ELL, LEP, Special Ed, and Econ. Disadvantage, 2 or more races, etc.) on all STAAR tested subjects to reach Approaching, Meets, Masters at 90%, 60%, 30% or above.

Summative Evaluation: Some progress made toward meeting Performance Objective

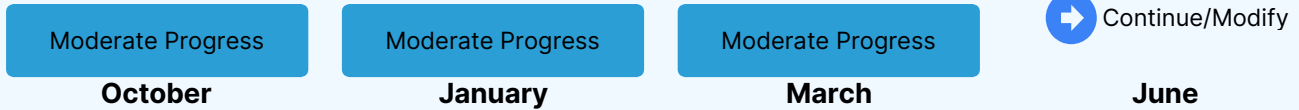
Strategy 1

Increase the number of EB students mastering and/or demonstrating growth on appropriate STAAR assessments

Strategy's Expected Result/Impact: Scores, benchmarks, assessments, STAAR

Staff Responsible for Monitoring: Teachers, campus administrators, special education teachers

Formative Reviews



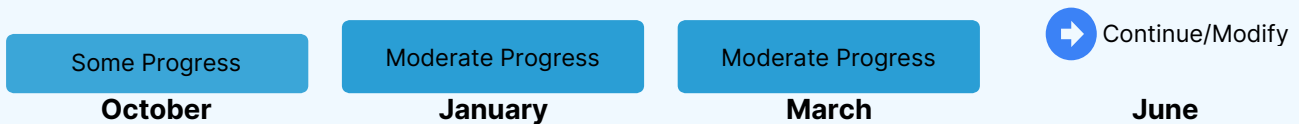
Strategy 2

Continue implementation and documentation relating to the effectiveness of required alternative assessment strategies for special needs students. Use STAAR, STAAR Alternative, and TELPAS data to determine program effectiveness. Make curricular and/or program changes as needed.

Strategy's Expected Result/Impact: Scores, benchmarks, assessments, STAAR

Staff Responsible for Monitoring: Teachers, campus administrators, counselor, special education teachers

Formative Reviews



Strategy 3

Provide in-school tutorials sessions for Magee students needing intensive STAAR remediation in reading, math, writing, and/or science.

Strategy's Expected Result/Impact: Scores, benchmarks, assessments, STAAR

Staff Responsible for Monitoring: Teachers, campus administrators, counselor

Funding Sources: 281 - ESSER II, \$8,500, 199 - General Fund, \$9,500

Title I: 2.6

Formative Reviews



Strategy 4

Increase the number of special education students demonstrating growth on designated STAAR tests.

Strategy's Expected Result/Impact: Scores, benchmarks, assessments, STAAR

Staff Responsible for Monitoring: Teachers, campus administrators, special education teachers

Formative Reviews



Strategy 5

Continue the use of Learning Zone and proactive behavioral intervention strategies . Provide Restorative Practices, Leader in Me, and 7 Habits training updates to staff. Provide training to administrators, teachers, students and parents if requested.

Strategy's Expected Result/Impact: Learning Zone documentation, Practice Academy documentation, scores, benchmarks, assessments, STAAR, Restorative Practices

Staff Responsible for Monitoring: Teachers, campus administrators, B-SIP staff

Formative Reviews



Performance Objective 4

Increase the percentage of students achieving STAAR Mastered performance to 30% or above for all students in all subjects.

Strategy 1

Use district benchmarks, prior year STAAR data, and TEKS analysis to identify areas of instructional need and provide appropriate instructional materials.

Strategy's Expected Result/Impact: Student STAAR Mastery Levels

Staff Responsible for Monitoring: Teacher, campus administrator

Formative Reviews



Performance Objective 5

Magee Intermediate will provide a safe, orderly, well-maintained and managed school climate that nurtures the emotional, social, and physical well-being of students and staff to increase positivity.

Strategy 1

Students and staff will be provided with and practice efficient plan for safety/crisis management issues through standard response protocol and monthly safety meetings for all staff.

Strategy's Expected Result/Impact: Faculty sign-in sheets, agenda, fire drill documentation, staff development, fire drill annual report

Staff Responsible for Monitoring: Campus administrators, classroom teachers

Formative Reviews

Moderate Progress


October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

June

Strategy 2

Select, provide training, and implement research-based violence prevention curriculum such as conflict resolution (Restorative Practices), anger management, and no-bullying.

Strategy's Expected Result/Impact: Staff development sign-in sheets, training certificates

Staff Responsible for Monitoring: Campus administrators, Counselor, classroom teachers

Funding Sources: 199 - General Fund: SCE, \$500

Formative Reviews

Some Progress


October

Some Progress

January

Moderate Progress

March

 Continue/Modify

June

Strategy 3

Provide guidance and counseling opportunities for students, staff, and parents on alternatives to drugs and violence by implementing guidance lessons and Red Ribbon Activities

Strategy's Expected Result/Impact: Newsletters, guidance lessons, Red Ribbon Week campus activity log, increased number of parent meetings

Staff Responsible for Monitoring: Campus administrators, classroom teachers, counselor

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 4

Offer website link to report bullying. The district has adopted a "Freedom from Bullying" policy [FFI (LEGAL) and (LOCAL)] which details requirements for the prevention, identification, response to and reporting of bullying. Training on David's Law will be conducted and will include cyber-bullying. Counselors will work with administrators to provide counseling to all parties involved. The policy and procedures are located in the Addendum. The Freedom from Bullying policy will be further implemented by guest speakers and assemblies to provide activities regarding bullying prevention and a districtwide counseling anti-bullying and bullying awareness curriculum.

Strategy's Expected Result/Impact: Online bully reports and follow-up documentation

Staff Responsible for Monitoring: Campus administrators, technology department, counselor

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 5

Provide assistance and support through the counseling department, mentor programs and other agencies as appropriate.

Strategy's Expected Result/Impact: Rtl minutes in eStar, counselor's log

Staff Responsible for Monitoring: Campus administrators, counselor

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

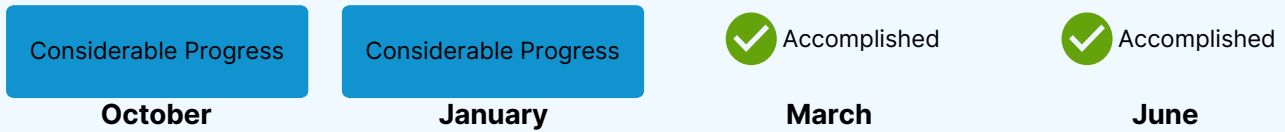
Strategy 6

Continue to provide transition from campus-to-campus within the district: * 2nd grade students from primary campuses will tour Magee Intermediate; *Fifth grade students will tour Calallen Middle School. Calallen Middle School will come and do an assembly to explain classes for electives as well as invite the CMS band to present to all 5th graders.

Strategy's Expected Result/Impact: Campus activity report

Staff Responsible for Monitoring: Campus administrators, counselors

Formative Reviews



Strategy 7

Implement school-wide positive communication log to communicate and document any behaviors as well as positive actions .

Strategy's Expected Result/Impact: Communication Log for all students with positives and to communicate issues. Discipline report data

Staff Responsible for Monitoring: Campus administrators, classroom teachers

Formative Reviews



Strategy 8

Review and revise CISD student code of conduct according to district needs and mandated changes in state law.

Strategy's Expected Result/Impact: Reduction in discipline referrals, increase in positive reinforcement

Staff Responsible for Monitoring: Campus administrators, CISD Assistant Superintendent for Personnel

Formative Reviews



Strategy 9

Chapter 37 discipline mandates, student code of conduct, student discipline and discipline strategies, classroom management, conflict resolution, behavior management, drug and violence awareness and prevention, Crisis Management Plan and Restorative Practices.

Strategy's Expected Result/Impact: Reduction in discipline referrals, increase in positive reinforcement

Staff Responsible for Monitoring: Campus administrators, classroom teachers

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 10

All eligible Magee Intermediate students will participate in Fitnessgram

Strategy's Expected Result/Impact: Parent notification letters, Fitnessgram results

Staff Responsible for Monitoring: Campus administrators, P.E. teachers

Formative Reviews

Moderate Progress

October

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategy 11

Restorative Discipline techniques and practices to build relationships. Train staff in new practices (60 second, 90 second, 2 minute connection, & Spark). Circles training on campus and in district to build relationships. Every classroom creates Treatment Agreement with class that is used throughout the year when issues arise.

Strategy's Expected Result/Impact: Discipline records, parent communication logs, lesson plans, treatment agreements used in classes around campus to assist students in working out issues.

Staff Responsible for Monitoring: Teachers, administrators

Formative Reviews

Some Progress

October

January

March



Discontinue

June

Strategy 12

Address the needs of students for special programs such as early mental health intervention and suicide prevention, conflict resolution, homeless, pregnancy related services, drug and violence prevention/ intervention (including prevention, identification, harassment and teen dating violence, prevention and education concerning unwanted physical or verbal aggression) dyslexia identification and intervention, and accelerated education.

Strategy's Expected Result/Impact: lesson plan documentation, counselor logs, restorative circles, individual guidance

Staff Responsible for Monitoring: Campus Admin, counselor logs, teachers, dyslexia specialists

Title I: 2.5

Formative Reviews

Some Progress


October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

June

Strategy 13

The district will adopt a program on intervention and suicide prevention that will train counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

- a. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying;
- b. Recognize students displaying early warning signs and a possible need for early mental health intervention and substance abuse;
- c. Intervene effectively with students described above, by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health services, may be taken by a parent or guardian. BQ (LEGAL) and FFB (LEGAL).
- d. Conduct a cyber-security night and hold crisis team meetings as needed;
- e. Provide resources for students with mental health issues;
- f. Provide training as need in grades 7-12 on bleeding control stations;
- g. Provide training on sexual abuse, sex trafficking, and other maltreatment of children including those with significant cognitive disabilities;
- h. Every educator must attend a school safety training course approved by TSSC;
- i. require and expand continuing education training for teachers, counselors, and principals on teaching/intervening with students with mental health conditions and students who engage in substance abuse;
- j. Train on Restorative Practices and strategies for establishing/maintaining positive relationships among students;
- k. Provide training on the ways grief and trauma affect student learning;
- l. Provide training on ways to prevent, identify, and respond to reports of bullying incidents;
- m. Provide training to new teachers and mentor teachers;
- n. Provide training on cybersecurity for mandated employees.

Strategy's Expected Result/Impact: Teacher training documentation, training evaluations

Staff Responsible for Monitoring: Counselors, teachers, nurses, administrators, law enforcement officers

Title I: 2.5, 2.6

Formative Reviews

Some Progress


October

Some Progress

January

Moderate Progress

March

 Continue/Modify

June

Performance Objective 6

Implement and monitor a system incorporating peer mentoring/coaching and highlight best practices so that 100% of the teachers are positively impacted.

Strategy 1

"5 minute share" time quarterly during faculty meetings.

Strategy's Expected Result/Impact: A continuous variety of classroom professional development that will enhance campus instructional practices.

Staff Responsible for Monitoring: Campus administration

Formative Reviews



Strategy 2

PLC or best practice ideas shared in the principal's weekly newsletter to staff to highlight ideas to try with class.

Strategy's Expected Result/Impact: Motivation for teachers to highlight successful strategies to help build communication with staff and parents, and enhance departmental instructional practices

Staff Responsible for Monitoring: Campus administration

Formative Reviews



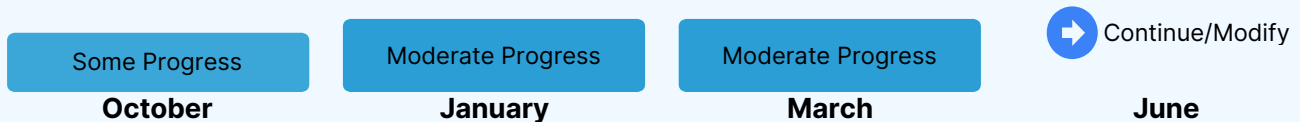
Strategy 3

Share best practices through departments in PLC time.

Strategy's Expected Result/Impact: Supportive environment

Staff Responsible for Monitoring: Campus administration

Formative Reviews



Strategy 4

Pair new teachers to the district with a department and pod mentor. Include new to teaching staff in the CATS Academy through the district.

Bi-Quarterly New Teacher Support Meetings with the Administrators for new teachers, new to Calallen Teachers, or teachers in their first 3-5 years as a teacher.

Strategy's Expected Result/Impact: Supportive environment, share behavior management ideas, talk through struggles

Staff Responsible for Monitoring: Campus administration

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Goal 3

Magee will maintain current and future digital content technology for students and teachers.

Performance Objective 1

Engage 100% of Magee Intermediate students and teachers through the use of technological tools to access, create and as well as share with other learners.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1


Continue to integrate advanced technology practices into the classroom curriculum which is aligned with TAC, Title 19, Part II, Chapter 126 TEKS for Technology Applications and satisfy all reporting requirements of TEA. Increase curriculum technology integration in all grades and all subject areas.

Strategy's Expected Result/Impact: Lesson plans, walk-throughs, program evaluation, data analysis, makerspace sign in sheets, benchmark testing

Staff Responsible for Monitoring: Campus administrators, classroom teachers, technology integration specialist, digital learning coaches, curriculum specialists

Title I: 2.5

Formative Reviews

 Discontinue

October

January

March

June

Strategy 2

Provide online resources on Magee Intermediate website to correlate with classroom instructional objectives

Strategy's Expected Result/Impact: Lesson plans, walk-throughs, list of internet resources used

Staff Responsible for Monitoring: Campus administrators, classroom teachers

Formative Reviews

Some Progress


October

Some Progress

January

Moderate Progress

March

 Continue/Modify

June


Strategy 3

Continue with and increase the usage of MakerSpace and Chrome Book cart.

Strategy's Expected Result/Impact: Library schedule, student products, Library usage

Staff Responsible for Monitoring: Media Library Specialist, Campus administrators, classroom teachers, technology integration specialist

Formative Reviews

 Discontinue

October

January

March

June

Strategy 4

Provide districtwide professional development training in state mandated topics including but not limited to: SEL, AED, CPR, technology, TA - TEKS, sexual abuse and other maltreatment of children, bullying, sexual harassment, child abuse, classroom management, ASPIRE for vaping, district discipline policies, student code of conduct, special education modifications, training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special ed, implementation of TEKS/ELPS, LPAC, Response to Intervention (RtI), conflict resolution, G/T, and ESL for staff and administrators. Coordinate and integrate professional development activities and specified other trainings at the request of the SHAC and administrative personnel.

Strategy's Expected Result/Impact: Teacher training documentation, training evaluations, training descriptions and Eduphoria data

Staff Responsible for Monitoring: Administrators, Technology integration specialist, teachers, data analyst, central office administration

Title I: 2.5

Formative Reviews

Moderate Progress


October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

June


Strategy 5

Teachers will embed the Technology Applications (TA) TEKS in classroom instruction and lesson plans

Strategy's Expected Result/Impact: Technology benchmark testing, student products

Staff Responsible for Monitoring: Technology application specialists, teachers, administrators

Formative Reviews

 Discontinue

October

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March

June

Strategy 6

Utilize Title I, Part A funds for supplemental software, supplies, and materials according to campus and district needs assessment results (such as: Learning A to Z, Flocabulary, EduSmart, Book Taco, Science Penguin, The HUB).

Strategy's Expected Result/Impact: Scores, benchmark assessments, EDP lesson plans and parent sign-in sheets

Staff Responsible for Monitoring: District and campus admin, teachers

Funding Sources: 199 - General Fund, \$9,500

Title I: 2.5, 2.6

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 7

Utilize Title I, Part A funds for supplemental tutoring, and parental involvement. Fully implement the Parent and Family Engagement Plan. Conduct a wide variety of parent meetings to meet identified needs.

Strategy's Expected Result/Impact: scores, benchmark assessments, parent and family engagement plans, sign-in sheets, agendas

Staff Responsible for Monitoring: district and campus admin, teachers

Funding Sources: 199 - General Fund, \$4,750, 281 - ESSER II, \$4,250

Title I: 2.4, 2.5, 2.6, 4.2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 8

Title I, Pt. A campuses will jointly develop and distribute a written parent and family engagement policy that addresses all mandated items to the parents and family members of their students. The plan will be made available in English and Spanish.

Strategy's Expected Result/Impact: jointly developed parent and family engagement policies in both languages

Staff Responsible for Monitoring: campus admin

Title I: 4.1

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Goal 4

Magee Intermediate will create efficient, safe, and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged.

Performance Objective 1

Magee Intermediate will maintain and increase the number of partnerships with parents/guardians, businesses, community organizations, local government, and higher education institutions to prepare students for their future.

Summative Evaluation: Some progress made toward meeting Performance Objective

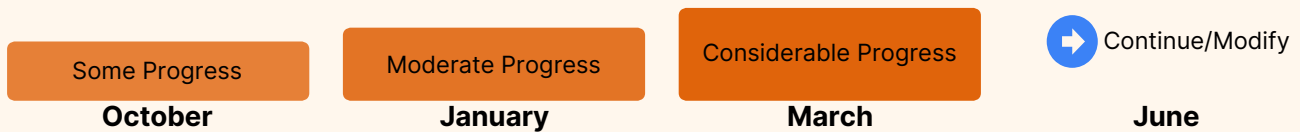
Strategy 1

Continue focus on improving student attendance through campus incentives and recognition (announcements for classes with perfect attendance for the week) Involve parents in improving student attendance.

Strategy's Expected Result/Impact: Home visit logs, communication logs, parent notification letters, attendance records, attendance incentives for classes when they have perfect attendance for the week and when they spell out perfect attendance.

Staff Responsible for Monitoring: Campus administrators, classroom teachers, truancy officer, PEIMS clerk, counselor

Formative Reviews



Strategy 2

Continue to offer parent training and promote staff awareness in drug prevention and behavior management through activities such as school counseling, CPI training, and ESC2 workshops.

Strategy's Expected Result/Impact: Campus activity report, staff agendas and staff development, parent sign-in sheets, campus activity report

Staff Responsible for Monitoring: Campus administrators, classroom teachers, counselor

Formative Reviews



Strategy 3

Formally and informally survey parents to gauge satisfaction with school policies and climate.

Strategy's Expected Result/Impact: Parent and student surveys

Staff Responsible for Monitoring: Campus administrators, technology department

Formative Reviews



Strategy 4

In accordance with PL 107-110 Section 1115, the Calallen ISD provides Title I, Part A services to homeless students attending any Calallen ISD school. A. Continue to provide a campus Homeless Liaison (counselor) to coordinate the program. B. Continue to locate, identify, enroll students and provide all eligible educational services for children and youth in homeless situations. C. Continue to inform parents and guardians to allow their participation in education and related opportunities available to their children. D. Train staff in the McKinney-Vento Homeless Assistance Act and re authorization. E. Use Title I funds for services to homeless students. F. Establish and disseminate district-wide policies, procedures, and guidelines to identify and serve homeless children and youth. G. Include McKinney-Vento student questionnaire in registration packet. H. If student is identified as homeless, Homeless Liaison immediately approves free and reduced school lunch program application. I. Provide appropriate Title I services for identified students. J. Collect data on students experiencing homelessness as part of the overall district-wide data collection system.

Strategy's Expected Result/Impact: McKenny-Vento questionnaires, parent surveys, budget expenditures

Staff Responsible for Monitoring: Campus administrators, classroom teachers, PEIMS clerk

Funding Sources: 211 - ESSA Title I, Part A, \$1,000

Formative Reviews



Strategy 5

Fully implement a parental involvement policy that includes the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities.

Strategy's Expected Result/Impact: SBDM agenda and sign-in, communication logs, email data/logs, Blackboard Connect, Class Link

Staff Responsible for Monitoring: Campus administrators, classroom teachers, SBDM

Funding Sources: 211 - ESSA Title I, Part A, \$700

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 6

Campuses will identify targeted student groups to improve student failure and attendance rates. Personalized instructional plans will be created and implemented for identified students to ensure that all System Safeguards are met. Counselors will implement attendance and intervention plans as needed.

Strategy's Expected Result/Impact: List of identified students, personalized instructional plans, student progress reports

Staff Responsible for Monitoring: Campus administrators, classroom teachers, counselor

Title I: 2.4, 2.5, 2.6

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 7

Involve parents in the annual review of the Parental Involvement Policy for the Magee Intermediate campus. Disseminate a copy of the policy to parents of Magee students.

Strategy's Expected Result/Impact: Parent notification letters, parent sign-in sheets, campus activity report

Staff Responsible for Monitoring: Campus administrators, classroom teachers

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 8

Use Class Link (text and email messages), campus newsletters, phone message service, student-teacher-parent compact, email and/or the CISD website to: inform parents of the integral role they play in assisting their child's learning; provide pertinent information to parents, students, and other members of the community; encourage active parental involvement in their child's education at school. Increase awareness that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. Title I campuses will utilize Title I, Part A funds to fully implement a parent and family engagement policy that includes the participation of parents in


regular, two-way and meaningful communication involving student academic learning and other school activities through trainings, the PTA, SBDM, and DEIC. There will also be coordination and integration of federal, state, and local services and programs to ensure student success.

Strategy's Expected Result/Impact: Campus newsletters, campus call outs, campus activity reports, increase percentage of parent conferences/volunteers, SBDM minutes, participation of parents, appropriate funding

Staff Responsible for Monitoring: Campus administrators, classroom teachers, parents

Title I: 2.5, 4.2

Formative Reviews

 Discontinue

October

January

March

June

Strategy 9

Continue working with the district truancy officer to ensure adherence to compulsory attendance requirements.

Strategy's Expected Result/Impact: Attendance percentage records, attendance committee minutes, home visit logs, communication logs

Staff Responsible for Monitoring: Campus administrators, truancy officer, PEIMS clerk

Formative Reviews

Moderate Progress


October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

June

Strategy 10

Continue gifted and talented advisory committee meetings, SDFSC committee meetings, and parent orientation.

Strategy's Expected Result/Impact: Sign-in sheets, parent orientation agenda

Staff Responsible for Monitoring: Campus administrators, CISD G/T coordinator

Formative Reviews

Moderate Progress


October

Considerable Progress

January

Considerable Progress

March

 Continue/Modify

June


Strategy 11

Continue to provide volunteer training at Magee Intermediate. Require criminal background checks for all school volunteers as part of safe schools program.

Strategy's Expected Result/Impact: Campus activity report, volunteer program sign-in sheets, criminal background checks data

Staff Responsible for Monitoring: Campus administrators, Assistant Superintendent of Personnel

Formative Reviews

 Discontinue

October

January

March

June

Strategy 12

Title I topics: Title I Plan, parent involvement, student-teacher-parent compacts, and parent conferencing.

Strategy's Expected Result/Impact: Communication logs, signed compacts

Staff Responsible for Monitoring: Campus administrators, classroom teachers

Formative Reviews

Moderate Progress


October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

June

Strategy 13

Increase parent communication through a variety of methods including meet the teacher night, parent/teacher conferences, and support PTA events (Family Night) home visits, orientations, open house, phone calls, emails, campus resources, family academic nights, Book Fair night, reading material/literature for home and school, CISD and campus/teacher website information, parent engagement, and counselor community outreach.

Hold a public meeting after the receipt of the annual TEA campus and district rating to discuss performance and objectives.

Strategy's Expected Result/Impact: Campus newsletters, campus activity reports, Blackboard Connect usage reports, home visit logs, increased levels of parent involvement, student planners, communication logs, participation of parents in meetings

Staff Responsible for Monitoring: Campus administrators, classroom teachers, parents

Funding Sources: 211 - ESSA Title I, Part A, \$968

Title I: 2.5

Formative Reviews

Moderate Progress


October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

June

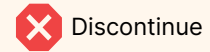
Strategy 14

Teachers will post grades in a timely manner on Skyward Family Access

Strategy's Expected Result/Impact: Parent usage of Family Access, communication logs

Staff Responsible for Monitoring: Administrators, teachers, parents

Formative Reviews



Discontinue

October

January

March

June

Strategy 15

Reserve Title I funds for services to homeless students not attending a Title I schoolwide campus and provide appropriate Title I services for identified students. Reserve Title I foster care services for those needing transportation.

Strategy's Expected Result/Impact: monitor list of homeless students receiving appropriate services on all campuses, monitor list of foster care students

Staff Responsible for Monitoring: depty superintendent, campus admin, counselors

Title I: 2.5

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 2

Increase parental involvement so that all students, staff, and parents are actively participating and positively engaged in the school culture.

Evaluation Data Source: Sign in sheets, parent participation in meetings.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Magee Intermediate will utilize federal funds to increase parent and family engagement through a variety of activities.

Strategy's Expected Result/Impact: Increased sense of belonging for campus families

Staff Responsible for Monitoring: Teachers, Administrators, Counselors

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Goal 5

We will hold all staff and students to the highest standards and expectations.

Performance Objective 1

Magee will improve its professional learning practices by engaging in research-based practices to develop critical thinking, problem-solving skills in all learners, and a lifelong love of learning. Increase STAAR performance (all students, all subjects) to achieve 87 scale score or above as measured by the state accountability system.

Summative Evaluation: Some progress made toward meeting Performance Objective


Strategy 1

Magee Intermediate School staff will participate in annual updates on miscellaneous topics via the use of EduHero and other professional development activities: sexual harassment, racial and cultural diversity, grievance policy, volunteer policy, child abuse reporting, crisis prevention intervention*, T-TESS, site-based decision making, cardiopulmonary resuscitation*, district-level decision making, first aid* *(for specified staff only)


Strategy's Expected Result/Impact: EduHero data report, training certificates, sign-in sheets, staff development

Staff Responsible for Monitoring: Campus administrators, Required CISD staff


Formative Reviews

 Accomplished


October

 Accomplished

January

 Accomplished

March

 Accomplished

June

Strategy 2

Closely monitor at-risk reports and failure reports and follow up on students' progress and teachers' efforts to ensure the success of all students.

Strategy's Expected Result/Impact: Grades, nine-week and semester failure reports


Staff Responsible for Monitoring: Campus administrators, classroom teachers, counselor

Formative Reviews

October

January

March

 Discontinue

June


Strategy 3

Title I schoolwide campuses will provide parental notification if a child has been assigned or taught for four or more consecutive weeks by a teacher that is not highly qualified (6 weeks for other campuses).

Strategy's Expected Result/Impact: Parent notification letters

Staff Responsible for Monitoring: Campus administrators

Formative Reviews

 Discontinue

October

January

March

June

Strategy 4

Provide an effective guidance counseling program that meets the needs of all Magee Intermediate students through lessons, Restorative Practices, and Leader in Me.

Strategy's Expected Result/Impact: Guidance lesson calendar, walk-throughs

Staff Responsible for Monitoring: Campus administrators, counselor

Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Continue/Modify

June


Strategy 5

Ensure that all Title I paraprofessionals currently employed complete two years of study at an institute of higher education, or obtain an associate's or higher degree, or meet a rigorous standard of quality as demonstrated through an assessment.

Strategy's Expected Result/Impact: Paraprofessional training certificates, transcripts

Staff Responsible for Monitoring: Campus administrators, CISD Assistant Superintendent of Personnel

Formative Reviews

 Discontinue

October

January

March

June

Strategy 6


Title I campuses will notify the parents of each student that they may request, and will be provided on request, information regarding the professional qualifications of the student's

classroom teachers including licensing, graduate certification, whether the child is provided services by paraprofessionals and, if so, their qualifications.

Strategy's Expected Result/Impact: Records request, communication logs

Staff Responsible for Monitoring: Campus administrators, CISD Assistant Superintendent of Personnel

Formative Reviews

 Discontinue

October

January

March

June

Strategy 7

Magee staff will participate in professional development activities aligned with district goals and initiatives such as Kagan strategies, Restorative Practices, Leader in Me, and Balanced Literacy.

Strategy's Expected Result/Impact: Training certificates and sign-in sheets

Staff Responsible for Monitoring: Campus administrators, CISD Assistant Superintendent of Curriculum and Instruction

Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Continue/Modify

June


Strategy 8 Additional Targeted Support Strategy

Provide Response to Intervention (RtI) strategies to address the needs of all students. Ensure that students identified as at-risk are provided the support and resources to achieve academic success in all core curricular areas, to pass all areas of STAAR.

Strategy's Expected Result/Impact: Benchmark scores, quarter exams, grades

Staff Responsible for Monitoring: RtI team, administrators, teachers

Formative Reviews

 Discontinue

October

January

March

June

Strategy 9

Ensure that all CISD teachers are appropriately certified and that the new hires meet certification status prior to employment.

Strategy's Expected Result/Impact: Teachers records and documentation

Staff Responsible for Monitoring: Assistant supt., campus administrators

Title I: 2.5

Formative Reviews

Considerable Progress


October

Considerable Progress

January

Considerable Progress

March

 Continue/Modify

June

Performance Objective 2

Magee Intermediate will increase the number of Distinction Designations awarded in recognition of outstanding achievement in designated areas from 1 (in 2023) to 4 or better as applicable.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Plan and implement intensive remediation for students who failed one or more of the STAAR assessments in grades 3-5.

Strategy's Expected Result/Impact: Acceleration plans, HB4545

Staff Responsible for Monitoring: Campus administrators, classroom teachers, counselor, math and reading interventions

Formative Reviews

Moderate Progress


October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

June

Strategy 2

Utilize district-created assessments and STAAR release tests to determine reading and math concept mastery.

Strategy's Expected Result/Impact: Assessment timelines, Performance Matters (PM) reports, benchmarks

Staff Responsible for Monitoring: Campus administrators, classroom teachers, curriculum writers

Formative Reviews

Some Progress


October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

June


Strategy 3

Increase teacher, student and parent awareness of TEKS-based STAAR requirements for promotion and graduation.

Strategy's Expected Result/Impact: Campus activity report, parent sign-in sheets

Staff Responsible for Monitoring: Campus administrators, classroom teachers

Formative Reviews

 Discontinue

October

January

March

June

Performance Objective 3

Utilize the Texas Teacher Evaluation and Support System (T-TESS) as a tool to evaluate 100% of new teachers and current teachers scheduled for an evaluation this school year.

Strategy 1 Additional Targeted Support Strategy

All campus administrators will receive T-TESS training and will perform inter-related reliability checks prior to teacher evaluations.


Strategy's Expected Result/Impact: T-TESS appraiser certificates; Appraisers will evaluate with a high degree of consensus.

Staff Responsible for Monitoring: Human Resources Director


Formative Reviews

Some Progress


October

 Accomplished

January

 Accomplished

March

 Accomplished

June

Strategy 2 Additional Targeted Support Strategy

Magee Intermediate will follow the T-TESS Implementation Guidebook provided by the state.

Strategy's Expected Result/Impact: All teachers are trained and T-TESS implementation is done in a timely manner.

Staff Responsible for Monitoring: Human Resource Director; Campus Administrators


Formative Reviews

 Accomplished

October

 Accomplished

January

 Accomplished

March

 Accomplished

June

Strategy 3 **Additional Targeted Support Strategy**

Assist teachers with setting SMART goals and actively engaging students in their own learning.

Strategy's Expected Result/Impact: Increased student engagement

Staff Responsible for Monitoring: Campus administrators, curriculum personnel

Formative Reviews



Goal 6

We will have a 100% highly qualified staff and become completely student centered.

Performance Objective 1

Design and implement professional learning opportunities (offered to 100% of staff) that will facilitate student engagement and provide a variety of relevant experiences including technological, kinesthetic, visual, hands-on, and project-based learning.

Summative Evaluation: Some progress made toward meeting Performance Objective

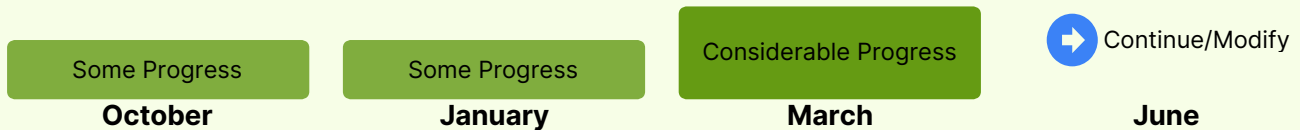
Strategy 1

Conduct a campus needs assessment for professional development and hiring; utilize strategies to recruit and retain appropriately certified teachers. Increase the number of ESL/bilingual certified teachers.

Strategy's Expected Result/Impact: Teacher survey results/analysis

Staff Responsible for Monitoring: Campus administrators

Formative Reviews



Strategy 2

Provide stipends for certified ESL teachers teaching identified ELL students and teachers teaching math and science a minimum of 50% of their instructional time.

Strategy's Expected Result/Impact: Budget expenditures

Staff Responsible for Monitoring: Campus administrators, classroom teachers, CISD Assistant Superintendent of Personnel

Formative Reviews



Strategy 3

Ensure appropriate teacher certification and qualifications for the instructional strategies needed to teach LEP students. Ensure that all CISD teachers are appropriately certified and that the new

hires meet certification status prior to employment.

Strategy's Expected Result/Impact: Teacher certification, staff development agendas/sign-in sheets

Staff Responsible for Monitoring: Campus administrators, classroom teachers

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 4

Continue vertical team meetings with leadership teams and special education lead teachers from West Intermediate, Wood River Elementary, and East Elementary in order to provide a continuum of support services.

Strategy's Expected Result/Impact: Department meeting minutes, agenda, scheduling student data charts

Staff Responsible for Monitoring: Campus administrators, special education teachers, counselor

Formative Reviews



Discontinue

October

January

March

June

Strategy 5

Staff development opportunities will be provided to ESL teachers in the following areas: oral language proficiency test, SIOP, TOP, other identified, ELPS.

Strategy's Expected Result/Impact: Staff development agenda, training certificates

Staff Responsible for Monitoring: Campus administrators, classroom teachers, curriculum coordinators

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 6

Dyslexia training: early intervention, interventions, modifications and support, CISD Dyslexia Plan

Strategy's Expected Result/Impact: Staff development agenda, training certificates

Staff Responsible for Monitoring: Campus administrators, classroom teachers, 504 coordinators

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 7

Continue to train counselors and staff on the LPAC process. Increase training and staff development on implementation of ELPS, TELPAS assessment data, SIOP, and other strategies to differentiate for ELs. Train counselors and staff on the new OLPT LAS Links.

Strategy's Expected Result/Impact: feedback from session evaluation forms, lesson plan documentation, program reports, training descriptions and Euphoria data

Staff Responsible for Monitoring: ESL coordinator, campus admin, counselor, teachers

Title I: 2.5, 2.6

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 8

Continue to provide required training for existing and new teachers in the area of the nature and needs of gifted learners such as the G/T 30-clock hour certification training and mandatory yearly updates, CISD G/T and G/T identification procedures.

Strategy's Expected Result/Impact: Staff development agenda, training certificates

Staff Responsible for Monitoring: Campus administrators, classroom teachers, G/T coordinator

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 9

Implement a professional development program based on performance indicators and the campus needs assessment that builds knowledge and skills necessary to achieve excellence and equity for all students.

Strategy's Expected Result/Impact: Performance Matters (PM) reports, staff development, TEA Accountability Summary report, NWEA data

Staff Responsible for Monitoring: Campus administrators, classroom teachers

Formative Reviews

 Discontinue

October

January

March

June


Strategy 10

Utilize test data to establish priorities for staff development such as: TEKS-based STAAR objectives, assessment disaggregation, STAAR item analysis, at-risk students, struggling students, inclusion, teacher motivation, positive self-esteem and critical thinking skills. Provide training, as needed, in those areas.

Strategy's Expected Result/Impact: Performance Matters (PM) reports, staff development, TEA Accountability Summary report, NWEA data

Staff Responsible for Monitoring: Campus administrators, curriculum coordinators

Formative Reviews

 Discontinue

October

January

March

June


Strategy 11

Provide training for paraprofessionals that will assist them in meeting ESEE standards.


Strategy's Expected Result/Impact: DMAC reports, staff development, TEA Accountability Summary report

Staff Responsible for Monitoring: Campus administrators


Formative Reviews

 Accomplished


October

 Accomplished

January

 Accomplished

March

 Accomplished

June


Strategy 12

Provide continuous staff development in the areas of: STAAR testing, TEKS-aligned instruction and assessments, critical thinking skills, benchmarks, curriculum differentiation and modifications, writing process, and holistic scoring and small group training.

Strategy's Expected Result/Impact: DMAC reports, staff development, TEA Accountability Summary report, lesson plans, walk-throughs, Fountas & Pinnell Benchmark Assessment Data

Staff Responsible for Monitoring: Campus administrators, curriculum writers

Formative Reviews

 Discontinue

October

January

March

June

Strategy 13


Provide teachers with extensive technology training, opportunities to increase proficiency levels, and support from the Instructional Technology Specialist and integrate Technology Applications (TA) standards into the content areas utilizing a variety of technology devices (1 to 1 devices, iPads, Chromebooks, interactive whiteboards, flat panel devices, Office 365, document cameras, Aver pens, etc.). This will allow students to demonstrate mastery of grade level technology standards.

Strategy's Expected Result/Impact: Lesson Plans, 100% of students will demonstrate mastery of grade level technology standards as evidenced by student products. 100% of classroom teachers and administrators will complete the STaR Chart for planning, instruction, reflection, walk throughs, and observations. 1 to 1 Chromebooks, hardware and software

Staff Responsible for Monitoring: Technology integration specialists, campus digital learning coaches (DLCs), curriculum dept. Campus administrators, curriculum dept., teachers

Title I: 2.5

Formative Reviews

 Discontinue

October

January

March

June

Strategy 14

Utilize Title I, Part A funds for supplemental, research-based, high quality professional development in core subject areas as needed.

Strategy's Expected Result/Impact: Student benchmark scores; grades; description of training and goals; professional development sign-in sheets, and Eduphoria evaluations

Staff Responsible for Monitoring: District and campus administrators, teachers

Title I: 2.5

Formative Reviews

Considerable Progress


October

Considerable Progress

January

Considerable Progress

March

 Continue/Modify

June

Performance Objective 2

Magee Intermediate in alignment with CISD district-wide fiscal policies will promote and support 100% of critical educational programs based on student achievement and program evaluation data at the campus level.

Summative Evaluation: Some progress made toward meeting Performance Objective

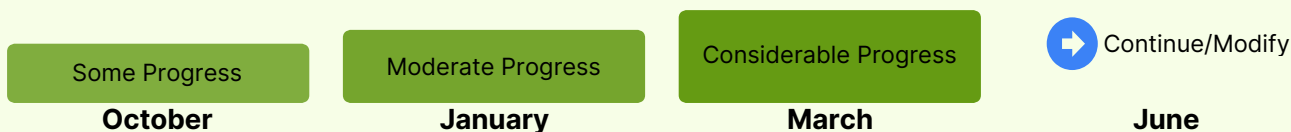
Strategy 1

Continue to provide accelerated instruction at Magee for at-risk students through the utilization of reading and math specialists and reading and math lab thereby reducing class size during intervention time.

Strategy's Expected Result/Impact: Reading levels, NWEA assessment, STAAR assessments, schedule of services, Quarter Assessments, Benchmark Assessments

Staff Responsible for Monitoring: Campus administrators, classroom teachers, reading and math specialists

Formative Reviews



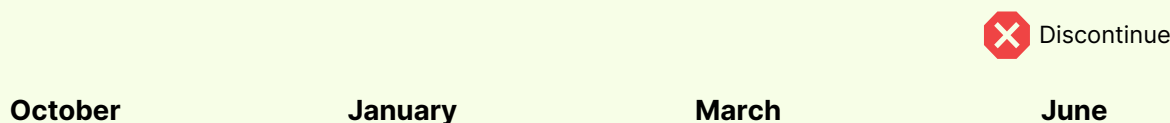
Strategy 2

Implement and continue the use of valid, research-based programs such as: Balanced Literacy, Education Galaxy, RAZ Plus for ELA Labs, The HUB, Prodigy, EduSmart

Strategy's Expected Result/Impact: Program evaluations, student progress reports, STAAR, benchmark, grades, DRA reports, DMAC reports, NWEA

Staff Responsible for Monitoring: Campus administrators, classroom teachers

Formative Reviews



Strategy 3

All local and Title I campus funds will be spent on student achievement and student resources

Strategy's Expected Result/Impact: Budget expenditures, staff development training certificates

Staff Responsible for Monitoring: Campus principal

Funding Sources: 211 - ESSA Title I, Part A, \$200, 199 - General Fund: SCE, \$300

Formative Reviews

Moderate Progress

October

Considerable Progress

January



Accomplished

March



Accomplished

June

Goal 7

We will evaluate all existing programs and retain those aligned with our call to action.

Performance Objective 1

Magee will identify and assess 100% of existing campus programs to evaluate effectiveness and utilization.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Additional supplemental services will be provided as needed through academic intervention and program coordination that improves the regular education program for identified dyslexic students.

Strategy's Expected Result/Impact: Program evaluation, grades, benchmark assessments

Staff Responsible for Monitoring: Campus administrators, dyslexia specialist

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 2

Continue periodic reviews of campus improvement plan; update and revise with input from teachers and campus-level site-based decision making committee members.

Strategy's Expected Result/Impact: Committee meeting agendas, program evaluation, SBDM minutes, Plan4Learning timeline completion

Staff Responsible for Monitoring: Campus administrators, classroom teachers

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June


Strategy 3

Ensure compliance with federal programs' assurances (Title I, Part A; Title II, Part A).


Strategy's Expected Result/Impact: Committee meeting agendas, program evaluation, SBDM minutes

Staff Responsible for Monitoring: Campus administrators, Assistant Superintendent for Human Resources


Formative Reviews

 Accomplished


October

 Accomplished

January

 Accomplished

March

 Accomplished

June


Strategy 4

Eliminate those programs that are not aligned to district/campus goals, beliefs, and standards.


Strategy's Expected Result/Impact: Program usage reports

Staff Responsible for Monitoring: Administrators, teachers, data analysts


Formative Reviews

 Accomplished


October

 Accomplished

January

 Accomplished

March

 Accomplished

June

Goal 8 Continuing / Ongoing Goals

Performance Objective 1

Magee will continue to review and monitor implementation of 100% of all strategies that are on-going or continue from year-to-year.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Provide Free and Appropriate Public Education (FAPE) for students with disabilities and decrease identified Performance Based monitoring and Analysis Systems (PBMAS) risk elements.

Strategy's Expected Result/Impact: NCLB compliance data, SBDM minutes, CIP/DIP that effectively guide decision-making

Staff Responsible for Monitoring: Campus administrators, classroom teachers, special education teachers, special education director

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 2

Special education issues such as; comprehensive analysis process (CAP), alternative assessments, response to intervention (Rtl), assistive technology, rules and regulations, IDEA requirements, transition plans, ARD procedures, pre-referral procedures, least restrictive environment, special populations, student needs and referrals, classroom modifications, FERPA/ confidentiality, autism, and SECIP review, etc.

Strategy's Expected Result/Impact: Timely referrals, Rtl minutes/strategies

Staff Responsible for Monitoring: Campus administrators, classroom teachers, Special Education Director, special education teachers, diagnosticians

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 3

Create and embed STCC academic vocabulary and higher order questioning stems in core subject areas and utilize them to enhance instruction

Strategy's Expected Result/Impact: walkthroughs, teacher observations, lesson plans

Staff Responsible for Monitoring: Administrators, curriculum specialists, teachers


Formative Reviews

October

January

March

June

 Discontinue

Strategy 4

Utilize High Yield Strategies to create interactive and dynamic lessons.

Strategy's Expected Result/Impact: Walkthroughs, teacher observations, lesson plans

Staff Responsible for Monitoring: Administrators, curriculum specialists, teachers

Formative Reviews

Considerable Progress


October

Considerable Progress

January

Considerable Progress

March

 Continue/Modify

June

Goal 9

Magee Intermediate will provide an efficient, safe, and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged.

Performance Objective 1

Provide an intentional culture of school safety by 100% of the school staff and practiced by 100% of CISD students.

Evaluation Data Source: Safety Drills

Summative Evaluation: Some progress made toward meeting Performance Objective

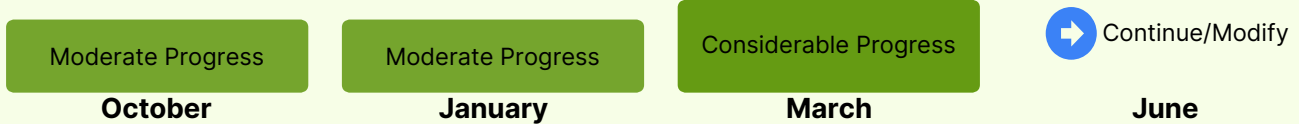
Strategy 1

Improve school conditions for student learning. Promote the physical, mental, social, and emotional well being of all students. Provide counseling as needed and communicate frequently with parents.

Strategy's Expected Result/Impact: Students and parents are informed and supported.

Staff Responsible for Monitoring: Campus Admin., counseling dept.

Formative Reviews



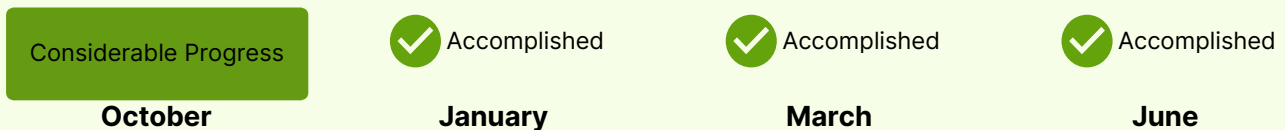
Strategy 2

A Multihazard Emergency Operations Plan has been put into place. It has provisions pertaining to substitute teachers and regular employees during an emergency or drill. Continue school safety and security committee that includes specified members and duties and a threat assessment team appointed by the superintendent.

Strategy's Expected Result/Impact: A thorough and comprehensive safety plan, trained substitute and regular teachers, safety committee.

Staff Responsible for Monitoring: Superintendent, Director of Operations

Formative Reviews



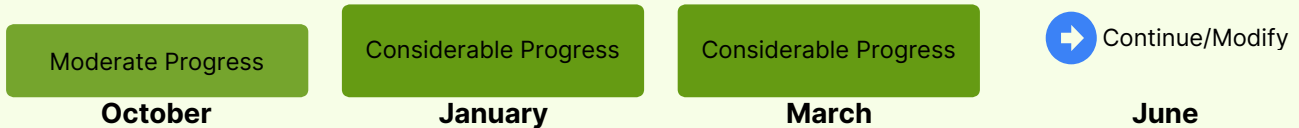
Strategy 3

Prioritize school safety at all times and communicate the importance of reporting suspicious behaviors or any concerns. Ensure that district employees and students advocate for safety in the schools, district, and community. Relate to students and give them a voice. Innovate and leverage technology to our advantage. Ensure compliance with Texas Education Code for safety and security of all students, campuses, and facilities.

Strategy's Expected Result/Impact: complete safety and security audits as required by the TEC. The audits ensure compliance with maintaining campus safety plans, drills, and intruder assessments for each campus.

Staff Responsible for Monitoring: Director of Operations

Formative Reviews



Performance Objective 2

Provide a positive and supportive school culture for staff, promoting mental well being as measured by a 15% increase in positive responses on district staff surveys.

Evaluation Data Source: District Staff Climate Surveys

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Prioritize staff well-being in order to foster a supportive, calm, and collaborative school environment, while increasing staff retention and overall job satisfaction

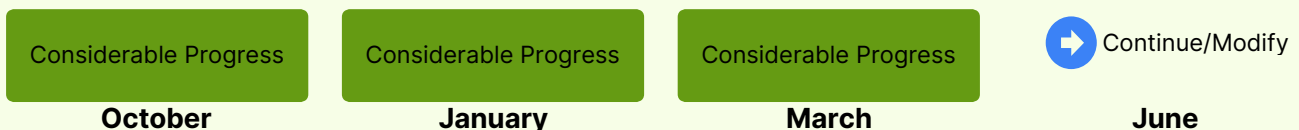
Strategy's Expected Result/Impact: Staff Climate Surveys, Increased retention, Participation in wellness initiatives

Staff Responsible for Monitoring: Principal, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Goal 10

Magee Intermediate will expand well rounded educational opportunities through increased hands-on experiences.

Performance Objective 1

Increase and implement age appropriate hands-on activities by allowing 100% students the opportunity and access to real world experiences.

Evaluation Data Source: Field trips, attendance logs, schedules

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Promote well rounded educational opportunities to assist students in developing relevant knowledge and skills to relate to the world around them.

Strategy's Expected Result/Impact: 100% of Magee Intermediate students will have access to well rounded educational experiences

Staff Responsible for Monitoring: teachers, administrators, counselor.

Funding Sources: 287 - ESSA Title IV - SSAEP, \$1,936

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Considerable Progress

January



Accomplished

March



Accomplished

June