



Converse Elementary School
Cynthia L. Davis, Principal
Executive Summary
2019-2020

Converse Elementary received a C rating this year from TEA. As a school in Targeted Improvement, the campus has identified several school success factors that will be used to improve the learning outcomes for all students. The campus will emphasize common planning, data collection and analysis, and find different ways to reteach and assess areas of need.

Goals

1. During the 2019-20 school year, Converse Elementary students in grades 3-5 will improve Domain I STAAR scores as follows:
Approaches: 67% to 72% Meets: 30% to 35% Masters: 12% to 17%
2. During the 2019-20 school year, Converse Elementary students in grades 3-5 will improve Domain III scores by meeting a minimum of 5 targets in Student Achievement, 9 targets in Student Growth, and 3 targets in Student Success.
3. During the 2019-20 school year, a minimum of 75% of Converse Elementary students in grades K-2 will read on grade level based on pre and post DRA scores.

Focus for Converse Elementary

- **Planning Support to Teachers:** Teachers (K-5) will be provided bi-monthly planning sessions with the administrative team to work on the creation of a pacing calendar, develop strong and aligned lessons and activities, and to plan for areas of need presented in student data. Teachers will also be provided with a ½ day planning session every 6-8 weeks to plan for additional spiraling activities to support low assessment areas.
- **Regular Unit Assessments and Data Analysis:** All grade level teachers (K-5) will administer JISD unit assessments in math, science, reading, and writing, meet bi-monthly to analyze data, and determine actions to take in order to reteach needy standards identified through the data analysis. We will pay special attention the standard to ensure alignment and rigor.
- **Classroom Meetings:** All grade level teachers will hold weekly classroom meetings in their rooms with students to build classroom community. Classroom meetings will focus on a variety of topics including student to student respect, good decision-making, and how communities work together for the common good.



Copperfield Elementary School
Sherri Wrather, Principal
Executive Summary
2019-2020

FIRST, Copperfield has continually worked on All students making progress at each level. Copperfield earned all six distinctions-Reading/ELA, Science, Mathematics, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness. Copperfield's 2019 STAAR scores at the Approaches Grade Level were 78% in Reading and Math; Writing 69%; Science 74%. Since writing had the lowest passing rates at Approaches Level, it will be the primary focus for the 2019-2020 academic school year. In addition, Copperfield will closely monitor students at the Meets and Masters Level to ensure expected progress is met.

Goals

1. To demonstrate sustained growth in student achievement in all core subject areas by May 2020. We will progress monitor at each Benchmark assessment as we analyze student growth for ALL students.
2. To increase student achievement on the 2019-2020 STAAR Writing assessments to 90% for all student groups by May 2020. Progress monitoring will be analyzed in November-2019 and February-2020.
3. To increase the percentage of students performing at Level III- Masters Level, across all content areas.
4. To increase special education student achievement on the 2019-2020 STAAR Math/Reading by five Percentage points.

Focus for Copperfield Elementary

- **Writing Instruction:** Copperfield students in PK-5 will engage in meaningful writing lessons and activities. Also, we will increase writing across the content areas to include targeted journaling in science and math and process writing according to grade level TEKS. Grade levels will be expected to publish several writing pieces throughout the school year with opportunities to share and analyze essays data at PLCs.
- **Academic Intervention Plan:** Copperfield will offer after-school tutoring. In addition, PLCs, Reflective Practice and Data Meetings will be conducted on a regular basis to review data and plan instruction and interventions that meet the rigor of the grade level's TEKS, as well as, STAAR Readiness and Supporting Standards. Campus wide W.I.N. Time (What I Need) – Small Group intervention DAILY during the school day from 1:45 – 2:30pm. Staff members will receive additional RTI training to find new ways to help students who are struggling academically and behaviorally. Training will be provided by administration, campus RTI teachers and JISD Curriculum Specialists during PLCs.
- **Enrichment Intervention Plan:** Copperfield will provide enrichment lessons and activities for students in grades 3-5 before, during, and after school by our TAG teacher. During PLC, Staff members will also receive additional training on differentiation to find new ways to challenge students who are performing above their grade-level and get them to advanced level III. Some of the strategies will also be implemented during our W.I.N. Time small group instruction.



Crestview Elementary School
Linda Cruz, Principal
Executive Summary
2019-2020

Crestview's spring 2019 STAAR scores at the Approaches Grade Level were 94% in Reading and 97% in Mathematics; Writing 79%; Science 91%. Crestview earned an "A" rating through the TEA Accountability System, but earned only 4 out of 6 distinctions. Crestview did not earn a distinction in Science or in Comparative Academic Growth. A significant loss of progress is evident in Reading, Writing and Science STAAR. Crestview will closely monitor students at Meets and Masters Levels to ensure expected progress is met. Results of spring surveys of staff, students, and parents indicate that 95% of students feel safe at school; we will focus on fostering a positive environment and decrease bullying so that 100% of students feel safe at Crestview.

Goals

1. To demonstrate sustained growth in student achievement in all core subject areas
2. To increase student achievement on the 2019-2020 STAAR Writing assessments to 90% for all student groups
3. To increase the percentage of students performing at Level II-Meets and Level III- Masters Grade Level, across all content areas
4. To increase special education student achievement on the 2019-2020 STAAR Math/Reading assessment by 5 percentage points

Focus for Crestview Elementary

- **Writing Process:** Crestview students in PK-5 will engage in meaningful writing lessons and activities. All students will be taught the writing process at grade level expectation. Staff will be provided writing professional development throughout the school year, specifically the writing process. Grade levels will be expected to publish several writing pieces throughout the school year with opportunities to share and score essays at RPMs.
- **Science Activities/Camps:** Crestview students in grades PK-5 will enjoy science day camps at various parks, including Live Oak Park, Frederick Park, Medina River Natural Area, and Edwards Aquifer Research Center. Crestview students will learn through demonstrations by SAWS, the Texas Parks and Wildlife Department, the Live Oak Police Department, and the Edwards Aquifer. Crestview fifth grade students will attend a 3-day, 2-night science adventure at Camp Honey Creek. Students will study native grasses and plants, plant adaptations, stream ecology, land forms, constructive and destructive forces, wildlife, and the night sky. Physical and Earth science teaching will be enhanced this year.
- **Academic Intervention Plan:** Crestview will offer after-school tutoring in the spring for at-risk students in grades 3-5 using SCE Funds. Staff members will receive additional RTI training to find new ways to help students who are struggling academically and behaviorally. Training will be provided by the campus RTI facilitator and JISD RTI specialists.
- **Enrichment Intervention Plan:** Crestview will provide enrichment lessons and activities for students in grades 3-5 before, during, and after school. Staff members will receive additional training on differentiation to find new ways to challenge students who are performing above their grade-level and get them to Masters Level.



Coronado Village Elementary School
Liza M. Guerrero, Principal
Executive Summary
2019-2020

The 2019 TEA Accountability Rating Report indicated that Coronado Village earned an overall rating of a B. This is an increase from the previous year's rating of a D. It also met distinction Designations in the area of Comparative Closing the Gaps. While the campus overall rating was a B, the Student achievement overall score was a C with the STAAR performance score a 48. Our academic emphasis will be to continue to focus on student academic growth, but this year add overall STAAR performance.

Goals

1. Coronado Village will increase STAAR Approaches Percentages as follows by the end of 2019-2020 accountability cycle:
 - a. Reading from 82% to 90%
 - b. Mathematics from 86% to 90%
 - c. Writing from 75% to 80%
 - d. Science from 61% to 70%
2. Coronado Village will increase STAAR Meets Percentages as follows by the end of 2019-2020 accountability cycle:
 - a. Reading from 50% to 55%
 - b. Mathematics from 49% to 55%
 - c. Writing from 25% to 30%
 - d. Science from 35% to 40%

Focus for Coronado Village Elementary

- **Academic Vocabulary Instruction K-5:** Increase vertically aligned academic vocabulary to include word walls, journaling, and teacher-lead job embedded PD according to grade level TEKS.
- **Reader's Workshop, Guided Reading, Explicit Phonics Instruction, and Guided Math:** Coronado Village will continue to focus on literacy through the use of Reader's Workshop in grades 2nd – 5th, Guided Reading at all grade levels, and Explicit Phonics Instruction in grades PK-2, and Guided Math across all grade levels.
- **Collaborative Planning, PLCs, and Instructional Power Hour:** All teachers will continue to grow in their understanding of STAAR Readiness, Supporting and Process standards, instructional practices, engagement strategies, data disaggregation to use to guide instruction. This will be done through weekly collaborative planning, bi-weekly PLCs, and bi-weekly Instructional Power Hour.
- **Student Academic Intervention Plan:** Coronado Village will offer tutoring during the day starting in the late fall for students in grades 3-5 using SCE Funds. In addition, Reflective Practice and Data Meetings will be conducted on a regular basis to review data and plan instruction and interventions that meet the rigor of the grade level's TEKS, as well as, STAAR Readiness and Supporting Standards.



Candlewood Elementary School
Andrea Johnson, Principal
Executive Summary
2019-2020

The 2019 TEA Accountability Rating Report indicated that Candlewood Elementary did meet state accountability, but has been identified as a school of targeted support needed. Moving forward our academic emphasis will be Domain II- Student Growth of all students, and Domain III- Closing Performance Gaps of Eco Dis, White, and Hispanic subpops, thus having an effect on Domain I, Student Achievement. Additional focus will concentrate on Writing due to our low performance in writing.

Goals

1. 70% of 3rd and 4th grade students will meet progress measure.
2. 85% of 5th grade students will meet progress measure.
3. 70% of 4th grade students will meet progress measure in Writing.
4. 100% of all students will show growth.

Focus for Candlewood Elementary

- **Objective-driven daily lesson plans with formative assessments:** Explicitly stated lesson plans will include data driven Tier 1 instruction in order to improve quality of instruction. Administration will review lesson plans and provide precise and timely feedback with recommendations. Faculty will identify the gaps between student work and exemplary work in order to start and finish the reteach cycle and bridge the gaps. Various assessments will be used to attain individual and class data that will drive reteaching and remediation throughout the grade levels.
- **Alignment, Collaboration, and Reflection:** The master schedule was restructured to allow weekly times for teachers to engage in collaborative planning and professional learning communities. Alignment is closely monitored with a structured process for submitting lesson plans through Google Docs. Instructional Rounds will allow teachers to learn from one another as they hone in on their craft. A coaching cycle, to include administration and district support staff has been established to provide teacher feedback and modeling.
- **Campus Wide Writing:** Students campus wide will participate in a monthly writing prompt, exhibiting their increasing knowledge of the writing process.
- **Campus instructional leaders with clear roles and responsibilities:** Administration/lead teachers will include scheduled time for observations/feedback of classroom instruction across grade levels. Administration will schedule time in which feedback is provided to team leads about the critical conversations they have post-observation with team members.



Elof Elementary School
Scott Wilson, Principal
Executive Summary
2019-2020

Elof is very excited to announce that we met standard and received an overall campus grade of 79. Our challenge is 3 and 4 grade students have less than a 70% pass rate on (2019) reading STAAR. Campus continues to make efforts to vertically align the reading and writing systems to build foundational skills in students.

Goals

1. All 3-5 grade students will have an 85% pass rate on 2020 reading STAAR
2. All 3-5 grade students will have an 85% pass rate on 2020 math STAAR
3. All 4th grade students will increase from 60% to a 70% pass rate on 2020 writing STAAR
4. All students will increase attendance from 95.8% to 97%

Focus for Elof Elementary

- **Balanced Literacy:** with teacher training and support campus wide. Teachers will utilize balance literacy to address the 5 elements of reading (phonological awareness, phonics, vocabulary, fluency and comprehension).
- **Writers Workshop:** campus wide. Teachers will utilize writing resources, writing strategies and will receive professional development for writer's workshop from the Academic Facilitator and the C&I team.
- **Guided Math Spiral Review and Numeracy Activities:** campus wide. Teachers will utilize Lone Star digital math resource and Hand 2 mind Guided math lessons. We will have Academic Facilitator/C&I do a professional development on Primary numeracy framework and leveled teaching, proper use of manipulatives, fluency with math facts, etc.
- **CHAMPS:** campus wide. Teachers will utilize the CHAMPS classroom management model to improve school climate, improve academic performance, increase learning time and increase the use of quality data. Teachers will receive ongoing training through coaching and modeling from a consultant.



Escondido Elementary School
Mary Kay Tyson, Principal
Executive Summary
2019-2020

Escondido Elementary met standards for State Accountability for the 2018-2019, which was the opening year. Escondido received a rating of “C” for the year. Student achievement in reading, writing, and science will be a priority campus-wide. The campus will implement initiatives to increase student and staff attendance and decrease tardy and early release numbers.

Goals

1. Escondido will receive a “B” rating for TEA accountability for the 2019-2020 school year.
2. 3rd through 5th grade students will increase the average passing rate on Reading STAAR from 77% to 82%. 3rd through 5th grade students will increase the average passing rate on Math STAAR from 80% to 85%. 4th grade students will increase the average passing rate on Writing STAAR from 64% to 70%. 5th grade students will increase the average passing rate on Science STAAR from 65% to 75%.
3. Escondido students will increase student attendance to 97% in the 2019-2020 school year.
4. Escondido students will show a 25% reduction in students tardy to class throughout the 2019-2020 school year.

Focus for Escondido Elementary

- **Reading:** 100% of K-5 teachers will be trained and implement campus-wide reading strategy (ROAR).
- **Writing:** Several Escondido teachers will participate in two district wide writing initiatives and train remaining staff on strategies learned.
- **Science:** Stemsopes (Rice University) on-line curriculum purchased for grades 3 – 5. Two Science Lab experiences are scheduled for all 3-5 grade students each week.
- **Attendance:** Student and staff attendance will be increased and tardy count decreased through the use of 9 week and semester assemblies recognizing student attendance. Administration will meet with parents and District Attendance to create intervention plans for high-risk students.
- **Restorative Justice:** Escondido faculty and staff will implement year 1 of Restorative Justice Practices through a partnership with My Brothers Keeper San Antonio. The eight member committee will meet monthly to examine behavior data and present additional restorative practices to faculty.



Ed Franz Elementary School
Kelle Lofton, Principal
Executive Summary
2019-2020

Ed Franz Elementary has an overall Accountability Rating of “D”. Our major areas of focus for the 2019-2020 as determined by our school report card are academic growth and closing the gaps. In order to raise our domain scores in those areas, we do the following: continue to focus on effective practices in math and reading instruction through the use of guided math/math workshop and guided reading/reader’s workshop; improving attendance; strengthening instructional systems; and using data more intentionally to plan for effective instruction.

Goals

1. Ed Franz Elementary students will demonstrate growth in K-2 using Imagine reading and math, in grade 3-5 by demonstrating growth on each MOCK STAAR, and in 4-5 by meeting or exceeding progress measure in reading and math.
2. Ed Franz Elementary will increase performance in meets and masters through monitoring, data analysis, and use of enrichment strategies.
3. Ed Franz Elementary will increase attendance from 95.18% to 97% through the use of incentives, monitoring, and parent contact.

Focus for Ed Franz Elementary

- **Collaborative Planning:** Wednesdays will be designated as collaborative planning day. Administration will lead planning meetings with each grade level, where TEKS, activities, alignment, and rigor will be addressed. Teachers will receive immediate feedback on their lessons and decisions for teaching and learning will be made as a group. Planning sessions will also be attended by TAG, RTI, and Special Education teachers.
- **Student Data Folders:** Students will be responsible in grades 2-5 for tracking their own data on Imagine Learning, Unit Assessments, Mock STAAR, and Campus Created Assessments. They will set goals with the help of their teacher. Administration will roll-out the data folders in each classroom. Grades K-1 will have data conferences with their students to help them understand their goals and progress towards those goals.
- **Attendance:** We will improve attendance by tracking and monitoring student attendance with a schoolwide chart in the front foyer and by grade levels in each hallway. We will call parents when students have been out for more than two days. Incentives will be provided for students with perfect attendance. We will partner with the district attendance office to assist with improving attendance.
- **Intervention and Enrichment:** We will use an RTI block schedule to provide intervention and enrichment opportunities during the day so students are not missing classroom instruction. RTI tier 3 students will be pulled out by RTI teachers, RTI tier 2 and tutoring students will receive interventions with a grade level teacher, while the other students are on Imagine Reading and Math. Enrichment will also be provided at this time for students who are achieving at or above grade level in an attempt to help all students achieve at higher levels. The dyslexia therapist and special education teachers will pull their students at this time as well.
- **Professional Learning Communities (PLC):** We will meet monthly for PLC meetings with a focus on instructional strategies and analyzing vertical data by content area. The 2nd, 3rd and 4th Monday of the month will be used for ELAR, Math and Science content PLCs. We will discuss vertical TEKS, and present instructional strategies that we will use campus wide, and resources that would benefit all students.



Hopkins Elementary School
Terry Combs, Principal
Executive Summary
2019-2020

Hopkins Elementary was a Met Standard Campus for the 2019 school year. Our campus analysis of the STAAR data for 2018-2019 shows 3rd and 4th grade reading and math was below the district average for meets and masters. 5th Grade Math was above district average for meets and masters. 4th Grade Writing performance was below district average. SPED and ELL student groups made progress in Reading and Math. White student group is the indicator we must improve on all tests for Federal Accountability. All students will receive support through identified instructional strategies to meet Federal Indicators. Our school is dedicated to improving student success with an engaging and challenging curriculum that will increase scores above the district and state averages on all tests and student groups.

Goals

1. By June 2020, 80% of all students will pass STAAR Reading Assessment
2. By June 2020, 85% of all students will pass STAAR Math Assessment
3. Increase student attendance by 1.5% for ADA for school year 2019-2020 to reach 97%.

Focus for Hopkins Elementary

- **Balanced Literacy/Guided Reading:** Teachers will implement instructional techniques to develop vocabulary, word skills, and comprehension strategies learned through campus/district-based PD and provide targeted reading instruction for students. This will be monitored through targeted walkthrough observations by Administration and Academic Coach.
- **Math:** Teachers will implement a daily comprehensive spiral review of skills to include problem solving strategies to increase math fluency. Guided math and math stations will be used as instructional techniques to develop problem solving strategies, computation, and create depth and complexity. This will be monitored through targeted walkthrough observations by Administration and Academic Coach.
- **Writing:** Continue implementing targeted writing strategies focusing on process writing through writer's workshop.
- **Science Instruction:** Lab activities will be increased in all grade levels by providing hands-on lab opportunities using STEMscopes and Super Outrageous Science Days. Strategic Lessons will be delivered to create depth and complexity. Teachers will have the opportunity to collaborate with district science content professional to strengthen science instruction and delivery of science curriculum.
- **Student Intervention Support:** Campus Interventions include RTI Block, Homework Center, Extended Day (Math & Reading), and Saturday Science Camp.
- **PLCs:** Teachers will be provided planning time to participate in PLC's, Collaborative Planning, and Dual Language PLC's.
- **Attendance Initiative:** Provide a safe and secure school culture, increase parent contact through "Call Notes", and provide student incentives to improve attendance and academics.



Masters Elementary
Dr. LaTanya L. Baker, Principal
Executive Summary
2019-2020

Masters Elementary is an EC-5 elementary campus. Identified needs for state accountability shows the following: students achieved an 84% passing rate on STAAR Reading and 86% Math for grades 3-5, and 67% passing rate on STAAR Writing at the Approaches Level. Masters Elementary met T.E.A.'s accountability standards with a campus rating of 77 (C). The campus has taken immediate steps to improve the overall campus rating.

Goals

1. Masters Elementary will increase STAAR Reading scores by a minimum of 10%, from 84% to 94% by the end of 2019-2020 school year.
2. Masters Elementary will increase STAAR Math scores by a minimum of 10%, from 87% to 97% by the end of 2019-2020 school year.
3. Masters Elementary will increase STAAR Writing scores by a minimum of 10%, from 67% to 77% by the end of 2019-2020 school year.

Focus for Masters Elementary

- **Professional Learning Communities:** Implement bi-weekly PLCs where there is collaboration, analysis and discussion of student data, and professional development on best practices that can be implemented in the classroom.
- **In-School Tutoring:** Implement In-school tutoring during the instructional day twice a month in order to improve student academic performance for K-5 students, including all sub-pops.
- **Instructional Rounds:** Implement at least three Campus-Wide Instructional Rounds in order to improve quality of instruction and academic performance.
- **Writing Check-Ins:** PK-5 Teachers will implement monthly Writing Check-Ins in order to improve students' writing skills, which will help in increasing STAAR Writing performance.



MaryLou Hartman Elementary School
Monica M. Rodriguez, Principal
Executive Summary
2019-2020

Hartman Elementary School is a bilingual, dual language campus serving multi-cultural students achieving a C for the academic year (receiving a score of 70 out of 100). Under the TEA 2018-2019 Accountability Rating, spring STAAR scores were as follows: 72% of “Students Approached Grade Level,” 36% “Met Standard,” and 16% “Master Grade Level.” We also received ratings for Closing the Gaps from the TEA as follows: Student Achievement was rated at 4 of 9 state targets met (44% goal achievement), English Language Proficiency was rated at 1 out of 1 target met (100% goal achievement), and Academic Growth was rated at 6 out of 14 targets met (43% goal achievement). MHES will work on a Target Improvement Plan to meet the state targets as noted above for reading, math, and writing content areas while maintaining science achievement. MHES earned one science distinction from the TEA.

Goals:

1. Attendance will meet and exceed the district goal of 98% for elementary campuses
2. Increase the percentage of students performing at Level II and III- Meets and Masters Grade Level, across all content areas as follows:
 - a. STAAR Masters Grade Level achievement for Reading 17% to 20%, Math 18% to 20%, Writing 2% to 10%
 - b. STAAR Meets Grade Level achievement for Reading 35% to 45%, Math 35% to 45%, Writing 27% to 40%
3. To sustain academic growth and student achievement in Science as follows and retain our Science distinction: Science 51% to 55%

Focus for Hartman Elementary

- **Parent Involvement:** Increase parent engagement and coach parents to monitor student achievement through increased use of Parent Access Center in conjunction with PTO support/parent nights
- **Supplemental Reading/Science Plan:** MHES will provide students in grades 2-5 access to Amplify Reading and Science which will allow students to access a personalized reading and science curriculum
- **Academic Intervention Plan:** MHES will offer afterschool tutoring to targeted at-risk students in grades 3-5 using SCE Funds/Title 1 funds. Students and teachers will receive additional RTI support through push-in services “Intervention Hour” throughout the school year for instruction and differentiation
- **Enrichment Plan:** MHES will provide pull-out TAG class and also push-in support to students and teachers during “Enrichment Hour” during the school year for instruction and differentiation. This will challenge students who are requiring increased rigor for mastery of their grade level.
- **Science Camps:** MHES grade 5 will attend a 3-day, 2-night science camp at YMCA Camp Twin Lakes. Students will study plantlife, physical and earth science, water sources, and wildlife with TEKS aligned curriculum. MHES students will attend in January, 2020.
- **Student Groups:** *Robotics:* MHES teachers will sponsor a robotics team to improve science, technology, math and will compete amongst other elementary schools in the area. Last year, MHES students earned second place in the area competition. *Running Group:* MHES teachers will sponsor a health-related running group that participates in weekly cross country style running, weekend coordinated community runs, and campus wide Color Run. *Student Council:* MHES teacher will sponsor a Student Council and elections will be held to identify new officers. Students will draft their first constitution, learn about student government and leadership, and meet with the Principal on a monthly basis to discuss student body concerns and suggestions for improvement.



Miller's Point Elementary School
Barbara Smejkal, Principal
Executive Summary
2019-2020

Miller's Point received four distinctions: 1) Academic Achievement in Math with Accelerated Growth and Performance at Masters in 3rd and 4th grade; 2) Postsecondary Readiness for Performance at Meets or Above for all subjects including Reading and Math; 3) Comparative Academic Growth; and 4) Comparative Closing the Gaps. Overall Miller's Point Met Standard with an 89-scale score which stands at a "B" school.

The release of the spring 2019 STAAR data revealed steady growth in scores for 3rd, 4th and 5th grades and a need for higher expectations and support in 3rd and 5th grade reading and math, along with 5th grade science.

Goals

1. To increase the percentage of students performing at Meets by 20 percentage points for math and reading from 53% to 73% by May 2020 STAAR
2. To increase special education student achievement on the 2020 STAAR math and reading assessment by 20 percentage points from 55% to 75% by May 2020 STAAR
3. To increase the percentage passing rate for STAAR Reading from 84% to 94% and increase the percentage passing rate for STAAR Math from 88% to 96% by May 2020 STAAR

Focus for Miller's Point Elementary

- **Building Science Capacity - Science Camp:** Fifth grade students will attend a 3-day, 2-night science adventure at Twin Lakes YMCA camp in Cedar Park, TX. Students will study tree/forest ecology, animal and plant adaptations, water systems and mammals/wildlife ecology, landforms and night sky/moon phases. Earth Science and a STEM activity will be incorporated.
- **Academic Intervention Plan:** After-school tutoring, Saturday tutoring & morning tutoring/open computer labs – September 21st through May 2nd: 1 day per week for 3rd – 5th grades will be provided to reinforce TEKS. TEKS support will be held from 3:15 pm to 4:15 pm with at least 10 students total in each session. Morning labs/Chromebooks: open for Imagine Math and Reading, StemScopes and Prodigy after Breakfast in the Classroom
- **Saturday Writing Camp:** Fourth grade STAAR: writing teacher will host camp during September through March from 8:00-11:00 on specific Saturdays to be announced. Fourth grade also will have a STAAR writing tutoring Lunch Bunch throughout the entire year. Continued training in writing will be required for our staff to build a deeper integration of ideas in writing for students using TREES.
- **Math Spiral Review and Numeracy:** Teachers will use Lone Star digital math resource campus-wide for spiral math and increase of math fluency along with 3rd through 5th grades increasing TEKS understanding with Countdown to STAAR spiral activities



Olympia Elementary School
Karli Sitton, Principal
Executive Summary
2019-2020

Olympia's focus this year based on the 2018-19 STAAR data will be on student growth, specifically meets and masters for reading and math. Although our domain 1 and 2a scores are higher than the district's average, our goal is to achieve a B rating. Our data indicates that we have a high passing rate at approaches however our students are not obtaining meets and master's performance level. We will continue to focus on meeting grade level standards with an emphasis on growth and mastery and above.

Goals

1. In order to meet our academic growth raw score of 72 for our 2020 STAAR accountability rating, we need to increase our overall growth points by 15.
2. By the 2020 STAAR administration, we will increase our overall Meets rating from 49% to 55% by analyzing and aligning curriculum-based student data and reteaching performing TEKS.

Focus for Olympia Elementary School

- **On-going PLCs:** A block of time was built into the master schedule to allow time for grade levels to PLC with the instructional team. During this time, we will use data (STAAR, focus walks, common assessments, district assessments, and universal screeners) to enhance learning through vertical alignment. This time will also be utilized for collaborative planning and professional development.
- **Built in Intervention/Enrichment Blocks:** A block of time was built into the master schedule to provide a time for students that need targeted intervention to be pulled out of class without missing grade level instruction. We are also addressing the students that performed at the approaches level but need enrichment opportunities to help make gains towards the meets and masters levels.
- **Purposeful Planning:** Lesson planning will now include evidence of differentiation and time allotments, where teachers will utilize a standardized formative tool to provide intentional instruction to students at the low, middle, and high mastery of the objective. During PLC time teachers, along with the instructional team, will look at the curriculum map and formative assessments to allocate time for reteaching purposes. The instructional team is comprised of the Principal, Assistant Principal, RTI teachers, and the SPED lead teacher.



Paschall Elementary School
Tricia A. Davila, Principal
Executive Summary
2019-2020

Paschall Elementary's accountability rating for the 2019 STAAR was a "C". Scores at the approaches grade level were: 73% in reading, 71% in mathematics, 60% in writing and 57% in science. Meets grade level scores were: 37% in reading, 37% in mathematics, 26% in writing and 27% in science. Masters grade level scores were: 16% in reading, 20% in mathematics, 3% in writing and 10% for science. The areas of focus for the 2019-2020 school years will be in the key practices of campus instructional leaders and in the monitoring of lesson plans/assessments to ensure that they are objective driven.

Goals

1. To demonstrate academic growth in student achievement in all core subject areas.
2. To increase student achievement on the 2020 STAAR Reading and Math to 75% for all student groups and Science and Writing assessments to 70% for all student groups.
3. To increase the percentage of students performing at Level III- Masters Grade Level to 20% across all content areas.

Focus for Paschall Elementary

- **Campus Instructional Leaders:** Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks to include teacher observations/walkthroughs, teacher walkthrough debriefs, and leadership meetings that are scheduled on weekly calendars.
- **Horizontal Planning:** Grade level PLC meetings will be held weekly to review/create student assessments, analyze data and complete a plan of action to address the needs of our students. PLC meetings will follow a consistent written protocol.
- **Lesson Plans:** TEA exemplar will be modeled to create a universal lesson plan template to be used by all teachers to submit daily lesson plans that are aligned, curriculum driven, data-driven, detailed and timely. Lesson plans will be evaluated by administration and immediate feedback will be given to teachers so that changes (if necessary) can be made prior to lesson delivery.



Park Village Elementary School
Sharon Missy Balderas, Principal
Executive Summary
2019-2020

Park Village Elementary met state accountability standards for the 2018-2019 school year with a campus rating of 75 (C). We began the 2019-2020 school year as a School of Improvement campus. Park Village ES is a Title I, a CEP identified campus that serves students in EE- 5th Grade with an enrollment of approximately 470 students. Park Village ES is classified as 98 % economically disadvantaged.

Goals

1. In conjunction with our 2019-2020 Targeted Improvement Plan (TIP) through implementation of Essential Action 1.1: Develop Campus Instructional Leaders (CIL) (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities, Admin team will meet weekly and CIL team will meet monthly to analyze data and student progress
2. In conjunction with our 2019-2020 Targeted Improvement Plan (TIP) through implementation of Essential Action 5.1: Objective-driven daily lesson plans with formative assessments, lesson plans will be submitted weekly and reviewed for alignment and assessments during weekly PLC/Extended Planning meetings. Admin team will conduct daily instructional walks for a minimum of 20 per a week to ensure effective implementation of lessons. Reflections on instructional strategies of lessons taught will be conducted during weekly PLC/Extended Planning meetings.
3. In conjunction with our 2019-2020 Targeted Improvement Plan (TIP) through implementation of Essential Action 5.3: Data-driven instruction, 45% of all 3rd, 4th, and 5th grade students will achieve the Meets Performance Level standard and 11% will achieve the Masters Performance Level standard on the 2020 Reading, Math, Writing and Science STAAR test.

Focus for Park Village Elementary

- **My Brother's Keeper (SA)- Restorative Justice Program:** PVE will actively participate in *My Brother's Keeper* program through the establishment of community circles and building relationships to restore student behaviors and improve campus culture.
- **Community in Schools:** PVE will partner with Community in School (CIS) in an effort to improve attendance, behavior and academics. CIS will assist in tracking students at PVE who are at-risk, and provide services such as, students' basic needs, parent and family engagement, career awareness, academic achievement, school attendance and supportive guidance.
- **Parent Involvement Community Center:** PVE will establish of a Parent Teacher Organization (PTO), as well a Parent Center on campus. PVE will work to strengthen the relationship with our families by building a bridge between school, family, and community.
- **New Teacher Coaching and Campus Support:** PVE will engage in New Teacher Coaching and Support in an effort to retain newly hire employees/ first year teachers. This will include planning support, instructional modeling and coaching to meet the needs of the teacher and students.
- **Objective-Driven Lesson Plans:** PVE will incorporate objective-driven lesson plans with formative assessments and differentiation strategies.
- **Data-Driven Instruction:** PVE teachers will analyze data in weekly PLCs to drive instruction and close the gaps in our subpopulation groups and increase our Meets and Masters Performance Levels.



Rolling Meadows Elementary School
Michelle La Rue, Principal
Executive Summary
2019-2020

The TEA 2019 Accountability report indicated that Rolling Meadows met standard on all three performance Domains. We saw gains in all three Accountability Domains going from an overall score of 84 to 87. Our biggest gain was in the area of student growth moving from 69 to 79. Further data desegregation defined specific areas for consideration. Our most immediate concern is drop in 3rd grade Reading scores in the Approaches and Meets proficiency levels and the drop in STAAR Writing scores at the Meets performance level. We have put plans in place to ensure instruction and interventions address those areas where growth is needed.

Goals

1. To increase the number of students attaining Meets and Masters on Grade 3 Reading STAAR by 5 percentage points.
2. To maintain student attendance of 97% by the end of the 2019-2020 school year.

Focus for Rolling Meadows Elementary

- **Third Grade Reading Intervention and Support:** Improve student growth by focusing on strengthening early childhood literacy in grades K-2 by implementing guided reading and Phonics Dance with fidelity, increase the use of the close reading strategy in primary grades, implement the co-teach model for Special Education students, analyzing student performance, identify areas of need, increase the use of small group instruction, and provide targeted interventions to close student gaps.
- **Attendance Intervention and Support:** Improve attendance through a systematic approach of commitment and collaboration with all stakeholders. Rolling Meadows faculty and staff will recognize appropriate and improved attendance by providing incentives on multiple levels to include individual students, classes, grade levels and school-wide celebrations. We will provide mentors for chronically absent students, promote afterschool clubs on Mondays, and communicate why regular attendance is key to student success.



Salinas Elementary School
Martin Silverman, Principal
Executive Summary
2019-2020

An analysis of the STAAR data for 2018-2019 shows that our school is at or above the district and state average on most tests and subgroups. Reading/Writing are the main areas of concern since they affect all other tests. Support will be given to students in all subgroups, with special emphasis on SPED, through identified instructional strategies.

Goals

1. By May 2020, 88% of all students and each student group will pass the Reading STAAR with 35% of students scoring at Mastery level. (2019 passing was 83% and Mastery was 24%)
2. By May 2020, 80% of all students and each student group in 4th grade will pass the Writing STAAR with 20% of students scoring at Mastery level. (2019 passing was 61% and Mastery was 14%)
3. By May 2020, 93% of all students and each student group will pass the Math STAAR with 35% of students scoring at Mastery level. (2019 passing was 87% and Mastery was 27%)
4. By May 2019, 90% of all students and each student group in 5th grade will pass the Science STAAR with 35% of students scoring at Mastery level. (2019 passing was 81% and Mastery was 24%)

Focus for Salinas Elementary

- **ELAR:** All teachers will provide guided reading/small group instruction every day. Teachers (K-2) will be required to meet with guided reading groups a minimum of 5 times per week for students who are below level or have been retained.
- **Math:** Teachers will implement daily mixed practice math problems to develop math fluency. Students will be required to spend in-depth time working on problem solving strategies to develop communication skills.
- **Targeted Support:** All students in grades 3-5 will receive support during the scheduled RTI block. Specific students will be targeted to receive closer monitoring of interim progress with the intent of moving up levels of performance (DNM>Approaches; Approaches>Meets; Meets>Masters). Focus of support will be to increase Mastery level performance. Primary grades will have increased support to move DRA levels from below, to on grade level by end of year for 90% of students.
- **Data Monitoring:** A coaching model will be continued and refined, with each grade level having a support staff member for planning, PD, and implementation of campus and district initiatives. This includes data reporting tools, and close monitoring of staff/student progress.



Spring Meadows Elementary School
Destiny Barrera, Principal
Executive Summary
2019-2020

Our domain scores are Student Achievement- 69, Student Progress- 74 and Closing Performance Gaps- 72. In order to continue to grow, it is imperative that we continue to provide our teachers effective planning support in classroom instructional lessons/strategies that align with the TEKS, while using our data to make data driven decisions for all students.

Goals

1. To increase MEETS/MASTERS academic performance in reading/writing in all grade levels on the 2020 STAAR assessment by 10%.
3rd grade MEETS in reading from 30% to 40%, 3rd grade MASTERS in reading from 15% to 25%.
4th grade MEETS in reading from 28% to 38%, 4th grade MASTERS in reading from 14% to 24%.
4th grade MEETS in writing from 20% to 30%, 4th grade MASTERS in writing from 4% to 14%.
5th grade MEETS in reading from 44% to 54%, 5th grade MASTERS in reading from 24% to 34%.
2. To increase MEETS/MASTERS academic performance in math in all grade levels on the 2020 STAAR assessment by 10%.
3rd grade MEETS in math from 45% to 55%, MASTERS in math from 21% to 31%.
4th grade MEETS in math from 39% to 49%, MASTERS in math from 20% to 30%.
5th grade MEETS in math from 41% to 51%, MASTERS in math from 28% to 38%.
3. To increase MEETS/MASTERS student performance in 5th grade science on the 2020 STAAR assessment by 10%.
5th grade MEETS in science from 41% to 51%, 5th grade MASTERS in science from 17% to 27%.
4. To increase student attendance rate from 95.06% to 97% for the 2019-2020 school year.

Focus for Spring Meadows Elementary

- **Effective Planning Support:** Teachers will plan with grade levels three times per week. They will receive planning support from our campus academic facilitator and share out weekly with principal.
- **Data Driven Decisions:** Teachers will track student progress every three weeks with campus common assessments. Data reflection will be used to spiral back in low Student Expectation's (SE's) that students did not master.
- **Purposeful Targeted Student Support:** We will look at all student data and target concerns of students maintaining or continuing growth. This will be supported by teachers, RTI, SPED, Admin., and support staff.
- **Attendance:** Attendance incentives for students/parents and parent education sessions at campus community events.
- **Community and Family Relations:** The campus will create events to build the family and community involvement. Content area/grade level will plan for academic events throughout the year in the evening to promote student academics and highlight our student successes.



Woodlake Elementary School
Kristin Saunders, Principal
Executive Summary
2019-2020

Woodlake Elementary met state accountability for the 2018-2019 school year(s). Woodlake ES earned a distinction for Academic Achievement in ELAR and Top 25% Comparative Closing the Gap. Woodlake ES is a Title I, EE-05 campus with an enrollment of approximately 586 students. Woodlake ES has an average mobility rate of 24.4% and 75.3% of our students are classified as economically disadvantaged.

Goals

1. From August 2019 to May 2020, 50% of all 3rd-5th graders will reach the Meets PL standard on the 2020 Reading, Math, Writing, and Science STAAR test.
2. From August 2019 to May 2020, 100% of all 3rd-5th grade teachers will demonstrate an Academic Growth Score of 75.

Focus for Woodlake Elementary

- **Instructional Systems:** Professional Learning Communities will meet every two weeks for the purpose of analyzing data, monitoring and adjusting instructional goals, verifying common assessments, developing and adjusting our professional development plan. This time will also include reflecting on instructional strategies and practices for the purposes of closing the achievement gaps for specific student groups (all students and white students).
- **Guided Instructional Model:** Woodlake ES will continue to refine the Guided Reading and Guided Math training was developed and delivered in August 2018. Monitoring the instructional model will continue through model lessons, co-teach lessons, and observation of teacher delivered lessons. The process will also continue based on teacher need and assessment data analysis.
- **Attendance:** A campus-based attendance committee has been developed for the purpose of recognizing both students and families who demonstrate exemplary attendance per nine-week grading period.



Wortham Oaks Elementary School
Mrs. Yvonne I. Muñoz, Principal
Executive Summary
2019-2020

Wortham Oaks 2019 spring STAAR scores at the “approaches grade level” were above 92% in reading and mathematics; writing 79%; science 78%. Additionally, the TEA Accountability Rating Report indicated that Wortham Oaks Elementary is an A campus. Wortham Oaks earned five of the six Distinction Designations-Reading/ELA, Mathematics, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness. Further disaggregation of data has defined some specific areas to consider. Since science and writing had the lowest passing rates, they will be the primary focus for the 2019-2020 academic school year. Results of spring surveys of staff, students, and parents indicate that 93% of students feel safe at school; we will focus on fostering a positive learning environment at Wortham Oaks Elementary.

Goals

1. To demonstrate sustained academic growth in student achievement in all core subject areas
2. To increase the percentage of students performing at Level II and III- Meets and Masters Grade Level, across all content areas
3. To increase student achievement on the 2019-2020 STAAR Science and Writing assessments to 90% for all student groups

Focus for Wortham Oaks Elementary

- **Supplemental Reading Plan:** Wortham Oaks will provide all students’ access to Raz Plus which will allow students to access a personalized reading library (instructionally leveled) that can be accessed online using a computer or mobile device.
- **Academic Intervention Plan:** Wortham Oaks will offer after-school tutoring in the spring for at-risk students in grades 3-5 using SCE Funds/Title Funds. Staff members will receive additional RTI training to find new ways to help students who are struggling academically and behaviorally. Training will be provided by the campus RTI facilitator.
- **Enrichment Intervention Plan:** Wortham Oaks will provide enrichment lessons and activities for students in grades 3-5. Staff members will receive additional training on differentiation to find new ways to challenge students who are performing above their grade-level and get them to advanced level III.
- **Writing Instruction K-5:** Increase writing across the content areas to include targeted journaling in science and math and process writing according to grade level TEKS
- **Science Camps:** Wortham Oaks fifth and sixth grade students will attend a 3-day, 2-night science adventure at the YMCA Camp Twin Lakes. Students will study native grasses and plants, plant adaptations, stream ecology, landforms, constructive and destructive forces, wildlife, and the night sky. Physical and Earth science teaching will be enhanced this year. Students in grades PK-6 will enjoy science day camps or science evening events including educational field trips to Frederick Park, Medina River Natural Area, and Edwards Aquifer Research Center. Wortham Oaks students will learn through demonstrations by SAWS, the Texas Parks and Wildlife Department, and the Edwards Aquifer.
- **Robotics:** Wortham Oaks teachers will sponsor a robotics team to improve science, technology, and mathematics skills. Sponsors will take a Wortham robotics team to compete in the First Lego League Alamo Area Region competition; the Wortham Oaks staff will host the event.



Judson Middle School & JSTEM Academy
Dawn N. Worley, Principal
Executive Summary
2019-2020

Judson Middle School serves as a traditional middle school and houses JSTEM Academy. The purpose of the academy is to promote STEM education through project based learning and extensive after-school initiatives that are STEM based. JSTEM houses 382 students selected from across the district through a public lottery. All JSTEM classes are classified as Pre-AP, and the accelerated curriculum is an expectation for all students. JSTEM is designated as a school within a school; however, student data is combined with Judson Middle School for state accountability. We scored a “C” overall in our final accountability. We did achieve a “B” in Relative Performance; however, we failed to meet appropriate progress in “Closing the Gaps” accountability category, classifying us as “additional targeted campus” for the white student population and two or more races. We plan to increase performance of every student by at least 1 point.

Goals

1. Increase student performance at meets and mastery level on all STAAR tests as follows:

<u>Reading:</u>	Meets: 43% to 48%	Masters: 21% to 26%
<u>Writing:</u>	Meets: 44% to 49%	Masters: 18% to 23%
<u>Math:</u>	Meets: 42% to 47%	Masters: 17% to 23%
<u>Science:</u>	Meets: 55% to 60%	Masters: 27% to 33%
<u>S. Studies:</u>	Meets: 32% to 37%	Masters: 21% to 27%
2. Increase parental involvement opportunities at JMS & J-STEM by providing multiple parent events by the end of the 2019-2020 school year that elicit feedback and educate parents on student performance.
3. Increase student attendance to 97%.

Focus for Judson Middle School & JSTEM

- **PLC's:** Departments will have PLCs bi-weekly to analyze data, reflect on instructional practices, and make additional instructional decisions. Instructional practice will be guided by our data and our targeted intervention plan
- **Professional Development:** PD opportunities, implemented in a variety of ways, will focus on improving instructional strategies. We will complete our implementation through mini PD sessions during PLC time, faculty meetings, grade level planning meetings and informal job-embedded lessons modeled by peer teachers on campus. There will be a strong focus on lesson planning, data reflection and use of data to guide our instructional practices. This will culminate in enhanced student engagement; improved academic vocabulary usage; thus affecting all students, to include all special populations.
- **Targeted Interventions:** Utilization of State Comp funds will allow the purchase of technology resource materials to support students that require additional instruction through in-class remediation.
- **Pre-AP Instruction:** We will increase our enrollment of students participating in Pre-AP classes for all grade levels in all content areas.
- **Rigor and Relevance:** JSTEM will improve performance by increasing opportunities for students to engage in real world problem solving and engagement in relevant work applications through mentorships and PBL projects.



Kitty Hawk Middle School

Beverly Broom, Principal

Executive Summary

2019-2020

Kitty Hawk Middle School scored an overall 78 or C on the A-F accountability system for 2019. We scored an 81 (B) in overall Student Achievement for our STAAR scores, an 82 (B) for School Progress, 63(D) for Academic Growth, 82(B) for Relative Performance, and 70(C) in Closing the Gaps. We received one Distinction Designation for Social Studies. Students showed growth in the Average Performance Level of 2019 STAAR tests on all tests except 6th grade reading and 7th grade math and reading. Student behavior and attendance continue to be focus areas for improvement in an effort to keep students in class and actively learning. The campus is in year two of implementation of Positive Behavior Interventions and Supports, or PBIS. We are seeing improvement in promoting a positive school culture and climate while supporting student social, emotional and academic growth. Kitty Hawk did not meet Annual Yearly Progress and is implementing a Targeted Improvement Plan.

Goals

1. Increase student performance at mastery level on all STAAR tests as follows: Reading – 6th from 13% to 20%, 7th from 26% to 35%, 8th from 25% to 35%; 7th Writing from 18% to 23%; Math– 6th from 15% to 25%, 7th from 4% to 15%, 8th from 21% to 26%, Algebra from 87% to 93%; 8th Science from 27% to 40%; and 8th Social Studies from 29% to 35% in order to increase the number of Distinctions earned by Kitty Hawk for 2020.
2. Increase student attendance at Kitty Hawk to 97% or above.
3. Decrease the number of student discipline referrals thereby decreasing ISS, OSS, and DAEP placements, resulting in increased instructional time.

Focus for Kitty Hawk Middle School

- **PBIS:** Implement campus-wide behavior support system using the Positive Behavior Interventions and Supports model in order to proactively establish behavior supports and social culture needed for all students at Kitty Hawk to achieve social, emotional and academic success.
- **Attendance:** Kitty Hawk MS will improve student attendance to reach a goal of 97% through the use of incentive programs and targeted interventions for students with attendance issues as well as rewards for students with good attendance.
- **Readers/Writers Workshop:** English Language Arts teachers have been trained in the Readers Workshop model. Teachers are supported through weekly focus walkthroughs by administrators looking for alignment and implementation of the program with fidelity. Teachers continue to update the Reading Bookroom to support the needs of the program.
- **Math Strategies and Vocabulary:** Vertically align math content vocabulary and math strategies taught so that students receive consistent instruction from one grade level to the next.
- **Science Journal Writing:** Students will demonstrate mastery of science concepts using expository writing through reflective journal entries in order to make connections between lab activities and tested material.
- **Social Studies:** Focus on expository writing and content vocabulary using journals and document based questions.



Kirby Middle School
Sue Arredondo, Principal
Executive Summary
2019-2020

Kirby Middle School failed to meet state accountability requirements for the 2019 academic year. We have identified several areas of improvement for the 2019-2020 school year. For closing the gaps, the campus needs to focus on several subpopulations including our English Language Learner and Special Education. Additionally, the campus needs to focus on our white and African-American populations especially in the areas of reading and math. Overall, the main focus for this school year is planning solid lessons and creating common assessments where data can be derived in order to track student progress.

Goals

1. By the end of the 2019-2020 school year, all subject areas will increase STAAR scores by a minimum of 10% at the approaches level and 8% at the meets level.

Grade	Subject tested	Approaches	Meets
6 th	Reading	46% to 56%	14% to 22%
6 th	Math	57% to 67%	17% to 25%
7 th	Reading	62% to 72%	24 % to 32%
7 th	Writing	51% to 61%	21% to 29%
7 th	Math	52% to 62%	17% to 25%
8 th	Reading	67% to 77%	30% to 38%
8 th	Math	78% to 88%	38% to 45%
8 th	Science	59% to 69%	28% to 35%
8 th	Social Studies	36% to 50%	11% to 20%

2. Kirby Middle School will increase student attendance rate from 93.35% to 96%.

Focus for Kirby Middle School

- **Collaborative Planning:** Core subject areas will have weekly meetings for collaborative planning. Teachers will plan lessons collaboratively by specific content for each core subject assisted by administration and academic coach. The teachers will create objective, TEK aligned lesson plans. The planning will also include creation of aligned common assessments for each core content area and data discussion after each assessment.
- **Professional Learning Communities:** Monthly campus wide professional development will be provided and follow up will be held in monthly department meetings. The topics covered in these areas will be based on administrative walkthroughs and instructional focus walkthroughs conducted by district staff.
- **Social and Emotional Support:** In collaboration with Communities in Schools, we will work with students and families to provide social and emotional needs. By helping with these needs, students can better focus in the classroom.
- **Attendance:** Strategic intervention meetings with parents, student, counselor, and truancy officer for students. Incentives and recognitions for students on a weekly/monthly basis for students with perfect attendance that includes game tickets, T-shirts, and gift cards donated by staff members.



Metzger Middle School
Loretta Davidson, Principal
Executive Summary
2019-2020

Metzger Middle School is currently rated as a 1st Year Overall F and identified as a Comprehensive Support Campus. We will participate in TEA's Effective School Foundations Diagnostic Interventions through the Division of School Improvement. In order to close the gaps, the campus will have an instructional focus on all of our subpopulations both in academic achievement and growth status.

Goals

1. By the end of the 2019-2020 school year, all subject areas will increase STAAR scores by a minimum of 10% at the approaches and 8% at the meets level.

Grade	Subject Tested	Approaches	Meets
6 th	Reading	48% to 58%	17% to 25%
6 th	Math	66% to 76%	23% to 31%
7 th	Reading	54% to 64%	27% to 35%
7 th	Math	42% to 52%	9% to 17%
7 th	Writing	52% to 62%	18% to 26%
8 th	Reading	63% to 73%	34% to 42%
8 th	Math	89% to 99%	57% to 65%
8 th	Science	72% to 82%	39% to 47%
8 th	Social Studies	48% to 58%	14% to 22%

2. Metzger Middle School will increase student attendance from 96.62% to 97.5%.

Focus for Metzger Middle School

- **Professional Learning Communities:** Monthly campus wide professional development will be provided during Instructional Power Hours and reinforced during content area planning meetings. After District MOCK STAAR and Unit assessments content area teachers along with administration will disaggregate the data as a part of continually monitoring student progress.
- **Objective driven lesson plans:** Teachers will enter commonly planned lesson plans into Google Classrooms and Administration will review and provide feedback. These plans will align to TEKS and adhere to the districts' Scope and Sequence.
- **Academic Achievement:** Increase the number of students enrolled in TAG, Honors, and Pre-AP classes. Revitalize the National Junior Honor Society as well as continuing our partnership with Young Achiever, a nationally recognized program working to increase improvement in self-confidence, academic motivation, and writing skills of our 8th grade students.
- **Social and Emotional Learning:** Metzger will have the support of Community in Schools. We will work with the families and support students helping to keep students in the classroom.
- **Attendance:** Intervention meetings with parents, students, counselors, administrator as well as a district truancy officer for students not attending school. Recognitions and incentives for students for perfect attendance and "almost perfect" attendance to include items donated by local business.



Woodlake Hills Middle School
Daniel Brooks, Principal
Executive Summary
2019-2020

WHMS received a C as well as received a TEA Distinction in Science. WHMS state assessment scores are as follows: All tests (71%), Science (83%, 11% increase), Social Studies (58%, 9% increase), Reading (66%, 6% decrease), Writing (62%, 9% decrease) and Math (78%, 4% increase). WHMS has been identified as a Targeted Support campus for 19-20 school year in the areas of math and reading for All Students, as well as the White student group. WHMS will utilize Data Driven Instruction and Objective Driven Daily Lesson Plans to address the Targeted Support needs for White and All student groups by implementing a Targeted Improvement Plan. WHMS enjoys overall positive parental involvement and works to increase the number of opportunities to foster good family and community relationships. WHMS has made gains in increasing positive campus culture and climate through consistent communication of campus expectations, targeted professional development opportunities, and the implementation of R3S (Respect for Self, Students, and School).

Goals

1. There will be an increase of 10 percentage points in the number of students attaining “Meets” on the reading and math STAAR in order to address the Targeted Support requirements for All Students.
2. There will be an increase of 10 percentage points in the number of students attaining “Meets” on the reading and math STAAR in order to address the Targeted Support requirements for the White student group.

Focus for Woodlake Hills Middle School

- **Objective Driven Daily Lesson Plans with a Focus on Formative Assessment:** Grade level teams meet weekly in to common plan starting with identifying and deconstructing the standards, using those standards to look at the summative assessment for the unit, and then gathering aligned resources and activities to write detailed daily lesson plans with formative assessments specifically written that let a teacher know if students are attaining the objective. After receiving quality instruction students are assessed and the data is reviewed in order to drive further instructional decisions.
- **Data Driven Instruction:** Teachers will meet with grade level teams within 3 days of students taking summative unit assessment to complete the Data Driven Instructional cycle and plan reteach and create plans to target specific groups that are not reaching mastery of the content.
- **Development of Staff:** WHMS offers supplemental professional development to staff based on specific needs determined by the Data Driven Instruction cycle. WHMS requires sheltered instruction training for sheltered team teachers to support ELL students, as well as requiring all ELAR teachers to be ESL certified. Coteach model training has been and will continue to be offered for coteach pairs to support quality instruction of SPED students.
- **Additional Support for Students:** Use of Title 1 and SCE funds to provide two RTI Reading and two RTI Math teacher.
- **LIT (Literacy Implementation Time):** WHMS implements a daily literacy time during Advisory where all students are reading grade-level, high interest texts and responding to those with writing in order to foster a culture of literacy and develop stamina and schema for students.



Judson Care Academy
Ricci Bethely-Day, Principal
Executive Summary
2019-2020

Judson Care Academy will focus on three key areas for the 2019–2020 school year.

Performance Rate: Judson Care Academy will improve student achievement by increasing the state and federal performance rate by 5% in Math, Reading and Writing for all students as indicated by CBA's and the STAAR assessment.

Recidivism Rate: During the 2017 - 2018 school year 532 students were placed at the DAEP. Of the 532 student, 61 (11.5%) students were placed two or more times. During the 2018 - 2019 school year 453 students were placed at the DAEP. Of the 453 students 53 (12%) of students were placed 2 or more times. From 2017 - 2018 to 2018 - 2019 the recidivism rate increased by 0.5%.

Attendance: JCARE will improve student attendance for the 2019 – 2020 school year by 5% as indicated by TAC attendance reporting.

Goals

1. During the 2019 – 2020 school year Judson Care Academy will work to support the district goal of increasing the performance of General Education, Special Education, and English Language Learners in all EOC content areas by 5%.
2. During the 2019 – 2020 school year Judson Care Academy administrative team will continue implement a campus transition plan the promotes student achievement and focuses on the social emotional wellbeing and needs of all students in an effort to reduce the recidivism rate by 15%.
3. During the 2019 – 2020 school year Judson Care Academy will work to support the districts goal to increase student attendance rate by 5%.

Focus for Judson Care Academy

- **Professional Learning Communities:** Judson Care Academy will work to support the district goal of increasing student achievement at the highest academic level by increasing the state and federal performance rate of students in General Education, Special Education, and English Language Learners in all EOC content areas by collaborating with the district specialist, conducting bimonthly PLC and department meetings, as well as providing teachers with opportunities to continue their professional development in order to build capacity and ensure student success. Additional topics will be based on campus needs in order to grow instructional practices. Campus data will be analyzed to drive decisions.
- **Develop and Implement a District Transition Plan:** To reduce the recidivism rate the campus will continue to implement a campus transition plan to ensure procedures are in place to support a successful transition to each student's home campus.
- **Increase Student Attendance:** To increase student academic achievement the campus will work to increase the attendance rate.



Judson Early College Academy
Dr. Josephine Juarez, Principal
Executive Summary
2019-2020

The Judson Early College Academy (JECA) has achieved the highest rating from the Texas Education Agency for four consecutive years: Academic Achievement in English Language Arts/Reading Academic Achievement in Mathematics Academic Achievement in Science Academic Achievement in Social Studies Top 25 Percent: Student Progress Top 25 Percent: Closing Performance Gaps Postsecondary Readiness. JECA's needs are based on continuing student success in these areas.

Goals

1. To increase the average daily attendance rate (ADA) yearly average from 97.84% to 99.00% by the end of the 2019-2020 school year
2. To increase the STAAR EOC Mastery performance level in English I and English II by a minimum of 5% from the 2018-2019 school year to the 2019-2020 school year

Focus for School Name

- **Optional Flexible School Day Program:** JECA students in Grade 12 participate in the Optional Flexible School Day Program, which will allow them to meet state attendance requirements, attend college on a full-time basis, and engage in employment/internship opportunities. The purpose of participation in the program is to promote a higher attendance rate for students in Grade 12, thereby increasing the overall attendance rate for the campus.
- **Early Intervention:** JECA students in Grades 9 and 10 are enrolled in new ELAR and Math classes to strengthen their knowledge and skills in preparation for:
 - Texas Success Initiative Assessment (TSIA) Reading, Writing, and Math
 - STAAR EOC Algebra I, English I, and English II; and
 - Northeast Lakeview College (NLC) courses with a minimum grade requirement (e.g, ENGL 1301/1302, College Algebra).



Judson High School
Jesús Hernández III, Principal
Executive Summary
2019-2020

With regards to state accountability, Judson High School is moving towards a positive direction. We are working to improve our academic performance with students in special education and our white student population in Domain I of our state accountability. We are, also, targeting our academic growth dimension in Domain 2b on our campus accountability report. Finally, we are working towards increasing the employee survey results on communication and discipline.

Goals

1. Judson High School will increase the STAAR Performance for students in special education and our white student population (10% points in ELA and 13% points in Math) to meet or exceed the federal targets on the 2019-2020 TEA Accountability Report in Domain 2.
2. Judson High School will increase the Academic Growth Dimension (2B) by at least 2 points to a score of C on the 2019-2020 TEA Accountability Report.
3. Judson High School will increase employee satisfaction regarding communication and discipline by 15% points by the summative employee survey for 2019-2020.

Focus for Judson High School

- The Targeted Implementation Plan that was developed by the Campus Leadership Team will add a focus to new planning methods that focus on the use of data and a thorough lesson planning process.
- Quarterly Transfer Reviews-The campus team will meet regularly to discuss the appropriateness of transfers on the campus. Student academic, behavioral, and attendance data will be taken into consideration.
- Instructional Showcase-Judson High School will have teachers teaching teachers. Several times throughout the year, Judson teachers will showcase an instructional strategy being used to diversify the lesson plans. We are focusing on small group instructional strategies to add more variety as we plan activities in stations.



Judson Learning Academy
Liza M. Guerrero, Principal
Executive Summary
2019-2020

Judson Learning Academy is a non-traditional high school, Alternative Education campus. This campus was evaluated by alternative education accountability provisions. The 2019 AEA Accountability Overall rating for JLA was a B. STAAR Performance had a component score of 30, College, Career, and Military Readiness component score of 28, and Graduation Rate component score of 98. The campus will continue to work towards the increasing its overall enrollment and overall EOC scores during the next accountability cycle in order improve in all AEA accountability areas.

Goals

1. Judson Learning Academy will increase EOC scores as follows by the end of 2019-2020 accountability cycle:
 - a. ELA from 22% to 30%
 - b. Algebra 1 from 50% to 55%
 - c. Science from 50% to 55%
 - d. Social Studies from 70% to 75%
2. Judson Learning Academy will increase the percentage of EOC Retest Assessments at Approaches Grade Level or Above from 21% to 25% by the end of 2019-2020 accountability cycle.
3. Judson Learning Academy will increase the percentage RHSP/DAP/FHSP-E/FHSP-DLA Graduates from 47% to 50% by the end of 2019-2020 accountability cycle.

Focus for Judson Learning Academy

- **Student/Teacher Interaction/Engagement:** Increase of student/teacher interaction during instructional time (not just the Direct Teach STAAR remediation time). Professional development will be provided after school, at minimum, once a month. Topics will be based on campus needs in order to grow instructional practices and testing data will be analyzed to drive decisions.
- **Direct Teach (STAAR Remediation):** To improve students' performance on STAAR EOC scores, direct teach will be implemented four times a week for students needing STAAR ELA and Algebra I EOCs and twice a week for US History and Biology EOCs. Direct teach will be documented on lesson plans. Additionally, individual student data portfolios will be maintained to track student progress on specific TEKS.
- **Graduation Portfolios:** Graduation portfolios will continue to be a part of the student graduation expectations at JLA. This year, we will focus on two different graduation portfolios to better meet students' post-graduation needs. One portfolio will be focused on college-bound students and the other will be workforce/military-bound focused.



Veterans Memorial High School
Greg Brauer, Principal
Executive Summary
2019-2020

The Student Growth measure is a priority this school year. While the overall STAAR numbers were 80 Approaches, 55 Meets, and 17 Masters, the Student Growth measure rated at a 59. As a campus, we need to focus on high quality instruction developed in collaborative planning sessions.

Goals

1. Targeted subpopulation performance on the 2020 STAAR Assessments will increase a minimum of 7% points in the Meets performance category for all tests as outlined below:

Academic Growth				
Subpopulation	Reading		Math	
	2019	2020	2019	2020
White	66% to 73%		50% to 57%	
Special Education	52% to 59%		33% to 40%	
Economically Disadvantaged	65% to 72%		39% to 46%	

2. Veterans Memorial High School will implement a Professional Learning Community, Instructional Power Hour and Collaborative planning process as evidenced by lesson plan feedback, alignment-walk feedback and common assessment data.

Focus for Veterans Memorial High School

- **Professional Learning Community:** Once per month, teachers assemble in the library during their conference periods to receive professional development directly from the campus principal. Topics are chosen based on data trends and campus needs.
- **Instructional Power Hour:** Once per month, the week after PLC's, departments meet with their assigned Assistant Principal to discuss how their department can implement the PD provided in PLC and discuss vertical alignment opportunities.
- **Collaborative Planning:** Once per week, content teams meet with their assistant principal during their common conference period to create aligned lessons focused on the gradual release process. Scaffolding opportunities are determined based on examination of common assessment data in Eduphoria. Lesson plan feedback is then provided in writing by administrators.



Wagner High School
Mary Duhart-Toppen, Principal
Executive Summary
2019 - 2020

Wagner High School received a Met Standard Accountability Rating for 2018 - 2019. In addition, the campus received a distinction in Post-Secondary Readiness. English Language Arts is an area of focus for all student groups. This campus is identified for targeted support and improvement specifically in the area of White student population. However, after analyzing the data, there is a need for a campus-wide focus on literacy, academic vocabulary, and content vocabulary to improve the overall performance in all STAAR EOC areas.

Goals

1. Student performance on the 2020 STAAR Assessments will increase a minimum of 5% points in the Approaches, Meets, and Master performance categories for all tests as outlined below:

STAAR	Approaches	Meets	Masters
English I	60% to 65%	42% to 45%	7% to 12%
English II	67% to 72%	45% to 52%	3% to 10%
Algebra I	83% to 88%	53% to 58%	30% to 35%
Biology	84% to 89%	52% to 57%	13% to 18%
US History	91% to 96%	74% to 79%	43% to 48%

2. Wagner High School will increase student attendance rate from 92.4% to 95%.

Focus for Wagner High School

- **Professional Learning Communities:** Monthly campus-wide professional development will be provided by administration focused on a problem of practice to improve teaching and learning. Campus administration will support professional development through Instructional Power Hours that will focus on content-specific instructional strategies to improve teaching and learning.
- **Collaborative Planning PLC:** Core subject areas will have weekly meetings for collaborative planning and professional development in instructional delivery. Teachers will plan lessons collaboratively by specific content for each core subject assisted by administration and lead teachers. Collaborative planning will also include modeling of research-based instructional strategies, pedagogy and critical thinking activities to increase rigor.
- **Literacy:** To improve reading and writing, the entire campus will implement literacy strategies through their content area. Lesson plans will be monitored for reading and writing activities to support the literacy initiative. Each content area will be given a specific window completing a literacy assessment.
- **Attendance:** Weekly meetings with the Attendance Committee to address students with attendance concerns. Strategic intervention meetings with parents, student, counselor, and truancy officer for students. Incentives and recognitions for students on a weekly basis for students with perfect attendance that includes game tickets, T-shirts, and gift cards donated by staff members.