

Strategy # 1	We will consistently implement and monitor the use of high-yield reading strategies in ELA classrooms that will support students across the content areas, including electives.					
Annual Goal	In 2018, at least 60% of All Students will achieve Approaches Grade Level on STAAR Reading.					
Root Cause	We lacked consistently implemented and monitored high-yield reading strategies.					
Problem	In 2017, 45% of All Students achieved Approaches Grade Level on STAAR Reading.					
Activity/Objective		Resp	Progress Measuring – includes formative and summative assessments, results, and data results			
			Q1 Status: Aug, Sep	Q2 Status: Oct, Nov, Dec	Q3 Status: Jan, Feb, Mar	Q4 Status: Apr, May, Jun
A	QUARTERLY GOALS		100% of ELA coach, Librarian, and ELL Coach engage in professional learning on the AISD Literacy Plan. (goal: 100%)	100% of ELA classrooms will have protected reading time (StIR) for students, every class period, and 100% teachers and students refer to Text Processing strategies as an anchor of support.	All, ELLs, and SpEd Reading results show at least a 55% pass rate on the most recent assessment (at the STAAR cut score).	All, ELLs, and SpEd Reading results show at least a 60% pass rate on the most recent assessment (at the STAAR cut score).
B	Curriculum Implement AISD Literacy Plan (Year 2) including Structured Independent Reading (StIR), student conferencing, Talk Read Talk Write, use of MyOn, Writing Across All Contents, and 60 minutes of protected time for ELA class each day. ELA coach, Librarian, and ELL Coach engage in professional learning on the AISD Literacy Plan.	Principal, Assistant Principals, ICs, Academic Dean	<ul style="list-style-type: none"> Students complete MyOn and iStation BOY testing. All ELA classrooms have protected reading time (StIR) for students, every class period. ALL ELA teachers create and agree upon a log for student conferencing. 	<ul style="list-style-type: none"> % of all teachers engage in professional learning on Writing Across all Contents. (goal: 100%) % of students use MyON at least once per week. % of students conference with teachers at least twice per 6 weeks. (goal: 100%) 	<ul style="list-style-type: none"> A literacy night is held for the students and community. All ELA classrooms have protected reading time (StIR) for students, every class period. % of students conference with teachers at least twice per 6 weeks. (goal: 100%) 	<ul style="list-style-type: none"> All ELA classrooms have protected reading time (StIR) for students, every class period. % of students conference with teachers at least twice per 6 weeks. (goal: 100%)
C	Instruction Explicitly focus on Text Processing strategies (Fig. 19D): QUIPS and/or RUBIES in core content areas. Teachers will engage in professional learning that will grow and support students' ability to comprehend instruction.	ELA coach, Assistant Principals, Academic Dean	<ul style="list-style-type: none"> Text Processing posters are posted in all classrooms. Strategies identified in Lesson Plans. Strategies integrated into any activity that involves reading passages or STAAR-like questions (including warm-ups and exit tickets). % of teachers engage in professional learning identified text processing strategies. (goal: 100%) 	<ul style="list-style-type: none"> % Lesson Plans include explicitly taught text processing strategies. Strategies integrated into any activity that involves reading passages or assessment questions (including warm-ups and exit tickets) 	<ul style="list-style-type: none"> % of Text Processing strategies are referred to by teachers and students as an anchor of support. (goal: 100%) % Lesson Plans include explicitly taught text processing strategies. Strategies integrated into any activity that involves reading passages or assessment questions (including warm-ups and exit tickets). 	<ul style="list-style-type: none"> % of Text Processing strategies are referred to by teachers and students as an anchor of support. (goal: 100%) % Lesson Plans include explicitly taught text processing strategies. Strategies integrated into any activity that involves reading passages or assessment questions (including warm-ups and exit tickets).
D	ELL Coach will utilize district curriculum to work with teachers to develop strategies to use in supporting ELLs, including: using TELPAS Proficiency Levels to create purposeful groups, use of Content Objectives and Language Objectives, Talk Read Talk Write, sentence stems, speaking frames, scaffolding techniques for all ELL levels, and after-school tutorial lessons for long term ELLs, interactive notebooks, wall and/or table anchors, bilingual dictionaries for core content areas. A selected group of teachers will attend the district ESL training in order to become ESL certified.	Academic Dean, ELL coach, ESC 13 Case Manager	<ul style="list-style-type: none"> Interactive notebooks distributed in core content classrooms. Content and Language Objectives are posted in all classrooms. 7th grade ELA has additional push-in support from ESL Inclusion teacher during classes with high number of ELLs. District support trains teachers in PLCs on use of TELPAS PLDs and Rubrics. A selected group of teachers attends the district ESL training in order to become ESL certified. 	<ul style="list-style-type: none"> Interactive notebooks are used as organizational tools in core content classrooms. % Content and Language Objectives are referred to by teachers and referred to by students as an anchor of support. (goal: 100%) % of teachers engage in professional learning on identified sheltered instructional strategies. (goal: 100%) 	<ul style="list-style-type: none"> Interactive notebooks are used as an instructional support/anchor in core content classrooms. % Content and Language Objectives are referred to by teachers and referred to by students as an anchor of support. (goal: 100%) % of teachers engage in professional learning on identified sheltered instructional strategies. (goal: 100%) 	<ul style="list-style-type: none"> Interactive notebooks are used as an instructional support/anchor in core content classrooms. % Content and Language Objectives are referred to by teachers and referred to by students as an anchor of support. (goal: 100%) % of teachers engage in professional learning on identified sheltered instructional strategies. (goal: 100%)

E	<p>Teachers will create and implement SIM Unit Organizer and Frame across all content areas, including electives. Campus will have a SIM Coach to support teachers in implementation. Teachers will engage in professional learning on SIM Unit Organizer and Frame. Learning Strategies teachers, ELA coach, and SpEd chair engage in professional learning on Learning Strategies.</p>	SIM Coach	<ul style="list-style-type: none"> ● % of teachers engage in professional learning on SIM Unit Organizer. 8/14 and 8/15 ● % Learning Strategies teachers, ELA coach, and SpEd chair engage in professional learning on Learning Strategies. (goal: 100%) ● % of teachers create SIM Unit Organizers and disseminate them to students at the beginning of every Unit. (goal: 100%) ● SIM coach posts all Unit Organizers in the designated area of the school, at beginning of every Unit. 	<ul style="list-style-type: none"> ● % Learning Strategies teachers, ELA coach, and SpEd chair engage in professional learning on Learning Strategies. (goal: 100%) ● % of Unit Organizers are referred to by teachers and students as an anchor of support. (goal: 100%) ● CLT and ICs will participate in a walkthrough, focusing on the implementation of the Unit Organizer, and provide feedback to campus leadership and the SIM Coach. ● SIM coach posts all Unit Organizers in the designated area of the school, at beginning of every Unit. 	<ul style="list-style-type: none"> ● % of teachers engage in professional learning on SIM Frame. (goal: 100%) ● % Learning Strategies teachers, ELA coach, and SpEd chair engage in professional learning on Learning Strategies. (goal: 100%) ● % of Unit Organizers are referred to by teachers and students as an anchor of support. (goal: 100%) ● % of teachers using a FRAME once per week. (goal: 100%) ● SIM coach posts all Unit Organizers in the designated area of the school, at beginning of every Unit. 	<ul style="list-style-type: none"> ● % of Unit Organizers are referred to by teachers and students as an anchor of support. (goal: 100%) ● % of teachers using a FRAME once per week. (goal: 100%) ● Teachers post all Unit Organizers in the designated area of the school, at beginning of every Unit. ● CLT and ICs participates in a walkthrough, focusing on the implementation of the Unit Organizer, and provide feedback to campus leadership and the SIM Coach.
F	<p>Assessment Teachers will engage in professional learning on DMAC, the Common Assessment (CA) data tracking form, the Student Success Manual, and Formative Assessments. Common assessments given each Quarter for core tested subjects. Teachers conduct data analysis in PLCs. Students track their own progress in Student Success Manuals.</p>	Principal, Academic Dean, ICs	<ul style="list-style-type: none"> ● % of teachers engage in professional learning on DMAC and the Common Assessment (CA) data tracking form. ● % of teachers and Instructional Coaches completed data analysis of common assessments prior to meeting with PLCs. (goals: 100%) ● Student Success Manuals created and distributed. 	<ul style="list-style-type: none"> ● Teachers attend PD on Formative Assessments and the Student Success Manual ● % of students track their own progress in a Student Success Manuals on the day following the assessment. (goal: 100%) ● % of teachers and Instructional Coaches that conduct data analysis of common assessments, including identifying TEKS that need to be re-taught and Tier II groups. (goal: 100%) 	<ul style="list-style-type: none"> ● % of students track their own progress in a Student Success Manuals on the day following the assessment. (goal: 100%) ● % of teachers and Instructional coaches that conduct data analysis of common assessments, including identifying TEKS that need to be re-taught and Tier II groups. (goal: 100%) 	<ul style="list-style-type: none"> ● % of students track their own progress in a Student Success Manuals on the day following the assessment. (goal: 100%) ● % of teachers and Instructional Coaches that conduct data analysis of common assessments, including identifying TEKS that need to be re-taught and Tier II groups. (goal: 100%)
G	<p>Professional Learning Teachers have at least 180 minutes of content level PLCs. Content level PLC protocol includes teachers looking at common assessment data, modeling lessons, vertical alignment and rigor of TEKS of lessons, and focus on differentiation in lesson planning. PLC meeting minutes documented. Teachers engage in professional learning regarding the PLC framework. Instructional Coaches provide feedback to teachers on submitted lesson plans.</p>	Principal, Assistant Principals, Academic Dean, and Instructional Coaches	<ul style="list-style-type: none"> ● Lesson Plans with differentiation completed and placed into the Google Drive prior to delivery. ● PLC agenda created and disseminated to teachers. ● % of teachers engage in professional learning regarding the PLC framework. 	<ul style="list-style-type: none"> ● Lesson Plans with differentiation completed and placed into the Google Drive prior to delivery. ● % of content level PLCs follow the PLC protocol. 	<ul style="list-style-type: none"> ● Lesson Plans with differentiation completed and placed into the Google Drive prior to delivery. ● % of content level PLCs follow the PLC protocol. 	<ul style="list-style-type: none"> ● Lesson Plans with differentiation completed and placed into the Google Drive prior to delivery. ● % of content level PLCs follow the PLC protocol.
H	<p>Leadership Development Instructional Rounds coordinated twice a month where admin, APs, ICs, district staff evaluate implementation of selected academic strategies. Feedback form shared with entire staff. ICs provide individual teacher feedback based on observations. Professional Learning opportunities offered based on need. Instructional Coaches engage in professional learning on Effective Coaching Strategies.</p>	Academic Dean, Instructional Coaches	<ul style="list-style-type: none"> ● Teachers provided the feedback forms from Instructional Rounds. ● All 1st year teachers provided with a mentor on campus. ● Tested core content provided 1 full day of planning per 6 weeks. ● ICs will observe classrooms and model lessons based on need. ● % Instructional Coaches engage in professional learning on Effective Coaching Strategies. (goal: 100%) 	<ul style="list-style-type: none"> ● Just in time professional learning provided during PLCs based on data from Instructional Rounds. ● % of 0-2 year teachers engage in professional learning from Teacher Bootcamp, including one-on-one observations. (goal: 100%) ● Tested core content provided 1 full day of planning per 6 weeks. ● ICs will observe classrooms and model lessons based on need. 	<ul style="list-style-type: none"> ● ICs observe classrooms and model lessons based on need. ● Tested core content provided 1 full day of planning per 6 weeks. ● Teachers identified as in need of support engage in professional learning from Teacher Bootcamp, including one-on-one observations. (goal: 100%) 	<ul style="list-style-type: none"> ● ICs observe classrooms and model lessons based on need. ● Tested core content provided 1 full day of planning per 6 weeks. ● Teachers identified as in need of support engage in professional learning from Teacher Bootcamp, including one-on-one observations. (goal: 100%)

				<ul style="list-style-type: none"> % Instructional Coaches engage in professional learning on Effective Coaching Strategies. (goal: 100%) 		
	<p>Student Support Identify and provide targeted support to cohorts of students in each grade level (Tier II).</p>		<ul style="list-style-type: none"> Teachers use common assessment data to identify the students in each core content tested area that need Tier II support. 	<ul style="list-style-type: none"> Students placed into Tier II literacy advisories based on data from iStation, CAs, and STAAR. 7th grade students placed into an after-school tutorial (SWIM) for Math and literacy/writing, based common assessment, STAAR, and TELPAS data. 	<ul style="list-style-type: none"> Students have supplemental lessons in their Student Success Manual that correlate to their needs. Students placed into literacy-based after school tutorial programs. Students placed into after school enrichment programs for science and social studies. 	<ul style="list-style-type: none"> Students have supplemental lessons in their Student Success Manual that correlate to their needs. Students placed into literacy-based after school tutorial programs. Students placed into after school enrichment programs for science and social studies.
D	Quarter goal status (quarter goal in bold text)	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
CS	Next steps					
I	End of year evaluation					

Strategy # 2		We will implement and monitor campus-wide systems for supporting positive student behavior.				
Annual Goal		In 2018, less than 40% of referrals will be for Insubordination, Rude to Adult, and Disruption combined.				
Root Cause		We lack overarching expectations and systems for supporting positive student behavior.				
Problem		In 2017, 46% of referrals were for Insubordination, Rude to Adult, and Disruption combined.				
Activity/Objective		Resp	Progress Measuring – includes formative and summative assessments, results, and data results			
			Q1 Status: Aug, Sep	Q2 Status: Oct, Nov, Dec	Q3 Status: Jan, Feb, Mar	Q4 Status: Apr, May, Jun
B	QUARTERLY GOALS		100% of teachers receive professional learning about the behavior flow chart and behavior documentation template.	100% of classroom teachers observed following procedures outlined in discipline flow chart.	5% reduction of referrals were for Rude to Adult, Insubordination, and Disruption in the 4 th 6 weeks, as compared to 16-17 4 th 6 weeks.	5% reduction of of referrals were for Rude to Adult, Insubordination, and Disruption in the 5 th and 6 th 6 weeks combined, as compared to 16-17 5 th and 6 th 6 weeks combined.
C	Design, implement, and monitor campus-wide PBIS/Behavior Plan which includes: <ul style="list-style-type: none"> expectations of students, teachers, and administrators Discipline flow chart Bathroom policy Tardy policy Hallway expectations and passes (restroom, hall pass) Cell phone policy PBIS incentives and Sailor Bucks SEL Lessons delivered during Advisory Expectations of grade level team meetings Student Handbook Teacher Handbook 	PBIS Committee, SEL Instructional Coach, CLT, APs, Counselors	<ul style="list-style-type: none"> % of teachers receive professional learning on the Student Handbook. (goal: 100%) % of weekly grade level PLC minutes reflect specific student needs/behaviors were discussed. (goal: 100%) % of teachers receive professional learning on the Teacher Handbook. (goal: 100%) % of weekly grade level PLC minutes reflect discussions of PBIS expectations. (goal: 100%) SEL lessons created by SEL Coach, team, & PBIS Committee, and placed into a folder into the Google drive for teachers to use. A campus wide tardy policy created by the APs and PBIS team. 	<ul style="list-style-type: none"> % of teachers receive professional learning SEL – mindfulness and de-escalation % of weekly grade level PLC minutes reflect specific student needs/behaviors & discussions of PBIS expectations. (goal: 100%) CLT identifies high need teachers and work with the MTSS team to provide individualized support for these teachers. MTSS team supports high need teachers. APs conduct walk throughs of Advisory to check for the implementation of SEL and/or academic lessons. (goal: 100%) % of teachers engage in professional learning re: the campus tardy policy. (goal: 100%) APs conduct follow up reviews to their grade level on the Student Handbook each 6 weeks. % of Counselors attend every grade level team meeting. (goal: 100%) 	<ul style="list-style-type: none"> CLT identifies high need teachers and work with the MTSS team to provide individualized support for these teachers. MTSS team supports high need teachers. (goal: 100%) % of weekly grade level PLC minutes reflect specific student needs/behaviors & discussions of PBIS expectations. (goal: 100%) Revisit the discipline flow chart and behavior documentation expectation during the GL PLC at the start of the Spring semester and adjust as needed. % of Counselors attend every grade level team meeting. (goal: 100%) 	<ul style="list-style-type: none"> CLT identifies high need teachers and work with the MTSS team to provide individualized support for these teachers. MTSS team supports high need teachers. (goal: 100%) % of weekly grade level PLC minutes reflect specific student needs/behaviors & discussions of PBIS expectations. (goal: 100%) PBIS team meets in order to reflect (using data) on the systems from the 17-18 SY and make recommendations for the 18-19 SY. % of Counselors attend every grade level team meeting. (goal: 100%)
D	Strengthen the Child Study Team in order to provide proactive and responsive supports for all students identified in need of additional supports. CST will include: APs, LSSP, Counselors, PSS, Graduation Coach, CIS, FRC, Social Worker, CARY, Mental Health Professionals, Boys and Girls Club	Graduation Coach, Counselors	<ul style="list-style-type: none"> CST members identified and shared with staff. Members of CST visit high school in vertical team to see what a high-functioning CST looks like. (goal: 100%) CST works together to define norms, roles, and responsibilities. CST creates calendar with protected time for meetings throughout the school year. 	<ul style="list-style-type: none"> CST members discuss high needs students as identified by eCST. (goal: 100%) Bi-weekly (every other week) meetings occur and minutes reflect students identified by eCST. (goal: 100%) % of teachers of receive professional learning on the CST process and flowchart. (goal: 100%) The graduation coach, PSS, LSSP, CARY, and CIS will attend at least 	<ul style="list-style-type: none"> CST members discuss high needs students as identified by eCST. (goal: 100%) Bi-weekly (every other week) meetings occur and minutes reflect students identified by eCST. (goal: 100%) % of teachers of receive professional learning on the CST process and flowchart. (goal: 100%) The graduation coach, PSS, LSSP, CARY, and CIS attend at least one 	<ul style="list-style-type: none"> CST members discuss high needs students as identified by eCST. (goal: 100%) Bi-weekly (every other week) meetings occur and minutes reflect students identified by eCST. (goal: 100%) % of teachers of receive professional learning on the CST process and flowchart. (goal: 100%) The graduation coach, PSS, LSSP, CARY, and CIS attend at least one

			<ul style="list-style-type: none"> % of teachers receive professional learning from district staff will provide on eCST. (goal: 100%) 	<p>one grade level PLC per month prior to CST. (goal: 100%)</p>	<p>grade level PLC per month prior to CST. (goal: 100%)</p> <ul style="list-style-type: none"> The CST team meets with the principal in order to review the CST process and make adjustments for the Spring Semester. 	<p>grade level PLC per month prior to CST. (goal: 100%)</p> <ul style="list-style-type: none"> The CST team meets with the principal in order to review the CST process and make adjustments for the 18-19 SY.
E	Ensure all teachers know how to access, read, and implement Behavior Implementation Plans for student with special needs.	APs, SpEd Department Chair, Teachers, Principal	<ul style="list-style-type: none"> % of teachers receive professional learning on students with special needs. (goal: 100%) % of teachers receive professional learning on SEEDs, paperwork, and troubleshoot questions from the SpEd Chair. (goal: 100%) 	<ul style="list-style-type: none"> % of teachers receive professional learning on students with special needs. (goal: 100%) % of teachers receive Professional Learning on de-escalation strategies. (goal: 100%) % of teachers receive professional learning from district SpEd department. (goal: 100%) District SpEd provide support to teachers on differentiated strategies. % SpEd case managers audit caseload. (goal: 100%) % of SpEd case managers are tracking caseload timelines and paperwork. (goal: 100%) % of teachers receive professional learning from the SpEd Department chair on how to access SEEDs. (goal: 100%) % of teachers have IEP and BIP tracking forms completed, to be monitored by SpEd Chair and APs. (goal: 100%) 	<ul style="list-style-type: none"> % of teachers receive professional learning on students with special needs. (goal: 100%) % of teachers receive professional learning from district SpEd department. (goal: 100%) District SpEd provides support to teachers on differentiated strategies. % of SpEd case managers audit caseload. (goal: 100%) % of SpEd case managers are tracking caseload timelines and paperwork. (goal: 100%) % of teachers have IEP and BIP tracking forms completed, to be monitored by SpEd Chair and APs. (goal: 100%) 	<ul style="list-style-type: none"> % of teachers receive professional learning on students with special needs. (goal: 100%) % of teachers receive professional learning from district SpEd department. (goal: 100%) District SpEd will provide support to teachers on differentiated strategies. % SpEd case managers audit caseload. (goal: 100%) % of SpEd case managers are tracking caseload timelines and paperwork. (goal: 100%) % of teachers have IEP and BIP tracking forms completed, to be monitored by SpEd Chair and APs. (goal: 100%)
D	Quarter goal status (quarter goal in bold text)		Choose an item.	Choose an item.	Choose an item.	Choose an item.
CS	Next steps					
I	End of year evaluation					