

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



# District Improvement Plan 2016-2017

Board Approved:

## ***Mission Statement***

PSJA ISD's mission is to develop, in collaboration with the home and community, the potential of all learners to become participating and productive members of society. The district accomplishes this by providing a comprehensive, quality instructional program that is equitable and accessible to all.

## ***What We Believe In***

### ***Guiding Principles***

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

## ***What We Want to Accomplish***

Every student will graduate bi-literate, college ready, college connected, and college complete.

# DISTRICT DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	32,593	16,531	15,780	2200	14,244	683	583	1012	1,274	28,598	2,342	8,739
Percent	100	51	49	7	44	2	2	3	4	88	7	27

	ALL	HISPANIC	ASIAN	BLACK	WHITE
Number	32,593	32,281	55	43	201
Percent	100	99	.2	.1	.6

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Areas of Focus
1	<p>Index 1: Student Achievement</p>	<ul style="list-style-type: none"> <li>In the area of mathematics, the district is 2% lower than the state (76% state, 74% PSJA)</li> <li>Writing the district is only 1% point below the state (69% state, 68% district)</li> </ul>	<ul style="list-style-type: none"> <li>The district is 7% lower than the state in Index 1, while the state is at 75% on Index 1.</li> <li>In the area of Reading, the district is 11% lower than the state (73% state, 62% district)</li> <li>In the area of Science, the district is 5% lower than the state (79% state, 74% district)</li> <li>In the area of Social Studies, the district is 11% lower than the state (77% state, 66% district)</li> <li>ELL student group (which includes both current ELL and monitor students) did not meet the 2016 State Accountability System Safeguards for Reading at 51% and Social Studies at 46%.</li> <li>Special Education student group did not meet state or Federal System Safeguards for all 2016 STAAR/EOC performance below 45% in all tested subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Concentration and monitoring in the areas of reading and social studies for the ELL and Special Education students.</li> <li>Special Education students' curricular needs and learning needs will continue to be monitored and adjusted in the areas of mathematics, writing and science</li> </ul>
2	<p>Index 2: Student Progress</p>	<p>All Student Group: PSJA ISD All Student group performance in 2016 STAAR/EOC performance across all subjects performed 1% below the state at 61% at percentage Met or Exceeded Progress, while performing 1% above the state at 18% in percentage Exceeding Progress.</p> <p>ELL (Current &amp; Monitored): PSJA ISD Current and Monitored ELLs student group in 2016 STAAR/EOC performance across all subjects performed 1% above the state at 60% at percentage Met or Exceeded Progress, while performing 2% above the state at 20% in percentage Exceeding Progress.</p> <p>Special Education: PSJA ISD Special Ed. student group in 2016 STAAR/EOC performance across all subjects performed 1% below the state at 54% at percentage Met or Exceeded Progress, while performing 2% above the state at 15% in percentage Exceeding Progress.</p>	<ul style="list-style-type: none"> <li>Decrease in Index 2 by 4 points</li> <li>Increase amount of students performing at Met or Exceeding Progress</li> <li>Progress in Algebra I needs to improve</li> </ul>	<ul style="list-style-type: none"> <li>Address the needs of all identified students to meet the progress measure in 2016-17 in Reading and Mathematics</li> <li>Improve student achievement in all STAAR/EOC tests</li> </ul>

**Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings**

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Areas of Focus
3	<p align="center"><b>Index 3: Closing the Achievement Gap</b></p>	<ul style="list-style-type: none"> <li>The district surpassed Index 3 target of 28 by 12 points.</li> <li>The district's Index 3 was above the state.</li> <li>The district was above the state in Mathematics, Writing and Science.</li> </ul>	<ul style="list-style-type: none"> <li>The district was below the state in Reading and Social Studies.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure a focus on student performance with EcoD population in the areas of need.</li> </ul>
4	<p align="center"><b>Index 4: Post Secondary Readiness</b></p>	<ul style="list-style-type: none"> <li>The district surpassed Index 4 target of 60 with a score of 82.</li> <li>The district's Index 4 was above the state.</li> <li>The Postsecondary Component is 19 points above the state.</li> <li>The Graduation Plan Component is 10 points above the state.</li> </ul>	<ul style="list-style-type: none"> <li>STAAR Postsecondary Readiness Standard Component is equal to the state.</li> <li>The Graduation Rate Component is 2 points above the state.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of students performing at the final recommended standard in STAAR and STAAR EOC</li> <li>Increase the graduation rate for special education and ELL students to equal ALL students.</li> </ul>
	<p align="center"><b>PBMAS</b></p>	<ul style="list-style-type: none"> <li>Bilingual Ed (BE) STAAR 3-8 Met Standard as per PBMAS in Math, Reading, Science.</li> <li>For ESL 3-8, we increased in the passing rate for Math and Science.</li> <li>LEP's not being served increased by 5% in Writing and 8% in Science.</li> <li>In STAAR 3-8, Migrant students were above the state in Math and Science by 3 points and in Writing by 4 points.</li> <li>In 4th Grade Math, 8th Grade Math and EOC Algebra, Special Education students are 2 to 7 points above the state.</li> <li>In 4th Grade Writing, Special Education students are 5 points above the state.</li> </ul>	<ul style="list-style-type: none"> <li>ESL Middle School did not meet PBMAS Standard in Math, Reading, Science, Writing, and Social Studies. there was a minimum increase in Math and Science.</li> <li>LEP students not served failed to meet the PBMAS standard in Math, Reading and Writing</li> <li>TLPAS ratings for students in U.S. Schools multiple years are at BEG/INT. Levels is at 16.8%</li> <li>Special Education students did not meet PBMAS Standards in STAAR 3-8 and STAAR EOC.</li> <li>STAAR Alt I failed to meet PBMAS standard but there was a minimal decrease.</li> <li>Special Ed Early Childhood program failed to meet the PBMAS standard but there was a minimal increase.</li> <li>The achievement gap between Special Education and All students is between 29% and 40% for Reading, Mathematics, Writing, Science and Social Studies.</li> <li>The achievement gap between Migrant and All students is between 5% and 11% for Reading, Mathematics, Writing, Science and Social Studies.</li> <li>Migrant students did not meet PBMAS standard in STAAR 3-8 in Reading, Social Studies and Writing.</li> <li>Migrant students did not meet PBMAS standard in STAAR EOC in ELA and Science.</li> </ul>	

## Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Areas of Focus
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>• Neighborhood schools</li> <li>• New buildings/renovations</li> <li>• Communication in both English and Spanish</li> <li>• High parental involvement at elementary schools</li> <li>• Parent District Advisor Committee</li> <li>• Parent Centers are focused on Adult Literacy</li> <li>• Business Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Increase high school parent participation</li> <li>• Increase number of parent literacy centers</li> <li>• Increase number of Community Partnerships to educate parents on various topics (child abuse, diabetes, depression)</li> <li>• Increase parents obtaining G.E.D. and enrolling at South Texas Community College</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for parents to receive postsecondary training/education</li> <li>• Initiate parent academic conferences at all levels</li> <li>• Promote parent educators to conduct more than one parent meeting per month</li> <li>• Create more parent literacy sections</li> <li>• Implement community partnerships</li> </ul>
6	Technology	<ul style="list-style-type: none"> <li>• Availability of technology resources for students and teachers, and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the amount of resources to integrate instructional technology</li> <li>• Create infrastructure for technology, increase the use of student technology for instructional rigor</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on the implementation of technology integration;</li> <li>• increase on-line resource use for students</li> <li>• increase on-line resource use for staff</li> </ul>
7	School Culture and Climate	<ul style="list-style-type: none"> <li>• Increase student attendance</li> <li>• Students are able to choose campuses to address special needs, i.e. pregnancy, credit recovery, discipline</li> <li>• Collaborative Learning Communities with common planning periods</li> <li>• College for All Culture</li> </ul>	<ul style="list-style-type: none"> <li>• increase student enrollment through recruitment efforts</li> <li>• Increase the number of students who stay at PSJA</li> </ul>	<ul style="list-style-type: none"> <li>• Promote public relations</li> <li>• Improve student retention</li> </ul>
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy</li> <li>• McRel Evaluation Tool</li> </ul>	<ul style="list-style-type: none"> <li>• Increase hiring of teachers certified in core content areas in early spring</li> <li>• Hire dual language teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Increase number of dual language teachers hired</li> </ul>



**COLLEGE**  
READY. CONNECTED. COMPLETE.

# SYSTEM SAFEGUARDS 2016

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
<b>State Target</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>			
Reading	62	84	61	71	57	88	-	-	60	28	51	5	7	71
Math	74	71	74	82	67	96	-	-	72	41	69	6	7	86
Writing	68	75	68	86	75	71	-	-	66	28	64	4	5	80
Science	74	100	74	79	0	94	-	-	72	38	64	5	6	83
Social Studies	66	100	66	80	0	100	-	-	64	37	46	4	6	67
<b>Total</b>												<b>24</b>	<b>31</b>	<b>77</b>



# Student Achievement Summary 2016

	Performance Target 2016	State	Region 1	PSJAISD	Goals 2017
Index 1 Student Performance	60	75	73	68	73
Index 2 Progress Measure	22	40	43	42	47
Index 3 Closing the Gap	28	39	45	40	45
Index 4 Postsecondary Readiness	60	75	81	82	87



# Post-Secondary Readiness Data Table 2016



**COLLEGE<sup>3</sup>**  
READY. CONNECTED. COMPLETE.

All Students	State	Region 1	PSJAISD
2016 STAAR % Meeting Postsecondary Readiness Standard	45	40	37
4-Year Graduation Rate Class of 2015	89	88.2	90.3
5-Year Extended Graduation Rate Class of 2014	90.4	90.0	92.7
Annual Dropout Rate SY 2014-15	2.1	2.0	1.2
RHSP/DAP Graduates Class of 2015	86.1	92.6	95.6
College Ready Graduates SY 2014-15	74.5	83.2	94.0

Texas Education Agency 2016 Accountability Reports

## 2016-2017 District Goals

- Goal 1-Index 1:Student Achievement
- Goal 2-Index 2:Student Progress
- Goal 3-Index 3:Closing the Achievement Gap
- Goal 4-Index 4: Post Secondary Readiness
- Goal 5-Family and Community Involvement
- Goal 6-Technology
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

**District Goal 1: Improve Student Academic Achievement (Index 1)**

**Objective 1: Curriculum will be horizontally aligned in 2016-2017 in all contents.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Summer Curriculum Writing sessions for all the four-core subjects assessed will be scheduled. All other courses in August of each school year.	Office of Curriculum and Instruction Dept., Content Coordinators HS, MS, EL Teachers	Title 1 Funds, SCE, Focus and Priority	May-August 2016 - 2017	Curriculum Documents, Pacing Guides and Timelines	Student achievement gains on the STAAR, System Safeguards, TELPAS	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Training on the state standards, indexes, depth and complexity of the TEKS and the use of data to create a viable curriculum for each course.	Office of Curriculum and Instruction, Content Coordinators HS, MS, EL Teachers	Local Funds, Title 1 Funds	August 2016 - May 2017	Agenda and Sign-in Sheets	Student achievement gains on the STAAR s, System Safeguards, TELPAS	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Bilingual Director, Special Ed Director,	Local Funds 199, Title 1 Funds 211, State Comp 166, State Bilingual, SpEd 162	August 2016- May 2017	Curriculum	Student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1, 2
Academic Calendars will be written/revised for all courses. (instructional timelines will be written/revised for all HBS courses)	Administrators for C&I, Content coordinators	Local Funds, Title 1 Funds	Summer of 2016 and 2017	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

**District Goal 1: Improve Student Academic Achievement (Index 1)**

**Objective 1: Curriculum will be horizontally aligned in 2016-2017 in all courses.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assessments will be written and aligned to the curriculum to monitor the effectiveness of teaching and learning	District Content Coordinators	Local Funds, Title 1 Funds	August 2016- May 2017	Formative and Summative Assessments	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark	Principals, assistant principals	Local Funds, Title 1 Funds	October 2016 November 2016 January 2017 February 2017 April 2017	Agendas and sign-in sheets, Data Analysis Documents	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2, 4, 8
District Review Sessions (DRS) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Administrators for C &I, assistant principals	Local Funds, Title 1 Funds	October 2016 November 2016 January 2017 February 2017	Agendas and sign-in sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2, 4, 8
Campus Leadership Team will monitor the implementation of the curriculum at each campus	Principals, assistant principals,	Local Funds, Title 1 Funds	August 2016- May 2017	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2, 3
Professional development training will be provided for teachers and administrators in all standards in all subjects standards	Administrators for C&I	Title 1 Funds, Title II	August 2016- 2017	Agendas and sign-in sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

**District Goal 1: Improve Student Academic Achievement (Index 1)**

**Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2016-2017.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data Rooms will be utilized at each campus for data analysis and monitoring student progress immediately following each District Assessment.	Leadership Team	Local Funds, Title 1 Funds	August 2016- June 2017	Data Reports	Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
District level monitoring of the progress of migrant, ELL, Special Education students will be done immediately following each CBA and BM	Administrators for C&I, Migrant Director, Special Education, Bilingual Director,	Migrant Funds, Special Education, Bilingual	October 2016 November 2016 January 2016 February 2017 April 2017	Agendas and Sign-in Sheets	student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

### District Goal 1: Improve Student Academic Achievement (Index 1)

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2016-2017 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus and District Goals specific for each subgroup	Administrators for C&I, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principals	Migrant Funds 212, Special Ed Funds 162, State Bilingual, Title I	June 2016 - May 2017	District and Campus Goals for 2016-2017	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level data	Campus Leadership Team	STAAR Data, DMAC, TAPR Report	July 2016 – May 2017	Student Progress Profiles, DMAC Reports, Campus Data Reports	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Special population data will be reviewed following each district-level CBA and Benchmark for progress toward Mastery of Grade Level Performance.	Campus Leadership Team, Teachers, Directors	Local Funds 199, Title 1 Funds 211, State Comp 166, State Bilingual, SpEd 224	October 2016 November 2016 January 2016 February 2017 April 2017	Special Populations' Data Templates Individual Learning Profiles	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for campus administrators.	Administrators for C&I	Local Funds	August 2016 – May 2017	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**District Goal 1: Improve Student Academic Achievement (Index 1)**

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2016-2017 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic Interventions, afterschool tutorials, and/or Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Leadership Team, Deans, Instructional Coaches, Teachers	Local 199, Title I 211, State Comp 166, State Bilingual, SpEd 162	August 2016-July 2017	Tutorial Sign-in sheets, Schedules, Targeted Tutorials, Intervention Plans	Student achievement gains, closing achievement gaps	CBAs, BMS, STAAR, TELPAS	Title 1 - #9
A form of communication will be conducted following each district-level Benchmark to inform parents of students in the identified subgroups of interventions available.	Campus Leadership Team, Teachers, Special Pops Personnel	Local 199, Title I 211, State Comp 199, Migrant 212, State Bilingual, SpEd 162	October 2016 November 2016 January 2016 February 2017 April 2017	Phone Logs, Sign-in sheets, Campus Letter	Student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMS, STAAR, TELPAS	Title 1 - #6

### District Goal 1: Improve Student Academic Achievement (Index 1)

**Objective 4:** Professional development specific to the state assessed curriculum will be provided for all district stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguished Awards and the Systems Safeguards are calculated.	Administrators for C&I, Campus Principals	Local Funds 199	August 2016 – May 2017	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director, ELD Coaches	State Bilingual	2016-2017	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities (CLCs) will be scheduled daily in elementary, middle and high schools for unpacking the TEKS and lesson plan collaboration	Principals, Assistant Principals Campus Leadership Team	Title 1 211, Local Funds 199	August 2016- May 2017	Walk-throughs, Master Schedule Unpacking of the TEKS document	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to use the DIMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Administrators for C&I, District Content Coordinators, Campus Administration	Title 1 211, Local Funds 199	August 2016 - May 2017	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, accommodations, and RTI training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director and special education personnel, RTI Coordinator, Campus RTI Administrator	Special Ed 224, Title I	2016-2017	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4



**District Goal 2 Improve Student Progress in Reading and Math (Index 2)**

**Objective 1: Reading/Writing Instruction will be aligned district-wide.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The reading/writing curriculum will be developed/ revised using thematic-based instruction and CIF teaching strategies	District ELA/ SLA Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2016-May 2017	Completed Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
ELAR/ SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Administrators in C&I, Campus Administrators	Title 1 211, Local Funds 199	August 2016 and on-going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Depth of Knowledge Questions (DOK) will be updated for each literary selection [all genres] during Collaborative Learning Communities (CLCs)	District ELA/ SLA Content Coordinators, Campus Principals, Teachers	Title 1 211, Local Funds 199	Summer 2016 and on-going	Completed DOK questions in the curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8, 9
Building Rigorous Readers activities will be implemented in all contents	District ELA/ SLA Content Coordinators	Title 1 211, Local Funds 199	Summer 2016 - May 2017	Completed Close Reading Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

**District Goal 2 Improve Student Progress in Reading and Math (Index 2)**

**Objective 1: Reading/Writing Instruction will be aligned district-wide.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 3 compositions per semester will be required at each grade level	Principals, Deans, District ELA/ SLA Content Coordinators	Title 1 211, Local Funds 199	August 2016 -May 2017	Completed composition prompts Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
STAAR Connected questions will be developed/ revised for all literary selections [all genres]	District ELA/ SLA Content Coordinators	Title 1 211, Local Funds 199	Summer 2016-May 2017	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
One aligned CBAs and two district Benchmarks will be administered district-wide	Administrators for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	October 2016 November 2016 January 2017 February 2017	Walk-throughs, DMAC data reports, Data Rooms	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	Administrators for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2015-May 2017	DMAC reports, CLC agendas and sign-in sheets, action plans, Tutorial Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
CBA and Benchmark data will be used to identify students in need of extended learning opportunities	Administrators for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2016-May 2017	DMAC reports, CLC Agendas and sign-in sheets, action plans, Tutorial Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9

**District Goal 2 Improve Student Progress in Reading and Math (Index 2)**

**Objective 2: Math Instruction will be aligned district-wide.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be developed/ revised for K-12 using CIF strategies	Administrators for C&I, Instructional Coaches	Title 1 211, Local Funds 199	June 2016-May 2017	Completed Curriculum Documents	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Teachers will receive training on unpacking the math TEKS, analyzing data during CLCs	Administrators for C&I, Campus Principals	Title 1 211, Local Funds 199	August 2016 and on-going	Agendas and Sign-in Sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
One aligned CBAs and two district Benchmarks will be administered district-wide	Administrators for C&I, Instructional Coaches	Title 1 211, Local Funds 199	October 2016 November 2016 December 2016 February 2017	Walk-throughs, DMAC data reports, Data Rooms	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2016-May 2017	CLC agendas and sign-in sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

**District Goal 2 Improve Student Progress in Reading and Math (Index 2)**

**Objective 2: Math Instruction will be aligned district-wide.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	C&I Dept. - District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2016-May 2017	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Instructional strategies will be developed/ revised as spiraled activities in STAAR format	C&I Dept. - District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2016-May 2017	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Provide Professional Development on effective teaching strategies for elementary math teachers.	Administrators for C&I	Title 1 Funds, Title II	August 2016 October 2016 January 2017 March 2017	Agendas and Sign-in Sheets	CBA Benchmark, STAAR scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Professional Development on effective teaching strategies for secondary teachers.	Administrators for C&I	Title 1 Funds, Title II	July 2016 January 2017	Agendas and Sign-in Sheets	CBA Benchmark, STAAR scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Professional Development on effective leadership strategies for administrators.	Administrators for C & I	Title Funds, Title II	July 2016 to July 2017	Agendas and Sign-in Sheets	CBA Benchmark, STAAR scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title I - #4

**District Goal 3: Close the student achievement gap among all populations. (Index 3)**

**Objective 1: Decrease the student achievement gap among all subgroups (Index 3).**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
<p>To meet the needs of our ELL students, ELPs strategies will be included in all lessons such as:</p> <ul style="list-style-type: none"> <li>•Dictionaries</li> <li>•Non linguistic Representation Activities</li> <li>•Frayer model</li> <li>•Interactive Word Walls</li> <li>• Thinking Maps/Graphic Organizers</li> <li>•Station</li> <li>•Imagine Learning</li> <li>•Read and Write</li> <li>•Read 180/Systems 44</li> <li>•Think through Math</li> <li>•TPRI/Tejas LEE Strategies</li> <li>•CIF Strategies</li> <li>•SIOP Model</li> <li>•Close Reading strategies</li> <li>•Differentiated instruction</li> <li>•Integrated literacy across the content areas</li> <li>•Collaborative Learning Community</li> <li>•RTI Plans</li> <li>•LEP Strategic Plan</li> <li>•ELPS</li> <li>•Personal Graduation Plans</li> </ul>	<p>Administrators for C&amp;I, District Content Coordinators/Coaches, Bilingual Director, Special Ed Director Campus Personnel District Support Staff</p>	<p>Title 1 211, Local Funds 199 State Bilingual, Special Ed 162</p>	<p>2016-2017</p>	<ul style="list-style-type: none"> <li>-Strategies embedded in the district curriculum guides.</li> <li>-Lesson plans, -walkthroughs,</li> <li>-Intervention plans,</li> <li>-Progress Monitoring</li> <li>-Learning walks</li> </ul>	<p>Closing the achievement gap among all student populations.</p>	<p>Weekly assessments CBAs, BMs, STAAR, EOC, TELPAS, PBMAS,</p>	<p>Title 1: #2,3,4,9</p>
<p>The progress of ELLs will be monitored through the implementation of ELPs strategies.</p>	<p>Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators</p>	<p>Title 1 211, Local Funds 199, State Bilingual</p>	<p>August 2016-May 2017</p>	<p>Walk-throughs, LPAC notes, Lesson Plans, Language Acquisition Monitoring Application</p>	<p>Closing achievement gap among all student populations.</p>	<p>Weekly Assessments, CBAs, BMs, STAAR, EOC TELPAS</p>	<p>Title 1: #2,8,9</p>

<b>District Goal 3: Close the student achievement gap among all populations. (Index 3)</b>							
<b>Objective 1: Decrease the student achievement gap among all subgroups (Index 3).</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
The progress of all students will be monitored through district formative assessments and campus-wide initiatives such as: --cold calling questions --Close reading strategies --DOK questions -CIF	Principals, Deans, Directors, Instructional Coaches, District Level Administrators Campus Staff	Title 1 211, Local Funds 199 Special Ed 162	August 2016-May 2017	DIMAC data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions. Progress Monitoring Data Reports, Walkthrough Reports	Closing the achievement gap among all student populations.	Weekly Assessments, CBAs, BMs, STAAR/EOC, TELPAS	Title 1: #2, 3,9
Campuses will be monitored for implementation of accommodations, inclusion support and interventions to accelerate student progress.	Principals, Deans, Special Ed Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 162	August 2016-May 2017	Walk-throughs, ARDs, Accommodations, Lesson Plans, Monitoring of the IEP	Closing the achievement gap among all student populations.	Weekly Assessments, CBAs, BMs, STAAR/EOC, TELPAS	Title 1: #2, 8,9
504 students' performance and progress will be monitored and accommodations and interventions will be provided.	Administrators for C&I, District Content Coordinators, 504 District Coordinator	Title 1 211, Local Funds 199	August 2016 May 2017	504 accommodation plans, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	Weekly assessments, CBAs, BMs, STAAR/ EOC TELPAS	Title 1: #1, 2,9
Dyslexia services will be provided (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics.	Principals, Deans, District Dyslexia Coordinator, District Level Administrators, Teacher, Campus Dyslexia Contacts	Title 1 211, Local Funds 199	August 2016- May 2017	Dyslexia progress monitoring data, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	Weekly assessments, CBAs, BMs, STAAR/EOC TELPAS	Title 1: #2, 8,10
Extended learning and credit recovery opportunities for students not mastering the curriculum will be provided through summer school, credit recovery, academies, tutorials, and enrichment period.	Campus Administrators	SCE, State Bilingual, Migrant, SpEd 162, Title I	August 2016 – May 2017	School rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	Weekly assessments, CBAs, BMs, STAAR/EOC TELPAS, Graduation rates	Title 1: #6,9

<b>District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)</b>							
<b>Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and Advanced Level III (Indexes 3 and 4).</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Time lines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Curriculum documents for all HB5 STAAR courses will be written/ revised each summer.	Adm. for Curriculum and Instruction, District Content Coaches	Local Funds, Title I Funds, State Bilingual, Priority and Focus Funds	2016-2017	Completed Curriculum Documents, Scope and Sequence, all Exams and Benchmarks	Benchmark scores, increase number of students scoring at the Level II, Phase one STAAR, Increased District Graduation Rates, Increase number of students graduating under the DAP, Increase number of Distinctions earned at the campuses	CBAS, BMS, STAAR, TELPAS Mini-Assessments, Six Weeks Exams,	Title 1- #2, 4
Professional development will be provided for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Administrators for Curriculum and Instruction, District Content Coaches, District Directors, Campus Administrators	Local Funds, Title I Funds, State Bilingual, Priority and Focus Funds, Title II	2016-2017	Agenda and Sign-in Sheets, Lesson Plans, Walkthroughs	Benchmark scores, increase number of students scoring at the Level II FR Phase one STAAR Increase District Graduation Rates, Increase the number of students graduating under the DAP, Increase the number of Distinctions earned at the campuses	CBAS, BMS, STAAR, TELPAS, Mini-Assessments, Six Weeks Exams,	Title 1 - #4, 8

<b>District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)</b>							
<b>Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and Advanced Level III (Indexes 3 and 4).</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Professional development will be provided on in-depth study of STAAR released test items to define rigor of the lesson.	Administrators for C&I, District Content Coaches	Local Funds, Title 1 Funds, Title II	June 2016 – May 2017	Agenda and Sign-in Sheets	Benchmark scores, increased number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators	Local Funds, Title 1 Funds	June 2016-April 2017	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, increased number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8
Focused and targeted tutorials will be provided for all student groups in each phase of accountability to ensure they improve their scores to the Level II Final Recommended and the Level III Advanced on the STAAR assessment.	Principals, Assistant Instructional Coaches, CLL, CLFs, Teachers	Local Funds, Title 1 Funds/ SCE , Funds SCE Funds, Priority & Focus Grant	June 2016 to May 2017	Tutorial logs (Student Sign-in Sheets & Schedules), Lesson Plans, Walk-Through Documentation, Phone Logs	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended and the Level III Advanced on STAAR.	CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8



**District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4**

**Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and the Advanced Level III. (Indexes 3 and 4).**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinction Awards and the Systems Safeguards are calculated.	C&I District Administrators, Content Coaches, ELD Coach, SLD Coach, Principals, Assistant Principals, CLCs, CLFs District Directors	Local Funds 199 Title 1 Funds, Priority & Focus Grant	2016-2017	Agendas and Sign-in Sheets,	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended and the Level III Advanced on the STAAR assessment.	Principals, Assistant Principals, Instructional Coaches, SLD Coach, ELD Coach, CLC, CLFs, Teacher Leaders, Dept. Chairs,	Local Funds, Title 1 Funds, Priority & Focus Grant	October 2016 November 2016 January 2017 February 2017	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8, 9
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principals, Assistant Principals, Dept. Chairs, Grade Level Chairs	Local Funds, Title 1 Funds, Priority & Focus Grant	October 2016 November 2016 January 2017 February 2017,	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSS) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	C&I Administrators, Campus Administrators	Local Funds, Title 1 Funds, Priority & Focus Grant	October 2016 November 2016 January 2017 February 2017	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

**District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program**

**Objective 2: Increase the number of students that complete their core courses and receive their Associates degree or certificate of completion before high school graduation**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Comprehensive advisement will be provided to students	College Readiness, College Advisors, Transitional Specialists, CTE Dept., Counselors, DC teachers, Financial aid officer	High School Allotment Funds	June 2016- June 2017	Degree Plans, advisement, CTE Code 2's, STC Degree Works, college/high school schedule, college/high school transcript	Number of students who receive AS degrees, number of students who complete core, certificates of completion	Number of students who have followed a career pathway.	
Academic support services will be provided to increase retention and completion rates of all student groups	College Readiness Principals Partner IHE College Transition Specialists		August 2016- May 2017	Student sign-in sheets, Center for Learning Excellence log in	Increased number of students retained in college courses	Number of students who successfully complete their college courses.	
Professional Development will be provided in the area of Student Advisement specifically to CTE Pathways and Sequence of Courses	STC Staff, College Readiness Dept. Counselors, CTE Dept., Principals, Assistant Principals	STC Course Catalog, CTE Pathways,	June 2016- August 2017	Student Degree Plans geared towards a certificate, Master Schedule, Counselor Notes, Dashboard	Increased number of students graduating with STC Certificates, Improvement on Index # 4, Campuses Receiving Distinction Designations	College Exams, High School Course Exams	Title 1: #1, 2, 4, & 10

**District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program**

**Objective 3: Increase the number of student who successfully pass the Texas Success Initiative (TSI) College Readiness assessment.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
TSI class instruction will be provided in 8 <sup>th</sup> grade level courses that prepares students for the assessment	College Readiness Middle School Principals, Teachers		August 2016 – May 2017	Attendance Sheets	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1: #9
TSI tutorial sessions will be provided at the high schools that prepare students to pass the assessment	College Readiness High School Principals Assigned TSI Teacher		August 2016– May 2017	Tutorial Sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1: #9
TSI Summer Bridge Program will be available for preparation of students who have not mastered TSI assessment	College Readiness, High School Principals, Assigned TSI Teacher, Early College Director, JHE		June 2016- August 2017	Tutorial sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1: #9

<b>District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.</b>							
<b>Objective 4: Increase the number of students who transition into a two-year community college or four-year university</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Students will be provided support with a college transition plan	College Transition Specialists, Financial Aid Officers, IHE's, College Advisors, Counselors	High School Allotment Funds, Local Funds, Title I	August 2016- July 2017	FAFSA applications, College Applications, Class Registration, Degree Plans	The increase in number of students who complete college entrance exams and college applications	The number of students who enroll and transition into a 2-year college or 4-year university.	Title 1: #1, 2, 8, 9
Continuous registration support will be provided through the College Transition Specialists	College Transition Specialists, Financial Aid Officers	High School Allotment Funds, Local Funds, Title I	August 2016- July 2017	Advisement Forms, Registration schedule, payment receipt, College Orientation sign in sheet	The number of students who successfully register and attend college	An increased number of students who transition into a 2-year college or a 4-year university.	Title 1: #
College updates will be provided to key stakeholders	College Readiness, CTE, Local IHE, Principals, Counselors, College Transition Specialists	Local, CTE funds, Title I	August 2016- July 2017	Training dates, Sign in sheets, Agendas	Increase in the number of students who successfully register and attend college	The number of students who enroll and transition into a 4 year university.	Title 1: #4

**District Goal 5: Family and Community Involvement**

**Objective 1: Provide opportunities for parents to assist students in preparing for assessments**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of state assessments will be held. ( STAAR, TELPAS, EOC)	Principals Parental Director Parental Coordinator Parent Educators	Local Funds, Title I Funds	September 2016- May 2017	Sign-in Sheets Invites Agendas Minutes Testing Brochure/Power-Point	Parent Surveys Monthly Attendance Summary	STAAR Results Participation Performance	Title I- #2, #6
Parent presentations will be conducted on test/tips reminders.	Parental Director Parental Coordinator Parent Educators	Local Funds, Title I Funds	September 2016 - May 2017	Sign-in Sheets, Telephone Logs Invites Agendas Minutes	Parent Surveys	STAAR Results Participation Performance	Title I-#2,#4, #10
Parent training meetings will be held at Individual Campuses and Parent Community Education Centers.	Parental Director Parental Coordinator Principals Site Managers Parent Educators Community Partners	Computer Copier PRE-GED GED ESL , Books, Work Sheets	September 2016 - May 2017	Sign-in Sheets, Telephone Logs Invites Agendas Minutes	Monthly Attendance Summary	STAAR Results Participation Performance	Title I-#1.#6

**District Goal 5: Family and Community Involvement**

**Objective 2: Offer tutoring programs that support students taking assessments**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent tutorials will be held at designated campuses.	Parental Director Parent Educators Parental Coordinator Principals	Computers, Consumable ,and Non-consumable resources	October 2016- April 2017	Sign-in Sheets, Telephone Logs	Monthly Attendance Summary Academic Growth	STAAR Increase in Participation and Performance	Title I-#2, #9
Campuses will receive support in increasing their tutorial academies via telephone contacts, etc.	Parent Educators Parent Volunteers	Tutorial Fliers and Telephone Logs	October 2016- April 2017	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR Increase in Participation and Performance	Title I-#2, #9
Campus tutorials will be provided by community/college/high school students for At-Risk Students focused on assessments personal growth.	Principals Volunteers	Educational Materials and Technology Equipment	October 2016- April 2017	Sign in sheets attendance logs	Monthly Attendance Summary Academic Growth	STAAR Increase in Participation and Performance	Title I-#2, #9

**District Goal 5: Family and Community Involvement**

**Objective 3: Provide opportunities for students to participate in community service projects**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Adult volunteer services program will be provided to support all students at all grade levels.	Parental Director, Parental Coordinator, Site Managers Campus Administrator, Parent Educators	Local Funds, Title I Funds	December 2016 - May 2017	Volunteer sign-in card	Tally of Volunteer hours	STAAR Increase Participation and Performance	Title I- #6, #9
Community service projects will be provided to increase parent/students projects	Parental Director, Parental Coordinator, Site Managers Campus Administrator, Parent Educators	Local Funds, Title I Funds	September 2016- May 2017	Community Service Projects Sign in Sheets	Tally of Volunteer hours	STAAR Increase Participation and Performance	Title I- #6, #9
Community service projects will be partnered with DAEP and National Honor Society Programs and other student organizations to engage students in community projects.	Parental Director, Parental Coordinator, Community Personnel Campus Administrator, Parent Educators, Social Worker	Local Funds, Title I Funds	September 2016- May 2017	Registration forms, MOU'S, Projects Participation Forms	Measure DAEP recidivism rate, Tally of volunteer hours On a monthly basis	STAAR Increase Participation and Performance	Title I- #9, #10

**District Goal 5: Family and Community Involvement**

**Objective 4: Increase parental involvement in secondary campuses**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Require each secondary campus to host more than one parent meeting per month at the campus	Parental Director, Parental Coordinator, School Administrator, Parent Educators	School/District Brochures, Computer, Copiers, Event Fliers	September 2016- May 2017	Parent Surveys	Attendance	Increased Parent Attendance STAAR Participation and Performance	Title I- #6
Review parent participation data and create strategies to promote parental engagement.	Parental Director, Parental Coordinator, School Administrator, Parent Educators	Monthly parent reports	September 2016- May 2017	Sign-in Sheets	Monthly Reports	STAAR Participation and Performance	Title I- #6



**District Goal 5: Family and Community Involvement**

**Objective 5: Increase average of parent participation in adult programs.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Numerous adult literacy opportunities for parents will be available each year.	Parental Director, Parental Coordinator, Parent Educators	Statistic Charts District creative brochures, Region I, STC	September 2016- August 2017	Program Certificates	End of year course completion	STAAR Participation and Performance	Title I- #6, #10
Two additional Parent Community Education Centers will be open to the parent program.	Parental Director, Parental Coordinator, Parent Educators	Facilities, furniture and fixtures	September 2016- August 2017	Enrollment	Attendance	STAAR Participation and Performance	Title I- #6, #10
Flexible schedules during the day, evening, and Saturdays will be considered to recruit parents.	Parental Director, Parental Coordinator, Parent Educators	Parent Registration Forms	September 2016- August 2017	Registration Forms	Course Completion	STAAR Participation and Performance	Title I- #6, #10
A college awareness orientation for parents will be held at community centers.	Parental Director, Parental Coordinator, Parent Educators	College Presenters from local colleges	September 2016- August 2017	Sign in sheets	Session Attendance	STAAR Participation and Performance	Title I- #6, #10

**District Goal 6: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology.**

**Objective 1: Provide on going support for the implementation/integration of technology into the curriculum.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Financial and physical resource support will be provided for instructional staff through Technology Integration Academies to effectively integrate technology into the curriculum.	Technology Director Technology Integration Specialists Chief Financial Officer Superintendent of Schools	Instructional Technology Staff and various state, federal, and local budgets	2016-2017 School Year	Increased number of teachers and students using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys	Increased student scores.	Budget reviews and monthly campus visits with principals	Title I - # 9,10
Resources and support will be provided for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools	Software, hardware, and professional development	2016-2017 School Year	Increased technology training sessions being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes	Instructional Technology Department reviews.	Title I - # 9,10
PSJA ISD will provide adult literacy and technology application skills training to parents via the Parental Involvement Department. Integrate Atomic Learning into the Parental Engagement Program.	Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development	2016-2017 School Year	Sign-in sheets An increase in the number of technology literate and English Proficient parents	Increase in the number of Technology Literate parents, and community members.		Title I - # 6

**District Goal 6: Technology**

**Objective 1: Provide on-going support for the implementation/integration of technology into the curriculum.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Technology Department will provide technology resources (online Accelerated Reading Software, Read 180, Systems 44, APEX) to facilitate reading development for all students.</p>	<p>Technology Director Library Coordinator Technology Integration Specialist</p>	<p>Accelerated Reader Software, a adequate bandwidth, hardware Read-Write Program</p>	<p>Sept. 2016- May 2017</p>	<p>AR reports from schools. Progress Reports from each of the programs</p>	<p>Improved scores in reading</p>	<p>Increase in the participation and scores on the AR program</p>	<p>Title I- # 3, 9, 10</p>
<p>The Technology Department will provide the delivery of online library/research resources (Destiny Online, Office 365) to facilitate the integration of these resources in the classroom. All district users will be trained on MackinVia which will facilitate the location of these online resources. These resources will be available in the classroom and at home for all students.</p>	<p>Technology Director Library Coordinator Technology Integration Specialist</p>	<p>Destiny Software, Library Media COOP Resources, adequate bandwidth, and a adequate hardware, Microsoft Office 365</p>	<p>Sept. 2016- May 2017</p>	<p>Usage reports from the Destiny system and Office 365.</p>	<p>Increase in the number of students using the Destiny system.</p>	<p>Review of Destiny Reports</p>	<p>Title I- # 3, 9, 10</p>

**District Goal 6: Technology**

**Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
The technology and core curriculum content will be audited and common essential knowledge and skills will be identified so as to establish correlation guides between curriculum and technology content.	Technology Director, Administrators for C & I, Curriculum coordinators, Administrator for Technology Applications, Review committee for (HS), curriculum and technology specialists.	Core content curriculum resources, Learning.com resources, State guidelines for required technology courses.	August 2016-May 2017	1. Time lines for core curriculum areas 2. Scope and sequence for core curriculum areas 3. Teacher lesson plans with integrated technology skills 4. Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts	Ongoing review of the district course offerings and alignment with state course requirements.	Title I - # 1, 10
The technology department will create a data base of lesson plans that are aligned with the core content curriculum and that are integrated with technology. A SharePoint repository of lessons showcasing technology integration will be setup for teachers.	Technology Director Core content area coordinators Technology Integration Specialist	Core content curriculum resources, Learning.com	August 2016-May 2017	Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.	Increased scores on technology benchmarks and state tests.	Instructional Technology department campus visits and observations.	Title I - # 3, 10
The district will mandate that all elementary teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Technology Director ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, instructional Technology Labs	Sept. 2016- May 2017	LAB usage logs	Increased scores in student achievement (higher TAKS scores). Higher TA 8th Grade Scores	8th Grade Technology Applications Test	Title I - #9, 10

## District Goal 6: Technology

### Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>25 Technology enrichment camps (Technology Applications/Microsoft Academy, Computer Coding/Programming) will be hosted during May of 2017. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2017</p> <p>Summer Technology Academies for teachers and administrators during June 2017.</p>	<p>Technology Director Technology Integration Specialist ILS Support Specialist Campus Instructional Technologists Parental involvement staff which will be trained by the Technology Center Staff.</p>	<p>Hardware, software And Technology Applications Instructors.</p>	<p>2016-2017 School Year, summer 2017</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>	<p>Survey results from Summer Camp Participants</p>	<p>Title I - # 3, 4</p>
<p>The district will establish mandatory Technology Clubs at all elementary campuses. These clubs will assist the campus administration in organizing and hosting/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p>	<p>Technology Director MIS Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners</p>	<p>Hardware, software, and other technology resources</p>	<p>Spring of 2017  Campuses will have at least one technology fair a year.  By 2017 the district will designate a PSJA Technology Day.</p>	<p>Computer fair schedules, pictures and articles on the computer fairs. Student and teacher evaluations of the events.</p>	<p>Increased use of technology by students and teachers.</p>	<p>Sign in sheets, club rosters</p>	<p>Title I - # 3, 1.0</p>

<b>District Goal 6: Technology</b>							
<b>Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
The district will utilize Think Through Math, iStation, Read/Write, Imagine Learning, Compass Learning, Read 180, Learning.com, Study Island, GradPoint and Apex to support computer assisted instruction in labs and distributed settings.	Technology Director ILS Support Specialist Campus Lab Managers Campus Instructional Technologist		Sept. 2016-May 2017	Campus visits to computer labs by Instructional Technology Staff. Program usage reports. Learning.com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (increase STAAR/EOC scores).	Increased scores in student achievement (higher STAAR/EOC scores). Higher TA 8th Grade Scores	8th Grade Technology Applications Test	Title I - # 9,10

**District Goal 6: Technology**

**Objective 3: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The district will subscribe to an online web hosting service which will facilitate updating of intranet/internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with teachers.</p>	<p>Technology Director Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee</p>	<p>District website, share point/intranet site</p>	<p>June 2017</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration on curriculum, business and administrative projects.</p>		<p>Title I - # 9</p>
<p>A district website will be updated as a resource for instruction and a tool for school to community communication.</p> <p>The district will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as upcoming projects.</p>	<p>Technology Director Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content area coordinators PSIA Department Directors and Coordinators</p>	<p>District website, Living Tree, and district Intranet</p>	<p>2016-2017</p>	<p>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects.</p>	<p>Web site visit reports</p>	<p>Title I - # 6, 9, 10</p>

**District Goal 6: Technology**

**Objective 3: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The district will use Learning.com for all K-8 students and Atomic Learning for all others.</p> <p>Teachers will receive training on new internet resources and online initiatives every year because these resources are constantly changing.</p> <p>The district will leverage a BYOD initiative to utilize internet resources to enhance student learning.</p> <p>every year.</p> <p>Technology Director MIS Coordinator Local campus budgets August 2016-May 2017 Computer Inventory counts/age of computer</p> <p>To computer ratio will be kept constant and at a desirable level. Number of computers that are removed from inventory Title I - # 1,9,10</p>	<p>District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>Aug 2017-June 2017 and January 2017</p>	<p>campus and classroom web sites</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>	<p>Replace and maintain computers every 3 years</p>	<p>Title I - # 2, 9, 10</p>



**District Goal 6: Technology**

**Objective 4: Maintain and replace the instructional lab computers every three years in order to maintain the highest level of instruction.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Technology Director</p>	<p>Local Technology Budget, and hardware</p>	<p>August 2016-May 2017</p>	<p>Computer Inventory</p>	<p>All lab computers will be under warranty as long as they are in a lab setting.</p>		<p>Title I - #1,9,10</p>
<p>Decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will mandate that all campuses purchase a set number of computers/laptops every year.</p>	<p>Technology Director MIS Coordinator</p>	<p>Local campus budgets</p>	<p>August 2016-May 2017</p>	<p>Computer Inventory counts/age of computer</p>	<p>To computer ratio will be kept constant and at a desirable level.</p>	<p>Number of computers that are removed from inventory</p>	<p>Title I - # 1,9,10</p>

**District Goal 7: Create a Safe School Culture and Climate.**

**Objective 1: Apply discipline protocols consistently and fairly throughout the district.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Training for Administrators on student behavior interventions, de-escalation, restorative practices, camera security system, etc.	Student Services Department	Local Funds	August 2016- June 2017	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in Behavior Intervention Forms, ISS, OSS and DAEP (Buell)	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department, All campuses	Local Funds	August 2016- June 2017	Sign-In Sheets, Certificates, PEIMS Discipline Data	Decrease in Behavior Intervention Forms, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
<b>A Back on Track Committee</b> for DAEP students returning to home campus	Buell, Home Campus, Student Services Department	Local Funds, Title I	August 2016- June 2017	Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Discipline Data	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
A Discipline Diversion Plan for first time offenders utilizing the mitigating factors at the discretion of the Student Services Department	Student Services Department, Buell Staff	Local Funds, Title I	August 2016- June 2017	Student Hearing Request, Diversion Plan, PEIMS Discipline Data	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
Provide alternatives to out of school suspensions for all students	Student Services Department, All campuses	Local Funds	August 2016- June 2017	PEIMS Discipline Data, Performance-Based Monitoring Analysis System (PBMAS)	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10

**District Goal 7: Create a Safe School Culture and Climate.**

**Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Campuses will receive assistance with individual student needs ( medical, dental, vision and hearing services)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-coordinate with social services agencies</li> <li>-provide referral for services</li> </ul>	<p>Director of Health Services Nursing Staff</p>	<ul style="list-style-type: none"> <li>-SCE and T1, School based clinic/NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP, Local Healthcare Providers</li> </ul>	<p>August 2016- June 2017</p>	<p>Assistance provided to students as needed</p>	<p>Health needs met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>The district will improve the management, attendance, education and care of children with asthma through.....</p> <ul style="list-style-type: none"> <li>-Increased use of national clinical guidelines for asthma by health care providers.</li> <li>-Improved communication between schools, clinics and parents.</li> <li>-Ensuring that all staff is trained about asthma symptoms, triggers and resources</li> </ul>	<p>Director of Health Services Nursing Staff</p>	<ul style="list-style-type: none"> <li>-National Asthma Education and Prevention Program</li> <li>-Asthma and Allergy Foundation of America</li> <li>-Local health care providers</li> </ul>	<p>August 2016- June 2017</p>	<p>Created hotspot map of students with asthma to determine congestion of illness, Peak flow meters available for all asthmatic by health services, Assist with all medical asthmatic needs when needed, Asthma Action Plans</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Adolescents' general well-being will be improved through increased knowledge and access to medical and mental health care through the following strategies:</p>	<p>Director of Health Services Nursing Staff</p>	<ul style="list-style-type: none"> <li>-School based clinics</li> <li>-Local health care providers</li> <li>-Local hospitals</li> </ul>	<p>August 2016- June 2017</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decreased percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

<b>District Goal 7: Create a Safe School Culture and Climate.</b>									
<b>Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>		
Support services will be provided including determent of bullying/emotional abuse, suicide risk through: bullying/suicide box	Director of Health Services Nursing Staff	Behavioral Centers PSJA District Counselor Emergency Procedure manual	August 2016- June 2017	Training of PSJA employees existing and new	Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10		
Increase the safety of all students and staff Action Steps: -An updated Emergency Response Plan/Team -Training for staff on managing students while emergency is taking place	Director of Health Services Nursing Staff	Emergency medical services from Pharr, San Juan and Alamo	August 2016- June 2017	Drills run yearly throughout school district	Feedback from Emergency Response Team after drills completed, successful use of a actual plan implemented for emergencies	Side by side data analysis	Title 1--#10		
The district will ensure the development of each student as a whole person by: -Strengthening personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encouraging the participation rate in extracurricular activities.	Director of Health Services Nursing Staff	Athletic Department LPC	August 2016- June 2017	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic visits	Side by side data analysis	Title 1--#10		
Campuses will receive assistance with individual student needs	Director of Health Services Nursing staff	SCE and Title 1,	August 2016- June 2017	Assistance provided to students as needed	Healthy students	Side by side data analysis	Title 1--#10		

**District Goal 7: Create a Safe School Culture and Climate.**

**Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The district improve the management, attendance, education, and care of children with asthma	Director of Health Services Nursing staff	National Asthma Education and Prevention Program	August 2016- June 2017	Created hotspot map of students with asthma to determine illness Asthma action plans	Decrease in asthma related emergencies	Side by side data analysis	Title 1--#10
Adolescents' general well-being will be improved through increased knowledge and access to medical and mental care	Director of Health Services Nursing staff	School based clinics, Local health care providers, hospitals	August 2016- June 2017	Live monitoring of uninsured students in district dashboard	Decrease students without a medical home	Side by side data analysis	Title 1--#10
The district will reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers. Action Steps: - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. - School Health Advisory Committee (SHAC) along with coaches will improve amount of physical activity in school setting. - Develop policies that support healthy eating and physical activities. - Become a Healthy USA School - Provide public awareness, provide educational materials and appropriate referrals.	-Director of Health Services -Nursing Staff	-Child nutrition department -Coaching staff -Dietitian DHR school based clinic	August 2016- June 2017	Let's get fit initiative Referrals for abnormal BMI Continue assessing and referring for Acanthosis Nigricans Host parent sessions throughout school years	Verbal knowledge of community Evidence of returned referral of visits to nutritionist, dietitians, and health care providers	Side by side data analysis	Title 1--#10

**District Goal 7: Create a Safe School Culture and Climate**

**Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The district will provide a school environment free of drugs and violence through:</p> <ul style="list-style-type: none"> <li>-Develop partnerships with parents to establish the responsibilities of each including resource referrals to programs that deal with pupils at risk</li> <li>-train students on how to develop a positive view of self and learn to use effective interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Texas Tropical Behavioral Health Centers</li> <li>-Police Departments</li> </ul>	<p>August 2016- June 2017</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side byside data analysis</p>	<p>Title 1-#10</p>

**District Goal 7: Create a Safe School Culture and Climate**

**Objective 3: Provide training for all staff on creating a safe school culture and climate.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Daily security/safety audits will be conducted at all district campuses	Security and Safety Department	Local Funds	August 2016- June 2017	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training will be provided for all security staff on proper confrontational management techniques, professionalism, courteous to all students and staff	Security Director, Security and Safety Department	Local Funds	August 2016- June 2017	Less incidents of improper force used by security guards, security officers dress and act professionally	Decrease in security and safety incidents, and improved interactions between security guards and students	Side by side data analysis	Title 1--#10
Training will be provided for all school staff on lockdown procedures	Security Director	Local Funds	August 2016- June 2017	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
A safe and secure school environment will be provided by utilizing the ID Scanner "Raptor" System	Safety Department Elementary Campuses Middle School Campuses	Local Funds	August 2016	All visitors in the building have a Sticker Picture ID	Safer School Environment	Side by side data analysis	Title 1--# 10

## District Goal 7: Create a Safe School Culture and Climate

### Objective 4: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>A consistent admission/enrollment plan will be promoted to ensure student engagement and quality data.</p> <ul style="list-style-type: none"> <li>Collaborate with Student Data Center to improve On-line Registration.</li> <li>Implementation of Retention and Recruitment Program to ensure school choice and reduce student mobility.</li> </ul>	<p>Student Services Pupil Accounting Director, Attendance Recovery Personnel School Community Liaisons Recruitment &amp; Retention Personnel Campus Personnel,</p>	Local Funds	August 2016- June 2017	<ul style="list-style-type: none"> <li>Pre-registration campaign</li> <li>District Expo</li> <li>Student Choice Transfers</li> <li>Student Recovery Initiatives</li> <li>Pre-Countdown to Zero PEIMS/Leaver Training</li> <li>PEIMS/Leaver Training</li> <li>Countdown to Zero Customer Service Training</li> </ul>	<ul style="list-style-type: none"> <li>District Dashboard Data</li> <li>School Cognos Reports</li> <li>Preliminary Enrollment Counts</li> <li>Sign-In Sheets</li> <li>Public Relations/PEIMS District Increased Enrollment</li> </ul>	<p>Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports</p>	Title 1--#10
<p>Attendance/Non-attendance guidelines and Truancy Prevention Measures will be implemented at all campuses that include:</p> <ul style="list-style-type: none"> <li>Parent Notices every year.</li> <li>Utilization of School Messenger</li> <li>Parent/Student Handbook</li> <li>Staff Development</li> <li>Implement and follow-up with attendance improvement timeline.</li> </ul>	<p>Student Services Pupil Accounting Director, Attendance Recovery Personnel Campus Personnel</p>	Local Funds	August 2016- June 2017	<p>Correspondence, Emails, TEAL letter, PEIMS update annual training Implementation of Truancy and Dropout System Application</p>	<p>Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.</p>	<p>Data Analysis Review Updated through corrective measures.</p>	Title 1--#10
<p>Ensure implementation of Attendance and Dropout Prevention Recovery Strategies that include:</p> <ul style="list-style-type: none"> <li>Implementation of an Attendance Recovery Program.</li> <li>Campus Attendance Committee</li> <li>District School Attendance Prevention Measures and Truancy Procedures.</li> <li>Dropout strategies to ensure ongoing prevention.</li> <li>Attendance and Dropout Prevention monitoring</li> </ul>	<p>Pupil Accounting Director, Attendance Recovery Personnel School Community Liaison Personnel Campus Personnel</p>	Local Funds	August 2016- June 2017	<p>Correspondence, Emails, District Plan, Annual Report Card Review of attendance, attendance recovery participants, minutes and completion</p>	<p>Maintain attendance accountability in compliance with State Student Attendance Accounting statutes. Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Ongoing Data Validation District Attendance Daily, Six Weeks, Yearly Reports Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance</p>	Title 1--#10



**District Goal 7: Create a Safe School Culture and Climate**

**Objective 4: Monitor school attendance initiatives to ensure student academic success.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Program effectiveness measures will be taken to ensure implementation of a accountability measures of attendance improvement and dropout prevention.</p> <ul style="list-style-type: none"> <li>Attendance Recovery Program monitoring weekly.</li> <li>Campus Attendance and Leaver Audits every six weeks.</li> <li>Campus feedback and monitor improvement.</li> <li>Best practices shared for District wide school attendance improvement.</li> </ul>	<p>Student Services Pupil Accounting Director Attendance Recovery/Dropout Personnel Campus Personnel</p>	Local Funds	August 2016-June 2017	<p>Correspondence, Emails, TEA letter, PEIMS update annual training</p>	<p>eSchool Cognos Reports PEIMS end of year report Onpoint data base software</p>	<p>Texas Academic Report Card PBIMAS District Improvement DVM Accountability</p>	Title 1--#10
<p>Consistent student support and administrative guidance will be provided through district personnel to ensure student academic success.</p> <ul style="list-style-type: none"> <li>Develop Student Attendance Behavior Intervention Plans</li> <li>Provide School-Based support services</li> <li>Offer existing MOU's and Community-Based Program services</li> <li>Provide District level attendance recognition banners and incentives to promote student attendance.</li> </ul>	<p>Student Services Pupil Accounting Director Attendance Recovery/Dropout Personnel</p>	Local Funds	August 2016-June 2017	<p>School Community Liaison Program Personnel eSchool Data</p>	<p>Increase in student achieve through EOC Improvement in student attendance and behavior Procedures manual/handbook</p>	<p>Community Resources Collaborative partnerships</p>	Title 1--#10

<b>District Goal 8: Staff Quality, Recruitment, and Retention</b>							
<b>Objective 1: Develop and retain 100% highly effective staff.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
<p>The district will offer competitive salaries for Teachers, and district staff</p> <p>Competitive Stipends for Masters and/or certifications that support district initiatives</p> <ul style="list-style-type: none"> <li>Teacher performance</li> <li>Base compensation</li> <li>Opportunities for advancement</li> <li>Staff morale survey</li> </ul>	HR, Business office,	Local, Fed. funds	2016-2017	<p>Greater Retention Rate of district staff</p> <p>Higher staff morale</p>	<p>Improvement in instruction delivery</p> <p>Increase student achievement</p> <p>Increase of Performance Base and compensation</p> <p>Large applicant pool</p>	<p>Staff Retention reports</p> <p>Performance Base and Compensation Report</p>	Title 1 #3 & 5
<ul style="list-style-type: none"> <li>District will consider unique district incentives</li> <li>Paying of Local Days</li> <li>District contribution for employee medical plan</li> <li>Medical Clinic</li> </ul>	Business Office, Human Resource	Funds	On going	Staff retention	Staff retiring from district	experienced work force	Title 1 #3 & 5
<p>A plan for teacher selection and retention will be implemented:</p> <ul style="list-style-type: none"> <li>Bilingual/ESL-certified</li> <li>Special Education certified</li> <li>Core area certifications</li> <li>Masters degrees</li> <li>CTE certified</li> <li>Advanced placement trained</li> </ul> <p>University Student interns will be hired that have demonstrated excellence in the classroom</p>	HRS Admin., Bilingual/Special Education, CTE Directors, Principals	Staffing needs projections	On going focus in spring	<p>Staff hired</p> <p>High teacher retention rate</p> <p>Increase number of certified teachers</p>	All classrooms have a highly effective teacher	Screen applicants for best candidates	Title 1 #3 & 5
<p>Principals will receive training on interviewing and documentation of teachers</p>	HR administrators, Instructional coaching staff	Documentation handbook	August 2016- May 2017	<p>Better selection of staff,</p> <p>Improvement in documenting staff</p>	<p>Better adjustment for new teacher</p> <p>Improve teacher quality</p> <p>Increase student achievement</p>	<p>Higher retention rate of new teachers</p> <p>Hiring of effective teachers</p> <p>Appropriate documentation of staff performance</p>	Title #3 & 5

**District Goal 8: Staff Quality, Recruitment, and Retention**

**Objective 1: Develop and retain 100% highly effective staff.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Professional development for new teachers	Director of Instructional coaching, principals, Instructional coaches	Local funds	July 2016-August 2017	Sign in sheets, Coaching logs and schedules	Increase student achievement	CBAs, benchmarks, STAAR, TELPAS, SLO's, Professional Development Goals	Title 1 #3 & 5
Instructional coaching support will be provided for the following: New teachers, other teachers needing support	Department of instructional coaches, Directors, TIF Instr. Coaches	Local funds	August 2016-July 2017	Sign in sheets coaching logs and schedules	McREL teacher evaluation	CBAs, benchmarks STAAR, TELPAS	Title 1 #3 & 5
The district will provide all new teachers with a teacher mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors.	August 2016-May 2017	Mentor Logs	Increase in teacher satisfaction and morale Improvement in student performance	McREL Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1 #3 & 5
Instructional coaching system will be provided with on-going professional development	Instructional coaching department Campus Principals	Title One Local Funds	August 2016-May 2017	Sign-in Sheets, Coaching logs, Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Effective and High Effective	McREL Mid-term and summative evaluations SLO attainment RRR	Title 1 #3 & 5
Collaborative Instructional Review, i.e. Instructional Rounds will be provided and led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One Local Funds	August 2016-May 2017	Sign-in Sheets, Coaching logs, Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Effective and Highly Effective	McREL Mid-term and summative evaluations SLO attainment RRR	Title 1 #3 & 5
Monthly progress monitoring campus visits and instructional rounds will be provided	Director Campus Instructional Coaches	Title One Local Funds	August 2016-May 2017	Sign-In Sheets, Coaching logs, Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Effective and Highly Effective	McREL Mid-term and summative evaluations RRR	Title 1 #3 & 5