



District Improvement Plan 2019-2020

Board Approved: January 20, 2020

Mission

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. The district uses accountability ratings to measure results yet encourages flexibility in the classrooms to aid each student in reaching their fullest potential. At PSJA ISD, students cooperatively explore, experiment and conduct research using creative problem solving and critical thinking techniques, providing them with a challenging environment to excel.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT 2019-2020 DEIC COMMITTEE MEMBERS

Juan Alvarez, Chief of Staff

1. STUDENT ACHIEVEMENT	
Nora Rivas-Garza	Chairperson – Executive Office for MS
Lorene Villarreal	Chairperson – Executive Officer for HS
Margarita Aguirre	Special Education Director
Catherine Alanis	PSJA Memorial Early College HS Teacher
Karina Araiza	PSJA Southwest Early College HS Teacher
Sandra Carrillo	Stephen F. Austin MS Teacher
Berta Medrano	Early Head Start
Rene Marquez	Marcia Garza Elementary Teacher
Yrasema (Iris) Urbina	Sorensen Elementary
Josue Pena	Palmer Elementary, Teacher
Jose Sanchez	Kelly Pharr Elementary, Teacher
Maricela Cortez	Early Head Start
Sherry Vargas	MS Spanish Language Arts, Coordinator

3. CLOSING THE ACHIEVEMENT GAP	
Corina Ramirez	Chairperson – Executive Officer for Elementary
Yolanda Gomez	Chairperson – Migrant Director
Alfredo Carrillo	Chairperson – Liberty MS, Principal
Stacey Proctor	PSJA Ballew Early College HS Teacher
Cynthia Cantu	Ramirez Elementary Teacher
Sonia Champion	Garza-Pena Elementary Teacher
Maria Cecelia Jimenez	Trevino Elementary Teacher
Dora Rodriguez	504 Coordinator
Guadalupe Eddington	PSJA T-Stem Early College HS Teacher
Daniel Gonzalez	Car Check, Owner
Jessica Castillo	Raul Longoria Elementary Teacher
Debra Salinas	Director of Learning Supports 504
Claudia Gonzalez	Executive Officer for Elementary

2. STUDENT PROGRESS, ACADEMIC GROWTH, RELATIVE PERFORMANCE	
Iris Alvarez	Chairperson – Executive Officer for MS
Olivia Martinez	Chairperson – Dual Language Director
Rowdy Vela	PSJA Memorial Early College HS, Principal
Martin Gow	Carman Elementary Teacher
Bertha Ibarra	PSJA Sotomayor Early College HS Teachers
Linda Corpus	Stephen F. Austin MS Teacher
Yvania Davis	McKeever Elementary Teacher
Agata Borys	Garcia Elementary Teacher
Nayla Palacios	Carmen Anaya Elementary Teacher
Norma Pena	Audie Murphy MS Teacher
Melissa Arevalo	Special Education Department

4. FAMILY AND COMMUNITY INVOLVEMENT	
Arianna Vazquez/Norma Garza	Chairpersons: Dir. of Public Relations/Dir. of Parental Engagement
Joe Garza	Chairperson – Executive Officer for Elementary
Laura Farias	Community Liaison
Michael Murray	Advanced Academics Director
Vanessa Garza	Jaime Escalante MS Teacher
Nelly De La Cruz	Kennedy MS Teacher
Lydia Torres	Farias Elementary Teacher
Veronica Garza	Cesar Chavez Elementary Teacher
Maria Reyna	Early Head Start Teacher
Rubina Leal Cavazos	Parent Representative, Pharr
Rick Fernandez	Parent Representative, San Juan
Yolanda Victoria Acevedo	Parent Representative, Alamo

PHARR-SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT 2019-2020 DEIC COMMITTEE MEMBERS

5. TECHNOLOGY	
Adrian Garcia	Chairperson – Chief Technology and Student Services
Daniel Saenz	Chairperson – Technology Director
Alejandra Villafranco-Duque	PSJA T-Stem Early College HS Teacher
Georgina McCarthy	Lyndon B. Johnson MS Teacher
Rogelio Garcia	Liberty Middle School Teacher
Irma Platz	Clover Elementary Teacher
Beatriz Gonzalez	Kelly Pharr Elementary Teacher
Hilario Gonzalez	PSJA Southwest Early College HS Teacher
Dora Gonzalez	NAFT Federal Credit Union
Norma Cavazos	OTR
Veronica Rodriguez	Special Education Teacher

6. INCREASE STUDENT LEARNING TIME/STUDENT ACHIEVEMENT CCMR, GRADUATION RATE	
Linda Uribe	Chairperson – Executive Director for College Readiness
Adriana Garcia	Chairperson – CATE Director
Noemi Serna	GT Coordinator
Rocio Guajardo	PSJA North Early College HS Counselor
Cristina Vela	PSJA Memorial Early College HS Secretary
Ana Satterfield	PSJA Sotomayor Early College HS Teacher
Fernando Villarreal	Arnold Elementary Teacher
Maribel Marin	Dr. Long Elementary Teacher
Luz Salinas	Aida Escobar Elementary Teacher

7. SCHOOL CULTURE AND CLIMATE	
Orlando Noyola	Chairperson – Asst. Superintendent for Student Services
Dr. Ruben Borrego	Chairperson – Student Services Director
Robert Perez	PSJA North Early College HS Assistant Principal
Jazmine Johnson	Raul Yzaguirre MS Teacher
Juan Carlos Reyes	Ford Elementary Teacher
Raquel Dubemey-Guerrero	Doedyns Elementary Teacher
Rosaura Quintero	Santos Livas Elementary Teacher
Cristina Santos	PSJA North Early College HS Teacher
Carlos Flores	PSJA Memorial Early College HS Assistant Principal
Rolando Pena	PSJA Early College HS Assistant Principal
George Bailey	NAFT Federal Credit Union
Johanna Diaz	PSJA Southwest Early College HS Teacher
Ryan Reyes	Doedyns Elementary Teacher

8. STAFF QUALITY, RECRUITMENT AND RETENTION	
Dr. Rebeca Garza	Chairperson – Asst. Superintendent for Human Capital Development
Dr. Nora T. Cantu	Chairperson – Executive Officer for HS
Angela Salinas	Instructional Leadership Coach
Carlos Rivera	Audie Murphy MS Teacher
Javier Martinez	PSJA Early College HS Teacher
Veronica Benavides	PSJA Early College HS Teacher
Sandra Luera	Ford Elementary Teacher
Rolando Garcia	Cantu Elementary Teacher
Paula Garcia	Reed & Mock Elementary Teacher
Sandra Garcia	Garcia Elementary Teacher
Linda Soto	Lyndon B. Johnson MS Principal

District Demographics

	ALL	MALE	FEMALE	SPED	ELs	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE	AT RISK
Number	32,438	16,577	15,862	2,709	12,771	776	679	1031	949	28,880	2,116	6159	22,343
Percent	100	51	49	8	36	2	2	3	3	89	7	19	16

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian/ Other	Two or More
Number	32,438	32,140	29	37	217	14	0	1
Percent	100	99.10	0.01	0.11	.67	0.05	0	0

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2019 ACCOUNTABILITY SUMMARY

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
PSJA ISD	87	89	83	87	B

District and Board Goals

- Goal 1:** The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 48% by June 2020.
- Goal 2:** The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 58% by June 2020.
- Goal 3:** The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 48% by June 2020.
- Goal 4:** The percent of graduates who are College Career Military Ready (CCMR) will increase from 70% to 74% by 2020.

District Timeline

Date	Event(s)
June 2019	– District and Campus Timeline was sent to campus principals and central office staff
September 18, 2019	– Convened with District Improvement Plan Committee Leaders of each Focus Area to review and revise changes of District Plan
September 18- September 30, 2019	– Committee Leads met with their group to review and make necessary changes
October 2, 2019	– District Improvement Committee met to review and present changes and revisions to each Focus Area
November 8, 2019	– District Chiefs reviewed the District Improvement Plan and provided feedback and suggestions
December 16, 2019	– Senior staff reviewed and revised 4 out of the 8 Focus Areas of the District Improvement Plan
December 17-20, 2020	– District Focus Leads worked with their committees to complete all needed revisions for the plan

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT 2019-2020 ROOT CAUSE ANALYSIS

Problem & Root Cause	Annual Goal(s)	Strategy
<p><u>Problem:</u> Special Education Students STAAR/EOC passing rates for ELA/Reading is 39%. There is a 30% gap compared to the All Student Group.</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for students with disabilities.</p>	<p>2019-2020 Goal among Special Education students is to increase the STAAR/EOC passing rate in English Language Arts/Reading to 42%.</p>	<ul style="list-style-type: none"> - Train all special education teachers who serve students in the ELA/Reading classrooms on the TEKS curriculum. - Special education teachers will collaborate with regular ELA/Reading teachers during learning communities. - Implement supplemental aids for content and learning support to best meet the individual student needs.
<p><u>Problem:</u> Special Education Students STAAR/EOC Passing rates for Mathematics is 61%. There is a 22% gap compared to the All Student Group.</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for students with disabilities.</p>	<p>2019-2020 Goal among Special Education Students is to increase the STAAR/EOC passing rate in Mathematics to 66%.</p>	<ul style="list-style-type: none"> - Train all special education teachers who serve students in the mathematics classrooms on the TEKS curriculum. - Special education teachers will collaborate with regular mathematics teachers during collaborative learning communities. - Implement supplemental aids for content and learning support to best meet individual student needs.
<p><u>Problem:</u> Current English Learners STAAR/EOC passing rate for ELA/Reading is 56%. There is 13% gap compared to the All Student Group.</p> <p><u>Root Cause:</u> Lack of alignment between the district Dual Language Department and district leaders on instructional plans to help support campuses with resources and instructional strategies for differentiated support to ELs.</p>	<p>2019-2020 Goal among EL Students is to increase the STAAR/EOC passing rate in ELA/Reading to 60%.</p>	<ul style="list-style-type: none"> - Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include, English Language Proficiency Standards. - Provide training through data analysis that will ensure a deep understanding of the TELPAS domains and student language proficiency level.
<p><u>Problem:</u> Current English Learners STAAR/EOC passing rate in Social Studies is 54%. There is a 13% gap compared to the All Student Group.</p> <p><u>Root Cause:</u> Lack of alignment between the district Dual Language Department and district leaders on instructional plans to help support campuses with resources and instructional strategies for differentiated support to ELs.</p>	<p>2019-2020 Goal among EL Student is to increase the STAAR/EOC passing rate in Social Studies to 58%.</p>	<ul style="list-style-type: none"> - Provide professional development for teachers and campus leaders on research-based instructional strategies and content, to include, English Language Proficiency Standards. - Provide training through data analysis that will ensure a deep understanding of the TELPAS domains and student language proficiency level.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT 2019-2020 ROOT CAUSE ANALYSIS CONTINUED

Problem & Root Cause	Annual Goal(s)	Strategy
<p>Problem: Current English Learners' 4-Year graduation rate is at 84.5%. The federal target of 90% was not met.</p> <p>Root Cause: Failure to differentiate instruction for English Learners student group.</p>	<p>Goal: Increase graduation rate by and 5.5 % and decrease the drop-out rate of English Learners</p>	<ul style="list-style-type: none"> - Strengthen the community Count Down to Zero approach to begin earlier. The Dual Language Department and staff will target EL students. - Collaborate between the DL Director/staff and campus leadership in order to monitor course completion and graduation plans. - Provide professional development for teachers and campus leaders to address strategies and content related to the English Language Proficiency Standards (ELPS) and TELPAS domains.
<p>Problem: Special Education Students 4-Year graduation rate is 77.6%. The federal target of 90% was not met.</p> <p>Root Cause: Failure to differentiate instruction for the Special Education student group ..</p>	<p>Goal: Increase graduation rate by 4.6% and decrease the drop-out rate of Special Education Students.</p>	<ul style="list-style-type: none"> - Train special education teachers on research-based methodologies and instruction to strengthen the learning of special education students.
<p>Problem: Career Technical Education (CTE) special education student group performance on STAAR EOC is at 56.25% compared to the All Student Group at 75%.</p> <p>Root Cause: Failure to differentiate instruction designed for students.</p>	<p>Goal: Increase the STAAR EOC passing rate of special education students in CTE classes by 4.75%.</p>	<ul style="list-style-type: none"> - Provide opportunities for collaboration between the Special Education Director/staff, and campus leadership on Professional Development Training for CTE teachers on differentiation of instruction for special education student groups in CTE.
<p>Problem: Career Technical Education (CTE) English Learners student group performance on STAAR EOC is at 55.1%, compared to the All Student Group at 75%</p> <p>Root Cause: Failure to differentiate instruction designed for English Learners.</p>	<p>Goal: Increase the STAAR EOC passing rate of English Learners in CTE classes by 4.9%.</p>	<ul style="list-style-type: none"> - Provide opportunities for collaboration between the DL program Director/staff, CTE Program Director/staff, and campus leadership on Professional Development Training for CTE teachers on differentiation of instruction for EL student groups in CTE.
<p>Problem: Migrant students group performance on STAAR EOC for ELA/Reading is at 54.15 %. There is a 15 % gap compared to the All Student Group at 69%.</p> <p>Root Cause: Failure to identify the migrant student group academic and skills gap.</p>	<p>Goal: Increase the STAAR EOC passing rate Migrant student group in English Language Arts/Reading by 5.75%.</p>	<ul style="list-style-type: none"> - The Migrant District Program Director and staff will work closely with campus leaders to implement research-based methodologies that strengthen the content knowledge and skills of all Migrant Students.

Comprehensive Needs Assessment

Focus	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement, CCMR and Graduation Rate	<p>Pharr-San Juan-Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum (GVC) and scope and sequence. The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the C & I department and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation.</p> <p>In addition:</p> <ul style="list-style-type: none"> • Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. • The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school. • Assessments that are aligned to state standards and the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence. • Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. • Professional development is provided throughout the year in response to classroom observations and formative assessments. • A Comprehensive Student CCMR Advising Model is implemented for students in grades 8-12 that includes transition to Post-Secondary and Post-Secondary Year handoff to college/university faculty. As a result, there will be an increase of successful completion of CCMR student plans and transition into a two-year or four-year university. • All key high school staff and faculty advisors are NACADA (National Academic Advisory Association) trained by our IHE (Institute of Higher Education) partner. • The district TSI Student Success Intervention Plan includes Phase I, Phase II and Phase III Curriculums for math, writing and reading that have resulted in increases of TSI passing rates 	<p>The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need.</p> <ul style="list-style-type: none"> • Student reading on level by third grade is an area that we as the district continue to work on and monitor. • Developmental writing must be taught at all grade levels whether it is assessed at the state level or not. • Professional development for teaching writing must be provided at all grade levels. • Campus schedules need to reflect a dedicated time for writing instruction at all campuses • Middle school state-assessed reading and writing classes should include a minimum of 90 minutes of instruction daily for students identified as needing academic support. • Elementary, Middle and High School Reading, Writing and Mathematics curriculums must be monitored each year for alignment and effectiveness. • Train teachers on curriculum effectiveness. • A comprehensive database system is needed to monitor successful CCMR Plan completion of ALL students in 9-12. • Students at the lower third quartile have not been strategically monitored to earn industry-based certificates and earn 9 hours in any subject. • The TSI Student Success Intervention Plan must be implemented with fidelity at all high schools with proper tutorials/interventions between assessment. Students being TSI ready requirements is a continued challenge.

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

Focus	Area Reviewed	Summary of Strengths	Challenges
2	<p>School Progress Academic Growth Relative Performance</p>	<ul style="list-style-type: none"> • A strong curriculum in mathematics and ELA/Reading has resulted in student academic growth on a yearly basis by 6 percentage points in approaches level for both reading and mathematics in the last 3 years. • The number of students performing at the Meets and Masters performance level has increased each year. <ul style="list-style-type: none"> Meets: 35% to 41% in 3 years for reading, 42% to 53% in 3 years for math Masters: 12% to 16% in 3 years for reading, 19% to 26% in 3 years for math • Campuses are receiving hands-on professional development on how to strategically improve the Growth Progress Measure and Relative Performance Domains of the State Accountability System. This allows focused planning for student growth. • Curriculum roll-outs of state assessed contents are scheduled at the beginning of the year to ensure alignment among teachers across the district. In addition, curriculum is adjusted in response to benchmark data through-out the year. • Student academic progress and relative performance is measured after each benchmark is administered and appropriate intervention measures are prescribed • Student progress is monitored after each Benchmark for each student based on his performance form 2019. 	<ul style="list-style-type: none"> • Campuses are expected to improve their overall state accountability rating by one letter grade or maintain its "A" rating as applicable. • Effective support for teachers that are new or new to the grade level must be consistent at each campus to ensure they gain expertise not only on the TEKS for their course but how they are assessed. • Instruction must be differentiated for all sub-population groups across disciplines and at all grade levels. • Campus leaders and teachers should understand that student progress is a critical component of the state accountability system and that all students must show progress each year. • Campus administrators and department leads must become very skilled working with data at their campuses to identify specific students who will be targeted to ensure they advance at least one level from the previous year • Targeted tutorial and academies must be implemented with fidelity to meet the individual needs of students. (differentiated for each group of students) • A strong tutorial curriculum must be developed at all tested levels so that teachers have the resources readily available during tutorials/academies.

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

Focus	Area Reviewed	Summary of Strengths	Challenges
3	Closing the Achievement Gap	<ul style="list-style-type: none"> • Special Education students met all targets in the Academic Achievement status, Growth Status, Student Success Status and School Quality Status within the closing the gaps domain. • English Learners met all targets in the Academic Achievement status, Student Success Status, School Quality Status and the ELA/Reading growth status within the closing the gaps domain. • Economically disadvantaged student group met all targets in closing the gaps domain. • Hispanic student group met all closing the gaps domain targets. • In the area of participation, all student groups met all targets at 98% or higher. • In the Texas Academic Performance Report indicates Special education students showed gains in 20 of 28 tested areas at Meets performance. 	<p>As per the TAPR data,</p> <ul style="list-style-type: none"> • We have a 17% achievement gap at the Meets level between students identified as Special Education and the all student group in the area of All Grade ELA/Reading. • We have a minimum of 20% achievement gap at the Meets level between students identified as English Learners and the all student group in the areas of English I and English II Grade ELA/Reading. • English Learners (LEP) with No services, are lagging behind the all student group by 23% in achievement. <p>Within the Domain III report,</p> <ul style="list-style-type: none"> • Former Special Education students missed the growth target in the area of math by 12% points. • Both English Learners and Special Education students missed the 2018 graduation rate by 5.5% and 12.4% respectively. • The English Language proficiency status was 2% points away from the target of 36%.
4	Family and Community Engagement	<ul style="list-style-type: none"> • Parents have a high rate of participation at campus meetings and community education centers. • Parent resources, materials and communications are provided in both English and Spanish. • The district website informs parents of all events. • Parent educators' professional development is based on local, state and national standards for parental involvement. • Literacy, computer literacy, entrepreneurship, citizenship, welding and security guard certification classes are available for parents. • Literacy centers are accessible and convenient for parents throughout the school district. • Community partners provide practical classes for parents district-wide. 	<ul style="list-style-type: none"> • Parents meetings are needed throughout the school year to explain the state accountability system and how it affects their children. • Parent Academic Conferences [PAC] should be scheduled each six weeks to share student progress. • Additional customer service training should be provided on the importance of fostering positive parent/teacher relationships • Staff needs training on how to effectively share assessment strategies with parents about their children's progress. • Provide parents webinar training and phone links to help them better understand the STARR student reports. • Videos on state accountability have to be readily available for parents.

Summary of Findings

Focus	Area Reviewed	Summary of Strengths	Challenges
5	Technology	<ul style="list-style-type: none"> • District Technology Integration Specialists work closely with Campus Instructional Technologist (CITs) to promote technology trainings at the campuses. • Technology is integrated into the core curriculum via programs such as Learning.com, Imagine Learning, Read and Write, Criterion, Systems 44, etc. • Online Professional Development in the area of Technology is available via Hoonuit. Hoonuit provides availability to just-in-time training without having to pull teachers or staff out for training. • The school board has significantly increased the district's technology budget for the 2019-2020 school year. 	<ul style="list-style-type: none"> • Allocating sufficient time for computer-based learning is a challenge at all levels. • Technology infrastructure needs to be improved to meet the need for computer-based learning. • Creating webinars to facilitate the timely dissemination of information to the campuses from the different departments needs to be implemented. • A system must be put in place to monitor usage of many of our technology programs as well as resources.
6	Increased Learning Time	<ul style="list-style-type: none"> • Tutorials are provided for students who through weekly formative assessments and benchmarks are identified in need of extended learning. • Middle school reading and mathematics classes have been increased to 90 minutes daily. At the high school level, students identified in need of extended instructional time are placed in 90-minute ELA and Algebra I classes daily. • Extended Learning District Enrichment Camps engage all students. Campus teachers at all levels develop project-based lessons aligned to the standards. • Campus Academies in the areas of mathematics, reading, writing, science and social studies are planned at the secondary campuses so that 2-3 hours of extended learning is provided for all students at all levels. • The common planning period provided for teachers throughout the district allows for more effective lessons planning. 	<ul style="list-style-type: none"> • Meeting the academic needs of sub-groups: ELL, Special Education, CTE, and Migrant • Closing the achievement gaps of sub-groups: ELL, Special Education, CTE, and Migrant • Student participation in district enrichment camps to increase learning time

Summary of Findings

Focus	Area Reviewed	Summary of Strengths	Challenges
7	School Culture and Climate	<ul style="list-style-type: none"> • Crisis Teams at the district and school levels to address student mental and physical needs • Case Management software to view the students’ behavior to intervene and assist the student • Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the district which has resulted in a steady decrease in disciplinary referrals. • School nurses are providing a school environment that promotes wellness for all students. • All staff is trained on creating a safe school culture and climate. • Pupil Accounting monitors school attendance weekly and shares data with campus principals in a timely manner 	<ul style="list-style-type: none"> • Professional development for Campus Behavior Coordinators on the district's discipline protocols for consistency. • Integrate the police and security departments into all emergency situations. • Accuracy, compliance, and consistency of student attendance (eg., Enrollment/Withdrawals) • Non-healthcare professionals need to be trained and assist with meeting healthcare needs of students in order to target a greater population. • Survey school staff and students to measure the school culture and climate (5th, 8th, and 12 grade)
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • All teachers are certified in the teaching assignment. • High employee retention, District is seen as an employer of choice • District owned alternative center program, ACTRGV creates a pipeline of quality trained teachers from the non-traditional education program. • Meadows grant funds partnership with New Teacher Center (NTC) for the training and support of new teachers. • Teacher School Leader grant provides an opportunity for qualifying staff to earn performance pay for improvement in student achievement, school rating and teacher evaluation. • The selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders is aligned to the <i>Spirit of PSJA</i> and more rigorous with the goal of selecting top quality for the vacancy. • Funding opportunities for Masters degrees that support areas of need for dual credit teaching and or improvement of quality of teaching 	<ul style="list-style-type: none"> • TEA's new rules require all English Language Arts teachers to be bilingually or ESL certified. • Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and school culture. • Ensuring interns that challenge an exam are prepared to be successful as it impacts ACTRGV's state rating. • Seeking continuation of funding to support NTC with Meadows grant funds. • Calibrating evaluations and creating a system to effectively measure performance pay to student achievement. • Support and funding master's programs so that teachers can teach dual credit classes.

District Focus Areas

Focus Area 1: Student Achievement, CCMR, Graduation Rate

Focus Area 2: Student Progress, Academic Growth, Relative Performance

Focus Area 3: Closing the Achievement Gaps

Focus Area 4: Family and Community Involvement

Focus Area 5: Technology

Focus Area 6: Increasing Learning Time

Focus Area 7: School Culture and Climate

Focus Area 8: Staff Quality, Recruitment, and Retention

Focus Area 1: Improve Student Achievement, CCMR and Graduation Rate

Annual Goal: 100% of the district curriculum will be aligned to the state standards during the 2019-2020 school year.

Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all contents.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
Summer curriculum writing projects for all assessed content areas and grade levels will be scheduled based on a need's assessment using data and trends	<ul style="list-style-type: none"> - Executive Officers - Content Coordinators - Content teachers (elementary, middle and high school) 	<ul style="list-style-type: none"> - TEKS resources - Curriculum Templates - Curriculum Calendar - State and local student data 	June 2019 – Aug. 2020	<ul style="list-style-type: none"> - Curriculum documents - Lesson plans - Collaborative Learning Leader (CLL) agendas - Walkthrough documents 	<ul style="list-style-type: none"> - Student Achievement gains on the STAAR - Teacher retention - TELPAS - Results Driven Accountability Report 	<ul style="list-style-type: none"> - Formative assessments - CBAs - Benchmarks [BMs] - STAAR - TELPAS - Results Driven Accountability - Student Learning Objectives [SLOs] Pre/Post Test 	<ul style="list-style-type: none"> - Title I - Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
Training will be provided throughout the school year on assessed state standards, Domain I, Domain II, & Domain III, Distinction requirements and the use of data and trends to develop an intentional curriculum for each course.	<ul style="list-style-type: none"> - Executive Officers - Content Coordinators - Content teachers (elementary, middle and high school) 	<ul style="list-style-type: none"> - Training materials - Training agendas - Item analysis - Assessed curriculum documents - Curriculum guides 	<ul style="list-style-type: none"> - After BM1 - After BM2 - After June 2019 Results 	<ul style="list-style-type: none"> - Agendas and sign-in sheets - District assessments - State and regional accountability documents 	<ul style="list-style-type: none"> - Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report 	<ul style="list-style-type: none"> - Formative assessments - CBAs - Benchmarks [BMs] - STAAR - TELPAS - Results Driven Accountability - Student Learning Objectives [SLOs] Pre/Post Test 	<ul style="list-style-type: none"> - Title I - Title II - Title III - Special Ed. & Bilingual Fund - Migrant Funds
Curriculum documents will include ELPS strategies, accommodations, differentiated instruction for All Students.	<ul style="list-style-type: none"> - Executive Officers - Content Coordinators - Content coaches - Dual Language Director 	<ul style="list-style-type: none"> - English Language Proficiency documents - individual student accommodations for each content - lesson that differentiate instructions 	Sep. 2019 – Aug. 2020	<ul style="list-style-type: none"> - Curriculum documents - Lesson plans - CLL agendas - Walkthrough documents 	<ul style="list-style-type: none"> - Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report 	<ul style="list-style-type: none"> - Formative assessments - CBAs - Benchmarks [BMs] - STAAR - TELPAS - Results Driven Accountability - Student Learning Objectives [SLOs] Pre/Post Test 	<ul style="list-style-type: none"> - Title I - Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
Testing calendars and instructional timelines will be written each school year for all assessed courses and shared with principals to provide district-wide alignment of assessments.	<ul style="list-style-type: none"> - Assessment Director - Executive Officers - Content Coordinators (elementary, middle and high school) 	<ul style="list-style-type: none"> - Assessment calendar - Instructional timelines - Assessed curriculum 	Sep. 2019 – Aug. 2020	<ul style="list-style-type: none"> - Completed testing calendars and timelines - Agendas and sign in sheets 	<ul style="list-style-type: none"> - Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report 	<ul style="list-style-type: none"> - Formative assessments - CBAs - Benchmarks [BMs] - STAAR - TELPAS - Results Driven Accountability - Student Learning Objectives [SLOs] Pre/Post Test 	<ul style="list-style-type: none"> - Title I, II, III - Special Education & Bilingual Funds, - Migrant Funds

Focus Area 1: Improve Student Achievement, CCMR and Graduation Rate
Annual Goal: 100% of the district curriculum will be aligned to state standards during the 2019-2020 school year.

Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all contents.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
District-level assessments will be strategically aligned to the curriculum to monitor student progress and the effectiveness of teaching and learning.	<ul style="list-style-type: none"> - Executive Officers - Coordinators - Curriculum writers for all levels 	<ul style="list-style-type: none"> - District Curriculum - State release tests - Item Analysis Reports - DMAC tutorial & Student growth reports - Student quintile reports 	<ul style="list-style-type: none"> - Oct. 2019 - Nov. 2019 - Dec. 2019 - Feb. 2020 - Mar. 2020 	<ul style="list-style-type: none"> - Formative and summative assessments 	<ul style="list-style-type: none"> - CBAs - BM1 and BM2 scores - Student achievement gains - Student growth - Increased performance of students at Meets & Masters performance levels 	<ul style="list-style-type: none"> - Formative assessments - CBAs and Benchmarks - STAAR - ACT and SAT - Texas Success Initiative (TSI) - TELPAS 	<ul style="list-style-type: none"> - Title I-IV - State Bilingual Funds - State Comp. Funds
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark	<ul style="list-style-type: none"> - Principals - Assistant principals - Campus leadership team members - Content Coordinators - Executive Officers 	<ul style="list-style-type: none"> - Campus Benchmark Data Reports - Campus Action Plan - DMAC Data Reports 	<ul style="list-style-type: none"> - Oct. 2019 - Nov. 2019 - Jan. 2020 - Feb. 2020 - Mar. 2020 	<ul style="list-style-type: none"> - Agendas and sign-in sheets, - Data Analysis documents - CBAs/Benchmark Response - CLC planning 	<ul style="list-style-type: none"> - CBAs - BM1 and BM2 scores - Student achievement gains - Student growth - Increased performance of students at Meets & Masters performance levels 	<ul style="list-style-type: none"> - Formative assessments - CBAs and Benchmarks - STAAR - ACT and SAT - Texas Success Initiative (TSI) - TELPAS 	<ul style="list-style-type: none"> - Title I, II, III, IV - State Bilingual funds - State Comp.
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principals, to identify areas of concern, and to plan next steps.	<ul style="list-style-type: none"> - Executive Officers - Coordinators - Curriculum writers for all levels 	<ul style="list-style-type: none"> - District and Campus Benchmark Data Reports - Plan for Interventions 	<ul style="list-style-type: none"> - Oct. 2019 - Nov. 2019 - Jan. 2020 - Feb. 2020 - Mar. 2020 	<ul style="list-style-type: none"> - Agendas and sign-in sheets - Data Analysis documents - Campus Review[CPRs] documents 	<ul style="list-style-type: none"> - CBAs - BM1 and BM2 scores - Student achievement gains - Student growth - Increased performance of students at Meets & Masters performance levels 	<ul style="list-style-type: none"> - Formative assessments - CBAs and Benchmarks - STAAR - ACT and SAT - Texas Success Initiative (TSI) - TELPAS 	<ul style="list-style-type: none"> - Title I, II, III, IV - State Bilingual Funds - State Comp.
District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.	<ul style="list-style-type: none"> - Principals - Assistant principals - Executive Officers - Coordinators - Strategists - Directors 	<ul style="list-style-type: none"> - Calendar of scheduled campus walk-through - Calibration notes of campus walk-through - Feedback Notes 	<ul style="list-style-type: none"> - Sep. 2019- - May 2020 	<ul style="list-style-type: none"> - Walk-through documentation 	<ul style="list-style-type: none"> - BM1 and BM2 scores show increases in student achievement and student performance growth. 	<ul style="list-style-type: none"> - Formative assessments - CBAs and Benchmarks - STAAR/TELPAS - ACT and SAT - Texas Success Initiative (TSI) 	<ul style="list-style-type: none"> - Title I, II, III, IV - State Bilingual Funds - State Comp.
Ongoing professional development training will be provided for teachers, administrators and program related staff on state standards, assessed curriculum, instructional strategies, data analysis, etc., for all subjects.	<ul style="list-style-type: none"> - Executive Officers - Directors for Assessment, Dual Language and Special Education - 504/Dyslexia Director - Coordinators - Coaches - Strategists 	<ul style="list-style-type: none"> - Training Material - Training Agenda - District Curriculum, Pacing guide, Year-at-a-Glance, Weekly Lessons - State and Local Data 	<ul style="list-style-type: none"> - Sep. 2019- - Aug. 2020 	<ul style="list-style-type: none"> - Agendas and sign-in sheets - Collaborative Learning Communities Meetings 	<ul style="list-style-type: none"> - BM1 and BM2 scores show increases in student achievement and student performance growth - Increase performance of students at Meets & Master performance level on STAAR/EOC - Increase student performance on TSI 	<ul style="list-style-type: none"> - Formative assessments - CBAs and Benchmarks - STAAR - ACT and SAT - Texas Success Initiative (TSI) - TELPAS 	<ul style="list-style-type: none"> - Title I, II, III, IV - State Bilingual Funds - State Comp.

Focus Area 1: Improve Student Achievement

Annual Goal: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 48% by 2020.

Objective 1: Students reading on grade level by the end of third grade will improve by 2% by June 2020

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
Closely monitor and intervene when students are not reading on grade level by the end of 2nd grade: fluency, comprehension)	<ul style="list-style-type: none"> Principal Assistant Principal Campus teachers Program Directors Executive Officers Library Dept. 	<ul style="list-style-type: none"> Teacher Reading Resources Reading computer programs Teacher notes Individual student teacher data Reading Program 	<ul style="list-style-type: none"> -Beginning of Year (BOY) Middle of Year (MOY) End of Year (EOY) 	<ul style="list-style-type: none"> Istation Program Reports Renaissance Learning STAR & AR reports Differentiated Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents 	<ul style="list-style-type: none"> Student Achievement gains on the 3rd grade STAAR Reading Student Increase scores on Istation Growth in ZPD from BOY to MOY to EOY Correlated to STAAR projected measure Teacher retention TELPAS increase on the number of students at Adv. and High 	<ul style="list-style-type: none"> Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Student Learning Objectives [SLOs] Pre/Post Test 	<ul style="list-style-type: none"> Title I Title II Title III Special Education & Bilingual Funds Migrant Funds
Training on reading development skills will be conducted for PK 3-2nd grade teachers	<ul style="list-style-type: none"> Campus Principal Content Coordinators District Directors Region One Service Center Executive Officers 	<ul style="list-style-type: none"> Training Content and research Teacher Calibration Individual Student data analysis 	<ul style="list-style-type: none"> June 2019- August 2020 	<ul style="list-style-type: none"> Agendas and sign-in sheets CLC minutes Regional Education Center agenda, sign-in State and district student data reports 	<ul style="list-style-type: none"> 3rd grade student achievement gains on STAAR Reading at meets performance level 	<ul style="list-style-type: none"> Formative assessments Teacher Checklist Tejas/TPRI STAAR Student Learning Objectives [SLOs] Pre/Post Test 	<ul style="list-style-type: none"> Title I Title II Title III Special Education & Bilingual Funds Migrant Funds
Curriculum documents will include specific areas to address in the science of reading	<ul style="list-style-type: none"> Content Coordinators SLA/ELA Content Coaches Campus teachers Campus Principal Campus Assistant Principal 	<ul style="list-style-type: none"> Curriculum Timeline Curriculum resources Curriculum Pacing Calendar Curriculum Year at a Glance Curriculum Roll-outs 	<ul style="list-style-type: none"> August 2019 – Aug. 2020- Bi-weekly 	<ul style="list-style-type: none"> Curriculum documents Lesson plans CLL agendas Walkthrough documents Walkthrough feedback Teacher meeting Teacher individual conferences 	<ul style="list-style-type: none"> Student achievement gains on the STAAR Reading TPRI/Tejas Lee improvement Domain III-Student Progress TELPAS 	<ul style="list-style-type: none"> Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS PBMAS Student Learning Objectives [SLOs] Pre/Post Test 	<ul style="list-style-type: none"> Title I Title II Title III Special Education Funds Migrant Funds
Providing teacher support in the implementation of materials that align to the science of reading	<ul style="list-style-type: none"> Campus Principal Content Coordinators Program Directors Executive Officers 	<ul style="list-style-type: none"> Research-based reading materials Modeling of implementation of materials 	<ul style="list-style-type: none"> August, 2019 – Aug. 2020 	<ul style="list-style-type: none"> Lesson Plans CLC Agendas Walk-through Material Usage 	<ul style="list-style-type: none"> Student achievement gains on the STAAR 3rd grade Reading, Domain III TELPAS TPRI/Tejas Lee 	<ul style="list-style-type: none"> Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Student Learning Objectives [SLOs] Pre/Post Test 	<ul style="list-style-type: none"> Title I Title II Title III Special Education and Migrant Funds

Focus Area 1: Improve Student Achievement

Annual Goal: The percent of students in grades 4, 7, 9 & 10 who perform at approaches grade level or above on STAAR Writing will increase from 69% to 75% by 2020.

Objective 1: Student writing on grade level to meet state standards will improve by 6% by June 2020

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
District campus teachers will follow ELA/Reading curriculum with fidelity and consistency	-Campus principal -Campus Assistant principals -ELA/Reading teachers -Special Education teaches, -ESL teachers -Collaborative Learning Leader	- State Standards (TEKS) - District Curriculum - ELA/Reading Resources -Curriculum Pacing Guide -Curriculum YAG -Release test items	-Beginning of each Six Weeks 2019-2020	- Teacher Notes - Usage of resources - Differentiated Lesson plans - Collaborative Learning Leader [CLL] agendas - Walkthrough documents	- Student Achievement gains on the STAAR Writing - Increase on the number of student scoring a 3 or better on the essay part of the test	- Formative assessments - CBAs - Benchmarks [BMs] - STAAR - TELPAS - Student Learning Objectives [SLOs] Pre/Post Test - Texas Success Initiative	- Title I - Title II - Title III - Special Education Funds - Migrant Funds
Training all district teachers in all contents in making students thinking visible as students engage in writing	- Campus Principals - Campus Asst. Prin. - Content Coordinators - Teacher leaders - District Directors - Region One Service Center - Executive Officers	- Training Content and research - Teacher Calibration - Individual Student data analysis - Student Work-Evidence of Writing	- June 2019- August 2020	- Agendas and sign-in sheets - CLC minutes - Regional Education Center agenda, sign-in - State and district student data reports - Student Essay Writing - Student Portfolios	-Student Achievement gains on STAAR Writing grade 4, 7 -Student Achievement gains on STAAR English I,II -	- Formative assessments - Teacher Checklist - Student Portfolios - STAAR Writing 4, 7 - EOC English I, II - Student Learning Objectives [SLOs] Pre/Post Test - Texas Success Initiative	- Title I - Title II - Title III - Special Education - Migrant
Writing Portfolios will be implemented for all students in grades 3-12	- Campus Principals - Campus Assistant Principals - Content Coordinators - Campus teachers - Executive Officers - Campus Teacher Leaders	- Curriculum Timeline - Curriculum resources - Student Portfolios	-August 2019 – Aug. 2020- -weekly checks	- Curriculum documents - Lesson plans - CLL agendas - Walkthrough documents - Walkthrough feedback - Teacher individual conferences	- Student achievement gains on the STAAR Writing grades 4,7 - TPRI/Tejas Lee improvement - TELPAS Gains in one proficiency level or above - Student Achievement gains on EOC English I, II	- Formative assessments - CBAs - Benchmarks [BMs] - STAAR - TELPAS - Weekly Mini-Assessments - Student Learning Objectives [SLOs] Pre/Post Test	- Title I - Title II - Title III - Special Education Funds - Migrant Funds
Teacher support in the implementation of writing across all disciplines will be provided	- Campus Principal - Content Coordinators - Program Directors - Executive Officers	-Modeling in the process of writing in all disciplines, materials -Training material -Walk-through feedback	August . 2019 – Aug. 2020	- Lesson Plans - CLC Agendas - Walk-through - Training Material	- Student achievement gains on the STAAR Writing 4, 7, - Student achievement gains on ECO English I, II - TELPAS gains on writing	- Formative assessments - CBAs - Benchmarks [BMs] - STAAR/TELPAS - Student Learning Objectives [SLOs] Pre/Post Test	- Title I - Title II - Title III - Special Education and Migrant Funds

Focus Area 1: Improve Student Achievement, CCMR and Graduation Rate
Annual Goal: Student group performance will improve by 5% on all STAAR/EOC assessments by spring 2020 .

Objective 2: All subpopulation groups will be monitored to ensure that they are on-track to meet or exceed state passing standards on the 2019-2020 STAAR.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
Professional development training will target specific researched based instructional strategies such as Sheltered Instruction Observation Protocol, English Language Proficiency Standards, Cooperative Learning, and TELPAS Data and instructional practices aligned to the four TELPAS domains.	<ul style="list-style-type: none"> - Executive Officers - Directors for Dual Language and Special Education - Coordinators - District Coaches and Strategists 	<ul style="list-style-type: none"> - Data Reports, District Curriculum, Collaborative Learning Communities, Student Monitoring Tools, Walk-throughs, Coaching/Feedback - Tools, Accountability Assessment Calendar 	<ul style="list-style-type: none"> - Aug. 2019 - Sept. 2019 - Oct. 2019 - Jan. 2019 	<ul style="list-style-type: none"> - Professional development agendas - Monthly Principals' Meetings - Weekly campus visits 	<ul style="list-style-type: none"> - Student achievement gains - Closing achievement gaps - Increase in the percent of students at the Meets and Masters levels on STAAR/EOC - Increase in student progress made - Texas Success Initiative - SAT and ACT improvement 	<ul style="list-style-type: none"> - Formative assessments - CBAs - Benchmarks - STAAR - ACT and SAT - Texas Success Initiative (TSI) - TELPAS - TPRI/TEJAS LEE 	<ul style="list-style-type: none"> - State Compensatory Education - Migrant - Special Education - State Bilingual - Title I, II, III - Local Funds
Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student group and all sub-groups.	<ul style="list-style-type: none"> - Campus Leadership - Team 	<ul style="list-style-type: none"> - STAAR and DMAC data reports - Action Plans and timelines\ - Tutorial Curriculum and Tutorial Student lists - Plan for each student group 	<ul style="list-style-type: none"> - Sep. 2019– Aug. 2020 	<ul style="list-style-type: none"> - Student Progress - Profiles, DMAC - Reports, Campus Data - Reports, Campus Performance Reviews [CPRs] 	<ul style="list-style-type: none"> - Student achievement gains - Closing achievement gaps - Increase in the percent of students at the Meets and Masters levels on STAAR/EOC - Increase in student progress made 	<ul style="list-style-type: none"> - Formative assessments - CBAs - Benchmarks - STAAR - ACT and SAT - Texas Success Initiative (TSI) - TELPAS - TPRI/TEJAS LEE 	<ul style="list-style-type: none"> - Title I, II, III - State Compensatory Funds, - Migrant Funds, - State Bilingual Funds, - Local Funds
Special population student data will be reviewed by the campus leadership team immediately following each district-level CBA and Benchmark to determine student progress made toward mastery of grade level performance and to design intervention plans.	<ul style="list-style-type: none"> - Campus Leadership Team - Teachers - Directors 	<ul style="list-style-type: none"> -TAPR Report -Domain III Data Report -Item Analysis Report -Performance Level Descriptors -Curriculum Documents -Teacher Lessons 	<ul style="list-style-type: none"> - Oct. 2019 - Nov. 2019 - Jan. 2020 - Feb. 2020 - Mar. 2020 	<ul style="list-style-type: none"> - Student Progress - Profiles, DMAC - Reports, Campus Data Reports, [CPRs] - Campus Performance Review 	<ul style="list-style-type: none"> - Student achievement gains - Closing achievement gaps - Increase in the percent of students at the Meets and Masters levels on STAAR/EOC - Increase in student progress made 	<ul style="list-style-type: none"> - Formative assessments - CBAs - Benchmarks - STAAR - ACT and SAT - Texas Success Initiative (TSI) - TELPAS - TPRI/TEJAS LEE 	<ul style="list-style-type: none"> - Title I , II, III - State Compensatory Funds - Migrant Funds - State Bilingual Funds - Local Funds

Focus Area 1: Improve Student Achievement, College, Career and Military Readiness, and Graduation Rate
Annual Goal: Students passing all subjects on the state assessments will increase from 75% to 80% in 2019-2020.

Objective 2: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020 STAAR.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
Professional development training and strategically analyzing data for student academic improvement will be provided for campus administrators at the beginning of the school year and during the year through the District Review Sessions [DRSS] following each Benchmark.	<ul style="list-style-type: none"> - Executive Officers - Directors for Dual Language and Special Education - Curriculum Coordinators - Content coaches and district strategists 	<ul style="list-style-type: none"> - Lead4ward - Region 1 - DMAC - state and federal accountability reports 	<ul style="list-style-type: none"> - Aug. 2019 - Sep. 2019 - Oct. 2019 - Dec. 2019 - Feb. 2020 - June 2020 	<ul style="list-style-type: none"> - Agenda - Sign-in sheets - Data reports - PowerPoints 	<ul style="list-style-type: none"> - Student achievement gains - Closing achievement gaps - Increase in the percent of students at the Meets and Masters levels on STAAR/EOC - Increase in student progress made 	<ul style="list-style-type: none"> - Formative assessments - CBAs - Benchmarks - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I - Title II - Title III - Title IV
Well-planned tutorials that respond to the CBA and Benchmark data will be scheduled after-school, on Saturdays, and during the day through Enrichment periods [Hog Time, Bear Time, Wolverine Time, Raider Time]	<ul style="list-style-type: none"> - Principals - Assistant principals - Campus leadership team - Collaborative Learning Leader - Collaborative Learning Facilitator - Department chairs - Campus teachers 	<ul style="list-style-type: none"> - TAPR Report - Item Analysis Curr. Data Report - Master schedule - Daily lessons - Student data - Walk-through data - Teacher Feedback 	<ul style="list-style-type: none"> - Sep. 2019 - May 2020 	<ul style="list-style-type: none"> - Tutorial sign-in sheets - Tutorial schedule - Intervention plans - Progress reports - Tracking progress - Tutorial lesson plans - Tutorial calendar 	<ul style="list-style-type: none"> - Student achievement gains - Closing achievement gaps - Increase in the percent of students at the Meets and Masters levels on STAAR/EOC - Increase in student progress made 	<ul style="list-style-type: none"> - Formative assessments - CBAs - Benchmarks - STAAR - TELPAS 	<ul style="list-style-type: none"> - Local - Title I - State comp - Migrant - State bilingual - Special Education
Parent Academic Conferences [PAC] will be scheduled following district benchmarks to inform parents of students in identified subgroups of available interventions.	<ul style="list-style-type: none"> - Principals - Assistant principals - Campus leadership team - Collaborative Learning Leader - Collaborative Learning Facilitator - Department chairs - Campus teachers 	<ul style="list-style-type: none"> -Parent Conference Agenda -Data Reports -State Accountability Parental Portal -Materials for Parental Conference 	<ul style="list-style-type: none"> - Oct. 2019 - Nov. 2019 - Jan. 2020 - Feb. 2020 - Mar. 2020 	<ul style="list-style-type: none"> - Phone logs - Campus letter - Tutorial permission slip - PAC agenda and sign-in sheets 	<ul style="list-style-type: none"> - Student achievement gains - Closing achievement gaps - Increase in the percent of students at the Meets and Masters levels on STAAR/EOC - Increase in student progress made 	<ul style="list-style-type: none"> - Formative assessments - CBAs - Benchmarks - STAAR - TELPAS 	<ul style="list-style-type: none"> - Local - Title I - State comp - Migrant - State bilingual - Special Education

Focus Area 1: Improve Student Achievement, College, Career and Military Readiness and Graduation Rate
Annual Goal #1: Students performing at the meets level or above on Domain I will increase from 46% to 50% in 2019-2020.
Annual Goal #2: Students performing at the Meets level or above on Domain III will increase from 41% to 44% in 2019-2020.

Objective 4: Increase the number of students that score at Meets or above performance on STAAR/EOC (Domain 1 and 3).

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
Administrators and teachers will be trained on the Texas Accountability System and will understand how the Domains and Academic Distinctions are calculated.	<ul style="list-style-type: none"> - Executive Officers - Content Coaches - ELD Coach - SLD Coach - Campus Administrators - Collaborative Learning Leader - CLFs - District Program Directors 	<ul style="list-style-type: none"> -TAPR Report -Student Data -Resource Book on Accountability Report -Goal Setting Template -Powerpoint 	<ul style="list-style-type: none"> - Aug. 2019 - Dec. 2019 - June 2020 	<ul style="list-style-type: none"> - Agendas and sign-in sheets 	<ul style="list-style-type: none"> - Improved student growth on benchmark scores - Student progress measure - Closing achievement gaps - Student tracking forms 	<ul style="list-style-type: none"> - CBAs - BM 1, 2 - STAAR - TELPAS - Results Driven Accountability 	<ul style="list-style-type: none"> - Local Funds - Title I Funds
Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.	<ul style="list-style-type: none"> - Campus Administrators, Instructional Coaches, SLD - Coach, ELD Coach, CLL, - CLFs, Teacher Leaders, - Dept. Chairs, 	<ul style="list-style-type: none"> - Content Based-Assessment & Benchmark Data Reports - List of students at Master Level Performance on BM 1, 2 and students 3 questions away from Master Level Performance - Tutorial Lists - Differentiated Curriculum 	<ul style="list-style-type: none"> - Oct. 2019, - Nov. 2019, - Jan. 2020, - Feb. 2020, - April 2020 	<ul style="list-style-type: none"> - Agendas and sign-in sheets - Data Analysis documents - Campus Progress Reviews [CPR] - Data Review Session [DRS] 	<ul style="list-style-type: none"> - Improved student growth on benchmark scores - Student progress measure - Closing achievement gaps - Student tracking forms 	<ul style="list-style-type: none"> - CBAs - BM 1, 2 - STAAR - TELPAS - Results Driven Accountability 	<ul style="list-style-type: none"> - Title I, II, III - Local Funds - Special Education Funds - Bilingual Funds

Focus Area 1: Improve Student Achievement, College, Career and Military Readiness, and Graduation Rate
Annual Goal: Students completing College Core courses will increase from 51% to 55%, Associate Certificates from 15% to 20%, Industry Certificates from 4% to 10% and passing AP/IB exams from 26% to 30%, in 2019-2020.

Objective 5: Increase the number of students that complete their College Core courses, Associates Degree, College Certificate, Post-Secondary Industry Certification Program, and pass Advanced Placement Exams before high school graduation.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
Professional Development will be provided for all dual enrollment teachers in the area of Student Advisement.	<ul style="list-style-type: none"> - College Readiness Dept. - Campus Administration - Institute of Higher Education - College Transitional Specialists - CTE Dept. - Counselors - DE teachers - Financial Aid Officers 	-Institute of Higher-Education (IHE) Course Catalog	<ul style="list-style-type: none"> - Aug. 2019 - Jan. 2020 - June 2020 	<ul style="list-style-type: none"> - Degree Plans documentation on student advisement - CTE Code 2's - STC Degree Works - College/High School schedule - NACADA (National Academic Advisory Association) certified - College/High School transcripts - Vector 	<ul style="list-style-type: none"> - Increased number of students who receive Associate degrees - Increase the number of students who are complete core - Certificates of completion - College Certificates - Post-Secondary Industry certifications 	<ul style="list-style-type: none"> - Institute of Higher Education (IHE) semester grades - Student Degree Plans - CTE Industry Certification Student Completion Data (E-School) 	<ul style="list-style-type: none"> - Title I - Local Funds
Academic support services will be provided to increase retention and completion rates of all student groups	<ul style="list-style-type: none"> - College Readiness Department, CTE Dept., - Campus Administration, - Institution of Higher Education Partners, - College Transition Specialists, Campus - Counselors, and Dual Enrollment Staff 	<ul style="list-style-type: none"> - Institute of Higher-Education - CTE Course Catalog 	<ul style="list-style-type: none"> - Sep. 2019 - Oct. 2019 - Nov. 2019 - Feb. 2020 - Apr. 2020 	<ul style="list-style-type: none"> - Student sign-in sheets - Center for Learning Excellence log in - Institute of Higher Education - Academic Standing Reports - Grades 	<ul style="list-style-type: none"> - Increased number of students retained in college courses, STC student success metrics 	<ul style="list-style-type: none"> - Institute of Higher Education (IHE) semester grades - STC Fall Student Success Metrics Data 	<ul style="list-style-type: none"> - Title I - Local Funds
A rigorous curriculum and training will be implemented for all AP teachers	<ul style="list-style-type: none"> - Executive Officers of Middle Schools and High Schools, Campus - Administration, College Readiness, - Advanced Academics, - Content Coaches - AP Teachers 	<ul style="list-style-type: none"> - College Board - AP Teacher Institutes - Lesson Plans - District Curriculum 	<ul style="list-style-type: none"> - Jan. 2019 – May 2020 	<ul style="list-style-type: none"> - Classroom Lesson Plans - Increased student passers on AP Exam - Agendas - Sign-in Sheets 	<ul style="list-style-type: none"> - Increased number of students passing with a score of 3 or higher, increased college credits awarded by IHE 	<ul style="list-style-type: none"> - AP Benchmarks - AP Exam Scores - AP Practice Exams 	<ul style="list-style-type: none"> - Title I - Local Funds

Focus Area 1: Improve Student Achievement, College, Career and Military Readiness, and Graduation Rate
Annual Goal: Students transitioning from a two-year community college to a four-year university will increase by 15% in 2019-2020.

Objective 6: Increase the number of students who transition into a two-year community college or four-year university

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
Students will be provided support in college planning and completion which will include an individual college transition plan	<ul style="list-style-type: none"> - College Transition Specialists - Financial Aid Officers - Institute of Higher Education - Campus Administration - Counselors - Teachers - College Readiness 	<ul style="list-style-type: none"> - Counselor Schedule of student advisement - Degree Plans - Student Transcripts 	<ul style="list-style-type: none"> - Sep. 2019 - Oct. 2019 - Dec. 2019 - Jan. 2020 - Apr. 2020 	<ul style="list-style-type: none"> - FAFSA applications - College Applications - Class Registration - Degree Plans - Transition Plan 	<ul style="list-style-type: none"> - Increase in the number of students who complete college entrance exams and college applications - Increase the number of students who enroll and transition into a 2-year college or four-year university. 	<ul style="list-style-type: none"> -Institute of Higher Education Data Reports -Clearinghouse Data Reports 	<ul style="list-style-type: none"> - Local Funds
Student College on Boarding will be provided through the College Transition Specialists	<ul style="list-style-type: none"> - College Transition Specialists - Financial Aid Officers - College Readiness Department 	<ul style="list-style-type: none"> - Graduation Candidates List -Institute of Higher Education 	<ul style="list-style-type: none"> - Aug. 2019 - Jan. 2020 - June 2020 	<ul style="list-style-type: none"> - Advisement Forms - Registration schedule - Payment receipt - College Orientation sign in sheets 	<ul style="list-style-type: none"> - Number of students who successfully register, enroll, and attend college or four-year university 	<ul style="list-style-type: none"> - Institute of Higher Education Data - Clearinghouse Data 	<ul style="list-style-type: none"> - Local Funds
College updates on the student enrollment progress will be provided to key stakeholders	<ul style="list-style-type: none"> - College Transition Specialists - College Readiness Dept. - Institute of Higher Education - Instructional Technology Department - Student Data Services 	<ul style="list-style-type: none"> - Institute of Higher Education - PSJA Data Report 	<ul style="list-style-type: none"> - Sep. 2019 - Dec. 2019 - May 2020 	<ul style="list-style-type: none"> - Training dates - Sign in sheets - Agendas 	<ul style="list-style-type: none"> - Increase the number of students who successfully register and attend college or four-year university 	<ul style="list-style-type: none"> - Institute of Higher Education Data - Clearinghouse Data 	<ul style="list-style-type: none"> - Local Funds

Focus Area 1: Improve Student Achievement, College, Career and Military Readiness and Graduation Rate
Annual Goal: Students who successfully pass the Texas Success Initiative College Readiness assessment will increase from 32% to 40%, in 2019-2020.

Objective 7: Increase the number of students 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 I SCHOOLWIDE COMPONENTS
8 th grade level General employability Skills courses that prepares students for the TSI Reading assessment during Early College Summer Bridge Program.	<ul style="list-style-type: none"> - College Readiness Department - MS Administration - HS Administration - Teachers - CTE Department 	<ul style="list-style-type: none"> -Sure score Curriculum -TSI District Curriculum -College Readiness Curriculum 	<ul style="list-style-type: none"> - Aug. 2019 	<ul style="list-style-type: none"> - Student Enrollment Lists - Lesson Plans - Early College Summer Bridge Attendance Lists 	<ul style="list-style-type: none"> - An increase in the number of students who pass the TSI assessment during Summer Bridge 	<ul style="list-style-type: none"> - TSI Reading Test Assessment and Report 	<ul style="list-style-type: none"> - Title I - Local Funds - Career Technical Education [CTE] - Gear-Up - Gear-Up Cohort
TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.	<ul style="list-style-type: none"> - College Readiness - HS Administration - ELA and Math Content coaches - Assigned TSI Teachers - Early College Director 	<ul style="list-style-type: none"> - TSI District Curriculum - AP curriculum 	<ul style="list-style-type: none"> - Sep. 2019 – May 2020 	<ul style="list-style-type: none"> - Cohort Tutorials - Cohort Attendance - Curriculum Usage 	<ul style="list-style-type: none"> - An increase in the number of students who pass the TSI assessment 	<ul style="list-style-type: none"> - TSI Reading, Writing and Math Assessment Reports 	<ul style="list-style-type: none"> - Title I - Local Funds
<p>TSI Summer Bridge Program will be available for preparation of incoming 9th grade students.</p> <p>TSI Summer Institute will be available for grades 10-12 for those who have not mastered the TSI assessment.</p>	<ul style="list-style-type: none"> - College Readiness Department - HS Administrators - Assigned TSI Teacher - Institute of Higher Education - Early College Director 	<ul style="list-style-type: none"> - TSI District Curriculum - AP Curriculum - TSI Release test items 	<ul style="list-style-type: none"> - May 2020 	<ul style="list-style-type: none"> - Cohorts - Cohort Tutorials - Cohort Attendance 	<ul style="list-style-type: none"> - An increase in the number of students who pass the TSI assessment 	<ul style="list-style-type: none"> - TSI Reading, Writing and Math Assessment and Reports 	<ul style="list-style-type: none"> - Title I -Local Funds - Gear-Up - Gear-Up Cohort

Focus Area 2: Improve School Progress and Academic Growth in Reading and Math
Annual Goal: Student Academic Growth in ELA/reading and mathematics, Domain II, will increase from 67% to 70% in 2019-2020.

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 I SCHOOLWIDE COMPONENTS
The reading/writing curriculum will be developed/revised using thematic-based instruction and effective and rigorous teaching strategies.	<ul style="list-style-type: none"> - District ELAR Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - District Curriculum, timeline, lessons, 	<ul style="list-style-type: none"> - May 2019 – Aug. 2019 	<ul style="list-style-type: none"> - Completed Curriculum Documents 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I, II, III
ELAR/SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	<ul style="list-style-type: none"> - District ELAR Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - Title I - Title II - Local Funds 	<ul style="list-style-type: none"> - Aug. 2019 and ongoing 	<ul style="list-style-type: none"> - Agenda - Sign-in sheets 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I, II, III
Depth of Knowledge Questions [DOK] will be updated for each literary selection [all genres] during curriculum development sessions.	<ul style="list-style-type: none"> - District ELAR Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - Title I - Local Funds 	<ul style="list-style-type: none"> - May 2019 – Aug. 2019 	<ul style="list-style-type: none"> - Completed DOK questions in the curriculum documents - Lesson Plans - Walk-through documents 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS - TSI Practice Tests - AP Practice Tests 	<ul style="list-style-type: none"> - Title I, II, III

Focus Area 2: Improve School Progress and Academic Growth in Reading and Math
Annual Goal: Student Academic Growth in ELA/reading and mathematics, Domain II, will increase from 67% to 70% in 2019-2020.

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 I SCHOOLWIDE COMPONENTS
Writing prompts will be aligned to the theme of each weeks' reading selection.	<ul style="list-style-type: none"> - District ELAR Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - Title I - Local funds 	<ul style="list-style-type: none"> - May 2019 – Aug. 2019 	<ul style="list-style-type: none"> - Completed thematic composition prompts included in the district ELA/R curriculums - Lesson Plans - Student Essays 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #1, #2, #4, and #8
STAAR connected questions will be developed/revised for all literary selections [all genres].	<ul style="list-style-type: none"> - District ELAR Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - Title I - Local funds 	<ul style="list-style-type: none"> - May 2019 – Aug. 2019 	<ul style="list-style-type: none"> - Completed STAAR Literature questions in the curriculum documents 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #8 and #9
One aligned CBA and two district Benchmarks will be administered district-wide to monitor student progress in the curriculum.	<ul style="list-style-type: none"> - District ELAR Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - Title I - Local funds 	<ul style="list-style-type: none"> - Oct. 2019 - Nov. 2019 - Jan. 2020 - Mar. 2020 	<ul style="list-style-type: none"> - Walk-throughs - DMAC data reports - Data Rooms 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #8 and #9
CBA and Benchmark data will be used to create and implement tutorial lessons and to identify spiraled skills.	<ul style="list-style-type: none"> - District ELAR Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - Title I - Local funds 	<ul style="list-style-type: none"> - Oct. 2019 - Nov. 2019 - Jan. 2020 - Mar. 2020 	<ul style="list-style-type: none"> - DMAC reports - CLC agendas and sign-in sheets - Action plans - Tutorial Lesson Plans 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #8 and #9
CBA and Benchmark data will be used to identify students in need of extended learning opportunities.	<ul style="list-style-type: none"> - District ELAR Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - Title I - Local funds 	<ul style="list-style-type: none"> - Oct. 2019 - Nov. 2019 - Jan. 2020 - Mar. 2020 	<ul style="list-style-type: none"> - DMAC reports - CLC agendas and sign-in sheets - Action plans - Tutorial Lesson Plans 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #8 and #9

Focus Area 2: Improve School Progress and Academic Growth in Reading and Math
Annual Goal: Student Academic Growth in ELA/Reading and mathematics, Domain II, will increase from 67% to 70% in 2019-2020.

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 I SCHOOLWIDE COMPONENTS
The math curriculum will be TEKS-aligned with a year-long scope and sequence and include resources to engage learning at appropriate levels of rigor.	<ul style="list-style-type: none"> - District Math Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - Title I - Local funds 	<ul style="list-style-type: none"> - May 2019 – Aug. 2019 	<ul style="list-style-type: none"> - Completed curriculum documents 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #1, #2, #4, and #8
Instructional strategies will be developed/ revised as spiraled activities STAAR formatted .	<ul style="list-style-type: none"> - District Math Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - Title I - Title II - Local funds 	<ul style="list-style-type: none"> - May 2019 – Aug. 2019 	<ul style="list-style-type: none"> - Agendas - Sign-in Sheets 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #1, #2, #4, and #8
District assessments (CBA, BM1, BM2) will be aligned to state standards and will be administered district-wide to monitor progress of each student.	<ul style="list-style-type: none"> - District Math Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - Title I - Local funds 	<ul style="list-style-type: none"> - Oct. 2019 - Nov. 2019 - Jan. 2020 - Feb. 2020 	<ul style="list-style-type: none"> - Walk-throughs - DMAC data reports - Data Rooms 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #1, #2, #4, and #8
CBA/Benchmark data will be used, along with previous year STAAR data, to monitor the progress of each student and ensure academic growth.	<ul style="list-style-type: none"> - District Math Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - Title I - Local funds 	<ul style="list-style-type: none"> - Oct. 2019 - Nov. 2019 - Jan. 2020 	<ul style="list-style-type: none"> - DMAC reports - CLC agendas and sign-in sheets - Action plans - Tutorial Lesson Plans 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #1, #2, #4, and #8

Focus Area 2: Improve School Progress and Academic Growth in Reading and Math
Annual Goal: Students academic growth in ELA/reading and mathematics will increase from 67% to 70% in 2019-2020.

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 I SCHOOLWIDE COMPONENTS
The math curriculum will be TEKS-aligned with a year-long scope and sequence and include resources to engage learning at appropriate levels of rigor.	<ul style="list-style-type: none"> - District Math Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - Title I - Local funds 	<ul style="list-style-type: none"> - Sep. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Completed curriculum documents 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #1, #2, #4, and #8
High fidelity professional development sessions will be provided which include introductory and ongoing content-focused curriculum.	<ul style="list-style-type: none"> - Executive Officers - District Math Coordinators - Instructional Coaches - Teachers - Campus Administration - SE Teachers 	<ul style="list-style-type: none"> - Title I - Title II - Local funds 199 	<ul style="list-style-type: none"> - Sept. 2019 and on-going 	<ul style="list-style-type: none"> - Agendas - Sign-in Sheets 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #1, #2, #4, and #8
District assessments (CBA, BM1, BM2) will be aligned to state standards and will be administered district-wide to monitor progress of each student.	<ul style="list-style-type: none"> - District Math Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - Title I - Title II - Local funds 199 	<ul style="list-style-type: none"> - Oct. 2019 - Nov. 2019 - Dec. 2019 - Feb. 2020 - Mar. 2020 	<ul style="list-style-type: none"> - Walk-throughs - DMAC data reports - Data Rooms 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #1, #2, #4, and #8
CBA/Benchmark data will be used, along with previous year STAAR data, to monitor the progress of each student and ensure academic growth.	<ul style="list-style-type: none"> - District Math Coordinators - Principals - Deans - Instructional Coaches - Teachers 	<ul style="list-style-type: none"> - Title I - Local funds 	<ul style="list-style-type: none"> - Dec. 2020 - Jan, 2020 - Feb. 2020 - Mar. 2020 	<ul style="list-style-type: none"> - DMAC reports - CLC agendas and sign-in sheets - Action plans - Tutorial Lesson Plans 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #1, #2, #4, and #8

Focus Area 2: Improve School Progress and Academic Growth in Reading and Math
Annual Goal: Student Academic Growth in ELA/reading and mathematics, Domain II, will increase from 67% to 70% in 2019-2020.

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 I SCHOOLWIDE COMPONENTS
Instructional strategies will be developed/ revised as spiraled activities in STAAR format	<ul style="list-style-type: none"> - Executive Officers, - District Content Coaches, Principals, Instructional Coaches - Teachers 	<ul style="list-style-type: none"> - Title I - Title II - Local funds 199 	<ul style="list-style-type: none"> - Aug. 2019 - Oct. 2019 - Jan. 2020 - May 2020 	<ul style="list-style-type: none"> - Walk-throughs - Lesson Plans 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #1, #2, #4, and #8
High fidelity professional development sessions will be provided which include introductory and ongoing content-focused curriculum.	<ul style="list-style-type: none"> - Executive Officers - District Math Coordinators - Instructional Coaches - Teachers - Campus Administration - SE Teachers 	<ul style="list-style-type: none"> - Title I - Title II - Local funds 199 	<ul style="list-style-type: none"> - Aug. 2019 - Jan. 2020 	<ul style="list-style-type: none"> - Agendas - Sign-in Sheets 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #4
District assessments (CBA, BM1, BM2) will be aligned to state standards and will be administered district-wide to monitor progress of each student.	<ul style="list-style-type: none"> - District Math Coordinators - Instructional Coaches - Teachers - Campus Administration 	<ul style="list-style-type: none"> - Title I - Title II - Local funds 199 	<ul style="list-style-type: none"> - Jan. 2020 	<ul style="list-style-type: none"> - Agendas - Sign-in Sheets 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #4
CBA/Benchmark data will be used, along with previous year STAAR data, to monitor the progress of each student and ensure academic growth.	<ul style="list-style-type: none"> - District Math Coordinators - Principals - Deans - Instructional Coaches - Teachers 	<ul style="list-style-type: none"> - Title I - Title II - Local funds 199 	<ul style="list-style-type: none"> - Nov. 2019 - Jan. 2020 	<ul style="list-style-type: none"> - CLC agendas and sign-in sheets 	<ul style="list-style-type: none"> - Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS 	<ul style="list-style-type: none"> - Title I: #1, #2, #4, and #8

Focus Area 3: Close achievement gaps among all student groups

Annual Goal: By June 2020, the student achievement gap between the all student group and disaggregated student groups will decrease by a minimum of 5%.

Objective 3: By June 2020, disaggregated student groups will increase academic achievement at the Meets Performance Level by a minimum of 5% points in all areas.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
The progress of all disaggregated student groups will be monitored, and appropriate academic interventions will be provided.	<ul style="list-style-type: none"> - District/Campus Administration - Coordinators - Directors - Instructional Coaches - Language Development Specialists - Executive Officers 	<ul style="list-style-type: none"> - DMAC Program - Walkthrough Portal - Istation Reading - Brainchild - Success Maker - Serious Zingers - Measuring Up - Imagine Math 	<ul style="list-style-type: none"> - Aug. 2019 - Oct. 2019 - Nov. 2019 - Jan. 2020 - Apr. 2020 	<ul style="list-style-type: none"> - Walk-throughs - LPAC notes - Lesson Plans - Language Acquisition Monitoring Application - PFS Progress Review 	<ul style="list-style-type: none"> - Closing the achievement gap among student groups - Domains II & III 	<ul style="list-style-type: none"> - Weekly Assessments - CBAs - BMs - STAAR/EOC - TELPAS 	<ul style="list-style-type: none"> - Title I - Local Funds - State Bilingual - Migrant 212 - Title III - SCE 166
Specialized personnel will support the academic needs of each subgroup.	<ul style="list-style-type: none"> - Dual Language Director - Special Ed Director - Migrant Program Director - 504/RTI Director - Title I Coordinator 	<ul style="list-style-type: none"> - Brainchild - Tutors - Systems 44 - Read 180 - Strategists - Specialists 	<ul style="list-style-type: none"> - Aug. 2019 - May 2020 	<ul style="list-style-type: none"> - Meeting Agendas - Documented walk-throughs - Professional Development materials 	<ul style="list-style-type: none"> - Closing the achievement gap among student groups - Domains II & III - Increase academic performance of all subgroups in all STAAR & EOC tested subjects 	<ul style="list-style-type: none"> - STAAR/TELPAS - EOC - Content Based Assessments - BM 1,2 	<ul style="list-style-type: none"> - Title I - Local Funds - Title III - Migrant Funds - Special Ed 162
District assessments (CBA, BM1, BM2) will be aligned to state standards and will be administered district-wide to monitor the progress of each student.	<ul style="list-style-type: none"> - Dual Language Director - Special Ed Director - Migrant Program Director - Title I Coordinator - Content Coordinators - District Curriculum Teams 	<ul style="list-style-type: none"> - DMAC Program - STAAR Released Assessments 	<ul style="list-style-type: none"> - Aug. 2019 - Mar. 2020 	<ul style="list-style-type: none"> - Sign-In Sheets - Agendas - CPE Hours 	<ul style="list-style-type: none"> - Closing the achievement gap among student groups 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS - Weekly Assessments - Six Weeks Exams 	<ul style="list-style-type: none"> - Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 - Special Ed 162
CBA/Benchmark data will be used, along with previous year STAAR data, to monitor the progress of each student and ensure academic growth.	<ul style="list-style-type: none"> - District/Campus Administration - Special Populations Director - Campus Staff 	<ul style="list-style-type: none"> - DMAC Reports 	<ul style="list-style-type: none"> - Aug. 2019 - May 2020 	<ul style="list-style-type: none"> - DMAC data reports shared during District Review Sessions - Progress monitoring reports - Walkthrough reports 	<ul style="list-style-type: none"> - Closing the achievement gap among student groups 	<ul style="list-style-type: none"> - Weekly Assessments - CBAs - BMs - STAAR/ - TELPAS 	<ul style="list-style-type: none"> - Title I - Local Funds - Special Ed Funds - Bilingual Funds

Focus Area 3: Close achievement gaps among all student groups

Annual Goal: By June 2020, the student achievement gap between the all student group and disaggregated student groups will decrease by a minimum of 5%.

Objective 3: By June 2020, disaggregated student groups will increase academic achievement at the Meets Performance Level by a minimum of 5% points in all areas.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
Campuses will be monitored weekly for implementation of accommodations inclusion support and interventions to accelerate student progress.	<ul style="list-style-type: none"> •Executive Officers •Campus Administration - Campus Specialized Staff 	<ul style="list-style-type: none"> - RTI documentation - IAP - IEP - LPAC documentation 	- Aug. 2019 – May 2020	<ul style="list-style-type: none"> - Walk-throughs - ARDs - Accommodations - Lesson Plans - Monitoring of the IEP 	- Closing the achievement gap among student groups	<ul style="list-style-type: none"> - Weekly Assessments - CBAs - BMs - STAAR/EOC - TELPAS 	<ul style="list-style-type: none"> - SCE - State Bilingual - Migrant - SpEd 162 - Title I - Title III
Each cohort of students within disaggregated student groups will be monitored to ensure graduation requirements are met within four years.	<ul style="list-style-type: none"> - Chief Academic Officer - Executive Officer for High Schools - Campus Administration - Counselors 	<ul style="list-style-type: none"> - Transcripts - Student schedules - Counselors 	- Aug. 2019 – May 2020	<ul style="list-style-type: none"> - Personal graduation plans - Student transcripts - Credit checks 	- Graduation rate increases	<ul style="list-style-type: none"> - Weekly Assessments - CBAs - BMs - STAAR/EOC - TELPAS 	<ul style="list-style-type: none"> - SCE - State Bilingual - Migrant - SpEd 162 - Title I - Title III
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.	<ul style="list-style-type: none"> - Campus Administrators - Dual Language Director - Migrant Program Director 	- GradPoint	- Aug. 2019 – May 2020	<ul style="list-style-type: none"> - School rosters - Credit recovery rosters - Tutorial schedules - Log-in sheets 	<ul style="list-style-type: none"> - Students earning high school class credits, - lower failure rates, - higher graduation rates 	<ul style="list-style-type: none"> - Weekly Assessments - CBAs - BMs - STAAR/EOC - TELPAS - Graduation Rates 	<ul style="list-style-type: none"> - SCE - State Bilingual - Migrant - SpEd 162 - Title I - Title III

Focus Area 4: Improve Family and Community Engagement in the area of student achievement.

Goal: To ensure all parents are well informed and educated about the academic rigor and programs provided by the school district, in order to help their child have a successful future.

Objective 1: By spring 2020, increase the number of Parent Meeting topics on student achievement from 30% to 40% to provide opportunities for parents to assist students in understanding the district's curriculum, academic programs and assessment preparation.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOL WIDE COMPONENTS
Systems will be in place to engage parents on constructive, personalized on-going feedback on their child's performance in state and local assessments, and college readiness.	<ul style="list-style-type: none"> - Principals - Parental Director - Parental Educator - Counselor Director - Campus Counselors - Teachers 	<ul style="list-style-type: none"> - Student report cards - Campus Report Cards - Degree plans - STAAR/EOC student results - Invitations to meetings - Structured and Intentional Agendas - Survey Feedback - Printed Informational Materials - Mass Communication System Utilization 	- Aug. 2019 –May 2020	<ul style="list-style-type: none"> - Sign-in Sheets - Completed Surveys - Agendas - Minutes 	<ul style="list-style-type: none"> - Increase in parent meeting participation - End of Year Survey Report and District Assessment Summary - Increase in Student Achievement 	<ul style="list-style-type: none"> - District Benchmarks - Campus and district assessment reports (STAAR, EOC, TELPAS) - Post-Secondary Completion (Associate Degree/Certificates/College Hours) 	- Title I: #2 and #6
Resources and trainings will be provided to parents to help their children improve their test taking strategies in preparation for assessments.	<ul style="list-style-type: none"> - Principals - Parental Director - Parental Educators - Counselor Director - Campus Counselors - Teachers 	<ul style="list-style-type: none"> - Training Materials - Test-taking skills brochure - Tips on preparing students for state assessments - Invitations to meetings - Structured and Intentional Agendas - Survey Feedback - Printed Informational Materials - Mass Communication System Utilization 	- Aug. 2019 –May 2020	<ul style="list-style-type: none"> - Sign-in Sheets - Mass Comm System Report - Agendas - Minutes - Completed Surveys 	<ul style="list-style-type: none"> - Title I Parent Survey (February 2020-April 2020) - Increase in parent meeting participation - End of Year Survey Report and District Assessment Summary - Increase in Student Achievement 	<ul style="list-style-type: none"> - District Benchmarks - Campus and district assessment reports (STAAR, EOC, TELPAS) - Post-Secondary Completion (Associate Degree/Certificates/College Hours) 	- Title I: #2, #4, and #10
The Parental Engagement Director and parent educators will attend Region One and district staff development training that focuses on strategies for helping parents prepare their children for the district's curriculum, academic programs and assessments.	<ul style="list-style-type: none"> - Parental Director - Parental Educators 	<ul style="list-style-type: none"> - Meeting preparation material - Documents to share with parents - Tips on preparing students for state assessments - Gather instructional material from trainings to distribute - Host trainer of trainer sessions - Research current trends to keep all abreast of state and national updates 	- Aug. 2019-June 2020	<ul style="list-style-type: none"> - Sign-in Sheets - Agendas - Minutes - Completed Surveys 	<ul style="list-style-type: none"> - Parent Surveys - Training Evaluations - Number of meetings conducted based on trainings 	<ul style="list-style-type: none"> - District Benchmarks - Campus and district assessment reports (STAAR, EOC, TELPAS) - Post-Secondary Completion (Associate Degree/Certificates/College Hours) 	- Title I: #2, and #4

Focus Area 4: Increase Family and Community Engagement resources.

Goal: To connect our parents with community partners and resources that will improve the quality of life for our families.

Objective 2: To increase the participation of community partners and resources in parental engagement programs by 10% by spring 2020.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
Parental Engagement staff will recruit parents to participate in parental engagement classes, which focus on community activities, skills and resources. (Community Partner Program, STEPS, Financial Literacy, Nutrition, etc.)	<ul style="list-style-type: none"> - Principals - Counselors - Parental Director - Campus administrator - Parental educators - District recruiters 	<ul style="list-style-type: none"> - New Parent Meeting Attendance - Online Registration Forms - Interest Forms - Community Events - Host welcome meetings - Provide Parent Center Tours - Outreach at Community Events 	- Aug. 2019 –Aug. 2020	<ul style="list-style-type: none"> - Sign In Sheets - Reports from Partnering Agencies - Signed Memorandum of Understandings 	<ul style="list-style-type: none"> - Number of Parents in Courses - Number of Parents receiving certificates of completion 	- Increase participation in parental engagement classes	- Title I: #6
Community service projects will be scheduled each semester at all literacy centers and campuses to engage families in community projects.	<ul style="list-style-type: none"> - Principals - Counselors - Parental Director - Campus administrator - Site manager - Parental educators - District recruiters 	<ul style="list-style-type: none"> - Campus Clubs and Organizations - Student Ambassadors - Community Organizations - Conduct periodic events and meetings to discuss and work on service projects - Partner with the cities and community organizations 	- Sep. 2019 –Aug. 2020	<ul style="list-style-type: none"> - Registration forms - Project participation forms - Sign-in sheets 	<ul style="list-style-type: none"> - Service Project Results - Number of Volunteers and Projects Completed 	- Increase participation in community service projects	- Title I: #6
Collaborative partnerships will be established with external and internal organizations to promote parent resources and awareness.	<ul style="list-style-type: none"> - Parental Director - Collaborative partner leads - Campus administrator - Parental educators 	<ul style="list-style-type: none"> - Community Partnerships - Memorandum of Understandings - Provide district support at monthly meetings - Jointly host parent conferences and trainings 	- Sep. 2019 –Aug. 2020	<ul style="list-style-type: none"> - Registration forms - Project participation forms - Sign-in sheets 	<ul style="list-style-type: none"> - Event Attendance - Partnership Results 	- Increase participation in community service projects	- Title I: #6

Focus Area 4: Provide Family and Community Engagement through Parent Centers.

Goal: To equip parents with the academic support needed to become a contributing member of their community through literacy and entrepreneurship courses.

Objective 3: Increase Parent Center participation by 10% throughout all seven centers by spring 2020.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	TITLE I SCHOOL-WIDE COMPONENTS
A variety of literacy and entrepreneurship opportunities will be implemented (GED, ESL, welding, business, employability, technology, etc.) and made available to parents	<ul style="list-style-type: none"> - Parental Director - Parental educators - Site manager 	<ul style="list-style-type: none"> - Memorandum of Understandings - Business Partnerships - Volunteer Instructors - Title 1 and Local Funds - Collateral Materials for Recruitment Purposes - Recruit Volunteer Instructors based on Interest Needs Assessment - Online Registration Portal for all Classes - Community Event Outreach 	- Sep. 2019 –Aug. 2020	<ul style="list-style-type: none"> - Class Attendance/Online Schedules - Course Completion - Course Certificates 	<ul style="list-style-type: none"> - Number of Parents in Courses - Number of Parents receiving certificates of completion 	- Increase participation in Parent Center classes	- Title I: #6 and #10
College, vocational/trade school job training, certificate programs, etc., will be made available to parents through awareness orientation meetings at community centers	<ul style="list-style-type: none"> - Parental Director - Parental educators - Site manager 	<ul style="list-style-type: none"> - Memorandum of Understandings - Business Partnerships - Volunteer Instructors - Title 1 and Local Funds - Collateral Materials for Recruitment Purposes - Information Sessions - Partnership with Region One and STC - Apply for grants and free continuing education courses 	- Aug. 2019 –May 2020	<ul style="list-style-type: none"> - Class Attendance/Online Schedules - Course Completion - Course Certificates 	<ul style="list-style-type: none"> - Number of Parents in Courses - Number of Parents receiving certificates of completion 	- Increase participation and degree completion	- Title I: #6 and #10

Focus Area 5: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology.

Goal: Increase the number of district staff participating in district instructional technology trainings by 10% by June 2020.

Objective 1: Provide ongoing 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 I SCHOOLWIDE COMPONENTS
<p>Financial and physical resource support will be provided for instructional and non-instructional staff through Technology Integration Academies to effectively integrate technology into the curriculum. These include Microsoft Innovative Educator Academies as well as Google Level I and II Academies.</p>	<ul style="list-style-type: none"> - Technology Director - Technology Integration Specialists - Chief Financial Officer - Superintendent 	<ul style="list-style-type: none"> - Instructional technology staff - State funds - Federal funds - Local funds - Title II - Title IV 	<ul style="list-style-type: none"> - Sep. 2019 - Aug. 2020 	<ul style="list-style-type: none"> - Increased number of teachers and students using technology. - Increase the number of participant in technology trainings. - Results of Technology Integration Surveys - Participation of teachers - Google academies 	<ul style="list-style-type: none"> - Increased student scores - Increased use of online Google Resources 	<ul style="list-style-type: none"> - Budget reviews and monthly campus visits with principals 	<ul style="list-style-type: none"> - Title I: #9 and #10
<p>Resources and support will be provided for Campus Instructional Technologists to work directly with campuses to integrate technology into the core curriculum.</p> <p>Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.</p>	<ul style="list-style-type: none"> - Technology Director - Chief Financial Officer - Campus administrator - [CIT] Campus Instructional Technologists - Superintendent 	<ul style="list-style-type: none"> - Software - Hardware - Professional Development - Title I - State funds 	<ul style="list-style-type: none"> - Sep. 2019 - Aug. 2020 	<ul style="list-style-type: none"> - Increased technology training sessions being held at the campus level. - Increase in the number of participants in campus based technology sessions (sign in sheets). - Hoonuit reports 	<ul style="list-style-type: none"> - Increased student scores - More technology projects in core classes. 	<ul style="list-style-type: none"> - Instructional Technology Department reviews 	<ul style="list-style-type: none"> - Title I: #9 and #10
<p>PSJA ISD will provide adult literacy and technology applications skills training to parents via the Parental Involvement Department.</p> <p>Hoonuit will be integrated into the Parental Engagement Program.</p> <p>A variety of sessions will be led by students.</p> <p>Students will get service hours in return.</p>	<ul style="list-style-type: none"> - Parental Involvement Director - Dual Language Director - Instructional Technology Coordinator - Dual Language and Technology Applications teachers 	<ul style="list-style-type: none"> - Software - Hardware - Professional Development - Title I - Google Internet Awesome - Hoonuit Learning.com 	<ul style="list-style-type: none"> - Sep. 2019 - Aug. 2020 	<ul style="list-style-type: none"> - Sign-in sheets - An increase in the number of technology literate and English Proficient parents 	<ul style="list-style-type: none"> - Increase the number of technology literate parents and community members - Increase the student service hours 		<ul style="list-style-type: none"> - Title I: #6

Focus Area 5: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology.

Goal: Increase the number of district staff participating in district instructional technology trainings by 10% by June 2020.

Objective 1: Provide ongoing 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 I SCHOOLWIDE COMPONENTS
<p>The Technology Department will provide technology resources (online Accelerated Reading Software, Read 180, Systems 44, to facilitate reading development for all students.</p> <p>A targeted approach will be utilized to ensure that students who need assistance get enough time on the program.</p> <p>The district will utilize Learning Ally for dyslexic students.</p>	<ul style="list-style-type: none"> - Technology Director - Library Director - Technology Integration Specialist 	<ul style="list-style-type: none"> - Title I - SCE 166 - Local 199 - Accelerated Reader software - Adequate bandwidth and hardware - Read-Write program 	<ul style="list-style-type: none"> - Sep. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Campus AR reports - Progress Reports from each of the programs 	<ul style="list-style-type: none"> - Increase scores in reading 	<ul style="list-style-type: none"> - Increase in the participation and scores on the AR program 	<ul style="list-style-type: none"> - Title I: #3, #9 and #10
<ul style="list-style-type: none"> - The Technology Department will provide the delivery of online library/research resources (Destiny Online, Office 365, and G Suite) to facilitate the integration of these resources in the classroom. - All district users will be trained on MackinVia to facilitate the location of online resources that will be available in the classroom and at home for all students. - The district will create a resource portal to help teachers find resources by grade, subject or TEKS. 	<ul style="list-style-type: none"> - Technology Director - Library Director - Technology Integration Specialist 	<ul style="list-style-type: none"> - Destiny software - Library Media COOP resources - Adequate bandwidth and hardware - Microsoft Office 365 	<ul style="list-style-type: none"> - Sep. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Usage reports from Destiny system and Office 365 	<ul style="list-style-type: none"> - Increase in the number of students using the Destiny system 	<ul style="list-style-type: none"> - Review of Destiny reports 	<ul style="list-style-type: none"> - Title I: #3, #9 and #10

Focus Area 5: Technology-The district will implement and update a comprehensive plan for meeting student learning needs through technology.

Goal: Increase the implementation of technological instructional strategies in district classrooms by 15% by June 2020.

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 I SCHOOLWIDE COMPONENTS
<p>The technology and core curriculum content will be audited, and common essential knowledge and skills will be identified to establish correlation guides between curriculum and technology content.</p> <p>The district will establish a curriculum correlation committee to cross reference the different core curriculum areas with technology TEKS.</p> <p>The Technology Department will have tech savvy teachers serve on core curriculum writing committees as to facilitate the integration of technology into these areas.</p>	<ul style="list-style-type: none"> - Technology Director - Executive Officers - Curriculum coordinators - Administrator for Technology - Applications review committee for HS - Curriculum and technology specialists 	<ul style="list-style-type: none"> - Curriculum resources - Learning.com resources - State guidelines for state mandated technology courses 	<ul style="list-style-type: none"> - Sep. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Timelines for core curriculum areas - Scope and sequence for core curriculum areas - Teacher lesson plans with integrated technology skills - Reports from the online Technology Applications Curriculum System 	<ul style="list-style-type: none"> - Gains in the Texas Campus Star Charts 	<ul style="list-style-type: none"> - Ongoing review of the district course offerings and alignment with state course requirements 	<ul style="list-style-type: none"> - Title I: #1 and #10
<p>The district will require that all elementary teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)</p> <p>The district will require that 5th grade students be assessed on Technology Applications Proficiency. This will provide students an opportunity to experience the real online assessment which they will have to take at the end of their 8th grade year.</p>	<ul style="list-style-type: none"> - Technology Director - ILS Support Specialist - Campus lab managers - [CIT] Campus Instructional Technologist 	<ul style="list-style-type: none"> - Learning.com - Instructional technology labs 	<ul style="list-style-type: none"> - Sep. 2019 – Aug. 2022 	<ul style="list-style-type: none"> - LAB usage logs 	<ul style="list-style-type: none"> - Increased scores in Technology Applications 8th grade assessment 	<ul style="list-style-type: none"> - 8th Grade Technology Applications Test 	<ul style="list-style-type: none"> - Title I: #9 and #10

Focus Area 5: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology.

Goal: Increase the implementation of technological instructional strategies in district classrooms by 15% by June 2020.

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 I SCHOOLWIDE COMPONENTS
<p>Tech Power Sessions will be held throughout the school year. These sessions will expose teachers to new and innovative technology resources that can be utilized in the delivery of instruction.</p> <p>Technology enrichment camps (Technology Applications /Microsoft Academy, Computer Coding and Programming) will be offered yearly</p> <p>Computer education classes for parents will be offered via the district's Parental Involvement Program as well as summer Technology Academies for teachers and administrators.</p>	<ul style="list-style-type: none"> - Technology Director - Technology Integration Specialist - ILS Support Specialist - Campus Instructional Technologists - Parental Involvement staff 	<ul style="list-style-type: none"> - Hardware and software - Technology Applications Instructors 	<ul style="list-style-type: none"> - Fall 2019, - Spring 2020 - Summer 2020 	<ul style="list-style-type: none"> - Increased number of summer technology camps - Increased enrollment in summer technology camps - Display of students' summer technology projects on district's website. 	<ul style="list-style-type: none"> - Increased involvement in school technology programs by students - Student evaluations of summer technology camps 	<ul style="list-style-type: none"> - Survey results from Summer Camp participants 	<ul style="list-style-type: none"> - Title I: #3 and #4
<p>Technology Clubs will be established at all elementary campuses. These clubs will assist the campus administration in organizing and hosting computer fairs to promote student produced projects.</p> <p>Parents will serve as Computer Fair guides and judges</p>	<ul style="list-style-type: none"> - Technology Director - Campus Instructional Technologists - Computer Lab Managers - Campus Librarians or Media Specialists - Campus administrator - Teachers - Students - Technology Vendors - Business community partners 	<ul style="list-style-type: none"> - Hardware and software - Technology resources 	<ul style="list-style-type: none"> - Fall of 2019 - Once a year - May 2020 	<ul style="list-style-type: none"> - Computer fair schedules - Pictures and articles on the computer fairs - Student and teacher evaluations of the events 	<ul style="list-style-type: none"> - Increased use of technology by students and teachers 	<ul style="list-style-type: none"> - Sign in-sheets - Club rosters 	<ul style="list-style-type: none"> - Title I: #3 and #10

Focus Area 5: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology.

Goals: Support and traing 100% of Campus Instructional Technologist in 2019-2020 school year.

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 I SCHOOLWIDE COMPONENTS
<p>A variety of technology programs such as Imagine Math, Read/Write, I-Station, Read 180, System 44, Learning.com, GradPoint, EduSmart, Summit K12, and Apex will be made available to support computer assisted instruction in labs and distributed settings.</p> <p>Clever will be used to facilitate the implementation of resources.</p>	<ul style="list-style-type: none"> - Technology Director - ILS Support Specialist - Campus Lab Managers - Campus Instructional Technologist 	<ul style="list-style-type: none"> - Title I - SCE - State Bilingual 	<ul style="list-style-type: none"> - Sep. 2019– Aug. 2020 	<ul style="list-style-type: none"> - Campus visits to computer labs by Instructional technological 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 scores for STAAR/EOC. 	<ul style="list-style-type: none"> - Increased scores in STAAR/EOC - Higher TA 8th grade scores 	<ul style="list-style-type: none"> - 8th Grade Technology Applications Test 	<ul style="list-style-type: none"> - Title I: #9 and #10

Focus Area 5: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology.

Goal: Support and train 100% of the Campus Instructional Technologists in 2019-2020 school year.

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 I 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.</p> <p>District departments will use the Share Point site to collaborate with other departments and with teachers.</p>	<ul style="list-style-type: none"> - Technology Director - Technology Integration Specialist - District Technology Trainer - Campus Instructional Technologists - Teachers - Campus Administrator - District Technology Advocacy Committee 	<ul style="list-style-type: none"> - District website - Share Point - Intranet site 	<ul style="list-style-type: none"> - Sep. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Online campus and classroom web sites 	<ul style="list-style-type: none"> - Increased teacher collaboration on curriculum, business and administrative projects 	<ul style="list-style-type: none"> - O365 dashboards 	<ul style="list-style-type: none"> - Title I: #9
<p>Class Dojo and Google Classroom will be utilized as a resource for instruction and a tool for schools to communicate with the community.</p>	<ul style="list-style-type: none"> - Technology Director - Instructional Technology Coordinator - District Technology Trainer - Technology Integration Specialist - Campus Instructional Technologists - Campus Librarians - Teachers - Content coordinators - PSJA Department Directors and Coordinators 	<ul style="list-style-type: none"> - District website - Class Dojo - Yammer - District Intranet 	<ul style="list-style-type: none"> - Sep. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Teacher lesson plans - Student feedback - Community feedback - Web site usage reports 	<ul style="list-style-type: none"> - Increased teacher collaboration on curriculum projects. 	<ul style="list-style-type: none"> - Web site visit reports 	<ul style="list-style-type: none"> - Title I: #6, #9 and #10

Focus Area 5: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through 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 I SCHOOLWIDE COMPONENTS
<ul style="list-style-type: none"> - Use Learning.com for all K-8 students and Hoonuit for all others to maintain and update Internet and Intranet capabilities. - Teachers will receive training on new internet resources and online initiatives every year because these resources are constantly changing. - The district will leverage BYOD Initiative to utilize Internet resources to enhance student learning. - The district will maintain inventory records with age of computers to keep, replace, or remove hardware. 	<ul style="list-style-type: none"> - District Technology Trainer - Technology Integration Specialist - Campus Instructional Technologists - Campus Librarians - Computer Lab Managers - Campus Administrators - Library Coordinator 	<ul style="list-style-type: none"> - Learning.co - Hoonuit - Other online resources 	<ul style="list-style-type: none"> - Sep. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Campus and classroom websites 	<ul style="list-style-type: none"> - 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) 	<ul style="list-style-type: none"> - Replace and maintain computers every 3 years 	<ul style="list-style-type: none"> - Title I: #2, #9 and #10

Focus Area 5: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through 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 I SCHOOLWIDE COMPONENTS
<ul style="list-style-type: none"> - The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. - Campuses will receive computers every year over a three-year period until all labs are replaced. 	<ul style="list-style-type: none"> - Technology Director 	<ul style="list-style-type: none"> - Computers & laptops - Computer labs - Technology infrastructure 	<ul style="list-style-type: none"> - Sep. 2019– Aug. 2022 	<ul style="list-style-type: none"> - Computer inventory 	<ul style="list-style-type: none"> - All lab computers will be under warranty so long as they are in a lab setting 	<ul style="list-style-type: none"> - Number of computer inventory 	<ul style="list-style-type: none"> - Title I: #1, #9 and #10
<ul style="list-style-type: none"> - In order to decrease campus instructional computers that are obsolete, the district will recommend that all campuses purchase a set number of computers/laptops every year 	<ul style="list-style-type: none"> - Technology Director - Campus Administrator 	<ul style="list-style-type: none"> - Computers - Laptops 	<ul style="list-style-type: none"> - Sep. 2019– Aug. 2020 	<ul style="list-style-type: none"> - Computer Inventory counts/age of computer 	<ul style="list-style-type: none"> - The computer ratio will be kept constant and at a desirable level 	<ul style="list-style-type: none"> - Number of computers that are removed from inventory 	<ul style="list-style-type: none"> - Title I: #1, #9 and #10

Focus Area 6: Increase Learning Time.

Objective : All students will have access to increased learning time with focused instruction that leads to student success to meet state passing standards on the 2019-2020 STAAR assessments.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
Focused and targeted tutorials will be provided for all student groups in each phase of accountability to ensure they improve their scores on the meets grade level on the STAAR assessment.	<ul style="list-style-type: none"> - Campus Administration - CLLs - CLFs - Teachers - ELL Tutors - Migrant Tutors 	<ul style="list-style-type: none"> - Tutoring Lesson Plans - Professional Development - Modeling of lessons and strategies 	- Sep. 2019– Aug. 2020	<ul style="list-style-type: none"> - Tutorial logs - Student sign-in sheets - Lesson Plans - Walk-throughs documentation - Phone logs 	<ul style="list-style-type: none"> - Benchmark score - Increase in the number of students that score at the Meets and Masters levels. 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS - Results Driven Accountability (RDA) Report 	<ul style="list-style-type: none"> - Local funds - Title I funds - SCE Funds - State Bilingual funds - Migrant funds
District will ensure that campus schedules allow enough instructional time for state assessed courses.	<ul style="list-style-type: none"> - Campus Administration - Executive Officers 	<ul style="list-style-type: none"> - Campus Master Schedule - Bell Schedule 	- Sep. 2019– August 2020	- Bell Schedule	- Alignment to Pacing	<ul style="list-style-type: none"> - CBAs - BMs - STAAR 	<ul style="list-style-type: none"> - Local funds - Title I funds - SCE Funds - State Bilingual funds - Migrant funds
Intentional extended learning time for sub-groups: ELL, Special Education, CTE and Migrant will be provided through focused enrichment camps and tutorials to meet their academic needs and close the achievement gap.	<ul style="list-style-type: none"> - Campus Administration - CLLs and CLFs - Teachers - ELL and Migrant Tutors - Bilingual/ ESL Director - Special Education Director - CTE Director - Migrant Director 	<ul style="list-style-type: none"> - Tutoring Lesson Plans - Professional Development for sub-groups - CLL - Sub-group coordinators & strategists 	<ul style="list-style-type: none"> • Sep. 2019– August 2020 	<ul style="list-style-type: none"> - Tutorial Logs - Sub-group sign-in sheets - Lesson Plans with sub-group strategies identified - Walkthroughs documentation - Sub-group phone logs 	<ul style="list-style-type: none"> - Benchmark Scores - Increase in the number of students that score at the Meets and Masters levels. 	<ul style="list-style-type: none"> - CBAs - BMs - STAAR - TELPAS - Results Driven Accountability (RDA) Report 	<ul style="list-style-type: none"> - Local funds - Title I funds - SCE Funds - State Bilingual funds - Migrant funds - CTE funds - Special Education Funds

Focus Area 7: Create a Safe and Positive School Culture and Climate.

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

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
Training for Campus Behavior Coordinators/Administrators on student behavior interventions (BIFs), de-escalation, restorative practices, camera security system, etc.	<ul style="list-style-type: none"> - Assistant Superintendent for Student Services - Director of Student Management Services 	<ul style="list-style-type: none"> - Training documents - Behavior interventions plans - Powerpoint - Security cameras 	<ul style="list-style-type: none"> - Aug. 2019 - Jan. 2020 - Aug. 2020 	<ul style="list-style-type: none"> - Agendas - Sign-in sheets - PEIMS Discipline Data 	<ul style="list-style-type: none"> - Decrease in behavior intervention forms, ISS, OSS and DAEP (Buell) 	<ul style="list-style-type: none"> - Side by side data analysis 	<ul style="list-style-type: none"> - Title I: #10
Training for Faculty and Staff on student sexual abuse and neglect, bullying, cyberbullying, suicide, Crisis Go, and Restorative Practices will be provided.	<ul style="list-style-type: none"> - Assistant Superintendent for Student Services - Director of Student Management Services 	<ul style="list-style-type: none"> - Training documents - Pamphlets 	<ul style="list-style-type: none"> - Aug. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Sign-in sheets - Certificates - PEIMS Discipline Data 	<ul style="list-style-type: none"> - Decrease in behavior intervention forms, ISS, OSS and DAEP (Buell) 	<ul style="list-style-type: none"> - Side by side data analysis 	<ul style="list-style-type: none"> - Title I: #10
A Back on Track Committee for DAEP students returning to home campus.	<ul style="list-style-type: none"> - Assistant Superintendent for Student Services - Director of Student Management Services 	<ul style="list-style-type: none"> - Committee meeting agendas - Committee meeting documents 	<ul style="list-style-type: none"> - Aug. 2019 – May 2020 	<ul style="list-style-type: none"> - Sign-in sheets - Meeting minutes - PEIMS Discipline Data 	<ul style="list-style-type: none"> - Decrease in placements at DAEP (Buell) 	<ul style="list-style-type: none"> - Side by side data analysis 	<ul style="list-style-type: none"> - Title I: #10
A Discipline Diversion Plan for first time offenders utilizing the mitigating factors with parent, campus, and Student Services input.	<ul style="list-style-type: none"> - Assistant Superintendent for Student Services - Director of Student Management Services 	<ul style="list-style-type: none"> - Discipline Diversion Plan 	<ul style="list-style-type: none"> - Aug. 2019 – May 2020 	<ul style="list-style-type: none"> - Student Hearing Request - Diversion Plan - PEIMS Discipline Data 	<ul style="list-style-type: none"> - Decrease in placements at DAEP (Buell) 	<ul style="list-style-type: none"> - Side by side data analysis 	<ul style="list-style-type: none"> - Title I: #10
Provide alternatives to out of school suspensions for all students Survey school staff and students in transition grades (5th, 8th, and 12 grade)	<ul style="list-style-type: none"> - Assistant Superintendent for Student Services - Director of Student Management Services 	<ul style="list-style-type: none"> - School out-of-school and in-school suspensions data 	<ul style="list-style-type: none"> - Aug. 2019 – May 2020 	<ul style="list-style-type: none"> - PEIMS Discipline Data - Performance-based monitoring - PBMAS/Survey Results 	<ul style="list-style-type: none"> - Decrease in discipline referrals, ISS, OSS and DAEP 	<ul style="list-style-type: none"> - Side by side data analysis 	<ul style="list-style-type: none"> - Title I: #10

Focus Area 7: Create a Safe and Positive 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 I SCHOOLWIDE COMPONENTS
<ul style="list-style-type: none"> - Schoolwide positive behavior interventions and supports will be implemented. 	<ul style="list-style-type: none"> - Assistant Superintendent for Student Services - Director of Student Management Services - Executive Officers - Campus Principals - Campus Counselors 	<ul style="list-style-type: none"> - Lessons on Positive behavior interventions - Curriculum timeline - Tools to monitor its effectiveness 	<ul style="list-style-type: none"> - Aug. 2019 – May 2020 	<ul style="list-style-type: none"> - PEIMS Discipline Data - PBMAS 	<ul style="list-style-type: none"> - Decrease in discipline referrals, ISS, OSS and DAEP 	<ul style="list-style-type: none"> - Side by side data analysis 	<ul style="list-style-type: none"> - Title I: #10
<ul style="list-style-type: none"> - Assist campuses with individual student needs (medical, dental, vision and hearing services) - Coordinate with social services agencies to provide referral for services 	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff - Local health providers - Kiwanis - Local healthcare providers - Catholic charities - Dentist 	<ul style="list-style-type: none"> -Hearing, vision and health tests -Student referrals -Hearing, vision, and health data -medical equipment 	<ul style="list-style-type: none"> - Aug. 2019 – May 2020 	<ul style="list-style-type: none"> - Assistance provided to students as needed 	<ul style="list-style-type: none"> - Health needs met 	<ul style="list-style-type: none"> - Side by side data analysis 	<ul style="list-style-type: none"> - Title I: #10 - Special Ed Funds
<ul style="list-style-type: none"> - Improve the management, attendance, education and care of children with asthma. - Increase use of national clinical guidelines for asthma by health care providers. - Improve communication between schools, clinics and parents. - Ensure that all staff is trained about asthma symptoms, triggers and resources 	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff - Local Health care providers 	<ul style="list-style-type: none"> - National Asthma Education and Prevention Program - Asthma and Allergy Foundation of America - Local health care providers 	<ul style="list-style-type: none"> - Aug. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Hot-spot 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 - Asthma Action Plans 	<ul style="list-style-type: none"> - Less asthma related emergencies 	<ul style="list-style-type: none"> - Side by side data analysis 	<ul style="list-style-type: none"> - Title I: #10

Focus Area 7: Create a Safe and Positive School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students 100% of the time and yields increased attendance and higher academic achievement.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
<ul style="list-style-type: none"> - Improve adolescent general well-being by increasing knowledge and access to medical and mental health care. 	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff - Local Health Care providers - Local Hospital staff 	<ul style="list-style-type: none"> - School based clinics - Local health care providers - Local hospitals - Title I, SCE 166 	<ul style="list-style-type: none"> - Aug. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Live monitoring of uninsured students with dashboards by individual campus and student. 	<ul style="list-style-type: none"> - Decreased percentage of student without a medical home 	<ul style="list-style-type: none"> - Side by side data analysis 	<ul style="list-style-type: none"> - Title I: #10
<ul style="list-style-type: none"> - Immunization requirements for school entry - Immunization ongoing compliance 	<ul style="list-style-type: none"> - School Nurse - Campus Administration 	<ul style="list-style-type: none"> - Immunization Records 	<ul style="list-style-type: none"> - Time of student enrollment 	<ul style="list-style-type: none"> - Nurse's Notes, - Signed Documents 	<ul style="list-style-type: none"> - Complete Enrollment Process 		<ul style="list-style-type: none"> - Title I: #10
<ul style="list-style-type: none"> - Ensure that physical impairments are addressed that could interfere with student education: vision, hearing, medical conditions, acanthosis nigricans, scoliosis, dental problems, etc. 	<ul style="list-style-type: none"> - Campus Diagnostician - Campus Administration - Special education teacher - School nurse 	<ul style="list-style-type: none"> - Immunization Records, - Application for Enrollment - Tests 	<ul style="list-style-type: none"> - Fall 2019 	<ul style="list-style-type: none"> - Test Reports 	<ul style="list-style-type: none"> - Complete Tests Documents 		<ul style="list-style-type: none"> - Title I: #10
<ul style="list-style-type: none"> - Use a common or national outcome measures and/or tool to assess well-being. - Develop and disseminate a best-practices document for community providers. - Refer children to the appropriate medical services (school-based clinics) 	<ul style="list-style-type: none"> - Campus Counselors, - Campus Administration 	<ul style="list-style-type: none"> - Referral Documents 	<ul style="list-style-type: none"> - Aug. 2019 – May 2020 	<ul style="list-style-type: none"> - Referral Documents 	<ul style="list-style-type: none"> - Complete Referral Documents 		<ul style="list-style-type: none"> - Title I: #10

Focus Area 7: Create a Safe and Positive 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 I SCHOOLWIDE COMPONENTS
<ul style="list-style-type: none"> - Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers. - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. - School Health Advisory Committee (SHAC) along with coaches will improve physical activity in school setting. - Develop policies that support healthy eating and physical activities. - Become a Healthy USA School and complete the challenge - Provide public awareness, provide educational materials and appropriate referrals. 	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff - Child Nutrition Department - Coaching Staff - Dietician DHR School Based Clinic - Child Nutrition Department 	<ul style="list-style-type: none"> - Child nutrition department - Coaching staff - Dietician DHR school-based clinic 	<ul style="list-style-type: none"> - Aug. 2019 – June 2020 	<ul style="list-style-type: none"> - Let's Get Fit Initiative - Referrals for abnormal BMI - Continue assessing and referring for Acanthosis Nigricans - Host parent sessions throughout school years 	<ul style="list-style-type: none"> - Community survey data - Evidence of returned referral of visits to nutritionist, dieticians, and health care providers 	<ul style="list-style-type: none"> - Side by side data analysis 	<ul style="list-style-type: none"> - Title I: #10

Focus Area 7: Create a Safe and Positive School Culture and Climate.

Objective 3: Provide training for 100% of district staff on creating a safe school culture and climate.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
<ul style="list-style-type: none"> - Provide support services including deterrent of bullying/emotional abuse, suicide risk - Bullying/suicide box, Safe2SpeakUp 	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff 	<ul style="list-style-type: none"> - Behavioral centers - PSJA District Counselor Emergency Procedure Manual 	<ul style="list-style-type: none"> - Aug. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Box usage - Training of PSJA employees 	<ul style="list-style-type: none"> - Successful use of plan implemented for emergencies 	<ul style="list-style-type: none"> - Side-by-side data analysis 	<ul style="list-style-type: none"> - Title I: #10
<ul style="list-style-type: none"> - Increase the safety of all students and staff - Emergency Response Plan/Team will be revised and modified annually - Training for staff on managing students 	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff 	<ul style="list-style-type: none"> - Emergency medical services from PSJA area 	<ul style="list-style-type: none"> - Aug. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Drills run yearly throughout the district 	<ul style="list-style-type: none"> - Feedback from Emergency Response Team after drill is completed - Successful use of plan implemented for emergencies 	<ul style="list-style-type: none"> - Side-by-side data analysis 	<ul style="list-style-type: none"> - Title I: #10
<ul style="list-style-type: none"> - Promote the development of each student as a person - Strengthening personal growth, self-esteem, responsible behavior, youth development and citizenship - Encouraging the participation rate in extracurricular activities 	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff 	<ul style="list-style-type: none"> - Athletic Department LPC 	<ul style="list-style-type: none"> - Aug. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Ongoing one to one assistance of emotional needs - Nurses develop a trusting relationship and rapport with students 	<ul style="list-style-type: none"> - Clinical visits 	<ul style="list-style-type: none"> - Side-by-side data analysis 	<ul style="list-style-type: none"> - Title I: #10
<ul style="list-style-type: none"> - Promote telemedicine services throughout the district in order to reduce absences, insurance premiums and parental hardship 	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff 	<ul style="list-style-type: none"> - PHS LLC Urgent Care for Kids 	<ul style="list-style-type: none"> - Aug. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Telemedicine stations in the nurses' office 	<ul style="list-style-type: none"> - Reduced absences - Reduced premiums - Students in class 	<ul style="list-style-type: none"> - Side-by-side data analysis 	<ul style="list-style-type: none"> - Title I: #10

Focus Area 7: Create a Safe and Positive School Culture and Climate.

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

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
Provide a school environment free of drugs and violence by developing partnerships with parents to establish the responsibilities of each including resource referrals to programs that deal with pupils at risk.	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff 	<ul style="list-style-type: none"> - Texas Tropical Behavioral Health - Behavioral centers - Police Departments 	<ul style="list-style-type: none"> - Aug. 2019 – June 2020 	<ul style="list-style-type: none"> - Nurses conduct impairment assessment as needed. 	<ul style="list-style-type: none"> - Resource referral issued to every student at risk for drug use or violent behavior. 	<ul style="list-style-type: none"> - Side-by-side data analysis 	<ul style="list-style-type: none"> - Title I: #10
Identify and resolve health issues that affect the ability of students to attain optimal health status and school success by ensuring age appropriate health screenings and follow up of any referrals generated.	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff 	<ul style="list-style-type: none"> - State departments 	<ul style="list-style-type: none"> - Aug. 2019 – June 2020 	<ul style="list-style-type: none"> - Health staff will be screening students throughout the district 	<ul style="list-style-type: none"> - Students will have corrected vision and hearing. 	<ul style="list-style-type: none"> - Side-by-side data analysis 	<ul style="list-style-type: none"> - Title I: #10
Prevent chronic health conditions from becoming a barrier to school success by consistently managing these conditions through communication between the doctor's office, parent and student.	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff 	<ul style="list-style-type: none"> - Local doctors - County Health Staff 	<ul style="list-style-type: none"> - Aug. 2019 – June 2020 	<ul style="list-style-type: none"> - School nurses will stay in constant communication with students, parents and providers 	<ul style="list-style-type: none"> - Lower rates of chronic health problems - Better attendance 	<ul style="list-style-type: none"> - Side-by-side data analysis 	<ul style="list-style-type: none"> - Title I: #10

Focus Area 7: Create a Safe and Positive School Culture and Climate.

Objective 3: Provide training for 100% of district staff on creating a safe school culture and climate.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
Health Services staff will be proficient in physical assessment techniques and in caring human interactions.	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff 	<ul style="list-style-type: none"> - Nurses 	<ul style="list-style-type: none"> - Aug. 2019 – June 2020 	<ul style="list-style-type: none"> - Nurses will administer caring holistic health care 	<ul style="list-style-type: none"> - Students will be healthy and in the classroom 	<ul style="list-style-type: none"> - Side-by-side data analysis 	<ul style="list-style-type: none"> - Title I: #10
Implementation and follow up of fitness classes and meal preps for district employees in order to promote healthier lifestyles and reduce cost of health insurance.	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff 	<ul style="list-style-type: none"> - Nurses 	<ul style="list-style-type: none"> - Aug. 2019 – June 2020 	<ul style="list-style-type: none"> - Classes will be scheduled throughout the year - Meal preps will be offered throughout the year 	<ul style="list-style-type: none"> - Health insurance premiums will decrease 	<ul style="list-style-type: none"> - Side-by-side data analysis 	<ul style="list-style-type: none"> - Title I: #10
Help to deliver and implement the Human Papilloma Virus vaccine in our district with the help of local medical providers and county. We will also roll out a comprehensive educational campaign for the district, staff and parents.	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff 	<ul style="list-style-type: none"> - Local doctors - County Health Staff 	<ul style="list-style-type: none"> - Aug. 2019 – June 2020 	<ul style="list-style-type: none"> - Immunization clinics for HPV will be set - Educational meetings will be held through Parental Engagement Department 	<ul style="list-style-type: none"> - Rates of HPV will go down in our district - Immunization reports will be provided by UT Medical Branch 	<ul style="list-style-type: none"> - Side-by-side data analysis 	<ul style="list-style-type: none"> - Title I: #10

Focus Area 7: Create a Safe and Positive School Culture and Climate.

Objective 4: Monitor 100% of the school attendance initiatives to ensure student academic success.

STRATEGIES AND ACTION STEPS	PERSON(S) RESPONSIBLE	FUNDING RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	Title I SCHOOLWIDE COMPONENTS
Daily security/safety audits will be conducted at all district campuses	- Director for Security and Safety Department	- Security and Safety Department	- Aug. 2019 – Aug. 2020	- Security audits sent to all principals	- Decrease in security incidents	- Side-by-side data analysis	- Title I: #10
Training will be provided for all security staff on proper confrontational management techniques, active threats, sexual harassment, professionalism, courteous to all students and staff	- Director for Security and Safety Department - Chief of Police	- Security Director - Security and Safety Department - Chief of Police	- Aug. 2019 – Aug. 2020	- Less incidents of improper force used by security guards, security officers dress and act professionally - Proper procedures for active threats	- Decrease in security and safety incidents - Improved interactions between security guards and students	- Side-by-side data analysis	- Title I: #10
Training will be provided for all school staff on lockdown procedures and active threat situations	- Director for Security and Safety Department - Chief of Police	- Security Director - Campus Administration - Chief of Police	- Aug. 2019 – Aug. 2020	- Minimum two lock downs per campus each school year	- Schools are prepared for emergency situations	- Side-by-side data analysis	- Title I: #10
A safe and secure school environment will be provided by utilizing the ID Scanner "Raptor" System, security guards at all elementary campuses, SROs at all secondary schools	- Director for Security and Safety Department - Chief of Police - Safety officer	- Security Director - Campus Administration - Chief of Police	- Aug. 2019 – Aug. 2020	- All visitors in the building have a sticker picture identification	- Safer School Environment	- Side-by-side data analysis	- Title I: #10

Focus Area 7: Create a Safe and Positive School Culture and Climate.

Objective 4: Monitor 100% of the 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 I SCHOOLWIDE COMPONENTS
A consistent enrollment plan will be promoted to ensure student engagement and quality data by collaborating with Student Data Center to improve Online Registration.	<ul style="list-style-type: none"> - Director for Security and Safety Department 	<ul style="list-style-type: none"> - Local funds 	<ul style="list-style-type: none"> - Sep. 2019– Aug. 2020 	<ul style="list-style-type: none"> - Pre-registration campaign - District Expo - Student recovery initiatives - Pre-Countdown to Zero - PEIMS/Leaver Training - Countdown to Zero 	<ul style="list-style-type: none"> - District Dashboard Data - eSchool/Cognos reports - Preliminary enrollment counts - Sign-In sheets - PR/PEIMS - District increased enrollment 	<ul style="list-style-type: none"> - Ongoing data validation - Leaver reviews - Semi-annual and yearly comparison reports 	<ul style="list-style-type: none"> - Title I: #10
Attendance/Non-attendance guidelines and truancy prevention measures will be implemented at all campuses, including parent notices, eSchool Messenger, Parent/Student Handbook, staff development and attendance improvement timeline to follow.	<ul style="list-style-type: none"> - Student Services - Pupil Accounting Director - Attendance Recovery - Personnel - Campus Personnel - District Case Managers 	<ul style="list-style-type: none"> - Local funds 	<ul style="list-style-type: none"> - Sep. 2019– Aug. 2020 	<ul style="list-style-type: none"> - Correspondence - TEA letter - PEIMS annual training - Implementation of Truancy and Dropout Prevention System Application 	<ul style="list-style-type: none"> - Increase of student attendance through daily, six weeks and yearly reports - Decrease in discipline and truancy 	<ul style="list-style-type: none"> - Data analysis review updated through corrective measures 	<ul style="list-style-type: none"> - Title I: #10
Attendance Recovery Program, Countdown to Zero, Campus Attendance Committee, District School Attendance Prevention, Measures and Truancy Procedures and dropout strategies will be implemented to ensure ongoing prevention.	<ul style="list-style-type: none"> - Pupil Accounting Director - Attendance recovery personnel - School community liaison - Campus personnel - District and Campus community liaisons 	<ul style="list-style-type: none"> - Local funds 	<ul style="list-style-type: none"> - Sep. 2019– Aug. 2020 	<ul style="list-style-type: none"> - Correspondence - Emails - District Plan - Annual Report Card - Review of attendance, attendance recovery participants, minutes and completion. 	<ul style="list-style-type: none"> - Maintain attendance accountability in compliance with State Student Attendance Accounting statutes - Maintain dropout accountability measures in compliance with NCES Federal Accountability 	<ul style="list-style-type: none"> - Ongoing data validation - District attendance reports - Annual report card - Ongoing review and monitoring of student leavers and withdrawal compliance 	<ul style="list-style-type: none"> - Title I: #10

Focus Area 7: Create a Safe and Positive School Culture and Climate.

Objective 4: Monitor 100% of the 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 I SCHOOLWIDE COMPONENTS
<ul style="list-style-type: none"> - Program effectiveness measures will be taken to ensure implementation of accountability measures of attendance improvement and dropout prevention. - Attendance Recovery Program monitoring weekly - Campus Attendance and Leaver Audits every six weeks - Campus feedback and monitor improvement - Best practices shared for District wide school attendance improvement 	<ul style="list-style-type: none"> - Student Services - Pupil Accounting Director - Attendance recovery personnel - Campus personnel 	<ul style="list-style-type: none"> - Local funds 	<ul style="list-style-type: none"> - Aug. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - Correspondence - Emails - TEA letter - PEIMS annual training 	<ul style="list-style-type: none"> - eSchool/Cognos reports - PEIMS end of year report - On point data software 	<ul style="list-style-type: none"> - Texas Academic Report Card - PBMAS district improvement - DVM Accountability 	<ul style="list-style-type: none"> - Title I: #10
<ul style="list-style-type: none"> - Consistent student support and administrative guidance will be provided through district personnel to ensure student academic success. - Develop Student Attendance Behavior Intervention Plans - Provide school-based support services - Offer existing MOU's and Community-based program services - Provide District level attendance recognition banners and incentives to promote student attendance. 	<ul style="list-style-type: none"> - Student Services - Pupil Accounting Director - Attendance recovery personnel 	<ul style="list-style-type: none"> - Local funds 	<ul style="list-style-type: none"> - Aug. 2019 – Aug. 2020 	<ul style="list-style-type: none"> - School Community Liaison - Program personnel - eSchool Data 	<ul style="list-style-type: none"> - Increase in student achievement through EOC - Improvement in student attendance and behavior - Procedures Manual 	<ul style="list-style-type: none"> - Community resources - Collaborative partnerships 	<ul style="list-style-type: none"> - Title I: #10

Focus Area 8: Increase Staff Quality, Recruitment, and Retention

Annual Goal 1: The number of the Highly Effective teachers based on the McREL evaluation will increase from 28% to 33%.

2: The number of Secondary ESL ELA certified teachers will increase from 75% to 95%.

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 I SCHOOLWIDE COMPONENTS
Professional development for new teachers is provided at the beginning of the school year and continue as needed.	<ul style="list-style-type: none"> - New Teacher Support Director - Principals - CLLs, - CLFs - ACTRGV instructional coaches 	<ul style="list-style-type: none"> - New Teacher Institute - ACTRGV resources 	<ul style="list-style-type: none"> - Aug. 2019 – Jul. 2020 	<ul style="list-style-type: none"> - ERO Numbers - Sign-in sheets - Coaching logs and schedules - EdTPA Portfolio 	<ul style="list-style-type: none"> - Increase student achievement - Higher teacher retention - Higher School report card based on TAPR 	<ul style="list-style-type: none"> - Progress monitoring - CBAs - STAAR - TELPAS - SLO's - McREL 	<ul style="list-style-type: none"> - Title I: #3 and #5
Provide professional development for teachers that need to complete the ESL certification.	<ul style="list-style-type: none"> - Bilingual Dept. - HR Dept. 	<ul style="list-style-type: none"> - TEA test preparation materials 	<ul style="list-style-type: none"> - Aug. 2019 to July 2020 	<ul style="list-style-type: none"> - 100% ESL or bilingual teachers complete certification 	<ul style="list-style-type: none"> - Teachers have knowledge to support the bilingual students and student's achievement increases 	<ul style="list-style-type: none"> - TEA Testing 	<ul style="list-style-type: none"> - Bilingual
Meadows Grant submitted to request the continuation of funding	<ul style="list-style-type: none"> - HR Dept. 	<ul style="list-style-type: none"> - Meadows Foundation 	<ul style="list-style-type: none"> - New Teacher Center 	<ul style="list-style-type: none"> - Aug. 2019- July 2020 	<ul style="list-style-type: none"> - Improve classroom instruction delivery 	<ul style="list-style-type: none"> - Student Achievement 	<ul style="list-style-type: none"> - Meadows Grant
Continue providing annual McREL calibration certification training.	<ul style="list-style-type: none"> - TxCEE, HR Dept. and Executive Officers 	<ul style="list-style-type: none"> - McREL materials 	<ul style="list-style-type: none"> - Yearly 	<ul style="list-style-type: none"> - Testing results 	<ul style="list-style-type: none"> - Better alignment of evaluation to performance 	<ul style="list-style-type: none"> - Exams Results 	<ul style="list-style-type: none"> - Local

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Instructional coaching support will be provided for new teachers, Teach for America teachers, ACT/RGV teachers and all teachers needing support.	<ul style="list-style-type: none"> - New Teacher Support Department - Instructional coaches - Directors - CLLs - ACTRGV field supervisors 	<ul style="list-style-type: none"> - District materials 	<ul style="list-style-type: none"> - Aug. 2019 – Jul. 2020 	<ul style="list-style-type: none"> - ERO Numbers - Sign-in sheets - Coaching logs and schedules - EdTPA Portfolio 	<ul style="list-style-type: none"> - Improved student achievement - McREL teacher evaluation 	<ul style="list-style-type: none"> - Progress monitoring - CBAs and BMs - STAAR - TELPAS - SLO's - McREL - Professional Development Goals 	<ul style="list-style-type: none"> - Title I: #3 and #5
The district will provide all new teachers with a teacher mentor.	<ul style="list-style-type: none"> - Principal - Asst. Principals - Human Resources 	<ul style="list-style-type: none"> - Documentation Handbook 	<ul style="list-style-type: none"> - Aug. 2019 – Jul. 2020 	<ul style="list-style-type: none"> - ERO Numbers - Sign-in sheets - Coaching logs and schedules 	<ul style="list-style-type: none"> - Increase in teacher job satisfaction and morale - Improvement in student performance - McREL teacher evaluation 	<ul style="list-style-type: none"> - Progress monitoring - CBAs and BMs - STAAR - TELPAS - SLO's - McREL - Professional Development Goals 	<ul style="list-style-type: none"> - Title I: #3 and #5
Principals will receive training on interviewing and documentation of teachers.	<ul style="list-style-type: none"> - Asst. Supt. for Human Resources - Executive officers - Instructional coaches 	<ul style="list-style-type: none"> - Texas Documentation Handbook 	<ul style="list-style-type: none"> - Aug. 2019 – Jul. 2020 	<ul style="list-style-type: none"> - Documentation evaluation - ERO Numbers - Sign in sheets 	<ul style="list-style-type: none"> - Better selection of staff - Improvement in documenting staff 	<ul style="list-style-type: none"> - Improve teacher quality - Increase student achievement 	<ul style="list-style-type: none"> - Title I: #3 and #5

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Collaborative instructional review, i.e. Instructional Rounds will be provided .	<ul style="list-style-type: none"> - Director Campus Instructional - Coaches, Executive Officers, principals, assistant principals 	<ul style="list-style-type: none"> - Walk-throughs 	<ul style="list-style-type: none"> - Sep. 2019– Aug. 2020 	<ul style="list-style-type: none"> - ERO numbers - Sign-in sheets - Coaching logs and schedules 	<ul style="list-style-type: none"> - Improved instructional delivery as evidences in walk throughs - Improved McREL teacher evaluation 	<ul style="list-style-type: none"> - McREL Mid-term and summative evaluations - SLO obtainment 	<ul style="list-style-type: none"> - Title I: #3 and #5
District initiatives are offered such as competitive salaries for teachers and all other staff, stipends for Masters and/or certifications that support district initiatives, opportunities for advancement, funds to pay for selected Masters degrees and performance pay.	<ul style="list-style-type: none"> - Human Resources - Business Office 	<ul style="list-style-type: none"> - Greater Retention Rate of district staff - Employee Loyalty - certification 	<ul style="list-style-type: none"> - Sep. 2019– Aug. 2020 	<ul style="list-style-type: none"> - Greater Retention Rate of district staff - Employee Loyalty - Certification 	<ul style="list-style-type: none"> - Top TEA District rating and recognition - Increase student achievement - Increase of performance-based and compensation - Large applicant pool 	<ul style="list-style-type: none"> - Staff Retention reports - Performance Base and Compensation Report - PEIMS data 	<ul style="list-style-type: none"> - Title I: #3 and #5
District incentives and stipends, paid medical insurance, convenient in-district medical clinic	<ul style="list-style-type: none"> - Human Resources - Business Office 	<ul style="list-style-type: none"> - Staff retention 	<ul style="list-style-type: none"> - Sep. 2019- August 2020 	<ul style="list-style-type: none"> - Staff retention - Payroll Stubs 	<ul style="list-style-type: none"> - Quality Staff retention 	<ul style="list-style-type: none"> - experienced workforce 	<ul style="list-style-type: none"> - Title I: #3 and #5

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Improve certified teacher selection for Content core areas, Bilingual/ESL, Special Education, Masters degrees, CTE and Advanced placement. Work with principals to ensure they have the teacher certification information to help with their selection.	<ul style="list-style-type: none"> - Human Resources - Dual Language - Special Education - CTE - Principals - Directors 	<ul style="list-style-type: none"> - Staffing reports - Student enrollment - SRC/TAPR 	<ul style="list-style-type: none"> - Ongoing– Spring 2020 	<ul style="list-style-type: none"> - Top quality teachers, - High teacher retention rate - All teachers have high content knowledge in teaching assignment 	<ul style="list-style-type: none"> - All classrooms have a highly effective teacher 	<ul style="list-style-type: none"> - Screen applicants for best candidates 	<ul style="list-style-type: none"> - Title I: #3 and #5 - TSL
Graduate University Student Interns who have demonstrated excellence in the classroom will be hired.	<ul style="list-style-type: none"> - Human Resources - Principals 	<ul style="list-style-type: none"> - ACTRGV - Texas A&M Kingsville - Talent Ed - Employment Notice - Information meeting for selection 	<ul style="list-style-type: none"> - Fall 2019 - Spring 2020 	<ul style="list-style-type: none"> - Hiring of student interns evidenced by employment reports. 	<ul style="list-style-type: none"> - Better adjustment for new teacher 	<ul style="list-style-type: none"> - Higher retention rate of new teachers 	<ul style="list-style-type: none"> - Title I: #3 and #5
Provide yearly training on the identification and selection process for CLLS, Principals, Assistant Principals.	<ul style="list-style-type: none"> - Human Resources - Search committee to create pool 	<ul style="list-style-type: none"> - Announcements fo trainings - Online application 	<ul style="list-style-type: none"> - Training in early spring 	<ul style="list-style-type: none"> - Retention rate - ERO numbers - Sign in sheets 	<ul style="list-style-type: none"> - Improved teacher quality - Improved student achievement 		<ul style="list-style-type: none"> - Title I - TSL