

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Allen & William Arnold
Campus Improvement Plan
2015-2016**

Board Approved:

Mission Statement

Our mission at Allen & William Arnold Elementary is to facilitate the acquisition and the use of knowledge, to nurture a sense of individual worth, and the potential for success in a changing, challenging world. To fulfill this mission, the school, with the support of the school board, central office staff, parents, and community, make the commitment to provide for all learners, a quality core academic program enhanced by enrichment

What We Believe In

Guiding Principles

- Commitment to our Student's Education
- Passion For Quality Instruction
- Live the Golden Rule
- Dedicated Staff, Supportive Parents, Successful Students
- Accountability

What We Want to Accomplish

Every student will graduate college ready, college connected, and college complete.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A

School wide Components:

- 1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).**
- 2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.**
- 3. Instruction by highly qualified teachers.**
- 4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.**
- 5. Strategies to attract high-quality teachers to high-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2015-16 STAAR District Summary Report
2. 2015-16 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McRell Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories
12. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from across the district were used to review the Special Education data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In Reading, the achievement gap between SpEd and All students 2014-2015 is 35%.
- In Mathematics, the achievement gap between SpEd and All students 2014-2015 is 36%.
- In Writing, the achievement gap between SpEd and All students 2014-2015 is 52%.
- In Science, the achievement gap between SpEd and All students 2014-2015 is 23%.
- In Social Studies, the achievement gap between SpEd and All students 2014-2015 is 28%.

Personnel Needs:

The Special Education Department must work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Professional Development Needs:

The Special Education Department must work closely with the Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

Strengths:

- The 4-Year Graduate Rate for SpEd students at PSJAISD was 86.8%, 8.6 points above the Region, and 9.3 points above the state.
- The 5-Year Extended Graduation Rate for SpEd students at PSJAISD was 93.3%, 10.3 points above the Region, and 11.2 points above the state.
- The Annual Dropout Rate for ELL students at PSJAISD was 1.0 %, 2.2 points below the Region and 2.0 points below the state.
- In STAAR 3rd Grade Reading, the passing rate for SpEd students at PSJAISD was 56%, 6 points above the state.
- In STAAR 5th Grade Reading, the passing rate for SpEd students at PSJAISD was 56%, 12 points above the state.
- In 5th Grade Science, the passing rate was SpEd students at PSJAISD was 66%, 25 points above the state.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following sources from across the district were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. The BE/DL Department also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the BE/DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In Reading, the achievement gap between ELL and All students 2014-2015 is 11%.
- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 16%.
- In Writing, the achievement gap between ELL and All students 2014-2015 is 8%.
- In Science, the achievement gap between ELL and All students 2014-2015 is 11%.
- In Social Studies, the achievement gap between ELL and All students 2014-2015 is 25%
- The Elementary School TELPAS Yearly Progress Indicator was 52% in 2014 and maintained at 52% in 2015.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

- The Middle School TELPAS Yearly Progress Indicator was 43% in 2014 and increased to 50% in 2015.
- The High School TELPAS Yearly Progress Indicator was 41% in 2014 and increased to 44% in 2015.
- The 4-Year Graduate Rate for ELL students at PSJAISD was 79.0%, 6 points above the Region, and 7.5 points above the state.
- The 5-Year Extended Graduation Rate for ELL students at PSJAISD was 89.2%, 9.2 points above the Region, and 11.7 points above the state.
- The Annual Dropout Rate for ELL students at PSJAISD was 1.0 %, 4.4 points below the Region and 3.8 points below the state.
- The Dual Language Program at PSJAISD serves ELL students in grades K-12 at PSJAISD.

On the STAAR exam:

- 3rd grade Reading, passing rate for ELL students at PSJAISD was 74%, 7 points above the state.
- 4th grade Reading, passing rate for ELL students at PSJAISD was 64%, 5 points above the state.
- 4th grade Writing, passing rate for ELL students at PSJAISD was 70%, 11 points above the state.
- 5th grade Reading, passing rate for ELL students at PSJAISD was 84%, 25 points above the state.
- 5th grade Science, passing rate for ELL students at PSJAISD was 67%, 15 points above the state.
- 6th grade Reading, passing rate for ELL students at PSJAISD was 53%, 7 points above the state.
- 7th Grade Reading, passing rate for ELL students at PSJAISD was 39%, 3 points above the state.
- 8th Grade Reading, passing rate for ELL students at PSJAISD was 47%, 8 points above the state.
- 8th Grade Science, passing rate for ELL students at PSJAISD was 45%, 7 points above the state.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from across the district were used to review the Economically Disadvantaged data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In Reading, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Mathematics, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Writing, the achievement gap between Eco Dis and All students 2014-2015 is 1%.
- In Science, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Social Studies, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, PSJA earned a score of 37, 3 points below the region and 3 points below the state.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- The 4-Year Graduate Rate for Eco Dis students at PSJAISD was 89.7%, 2.7 points above the Region, and 4.5 points above the state.
- The 5-Year Extended Graduation Rate for Eco Dis students at PSJAISD was 93.1%, 3 points above the Region, and 4.9 points above the state.
- In 3rd grade Reading, the passing rate for Eco Dis students at PSJAISD was 76%, 7 points above the state.
- In 4th grade Reading, the passing rate for Eco Dis students at PSJAISD was 65%, 1 point above the state.
- In 4th grade Writing, the passing rate for Eco Dis students at PSJAISD was 70%, 9 points above the state.
- In 5th grade Reading, the passing rate for Eco Dis students at PSJAISD was 85%, 15 points above the state.
- In 5th grade Science, the passing rate for Eco Dis students at PSJAISD was 70%, 8 points above the state.
- In 8th grade Reading, the passing rate for Eco Dis students at PSJAISD was 72%, 2 points above the state.
- In 8th grade Science, the passing rate for Eco Dis students at PSJAISD was 62%, 1 point above the state.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p align="center">Index 1: Student Achievement</p>	<ul style="list-style-type: none"> • 3rd Grade Math and Reading • 4th Grade Math • 5th Grade Math, Reading, and Science 	<ul style="list-style-type: none"> • 4th grade Reading • 4th grade Writing for ELL subpopulation 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • 4th grade Writing for ELL's
2	<p align="center">Index 2: Student Progress</p>	<p>A&W Arnold Exceeded the State Target for Index 2 of 30% with 45% meeting or exceeding the progress measure.</p>	<ul style="list-style-type: none"> • 61% of our students did not meet or exceed progress measure. 	<ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2014-15 in Reading and Mathematics
3	<p align="center">Index 3: Closing the Achievement Gap</p>	<ul style="list-style-type: none"> • 3rd and 5th Reading and 5th Writing met RI as per PBMAS 	<ul style="list-style-type: none"> • BE STAAR 3-5 did not meet PBMAS Standard in Writing • ESL Middle School did not meet PBMAS Standard in Math, Reading, Science, Writing, and Social Studies • LEP students not served failed to meet the PBMAS standard in Reading, Science, and Writing • TELPAS ratings for students in U.S. Schools multiple years are at BEG/INT. levels • Special Education students did not meet PBMAS Standards in Science, Social Studies, and Writing • Migrant students did not meet PBMAS standard in Social Studies, Writing, and Reading 	<p>Special population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies.</p>
4	<p align="center">Index 4: Post Secondary Readiness</p>	<ul style="list-style-type: none"> • A &W Arnold met the index 4 target of 12 with a score of 34. • Met Index 4 two consecutive years • Distinction in Index 4 two consecutive years 	<ul style="list-style-type: none"> • Target all students to maintain and or exceed expectations in Index 4 	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course • Assess and Monitor all students frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • A Neighborhood school • Communication in both English and Spanish • Parent Liaison campus • Parent Center available • Business Partnerships • IHE Partnerships 	<ul style="list-style-type: none"> • Campus parent involvement is low • Parent involvement is low 	<ul style="list-style-type: none"> • Promote to increase parental involvement • Create new opportunities for parental involvement
6	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure, increase the use of student technology to enhance instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture 	<ul style="list-style-type: none"> • Maintain or increase student attendance 	<ul style="list-style-type: none"> • Build public relations • Promote student attendance
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Mentors • McRel Evaluation Tool 	<ul style="list-style-type: none"> • Partner with universities for opportunities for student observation hours, internships, and student teaching candidates 	<ul style="list-style-type: none"> • Establish a line of communication with universities • Promote A & W Arnold at University and District levels.

Allen & William Arnold Demographics



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	654	317	337	45	270	1	3	17	9	539	21	0
Percent	100	48%	51%	6%	41%	0.1%	0.3%	2.6%	1%	82%	3%	0%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	654	637	5	2	10	0
Percent	100	97.40%	0.76%	0.31%	1.53%	0%

Allen & William Arnold Demographics



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Total Enrollment – 654

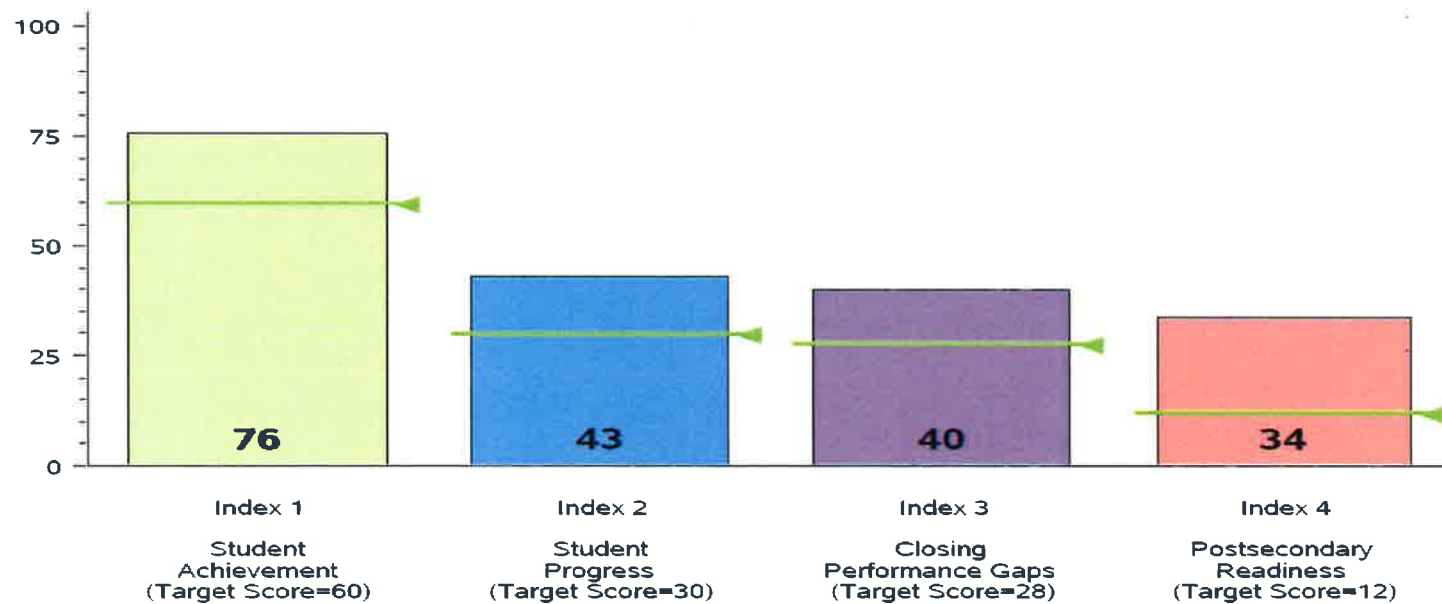
Percent	PSJA ISD	Campus
Hispanic	98.89%	97%%
Economically Disadvantaged	89.00%	82%
ELL	41.04%	41%

Student Achievement Summary 2015



	Performance Target 2015	State	PSJAISD	A & W Arnold	Goals 2016
Index 1 Student Performance	60	77	66	76	80
Index 2 Progress Measure	30	37	35	43	45
Index 3 Closing the Gap	28	40	37	40	45
Index 4 Postsecondary Readiness	12	75	79	34	35

Student Achievement Summary 2015



Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	PSJAISD	A & W Arnold	Goals 2016
Reading	60	77	64	72	75
Math	60	81	70	82	85
Writing	60	72	66	68	70
Science	60	78	70	76	80

Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	State	PSJAISD	A & W Arnold	Goals 2016
Reading	60	62	53	64	70
Math	60	65	54	77	80
Writing	60	60	58	50	65
Science	60	61	59	75	80

Student Achievement Summary 2015



Special Ed Performance Rates	Performance Target 2015	State	PSJAISD	A & W Arnold	Goals 2016
Reading	60	43	29	11	20
Math	60	45	34	0	20
Writing	60	29	14	0	20
Science	60	47	47	0	20

Student Achievement Summary 2015



ECO Dis Performance Rates	Performance Target 2015	State	PSJAISD	A & W Arnold	Goals 2016
Reading	60	70	62	57	65
Math	60	75	68	61	70
Writing	60	63	65	36	50
Science	60	71	68	62	70

State System Safeguards 2015



A&W Arnold 2015 Results Level 2 Phase 1	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*	% Met for Min Size Req
Reading	78	100	78	100		100			76	0	78	
Math	78	100	77	100		100			76	37	71	
Writing	65	100	64	100		100			57	0	52	
Science	78	100	78						75	0	77	
Percent of Eligible Measures Met												91

 Indicates Did Not Meet Minimum Size Requirement
 66% = Met 20 indicators out of 30

State System Safeguards 2015



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	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
State Target	60	60	60	60	60	60	60	60	60	60	60			
Reading	Y		Y						Y			4	4	100
Math												0	0	
Writing	Y		Y						N			2	3	67
Science	Y		Y						Y		Y	4	4	100
Total												10	11	91

DISTRICT PBMAS REPORT 2015



	BE/ESL				CTE				NCLB		SPED	
	BE	ESL	LEP NOT SERVED	LEP YAE	ALL	LEP	ED	SPED	TITLE 1 PART A	MIGRANT	ALL	YAE
TELPAS READING BEGINNING	2											
STUDENTS IN US SCHOOLS MULTIPLE YEARS	3											
TELPAS												
Reading Beginning Proficiency Level Rate	2											
Composite Rating for students in US Schools Multiple Yrs	3											
STAAR ALTERNATE 2 Participation Rate											3	
ANNUAL DROPOUT RATE	0				0				0	0	0	
RHSP/DAP DIPLOMA RATE	0				0				0	0	0	
GRADUATION RATE	2				0				0	0	0	
CTE NONTRADITIONAL COURSE COMPLETION												
MALES					1							
FEMALES					1							

DISTRICT PBMAS REPORT 2015



	BE/ESL				CTE				NCLB		SPED		
	BE	ESL	LEP NOT SERVED	LEP YAE	ALL	LEP	ED	SPED	TITLE 1 PART A	MIGRANT	ALL	YAE	
SPED PLACEMENTS IN INSTRUCTIONAL SETTINGS 40/41 (AGES 3-5)											1		
SPED REGULAR CLASS > = 80% RATE											2		
AGES 6-11												0 RI	
AGES 12-21												0 RI	
SPED REGULAR CLASS < = 40% RATE													
AGES 6-11												1	
AGES 12-21												1	
SPED REPRESENTATION													
ALL												0	
Af American												0	
Hispanic												0	
LEP												0 RI	
SPED DISCRETIONARY PLACEMENTS													
DAEP												0	
ISS												0	
OSS												0	

2015-2016 Campus Goals



3rd Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal <i>TARGET: 60%</i>	
		2015	2016	2015	2016
Phase In 2 Level I	48	75			
Phase in 2 Level II	57				
Final Recommended	74				
Adv. Level III	89				

4th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal <i>TARGET: 60%</i>	
		2015	2016	2015	2016
Phase In 2 Level I	48	71			
Phase in 2 Level II	56				
Final Recommended	73				
Adv. Level III	83				

5th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal <i>TARGET: 60%</i>	
		2015	2016	2015	2016
Phase In 2 Level I	46	85			
Phase in 2 Level II	54				
Final Recommended	72				
Adv. Level III	86				

2015-2016 Campus Goals



3 rd Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 2 Level I	50	75	
Phase in 2 Level II	58		
Final Recommended	75		
Adv. Level III	85		

4 th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 2 Level I	52	61	
Phase in 2 Level II	59		
Final Recommended	75		
Adv. Level III	86		

5 th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 2 Level I	54	85	
Phase in 2 Level II	63		
Final Recommended	78		
Adv. Level III	87		

2015-2016 Campus Goals



4th Grade Writing			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 2 Level I	52	65	
Phase in 2 Level II	59		
Final Recommended	70		
Level III Adv.	84		

2015-2016 Campus Goals



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5 th Grade Science			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 2 Level I	59	79	
Phase in 2 Level II	66		
Final Recommended	80		
Level III Adv.	91		

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 1: Implement an aligned curriculum to ensure that every student reach his/her highest level of achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Develop a comprehensive plan to analyze all test data. To monitor effectiveness of teaching and learning.	Teacher Administration	Local Funds, Title 1 Funds, SCE	August 2015 to June 2016	Testing Calendar Testing Data Results	Progress Monitoring, CBA's, Benchmark Scores, Student Achievement, Gains	Weekly Assessments CBA's Benchmarks STAAR	Title 1 - #8
Continue to implement the following activities/strategies in the classroom on a daily/weekly basis to promote learning and teaching. Literature based strategies as per Dr. Diana Ramirez in-services.	Teachers Administration	Local Funds Title I Funds SEC	August 2015 to June 2016	Lesson Plans Walk Through Sign-in Sheets	Agenda Sign in Sheet Lesson Plan Walk Through	Weekly Assessments CBA's Benchmarks	Title I - #1, #2, #3 and #9
Establish a comprehensive plan to review and analyze test data after every district test. <ul style="list-style-type: none"> • Identify and address areas of need. • Make use of district benchmark assessment data for student grouping. • District Reading Timelines 	Teachers Administration	Title 1 Funds	August 2015 to June 2016	Test Scores Lesson Plans Walk Through	Student achievement gains Test Scores	Mini Assessments CBAs BM's	Title 1 - #1, #2
Conduct a Vertical and Horizontal study of Spanish TEKS Standards and compare to English TEKS. Supplement the state adopted reading program to develop reading skills in Spanish	Teacher Administration Teacher Administration		August 2015 to June 2016	TEKS Aligned Lesson Plans Student Assessment	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #1, #2
Implement a strong English Oral language Program to ensure a smooth transition into an English curriculum	Teacher Administration	Title 1 Funds	August 2015 June 2016	Walk Through Observations	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, #2

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 1: Implement an aligned curriculum to ensure that every student reach his/her highest level of achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide/Purchase materials for Oral Language / Music. -Use chants, songs, stories -Hampton Brown Books -Sing, Spell, Read & Write -Technology	Teacher Music Teacher	Title 1 Funds	August 2015 to June 2016	Walk Through Observations	Benchmark scores, student achievement gains	Weekly Tests, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, #2
Provide a literature-rich environment by increasing the number of Spanish books in classroom and school library and make available to LEP students	Teacher	Title 1 Funds	August 2015 to June 2016	Walk Through Observations	Benchmark scores, student achievement gains	Weekly Tests, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, #2
Continue to provide opportunities for students not mastering required objectives. <ul style="list-style-type: none"> • After school tutorials • Content Mastery • Summer School 	Teacher Administration Sp. Ed. Teacher	Local Title I	August 2015 to June 2016	Lesson Plans	Benchmark scores, student achievement gains	Weekly Tests, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, #3
Emphasize the existing Lang. Arts Program that include strategies and activities aligned to TEKS. <ul style="list-style-type: none"> • Develop strands for each level in all areas of Language Arts • Unpack Language Arts TEKS 	Teacher Administration	Title 1	August 2015 to June 2016	Lesson Plans District Curriculum. Guidelines Walk Through	Increased student progress including sub population as measured on CBS's, BM's and STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1 and #3

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 2: Assessments aligned State Standards will be used to monitor student progress in 2015-2015

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Develop a comprehensive plan to analyze all test data to monitor effectiveness of teaching and learning. <ul style="list-style-type: none"> • Identify and address areas of need. • Make use of District benchmark assessment data for student grouping • District Reading Timelines 	Teacher Administrator	Local Funds, Title 1 Funds, SCE	August 2015 to June 2016	Title I #1, #2	Progress Monitoring, CBA's, Benchmark Scores, Student Achievement Gains	Weekly Assessments CBA's Benchmarks STAAR	Title 1 - #8
Provide/purchase reading materials for on-going assessment <ul style="list-style-type: none"> • Reading Measuring up • STAAR Master • STAAR Coach • Scott Foresman SS Workbook 	Teacher Administrator	Title i	August 2015 to June 2016	Test for Points Test Date	Progress Monitoring, CBA's, Benchmark Scores, Student Achievement Gains	Weekly Assessments CBA's Benchmarks STAAR	Title 1 - #3, #5, #9
Provide instruction in reduced pupil – teacher ratio for grades 1 to 5 to improve language arts. Reduce teacher-pupil ration in 3 rd grade to improve opportunities for learning	Teacher Administrator Teacher Administrator	Title 1	August 2015 to June 2016	Principal Data Binder	Progress Monitoring, CBA's, Benchmark Scores, Student Achievement Gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 to #8
Provide Tuesday/Thursday tutoring classes with bus transportation and snack for student that qualify	Teacher Administration Bus Transportation Central Kitchen/Cafeteria	Title i SCE	August 2015 to June 2016	Resource Student Roster Class Schedule Lesson Plans	Benchmark Scores, Student Achievement Gains, Closing Achievement Gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 2: Assessments aligned State Standards will be used to monitor student progress in 2015-2016

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide supplemental instruction in subjects needed through Optional Extended Year Program. <ul style="list-style-type: none"> • Extended Day 	Teacher Administration	Title 1 SCE	August 2015 to June 2016	Resource Student Roster Class Schedule Lesson Plans	Benchmark Scores, Student Achievement Gains, Closing Achievement Gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Provide/purchase reading materials for Ongoing Assessment	Teacher Administration	Local Funds, Title 1 Funds	August 2015 to June 2016				
Analyze data from science STAAR and district tests to ensure all groups are meeting objectives and goals. Plan at least one science related field trip per grade level per year	Teacher Administration	Local Funds, Title 1 Funds	August 2015 to June 2016	Principals Binder	Benchmark scores, student achievement gains	CBAs, BMs, STAAR,	Title I #4, #8
Purchase/Provide the following materials: <ul style="list-style-type: none"> • Measuring Up • Science Assessments • Motivation Science • Fusion Science • Options Science • Teacher Created Materials 	Administration	Local Funds, Title 1 Funds	August 2015 to June 2016	Principals Binder	Benchmark scores, student achievement gains	CBAs, BMs, STAAR,	Title I #4, #8

Campus Goal 1: Improve Student Academic Achievement (Index 1) – SPECIAL POPULATION STUDENTS/MIGRANTS/AT RISK/ELLS

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Monitoring of the progress of at risk students will be done immediately following each CBA and BM. Additional tutoring/reinforcement to students identified at risk of failing (STAAR)	Teacher Administrator	Title I	August 2015 to June 2016	Principal Data Binder	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Monitoring of the progress of Special Education students will be done immediately following each CBA and BM. Additional tutoring/reinforcement to students identified at risk of failing (STAAR)	Teacher Administrator Special Education Teacher Special Education Para-Professional	Title I	August 2015 to June 2016	Principal Data Binder	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Monitoring of the progress of ELL students will be done immediately following each CBA and BM. Additional tutoring/reinforcement to students identified at risk of failing (STAAR)	Teacher Administrator Bilingual Teacher	Title I	August 2015 to June 2016	Principal Data Binder	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Monitoring of the progress of Migrant students will be done immediately following each CBA and BM. Additional tutoring/reinforcement to students identified at risk of failing (STAAR)	Teacher Administrator Migrant Para-Professional	Title 1	August 2015 to June 2016	Principal Data Binder	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide additional tutoring/reinforcement to students identified at risk of failing	Teacher Administration	Title 1	August 2015 to June 2016	Principal Data Binder	BM Scores, Student Achievement Gain, Closing Achievement Gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Compile and organize "catch-up" packets for students who come late to school or leave early	Teacher Administration	Title 1	August 2015 to June 2016	Principal Data Binder	BM Scores, Student Achievement Gain, Closing Achievement Gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide one to one tutoring for migrant students, identified on priority for services reported, using a Reading intervention Program	Teacher Administration Migrant Para Professional	Title 1	August 2015 to June 2016	Principal Data Binder	BM Scores, Student Achievement Gain, Closing Achievement Gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Ensure that migrant students, identified on the propriety for service reports and at risk of failing, attend extended day instruction on the appropriate subjects.	Teacher Administration	Title 1	August 2015 to June 2016	Principal Data Binder	BM Scores, Student Achievement Gain, Closing Achievement Gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Tutor or provide reinforcement to all sub population groups before, during and after school in identified area of need.	Teacher Special Ed Teacher RR Teacher Administration	Title 1	August 2015 to June 2016	Principal Data Binder	BM Scores, Student Achievement Gain	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Schedule all sub population group to reading resource class. Provide additional support to identified at risk students failing 3 rd grade.	Teacher Administration RR Teacher	Title 1 SCE	August 2015 to June 2016	Resource, Student Roster Lesson Plans	BM Scores, Student Achievement Gain	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Conduct a Vertical and Horizontal study of Spanish TEKS Standards by unpacking all TEKS to aid subpopulation groups	Teacher Administration RR Teacher	Title 1 SCE	August 2015 to June 2016	Resource, Student Roster Lesson Plans	BM Scores, Student Achievement Gain	CBAs, BMs, STAAR, TELPAS	

Campus Goal 1: Improve Student Academic Achievement (Index 1)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide staff training on curriculum requirements <ul style="list-style-type: none"> • Provide training to teachers on D. Ramirez Strategies. • Write from the Beginning • District reading curriculum • Region One Staff Development • Lead 4ward • Bill McDonald Writing Training • Unpacking TEKS for all subjects 	Teacher Administration Reading Resource	Local Title 1	August 2015 to June 2016	In Service training information and evaluation Sign-in Sheets Agendas	Increased progress for all students Student Gains	Curriculum documentation Progress Monitoring	Title 1 - #1 and #4
Profession Growth <ul style="list-style-type: none"> • Conferences • Training • Meetings • CLC meeting • Staff Presentation 	Teacher Administration	Local Title 1 SCE	August 2015 to June 2016	Agenda Sign in Sheets	Student Achievement Gains, Student Achievement Progress	Weekly Tests CBAs, BMs, STAAR,	Title 1 - #4
Provide/attend continuous staff development sessions in the area of reading <ul style="list-style-type: none"> • Dr. Diana Ramirez Training 	Teacher Administration	Title 1	August 2015 to June 2016	Sign in Sheets	BM Scores Student Achievement Gains	CBAs, BMs, STAAR	Title 1 - #4

Campus Goal 1: Improve Student Academic Achievement (Index 1)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide continuous staff development in <ul style="list-style-type: none"> • Data analysis to identify language proficiency levels • ESL Strategies • TPRI/Tejas Lee 	Teacher Administration	Title 1	August 2015 to June 2016	Agenda Sign In Sheet Walk Through	BM Scores Student Achievement Gains	CBAs, BMs, STAAR, Telpas	Title 1 - #4
Personal Growth <ul style="list-style-type: none"> • Conference • Trainings • Meeting 	Teacher Administration	Local Title 1 SCE	August 2015 to June 2016	Agenda Sign In Sheet Walk Through	BM Scores Student Achievement Gains	CBAs, BMs, STAAR, Telpas	Title 1 - #2
Utilize Vertical Academic Team to identify and share effective math strategies through <ul style="list-style-type: none"> • CLC Meeting • Grade Level Meeting • Cross Grade Level Meeting 	Teacher Administration CLL	Local Title 1 SCE	August 2015 to June 2016	Principal Binder	BM Scores Student Achievement Gains	CBAs, BMs, STAAR, Telpas	Title 1 - #4, #8

Campus Goal 2: Improve Student Progress in Reading and Math (Index 2)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Emphasize the existing Lang. Arts Program that include strategies and activities aligned to TEKS <ul style="list-style-type: none"> • Thinking Maps/ • Graphic Organizers Provide additional time through re-teaching <ul style="list-style-type: none"> • Utilize community guest readers • (HOST)Develop strands for each level in all areas of Lang. Arts. • Implement sing, spell, read and write program • AR, E- Books • Intervention program (TPRI/Tejas Lee) • I-StationPromethean Boards • Learning.com • Think Through Math 	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015-June 2016	Lesson plans, Walk through, McRel	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Campus Goal 2: Improve Student Progress in Reading and Math (Index 2)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide training teachers on D. Ramirez strategies and Bill McDonald .	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015-June 2016	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Integrate writing into Reading curriculum to reinforce and enhance writing skills	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015-June 2016	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
STAAR Release Questions will be used during Collaborative Learning Communities (CLCs) for review of skills	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015-June 2016	Lesson plans, Walk-throughs, CLC agendas Sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Campus Goal 2: Improve Student Progress in Reading and Math (Index 2)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per six weeks will be required at each grade level. 4 th grade will write and edit one composition per week	Administration, Instructional coach, Teachers	Title 1 211, Local Funds 199	August 2015-June 2016	Completed compositions , walk-throughs, Lesson plans	Increased Student Progress for all students as measured on Progress Monitoring, CBAs, BMs, STAAR	Progress Monitoring, CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered district-wide	Administration, Instructional coach, Teachers	Title 1 211, Local Funds 199	October 2015 November 2015 January 2015 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to inform tutorial lessons and to identify spiraled skills	Administration, Instructional coach, Teachers	Title 1 211, Local Funds 199	August 2015-June 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Progress Monitoring Data will be used to identify students in need of extended learning opportunities	Administration, Instructional coach, Teachers	Title 1 211, Local Funds 199	August 2015-June 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Campus Goal 2: Improve Student Progress in Reading and Math (Index 2)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
CIF strategies will be integrated into Sharon Wells and Pearlized Math Curriculum	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	Aug 2015- June 2016	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Mathematics teachers will attend all district training on TEKS analysis to determine the depth and complexity of each student expectation	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	Aug 2015- June 2016	Agendas and Sign-in Sheets	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will attend all trainings on unpacking the math TEKS, analyzing data and continued training during CLCs	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	Aug 2015- June 2016	Agendas and Sign-in Sheets	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered district-wide	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	October 2015 November 2015 December 2015 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Campus Goal 2: Improve Student Progress in Reading and Math (Index 2)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be reviewed and used to guide tutorial lessons and to identify spiraled skills	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015-June 2016	CLC agendas and sign-in sheets	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
All assessment data will be used to identify students in need of extended learning opportunities	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015-June 2016	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Attend provided Sharon Wells training on effective teaching strategies for math teachers.	Administration, Instructional Coach, Teachers	Title 1 Funds	August 2015-June 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Lexia •Think through Math •Agile Minds •TPRI/Tejas LEE Strategies 	<p>Administration Teachers</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>Summer 2014</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBA's, BMs, STAAR, TELPAS</p>	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Administrators Teachers	Title 1 211, Local Funds 199 Special Ed 224	August 2015- June 2016	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
3. Monitor campus implementation of accommodations, inclusion support and interventions to accelerate student progress.	Administrators Teachers	Title 1 211, Local Funds 199 Special Ed 224	August 2015- June 2016	Walk-through, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Administrators Teachers	Title 1 211, Local Funds 199 Title III 224	August 2015- June 2016	Walk-through. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Administrators Teachers	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2015- June 2016	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Administration Counselor Teachers	Title 1 211, Local Funds 199	August 2015- June 2016	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Administration Counselor Teachers	Title 1 211, Local Funds 199	August 2015- June 2016	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	
8. Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Administration	Title 1 211, Local Funds 199	August 2015- June 2016	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement elementary level curriculum documents for HB5 STAAR courses.	Administration Instructional Coach	Local Funds, Title 1 Funds	Aug 2015 - June 2016 (on-going)	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1- #2, 4
Attend training for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Administration Instructional Coach	Local Funds, Title 1 Funds	Aug 2015 - June 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Administration Instructional Coach	Local Funds, Title 1 Funds	Aug 2015 - June 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered.	Administration Instructional Coach	Local Funds, Title 1 Funds	Aug 2015 - June 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Administration	Local Funds 199	October 2015 (on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Administration	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Administration	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Attend District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Administration	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Administration Teachers	Local Funds, Title 1 Funds/ SCE	August 2015-June 2016	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Campus Goal 5: Family and Community Involvement

Objective 1: Opportunities for parents to assist students in preparing for assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Develop and implement a plan to increase parental/ community involvement</p> <ul style="list-style-type: none"> • PSJA annual survey • establish a parental involvement committee analyze existing campus parent program • utilize and implement at the campus if needed • promote campus activities to attract and increase parental attendance • promote parent volunteer program during meeting such as PAC – parenting session • Parent Educator will recruit parents for volunteer program • meet the teacher night • kindergarten graduations • campus wide observance of Texas Public School Week • end of year awards assembly • talent show • UIL • PK-certification program • Parent night/ Literacy night 	<p>Parent educator Administration Teachers/ Sponsors Librarian</p>	<p>Local SCE Title 1</p>	<p>Aug. 2015 – June 2016</p>	<p>Sign In Sheets</p>	<p>Parent Survey</p>		<p>Title 1 # 4,6</p>

Campus Goal 5: Family and Community Involvement

Objective 1: Opportunities for parents to assist students in preparing for assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> • school programs on national observances <ul style="list-style-type: none"> Veterans Day Memorial Day Sept. 11 Sept. 16 - K/PK Red ribbon rally Winter program Spring musical • Choir • PALS sport program • Cheerleading 							
Parent Orientation (Expo)	Administration	Local Funds, Title I Funds	August 2015-June 2016	Sign-in Sheets	Parent Surveys	Parent Surveys Summary	Title I- #4, #6
Parent meetings geared toward knowledge of standardized testing	Administration Parental Director, Parent Educators	Local Funds, Title I Funds	August 2015-June 2016	Sign-in Sheets	Parent Surveys	Parent Surveys Summary	Title I- #4, #6
Parent Orientations Monthly PAC meetings Bi-Monthly Parenting Meetings Parental volunteer recruitment	Parental Director, Parent Educators Administration	Title I Funds	August 2015-June 2016 (monthly)	Sign-in Sheets, Telephone Logs	Parent Surveys	Parent Surveys Summary	Title I- #4, #6

Campus Goal 5: Family and Community Involvement

Objective 1: Opportunities for parents to assist students in preparing for assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide/Purchase Equipment</p> <ol style="list-style-type: none"> 1. PAC Meetings 2. Parenting Sessions 3. Conduct monthly campus parental sessions <ul style="list-style-type: none"> • Monthly PAC meetings • Bi-Monthly Parenting Sessions • Parental volunteer recruitment <p>Establish a partnership between local businesses and school community</p> <ul style="list-style-type: none"> • Generate a contact list of potential local business to recruit (Campus Rep) <p>Contact as follows:</p> <ul style="list-style-type: none"> • Send newsletter • Art work • Compositions • Invitations for campus participation (such as career fair) • Continue to nurture existing business partnerships • Serve as judges in student competitions 	<p>Parent educator Administration</p>	<p>Local SCE Title 1</p>	<p>Aug. 2015 – June 2016</p>	<p>Sign In Sheets Notices Flyers Invitations</p>	<p>School Support</p>		<p>Title 1 # 9, 10</p>

Campus Goal 5: Family and Community Involvement

Objective 2: Tutoring Programs that support students taking assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host a title 1 advisory council meeting through out the year (PAC) 1. title 1 program 2. migrant program 3. school nurse 4. school truancy liaison 5. police dept. crime victim liaison 6. school counselor 7. public health clinic 8. nutritionist 9. dental hygiene 10. provide snacks for parents Provide/Purchase Equipment 1. PAC Meetings 2. Parenting Sessions	Parent Educator Administration District Parental coordinator	Title 1	Aug 2015 – June 2016	Agendas Sign in Sheets Notice of Meetings	Parent Survey		Title 1 # 4,6
After School Tutoring sessions	Administration Teachers	Title 1	Aug 2015 – June 2016	Sign in Sheets Telephone logs Parent letters Tutoring Lesson plans Attendance records	CBA #1 & 2, Benchmarks #1 & 2	TPRI/Tejas LEE, TELPAS, STAAR	Title 1 #2,9

Campus Goal 5: Family and Community Involvement

Objective 3: Opportunities for students to participate in community service projects

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide students to participate school wide community service projects: i.e. <ul style="list-style-type: none"> • Can food drive • Toy drive • Jump for Heart 	Administration Teachers Coaches Sponsors	Local Funds,	Aug 2015 – June 2016	Volunteer participation	Level of Participation	Level of Participation	Title I- #9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Designate computer lab time for all instructional classrooms	Assistant Principal Computer Lab Manager Teachers	Local Title 1	Aug. 2015 – June 2016	Increased number of teachers and students using technology	Increased student scores.	Increase in students' scores from data reports	
Provide the students opportunities to utilize classroom computers for individual and group presentations/ research	Teachers	Local Title 1	Aug. 2015 – June 2016	Lesson Plans Student projects	Increased student scores. Incorporate technology projects in classes.	Increase student scores	
Purchase/Utilize network software and hardware to impact student performance in reading, math, science and language arts	Teachers Instructional Technology department Computer Lab Manager	Local Title 1	Aug. 2015 – June 2016	Lesson Plans Walk -through	Increased student scores.	Increased student scores. Usage data reports	

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Purchase/Utilize network software and hardware to impact student performance in reading, math, science and language arts	Teachers Instructional Technology department Computer Lab Manager	Local Title 1	Aug. 2015 – June 2016	Lesson Plans Walk -through	Increased student scores.	Increased student scores. Usage data reports	
Provide students opportunity to students to join and participate in the Arnold Tech Club	Campus Instructional Technology personal (sponsor)	Local	Oct. 2015 – June 2016	Student involvement Student participation Sign in sheets	Student involvement Student participation	Sign in sheets End of year Technology project presentations	
Provide students opportunity to 4 th and 5 th grade students to join and participate in the Arnold Robotics UIL team	Teachers (UIL Robotics sponsor)	Local	Oct. 2015 – Jan 2016	Student involvement Student participation Sign in sheets	Student involvement Student participation	Sign in sheets Regional UIL competition participation	

Campus Goal 6: Technology

Objective 3: Maintain and update Intranet and Internet capabilities on campus to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Ensure the Maintenance and updates on the district Intranet/Internet to include campus and classroom websites. The campus will use district subscriptions , applications and available resources.	Campus Instructional Technologists Classroom Teachers Campus Administration Librarian	District websites	Aug. 2015 - June 2016	online campus and classroom web sites	Increased teacher and student use	MIS work orders logs Usage reports Teacher feedback CIT feedback	
Maintain campus websites as a resource for instruction and a tool for school to community communication. The campus will provide informational updates on the programs and implementation of technology and other projects ongoing in the district , as well as up coming projects.	Campus Instructional Technologists Campus Librarians Classroom Teachers	District website, Living Tree, and district Intranet	The campus already has a web site which is continually being updated and expanded to include more teacher/student instructional resources and community information. This will be updated on the district's / campus web hosting service. This is an ongoing and continual process.	Teacher lesson plans Parental Feedback Web site usage reports.	Increased teacher collaboration on technological projects usage of resources/websites.	Teacher feedback Parental Feedback Responsible personal feedback CIT feedback Web site usage reports	

Campus Goal 6: Technology

Objective 3: Maintain and update Intranet and Internet capabilities on campus to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Ensure the provision of internet instruction to all teachers and students. The campus will use Learning.com for all K-5 students. Teachers will use district provided trainings on Atomic Learning as required .	Technology Integration Specialist Campus Instructional Technologists Librarians Computer Lab Managers Administrators	Learning.com, Atomic Learning, and other online resources.	Aug. 2015 – June 2016	online campus and classroom web sites	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).	Certificates of training Usage reports	
Provide in campus training for all classroom teachers in the following: <ul style="list-style-type: none"> • Discovery education • Web mail • All district and /or region 1 purchased web sites for teachers and students • Promethean board training • Think central • Sharon wells • EduSmart 	Teachers Campus Instructional Technologists Librarian Administrators	Campus and Region 1 resources	Aug. 2015 – June 2016 * Ongoing process	Teacher and student usage data Sign in sheets	Teacher and student usage data Feedback from responsible personnel	Certificates of training Usage reports	

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The Instructional Technology Department will use local funds to replace all computers on Arnold campus instructional labs on the fifth year of instruction.	Technology Director	District - Local Technology Budget, and hardware	Ongoing... The Arnold Campus will receive new computers in 2016-2017 as per technology department.	computers at Arnold instructional labs will be no more than 3 years old at any given time. (exception)	This means that no lab computer will be out of warranty as long as it is in the lab setting.	Work orders to MIS Computer lab manager reports	
In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the computer lab computers will be used to replace classroom computers that are or will be end of life.	Campus Instructional Technology Coordinator, Computer Lab manager MIS Coordinator	District level Technology budget	Aug 2015 – June 2016.	Computer lab computer inventory and classroom computer inventory counts	Increased student and teacher technological resources.	Usage reports MIS work order campus reports.	

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 1: The number of incidents will be reduced as measured by PEIMS and discipline referrals.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Establish a structured plan that provides a safe, orderly and positive environment for students and staff	Staff Administration	Local Funds	August 2015- June 2016	Risk management reports			
Ensure nurturing environment for students and staff	Staff Administration Counselor District parent educator	Local Funds	August 2015- June 2016	Safety reports, Staff/Parent meetings, agendas, Counselor/teacher record logs	Decrease in referrals and ISS	PEIMS reports	Title 1 --#10
Promote staff collaboration	Administration	Local Funds	August 2015- June 2016	Sign-In Sheets Meetings Agendas	Rewards		Title 1--#10
Promote school pride by wearing school t-shirts on designated days	All staff, Administration	Fund raisers	August 2015- June 2016	Participation	Spirit shirt participation		Title 1--#10
Reward and recognize students for accomplishments throughout the year	Teachers, Administration	Local test scores	August 2015- June 2016	Test Scores Report cards	Increase student motivation		

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students in a variety of areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Refer children to the appropriate medical services (school based clinics)	Nurse	School based clinics	August 2015- June 2016				
Provide support services including determent of bullying/emotional abuse, suicide risk.	Administration Counselor Nurse	Behavioral Centers PSJA LPC	August 2015- June 2016	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
The Emergency Response Plan/Team will be revised and modified annually	Administration Counselor Nurse	Emergency medical services from Pharr, San Juan and Alamo	August 2015- June 2016	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for health, drug use or violent behavior.	Side by side data analysis	Title 1--#10
Provide a school environment free of drugs and violence.	Administration Counselor Nurse Staff	-Texas Tropical -Behavioral Centers -Police Departments	August 2015- June 2016	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students in a variety of areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Adopt a drug free and violence free program	Administration Counselor Teachers		August 2015- June 2016	Drug logs Red Ribbon Week activities calendar	Decrease in discipline reports	PEIMS Discipline Data	Title 1--#10
Promote and implement Red Ribbon Week activities	Administration Counselor Teachers		August 2015- June 2016	Drug logs Red Ribbon Week activities calendar	Decrease in discipline reports	PEIMS Discipline Data	Title 1--#10
Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship.	Administration Counselor Nurse Staff	PAL	August 2015- June 2016	Ongoing assistance Trusting relationship and rapport with student.	Student participation in extracurricular activities	Side by side data analysis	Title 1--#10

Campus Goal 7: Create a Safe 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 1 Schoolwide Components
Provide staff development for classroom management, student behavior and safety	Administration Counselor Teachers	Region one Consultants At-risk coordinator	August 2015- June 2016	Sign in sheets Certificates	Decrease in discipline referrals	PEIMS	Title 1-#10
Provide opportunities for professional growth through conferences, trainings and mentors	Administration Teachers	Local funds	August 2015- June 2016	Agendas Sign in sheets	Decrease in discipline referrals and ISS	PEIMS reports	Title 1-#10

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 4: Attendance programs will be implemented to improve student attendance and increase academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide perfect attendance rewards every six weeks	Administration Teachers	Local Funds	August 2015- June 2016	Teacher perfect attendance rosters Grade level movie/holding room lists	PEIMS report	Comparison reports	Title 1--#10
Recognize ongoing perfect attendance with individual student rewards	Administration	Local Funds	August 2015- June 2016	Awards Certificated	PEIMS report	Comparison reports	Title 1--#10
Monitor students with consecutive/excessive absences and tardies	Parent Educator	Local Funds	August 2015- June 2016	Correspondence Phone call logs	PEIMS report	Comparison reports	Title 1--#10

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conduct interviews that follow district/state procedures to obtain qualified staff	Administration Campus Selection Committee	Local Funds	Aug 2015 – June 2016	Interviews Contracts	Improvement in student academic scores and in instructional delivery	Staff Retention Reports	
Assign mentor teacher to assist AAP student / first year teacher	Administration	Local Funds	Aug 2015 – June 2016	Retention of highly qualified teachers	Improvement in student academic scores and in instructional delivery	Mentor feedback Walkthrough data McREL	
Provide continuous staff development for new teachers in their present assignment	Administration Teachers	Local Funds Title 1 Funds	Aug 2015 – June 2016	Better adjustment for new teachers	Improvement in student academic scores and in instructional delivery	Higher quality of instruction	
Collaborate with Universities and ACP programs for Interns that have demonstrated excellence in the classroom (student teaching or observation hours)	Principals Teacher/mentors HR students interns	Universities Program officials	Aug 2015 – June 2016	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	
Provide opportunities for campus staff to fulfill observation hours or for higher education requirements.	Administration Staff	Universities Program officials	Aug 2015 – June 2016	Sign in sheets Observation logs	Attendance of interns Participation with in the classrooms	Sign in sheets Observation logs	

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Attend Principals training on interviewing, documentation of teachers	Administration HR Admin, 13 dept. staff	Documentation Handbook	Nov.-March	<ul style="list-style-type: none"> Better selection of staff Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards 	
Ensure participation, as needed, in New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds	August 2015-June 2016	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
Ensure participation of On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds 13 Invest in Innovation funds	August 2015-June 2016	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Instructional Coaches	Local funds	August 2015-June 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement an effective instructional coaching system with on-going professional development	Administration Instructional Coach	Title One Local Funds	August 2015- June 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	
Ensure participation of monthly professional development meetings for instructional coaches	Administration Instructional Coach	Title One Local Funds	August 2015-June 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	
Ensure participation of monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Administration Instructional Coach	Title One Local Funds	August 2014-May 2015	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	