

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



# Campus Improvement Plan 2015-2016

## Mission Statement

*As professional educators, we at Augusto Guerra Elementary will work with parents, community, and all educational stakeholders to provide our students with a meaningful and purposeful learning environment.*

*Our educational program will include a well balanced curriculum with rigor and relevance.*

*Academic excellence will be achieved by believing in each child's uniqueness.*

## Augusto Guerra Elementary

# Vision Statement

*We envision Augusto Guerra Elementary as a school where students, parents, and all professional educators are responsible and held accountable for the learning process. We envision all students experiencing immediate and long term success with a quality instructional program with higher order thinking skills that are equitable and accessible to all students.*

# Augusto Guerra Elementary



## ***What We Believe:***

- *that the purpose of education is to prepare students to become productive and self supporting citizens.*
- *that effective schools, given the proper facilities, should provide a warm, supportive environment, which fosters the whole child emotionally, intellectually, physically and socially.*
- *that a successful student is self-motivated, has self-esteem, communicates effectively, thinks logically, and is literate.*
- *that excellent teachers are caring, open-minded, knowledgeable, patient, and willing to apply different methodologies knowing that our students are tomorrow's leaders.*
- *that leaning is fun and an on-going process, which occurs when it is relevant, challenging, motivating and interesting.*
- *that parents should be supportive, responsible, cooperative and involved in the education of their children by instilling the importance of an education and encouraging them to set and achieve goals.*
- *that a quality instructional program includes a relevant, well-planned curriculum, which is motivational, consistent, and meets the various need of student.*
- *that the community should be supportive, involved and well informed.*

## **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 literacy 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

## Augusto Guerra Elementary



### Data Resources Reviewed

1. 2014-15 STAAR Campus Summary Report
2. 2014-15 Attendance
3. PEIMS Demographics
4. Parental Involvement
5. McRel Teacher Evaluations
6. Professional Development Plan
7. TELPAS Scores
8. TPRI and Tejas Lee Scores
9. Technology Inventories

# Comprehensive Needs Assessment Augusto Guerra Elementary



## Demographics

### Demographics Summary

#### Special Education:

The following source from Guerra Elementary were used to review the Special Education data by the Campus Improvement Plan Committee: State of Texas Assessments of Academic Readiness (STAAR) results to determine strengths and needs of our Special Education students. The regular education teachers and special education teachers receive the same Professional development and it is coordinated with the curriculum and instruction department. This will ensure that all general education teachers are well versed in best practices that support the learning of special education students. In addition, the Special Education Department has been involved in the professional development trainings for grades K-12 provided by the district to ensure that the general curriculum meets the needs of our special education students.

System Safeguards Data: System Safeguards Data: No results available for Special Ed.

#### Needs:

The Guerra Elementary Administration 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.

The Special Education Department must work closely with the homeroom teachers to ensure that the appropriate educational settings are in place and to implement the inclusion model effectively.

#### Professional Development Needs:

The Special Education Department must provide PD in the area of co-teaching to implement the inclusion model effectively.



# Comprehensive Needs Assessment Augusto Guerra Elementary



## Demographics

### Demographics Summary

### Special Education:

### Strengths:

- In STAAR 5<sup>th</sup> Grade Math, the passing rate for SpEd students at Guerra Elementary was 83%, 13 points above the state.

# Comprehensive Needs Assessment Augusto Guerra Elementary



## Demographics

### Demographics Summary Continued:

#### English Language Learners (ELL):

The following sources from across the district were used to review the data for the ELLs: State of Texas Assessments of Academic Readiness (STAAR) results to determine strengths and needs of our ELL students. In addition, the curriculum writing and revision for grades K-12 was revised 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 5%.
- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 1%.
- In Writing, the achievement gap between ELL and All students 2014-2015 is 3%.
- In Science, the achievement gap between ELL and All students 2014-2015 is 5%.

#### Professional Development Needs:

The Bilingual Education/Dual Language Department must work closely with campuses to provide a refresher or update training on the Dual Language Model, ELPS, and ESL strategies.

# Comprehensive Needs Assessment Augusto Guerra Elementary



## Demographics

### Demographics Summary

#### English Language Learners (ELL):

##### Strengths:

- The Dual Language Program at Guerra Elementary serves ELL students in grades PK-5.

On the STAAR exam:

- 3<sup>rd</sup> grade Reading, passing rate for ELL students at Guerra Elementary was 74%, 14 points above the state.
- 4<sup>th</sup> grade Writing, passing rate for ELL students at Guerra Elementary was 65%, 5 points above the state.
- 5<sup>th</sup> grade Reading, passing rate for ELL students at Guerra Elementary was 63%, 3 points above the state.
- 5<sup>th</sup> grade Science, passing rate for ELL students at Guerra Elementary was 71%, 11 points above the state.

# Comprehensive Needs Assessment Augusto Guerra Elementary



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

The following sources from campus was used to review the Economically Disadvantaged data by the Campus Improvement Committee: 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 0%.
- 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 0%.
- In Science, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, Guerra earned a score of 39, 11 points above the state.

# Comprehensive Needs Assessment Augusto Guerra Elementary



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

##### Strengths:

- In 3<sup>rd</sup> grade Reading, the passing rate for Eco Dis students at PSJAISD was 78%, 18 points above the state.
- In 4<sup>th</sup> grade Writing, the passing rate for Eco Dis students at PSJAISD was 62%, 2 points above the state.
- In 5<sup>th</sup> grade Reading, the passing rate for Eco Dis students at PSJAISD was 66%, 6 points above the state.
- In 5<sup>th</sup> grade Science, the passing rate for Eco Dis students at PSJAISD was 75%, 15 points above the state.

2015 – 2016 Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> <li>• 3rd Grade Math and Reading</li> <li>• 5<sup>th</sup> Grade Math, Reading, and Science</li> </ul> <p>Campus exceeded the State Target for Index 1 of 60% with 71% exceeding the progress measure.</p>	<p style="text-align: center;"><b>4th Grade STAAR Writing</b></p> <ul style="list-style-type: none"> <li>• <b>decreased from 75% in 2014 to 65% in 2015. (10% decreased)</b></li> <li>• <b>ELL's dropped 8%</b></li> </ul>	<p>Improve student learning outcomes in : 4<sup>th</sup> Grade Writing</p> <p style="text-align: center;"><b>SMART Goal for 2016: 60% or Higher</b></p>
2	Index 2: Student Progress	<p>Campus exceeded the State Target for Index 2 of 30% with 40% exceeding the progress measure.</p>	<ul style="list-style-type: none"> <li>• Subgroups of concern which no progress in the area of Reading:               <ul style="list-style-type: none"> <li>*All Students</li> <li>*Hispanics</li> <li>*ELL's</li> <li>*M1's &amp; M2's</li> </ul> </li> <li>• 35% of our students did not meet or exceed progress measure.</li> </ul>	<ul style="list-style-type: none"> <li>• Address the needs of identified students to meet state standards and the progress measure in 2015-2016 in Reading, Mathematics, Science and Writing.</li> </ul> <p style="text-align: center;"><b>Smart Goal for 2016: 47% or higher</b></p>
3	Index 3: Closing the Achievement Gap	<p>Campus exceeded the State Target for Index 2 of 28% with 39% or exceeding the progress measure.</p>	<ul style="list-style-type: none"> <li>• Economically Disadvantaged students had a passing percentage of 69% in the area of Writing which was a decline of 8% from 2014.</li> </ul>	<p>Economically Disadvantaged students will receive additional support and intensive interventions in reading, writing, math, and science.</p> <p style="text-align: center;"><b>Smart Goal for 2016: 44% or higher</b></p>
4	Index 4: Post Secondary Readiness	<p>The district met the index 4 target of 12% with a score of 27%.</p>	<p><b>All STAAR testing subject areas.</b></p> <p>Only 52 students met post secondary Readiness Standard out of the 190. Which is 27% of our student population.</p>	<ul style="list-style-type: none"> <li>• Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course</li> <li>• Revise curriculum</li> <li>• Assess and Monitor frequently through common formative assessments</li> </ul> <p style="text-align: center;"><b>Smart Goal for 2016 is 30% or higher.</b></p>

2015 – 2016 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>• Neighborhood schools</li> <li>• Communication in both English and Spanish</li> <li>• Parent Liaison District level and campus</li> <li>• Parent Center</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Camus parent involvement is low.</b></li> <li>• <b>Increase number of parent volunteers.</b></li> <li>• <b>Have more family curriculum meetings.</b></li> <li>• <b>Improve communication between parents and school.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for parents to receive postsecondary training/education</li> <li>• Initiate parent academic conferences at all levels</li> </ul>
6	Technology	<ul style="list-style-type: none"> <li>• Availability of technology resources for students and teachers, and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor</li> <li>• Restructure the wiring for wireless capabilities.</li> <li>• More and newer desktop and laptop computers for teachers.</li> <li>• Technology training for all teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on the implementation of technology integration; increase on-line resource use (once per month)</li> <li>• Purchase new and updated computers/IPADS.</li> </ul>
7	School Culture and Climate	<ul style="list-style-type: none"> <li>• Good student attendance</li> <li>• Collaborative Learning Communities with common planning periods</li> <li>• Customer Service</li> <li>• College for All Culture</li> <li>• “CHAMPS” being implemented in every classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in student enrollment</li> <li>• Daily attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Build public relations with parents and the business community.</li> <li>• Improve student retention and daily attendance</li> </ul>
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy</li> <li>• McRel Evaluation Tool</li> <li>• Opportunities for Collaboration with campus staff through the CLC’s.</li> </ul>		<ul style="list-style-type: none"> <li>• Attend PSJA Job Fairs</li> </ul>

# Augusto Guerra Elementary DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	<b>540</b>	270	270	27	349	4	0		29	502	16	0
Percent	100	50	50	5	64.6	0.7	0		5.4	93.0	23.0	0

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN \ INDIAN/ALASKAN
Number	540	533	1	0	5	0
Percent	100	98.9	0	0	0.9	0



# Augusto Guerra Elementary DEMOGRAPHICS



Total Enrollment – 540

Total Number of Classrooms – 27

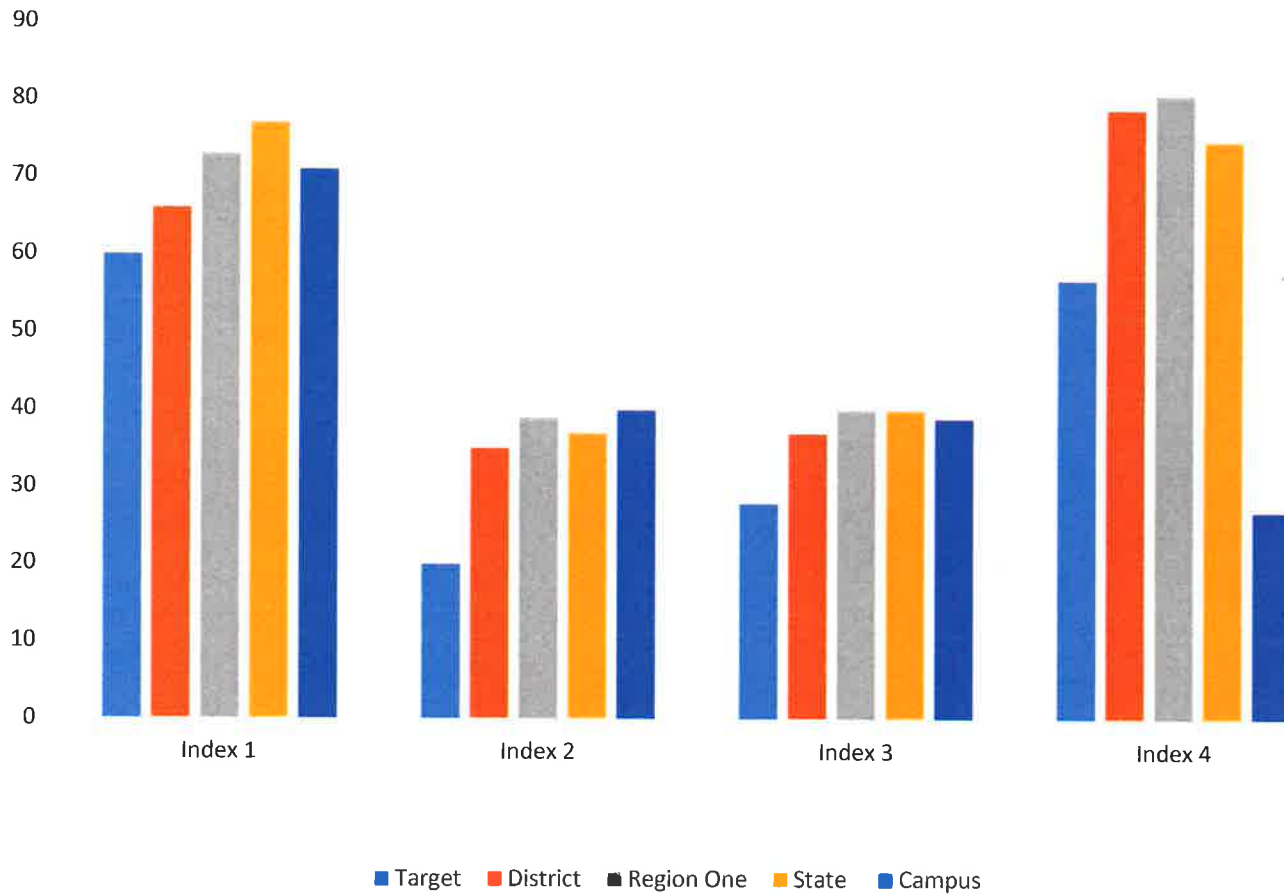
<b>Percent</b>	<b>PSJA ISD</b>	<b>Guerra Elem</b>	<b>STATEWIDE</b>
<b>Hispanic</b>	98.89%	98.9%	51.34%
<b>Economically Disadvantaged</b>	89.00%	93.0%	60.26%
<b>ELL</b>	41.04%	64.6%	17.04%

# Student Achievement Summary 2015



	Performance Target 2015	State	Region 1	PSJAISD	Guerra E Elem	Goals 2016
Index 1 Student Performance	60	77	73	66	71	80
Index 2 Progress Measure	20	37	39	35	40	47
Index 3 Closing the Gap	28	40	40	37	39	44
Index 4 Postsecondary Readiness	57	75	81	79	27	30

# State Accountability 2015



# Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Guerra Elem.	Goals 2016
Reading	60	77	71	64	71	80
Math	60	81	79	70	76	82
Writing	60	72	71	66	65	80
Science	60	78	75	70	79	90

# Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Guerra Elem	Goals 2016
Reading	60	62	59	53	66	71
Math	60	65	64	54	75	80
Writing	60	60	62	58	62	67
Science	60	61	60	59	74	79

# Student Achievement Summary 2015



Special Ed Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Guerra Elem	Goals 2016
Reading	60	43	37	29		35
Math	60	45	46	34		40
Writing	60	29	22	14		20
Science	60	47	46	47		50

## Student Achievement Summary 2015




ECO Dis Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Guerra Elem	Goals 2016
Reading	60	70	69	62	71	65
Math	60	75	77	68	75	70
Writing	60	63	69	65	65	70
Science	60	71	73	68	77	70

# State System Safeguards 2015



Campus 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	71		70						71		68
Math	NA											
Writing	65		64						65		62	
Science	79		78						77		77	
Social Studies	N/A											
Percent of Eligible Measures Met												100

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



# SYSTEM SAFEGUARDS 2015



	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
<b>State Target</b>	60	60	60	60	60	60	60	60	60	60	60			
Reading	Y		Y						Y		Y	4	4	100
Math												0	0	
Writing	Y		Y						Y		Y	4	4	100
Science	Y		Y						Y		Y	4	4	100
<b>Total</b>												12	12	100

## 2015-2016 Campus Goals

- The following charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2015-2016 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.
- This will allow us to analyze our needs and set attainable goals for the 2015-2016 school year.

# 2015-2016 Campus Goals



## 3<sup>rd</sup> 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	
Phase In 2 Level I	48	86	91	
Phase in 2 Level II	57	82	87	
Final Recommended	74	54		
Adv. Level III	89	22		

## 4<sup>th</sup> 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	
Phase In 2 Level I	48	65	80	
Phase in 2 Level II	56	55	60	
Final Recommended	73	26	44	
Adv. Level III	83	8	13	

## 5<sup>th</sup> 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	
Phase In 2 Level I	46	80	85	
Phase in 2 Level II	54	74	79	
Final Recommended	72	43	48	
Adv. Level III	86	12	17	

# 2015-2016 Campus Goals



## 3<sup>rd</sup> 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	88	93
Phase in 2 Level II	58	88	93
Final Recommended	75	68	73
Adv. Level III	85	53	58

## 4th 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	59	80
Phase in 2 Level II	59	50	55
Final Recommended	75	34	39
Adv. Level III	86	22	27

## 5<sup>th</sup> 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	75	72
Phase in 2 Level II	63	63	68
Final Recommended	78	46	51
Adv. Level III	87	37	42

# 2015-2016 Campus Goals



## 3<sup>rd</sup> Grade Spanish 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	70	75	
Phase in 2 Level II	58	70	75	
Final Recommended	75	37	42	
Adv. Level III	85	16	21	

## 4<sup>th</sup> Grade Spanish 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	38	43	
Phase in 2 Level II	59	38	43	
Final Recommended	75	19	24	
Adv. Level III	86	5	10	

## 5<sup>th</sup> Grade Spanish 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	38	43	
Phase in 2 Level II	63	31	36	
Final Recommended	78	19	24	
Adv. Level III	87	0	5	

# 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	64	70
Phase in 2 Level II	59	39	44
Final Recommended	70	9	15
Level III Adv.	84	3	10

## 5th 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	80	85
Phase in 2 Level II	66	65	70
Final Recommended	80	32	37
Level III Adv.	91	6	11

# 2015-2016 Campus Goals



## 4th Grade Spanish Writing

% of <b>Items</b> Needed to Meet State Performance Standard		% of <b>Students</b> Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		<b>2015</b>	<b>2016</b>
Phase In 2 Level I	52	62	67
Phase in 2 Level II	59	49	54
Final Recommended	70	24	29
Level III Adv.	84	5	10

## 5<sup>th</sup> Grade Spanish Science

% of <b>Items</b> Needed to Meet State Performance Standard		% of <b>Students</b> Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		<b>2015</b>	<b>2016</b>
Phase In 2 Level I	59	80	85
Phase in 2 Level II	66	65	70
Final Recommended	80	32	37
Level III Adv.	91	6	11

# 2015-2016 Campus Goals



## 4th Grade Writing

% of <b>Items</b> Needed to Meet State Performance Standard		% of <b>Students</b> Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		<b>2015</b>	<b>2016</b>
Phase In 2 Level I	52	64	70
Phase in 2 Level II	59	39	44
Final Recommended	70	9	15
Level III Adv.	84	3	10

## 5<sup>th</sup> Grade Science

% of <b>Items</b> Needed to Meet State Performance Standard		% of <b>Students</b> Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		<b>2015</b>	<b>2016</b>
Phase In 2 Level I	59	80	85
Phase in 2 Level II	66	65	70
Final Recommended	80	32	37
Level III Adv.	91	6	11



# 2015-2016 Campus Goals



STAAR A				
Subject	2015 3 <sup>rd</sup>	2015 4 <sup>th</sup>	2015 5 <sup>th</sup>	2016 Goals
Reading	7/0%	7/0%	4/0%	25
Math	7/43%	7/29%	6/83%	55
Writing	NA	6/33%	NA	25
Science	NA	NA	6/0%	25

## 2015 – 2016 Campus Goals



- Student Achievement
- Student Progress
- Achievement Gaps
- Post Secondary Education
- Family and Community Involvement
- Technology
- School Culture and Climate
- Staff Quality, Recruitment, and Retention

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

**Objective 1: Curriculum: Establish a TEKS/STAAR focus initiative in 2015-2016 in all STAAR tested subjects (Reading) in all grades for all students.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitor the implementation of the curriculum, delivery of instruction, district initiatives, and all programs in each classroom.	Principals, Assistant principals, IC, and Grade Level Chairpersons	Local Funds, Title 1 Funds, State Adopted Textbooks, District Written Curriculum.	August 2015 – May 2016	Lesson Plans, Walk-through documentation, McRel Observations	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Implement the state and district Reading Core curriculum as outlined by the district curriculum team.	Principal, Assistant Principal, Teachers, and Instructional Coach.	Local Funds, Title 1 Funds, State Adopted Textbooks,	August 2015 – May 2016	Completed Curriculum Documents, Lesson Plans	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Provide supplementary Reading Curriculum and instruction to reinforce learning by using Sing, Spell, Read and write, Istation, Hermann Method, Voyager.	Principal, AP, IC, Teachers, Librarian Computer Lab Manager	Local Funds, Title 1 Funds, SSRW, Computers, HM, Voyager Materials	August 2015 – May 2016	Lesson Plans. Walk-Throughs, Observations, Tutoring Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Implement a quality instructional reading program by enhancing the state adopted reading program to develop and meet the needs of all students.	Principal, Assistant Principal, Teachers, and Instructional Coach.	Local Funds, Title 1 Funds, State Adopted Textbooks, District Written Curriculum.	August 2015 – May 2016	Lesson Plans. Walk-Throughs, Observations	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

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

**Objective 1: Curriculum: Establish a TEKS/STAAR focus initiative in 2015-2016 in all STAAR tested subjects (Writing and Math) in all grades for all students.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Implement Writing Curriculum for 4 <sup>th</sup> grade assessed in STAAR.	Principal, Assistant Principal, Teachers, and IC	Local Funds, Title 1 Funds	Sept. 2015 – May 2016	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments	Title 1 - #2, 4
Implement a quality instructional Writing program by enhancing the state adopted program to develop and meet the needs of all students.	Principal, Assistant Principal, Teachers, and Instructional Coach.	Local Funds, Title 1 Funds, ELA/SLA District Coordinators	August 2015 – May 2016	Lesson Plans, Writing Samples, Writing Journals, Writing Portfolios	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Create a UIL team for creative writing to develop and enrich writing skills	Principal, Assistant Principal, IC, Teachers, and UIL Sponsors.	Local Funds, Title 1 Funds,	August 2015 – May 2016	Lesson Plans. Walk-Throughs, Observations	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Implement a comprehensive plan to increase Math scores for all students with the state adopted curriculum and Sharon Wells curriculum.	Principal, Assistant Principal, Teachers, and Instructional Coach.	Local Funds, Title 1 Funds, District Math Coordinator, Sharon Wells Curriculum	August 2015 – May 2016	Lesson Plans, Sharon Wells Curriculum, Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8

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

**Objective 1: Curriculum: Establish a TEKS/STAAR focus initiative in 2015-2016 in all STAAR tested subjects (Science) in all grades for all students.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Implement a quality instructional Science program that develops and promotes the discovery of scientific concepts and meet the needs of all students.	Principal, Assistant Principal, Teachers, and Instructional Coach.	Local Funds, Title 1 Funds, District Science Coordinator	August 2015 – May 2016	Lesson Plans, Science Journals, Science Fair, Living with Science, Virtual Hospital	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#2,4,8
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Principal, Assistant Principal, Teachers, and Instructional Coach.	Bilingual, SCE, Title I	August 2015 – May 2016	Lesson Plans. Walk-Throughs, Observations	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Provide additional programs to support, accelerate, and differentiated instruction for ELLs, SpEd, EcoD, 504, Rtl, and Migrant students.	Principal, Assistant Principal, Teachers, Instructional Coach, and Counselor.	Local Funds, Title 1 Funds, Curriculum, Hermann Method	August 2015 – May 2016	Lesson Plans. Walk-Throughs, Observations	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2
Provide professional development training on all subjects/curriculum and data analysis to determine root causes.	Principals, Assistant principals, IC, and Grade Level Chairpersons	Title 1 Funds, Sharon Wells Staff, Irma Duran, Science Coordinator, ELA/SLA District Coordinators	August 2015 – May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

**Campus Goal 1: Improve Student Academic Achievement**

**Objective 2: Assessments:** Align all assessments to the curriculum which will be used to monitor student progress toward meeting state passing standards in 2015 – 2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Principal, Assistant Principal, Teachers, and Instructional Coach.	Local Funds, Title 1 Funds	August 2015-June 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2015 - 2016. A TELPAS Benchmark will also be given	Principals, Assistant principals/Testing Coordinator	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 January 2016 February 2016	Results, Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data	Principals, Assistant principals, IC, and Grade Level Chairpersons	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 January 2016 February 2016	Sign-in Sheets, Analysis Data Documents	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Teachers will receive assessment data for their students within 48 hours of the test administration	Principals, Assistant principals, IC, and Grade Level Chairpersons	Local Funds, Title 1 Funds, DMAC Reports,	October 2015 November 2015 December 2015 January 2016 February 2016	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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

**Objective 2: Assessments:** Align all assessments to the curriculum which will be used to monitor student progress toward meeting state passing standards in 2015 – 2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data Room will be available at the campus for data analysis and monitoring student progress.	Principal, Assistant Principal, Teachers, and Instructional Coach.	Local Funds, Title 1 Funds	August 2015- June 2016	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Use of data analysis to guide instruction and provide additional support to all students based on strengths and weaknesses.	Principal, Assistant Principal, Teachers, and Instructional Coach.	Local Funds, Title 1 Funds, TPRI, Tejas Lee, TELPAS, Circle-CLI, STAAR, CBAs, BMs	August 2015- June 2016	Walk-throughs	Benchmark scores, student achievement gains, TPRI, Tejas Lee, TELPAS, Circle-CLI,	CBAs, BMs, STAAR, TELPAS, , TPRI, Tejas Lee, TELPAS, Circle-CLI,	Title 1 - #2, 8
Campus level monitoring of the progress of migrant, ELL, SpEd, and EcoD students will be done immediately following each CBA and BMs.	Principal, Assistant Principal, SpEd Teacher, Migrant Teacher	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Professional Development Training will be held to analyze and interpret data and utilize it to make instructional decisions and set goals.	Principal, Assistant Principal, Teachers, and Instructional Coach. Grade Level Chairpersons.	Local Funds, Title 1 Funds, Irma Duran	October 2015 November 2015 December 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, , TPRI, Tejas Lee, TELPAS, Circle-CLI,	Title 1 - #2, 4, 8

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

**Objective 3: Sub-Groups:** All subpopulation groups will be monitored and receive support to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Ensure that all ELL students develop academic skills and vocabulary and increase language acquisition in Spanish and English by implementing TELPAS Action Plans, CIF Strategies, and ESL strategies.	Principal, AP, IC, Teachers	Title III Funds 263, Training from District Coordinators, Dual Language/ESL Director, IC	September 2015 – June 2016	Plans created, Sign-Ins from Trainings, Walk throughs, Observations	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Ensure that all migrant students receive support from the Migrant Teacher on Tuesdays and Thursdays.	Migrant Director, Principals, AP, Migrant Teacher, Teachers	Migrant Funds 212	September 2015 – June 2016	Classwork from Migrant Teacher, Lesson Plans from Migrant Teacher	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Ensure that all Economically Disadvantaged students are provided with supplies and instruction to develop academic skills.	Principal, AP, Teachers, IC	Title III Funds 263	September 2015- June 2016	Lesson Plans, Report Cards, walk Throughs, Observations	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8



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

**Objective 3: Sub-Groups:** All subpopulation groups will be monitored and receive support to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Ensure that SpEd students receive in class support from classroom teacher and co-teacher/paraprofessional.	Campus Principals, Assistant Principal/Testing Coordinator, SpEd Teacher, Teachers	Special Ed 224	August 2015 - June 2016	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
All teachers will be required to follow the modifications and/or accommodations for the special education students in their classroom.	Campus Principals, AP, SpEd Teachers, and Classroom Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2015 November 2015 January 2016 February 2016	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Principals, Assistant Principal, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2015 November 2015 January 2016 February 2016	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8

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

**Objective 3: Sub-Groups:** All subpopulation groups will be monitored and receive support to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide additional academic support to accelerate and differentiate instruction through intervention services, such as extended day, Saturday tutorials or academies, computer intervention programs, and pull-out reading programs.	Principal, Assistant Principal, Teachers, Instructional Coaches	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	August 2015-June 2016	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share results and interventions available	Campus Principals, Assistant Principal, Teachers, and IC	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2015 November 2015 January 2016 February 2016	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6

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

**Objective 4: Attendance: Implement an attendance plan to promote high attendance and to improve attendance rate.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Provide awareness meetings for parents on the importance of student attendance and guidelines on state mandated attendance.	Principals, Assistant Principal, Teachers, Counselor, and Attendance Committee	Local 199,	August 2015-June 2016	PAC sign-in sheets and schedules, phone logs, copies of letters,	Increased Attendance, Higher Test Scores	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Communicate with parents or guardians on a needed basis with students who are absent through phone calls, home visits, warning letters, written notices., and parent conferences.	Principals, Assistant Principal, Teachers, Counselor, and Attendance Committee	Local 199,	August 2015 - May 2016	PAC sign-in sheets and schedules, phone logs, copies of letters,	Increased Attendance, Higher Test Scores	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Promote perfect attendance with students by rewarding them on a six weeks basis with celebrations, raffles, movies, dances, and field trips.	Principals, Assistant Principal, Teachers, Counselor, and Attendance Committee	Local 199, Activity Fund	August 2015 - May 2016	Honor Rolls Lists, Perfect Attendance Lists	Increased Attendance, Higher Test Scores	CBAs, BMs, STAAR, TELPAS	Title 1 - #9

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

**Objective 5: Professional Development:** Professional development specific to the state assessed curriculum will be provided.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will be exposed to how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Principal, Assistant Principal, IC, and Grade Level Chairpersons	Local Funds 199	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to unpack the TEKS.	Asst Supt for C&I, C&I Administrators, District Content Coordinators	Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled 3X weekly for unpacking the TEKS and lesson plan collaboration	Campus Principals, and Deans	Title 1 211, Local Funds 199	August 2015- May 2016	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Assistant Principal, IC, and Counselor	Title 1 211, Local Funds 199	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Principal, Assistant Principal, Teachers and Instructional Coaches	Title 1 211, Local Funds 199	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

**Objective 5: Professional Development:** Professional development specific to the state assessed curriculum will be provided.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Inclusion, supplemental aids, modified instruction, and Rtl training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director, Special Ed Teacher, Diagnostician and SpEd Supervisor	Special Ed 224	January 2016	Agendas and Sign-in Sheets, Lesson Plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #4 Title 1 - #8 Title 1 - #9
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director, DDL – Susana Escobedo	Title III 263	December 2015	Agendas and Sign-in Sheets, Lesson Plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #4 Title 1 - #8 Title 1 - #9
Promote professional development through state, regional, and district conferences that include best practices , classroom management, and enhance instruction.	Principal, Assistant Principal, IC, and Grade Level Chairpersons	Title 1 Funds	August 2015 – May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #4 Title 1 - #8 Title 1 - #9
Use consultant to train and address needs specific to campus: Irma Duran, Diana Ramirez, Susana Ramirez, Susana Escobedo, SpEd Staff	Principal, Assistant Principal	Title 1 Funds	September 2015 - May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #4 Title 1 - #8 Title 1 - #9

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Reading/writing curriculum will be implemented as the district has directed thematic-based instruction and CIF teaching strategies	Principal, AP, Teachers, District ELA Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2015 – May 2016	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #8 Title 1 - #9
Depth of Knowledge Questions will be written for each literary piece/all genres and teachers will use them during instruction.	Principal, AP, Teachers, District ELA Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2015 – May 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	Title 1 - #2 Title 1 - #8 Title 1 - #9
Writing Rubrics will be developed and used district-wide	Principal, AP, Teachers, District ELA Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2015 – May 2016	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #8 Title 1 - #9
A minimum of 2 compositions per six weeks will be required at each grade level	Principal, AP, Teachers, District ELA Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2015 – May 2016	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #8 Title 1 - #9

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
STAAR Literature questions will be written for each literary piece/all genres	Principal, AP, Teachers, District Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2015 – May 2016	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #8 Title 1 - #9
Two aligned CBAs and two district Benchmarks will be administered district-wide for Reading and Writing	Principal, AP, Teachers, District Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #8 Title 1 - #9
Data will be used to inform tutorial lessons and to identify spiraled skills. Also to identify students in need of extended learning opportunities.	Principal, AP, Teachers, District Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2015 – May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #8 Title 1 - #9
All students will use Istation for intervention and to enhance the instruction in the classroom.	Principal, AP, Teachers, District Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2014-May 2015	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #8 Title 1 - #9

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Mathematics curriculum will be developed for K-12 using Sharon Wells Curriculum for 2 <sup>nd</sup> – 5 <sup>th</sup> .	Principal, AP, Teachers, District Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199 Sharon Wells Curriculum and Materials	August 2015 – May 2016	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
Teachers will receive training on unpacking the math TEKS, analyzing data	Principal, AP, Teachers, District Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2015 – May 2016	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
Data will be used to inform tutorial lessons and to identify spiraled skills. Also to identify students in need of extended learning opportunities.	Principal, AP, Teachers, District Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2015 – May 2016	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
All students will use Think Through Math for intervention and to enhance the instruction in the classroom.	Principal, AP, Teachers, District Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9



**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
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	District Content Coordinators, Principals AP, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2015 – May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
Exit tickets will be developed aligned to the skill of the day	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2015 – May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
Provide Sharon Wells training on effective teaching strategies for elementary math teachers.	Assistant Superintendent for C&I District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 Funds S.W. Curriculum and Materials	August 2015 – May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 Title 1 - #2 Title 1 - #9

**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
Provide supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program for ELLS such as but not limited to: <ul style="list-style-type: none"> <li>•Dictionaries</li> <li>•Total Physical Response</li> <li>•Frayer model</li> <li>•Interactive Word Walls</li> <li>•Thinking Maps</li> <li>•Graphic Organizers</li> <li>•Voyager Program</li> <li>•Station</li> <li>•Lexia</li> <li>•Think through Math</li> <li>•TPRI/Tejas LEE Strategies</li> <li>•TELPAS Action Plans</li> <li>•CIF Protocols</li> </ul>	Principal, AP, Teachers, District Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199 Title III 263, Special Ed 224, all materials needed	August 2015 – May 2016	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9

**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).**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Bilingual Director, Principal, AP, Teachers, District Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199 Special Ed 224	August 2015 – May 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	Title 1 - #2 Title 1 - #9
Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Special Ed Director, Principal, AP, Teachers, District Content Coordinators, and Instructional Coaches	Title 1 211, Local Funds 199 Special Ed 224	August 2015 – May 2016	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Bilingual Director, Principal, AP, Teachers, District Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199 Title III 224	August 2015 – May 2016	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Bilingual Director, Instructional Coaches, counselors Special Ed Director, Principal, AP, Teachers, District Content Coordinators, and Instructional Coaches	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2015 – May 2016	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9

**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).**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Review 504 students' performance and progress and provide accommodations and interventions.	Assistant Superintendent for C&I, District Content Coordinators, 504 District Coordinator	Title 1 211, Local Funds 199	August 2015 – May 2016	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
Provide dyslexia services (i.e. multisensory and explicit instruction/Hermann Method) to students identified with dyslexia characteristics by 504 Committee.	Principals, Deans, District Dyslexia Coordinator, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199	August 2015 – May 2016	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Assistant Superintendent of C&I, District Level Administrators	Title 1 211, Local Funds 199	August 2015 – May 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	Title 1 - #2 Title 1 - #9
Provide a Transitional Day for all 4 and 5 year olds and 5 <sup>th</sup> graders going to Middle school. Invite Head Start and Early Care Programs to PK & Kindergarten Round-Up. Coordinate with Middle School personnel to have an all day transitional middle school day.	Principals, AP, Counselors	Title 1 211, Local Funds 199	August 2015 and May 2016	Agendas and Sign-in Sheets			Title 1 - #7

**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).**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Attend training on the Texas STAAR Assessment Program and understand how the indices, Distinguish Awards and the Systems Safeguards are calculated.	Principal , AP, IC, and Teachers	Local Funds 199	August 2015 - January 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
Provide training for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Assistant Supt for C&I	Local Funds, Title 1 Funds	August 2015 - January 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.	Assistant Supt for C&I	Local Funds, Title 1 Funds	August 2015 – May 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 district-wide.	District Content Coordinators	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 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
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.	Principal , AP, IC, and Teachers	Local Funds, Title 1 Funds/ SCE	August 2015 - May 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
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.	Principal , AP, IC, and Teachers	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.	Principal , AP, IC, and Teachers	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
Provide enrichment activities to support, Gifted and Talented Students and all students, to include Destination Imagination, Technology Club, Chess Club, UIL Teams, and Reading Club.	Principal , AP, IC, Teachers, and Librarian	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 5: Family and Community Involvement**

**Objective 1: Develop and promote a strong partnership with parents.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Host Meet the Teacher at the beginning of the school year (August) and Open House in March	Principal, Asst. Principal, Teachers		August 2015 March 2016	Sign-in Sheets	Parent Surveys	Sign in sheets	Title I - #6
Conduct sessions on state and federal mandates	Parent Educator		August 2015 – May 2016	Agendas and Sign-in Sheets,	Parent Surveys	Sign in sheets	Title I- #2 Title 1 - #6 Title 1 - #9 Title 1 - #10
Distribute the Title I Survey and use the results to improve and structure parent-school relationship	Parent Educator Teachers	Title I Survey	August 2015- May 2016	Results of Survey	Parent Surveys	Surveys returned	Title I - #6
Inform parents of academic achievement via progress reports (every 3 weeks) and report cards (every 6 weeks)	Principal Asst. Principal PEIMS Clerk Teachers	Progress Report Report Card Teachers Grade Book	August 2015- May 2016	Progress Report Report Card	Parent Surveys	Progress Reports and Report Cards	Title I - #6
Provide parents opportunities to serve on school committees: * LPAC * CPOC * PAC	Principal Asst. Principal Parent Educator		August 2015- May 2016	Agendas Sign-ins	Parent Surveys	Sign in sheets	Title I - #6

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

**Objective 1: Develop and promote a strong partnership with parents.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent Orientations on Special Programs	Principal, Asst. Principal, Teachers		August 2015 March 2016	Parent Meeting Sign-In Sheets, Parent Surveys, Agendas		CBAs, BMs, STAAR, TELPAS,	Title I- #2 Title 1 - #6 Title 1 - #9
Conduct parent information meetings geared toward knowledge of State Tests and the Accountability system	Principal Asst. Principal Parent Educator		August 2015 – May 2016	Parent Meeting Sign-In Sheets, Parent Surveys, Agendas		CBAs, BMs, STAAR, TELPAS,	Title I- #2 Title 1 - #6 Title 1 - #9
Communicate with parents through memos, letters, flyers, marquee, phone calls, home visits, Living Tree, Dojo	Principal Asst. Principal Parent Educator		August 2015- May 2016	Parent Meeting Sign-In Sheets, Parent Surveys, Agendas		CBAs, BMs, STAAR, TELPAS,	Title I- #2 Title 1 - #6 Title 1 - #9



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

**Objective 2: Provide opportunities for parents to assist students in preparing for assessments.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Conduct Curriculum Night for parents for all grade levels.	Teachers Principal Asst. Principal	Curriculum by grade level	August 2015- May 2015	Agenda Sign-ins	Report Card grades CBA Scores Benchmark Scores	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee,	Title I- #2 Title 1 - #6 Title 1 - #9
Conduct parent sessions in the following areas: Literacy development, STAAR strategies, SSI, Math Make and Take	Parent Educators Teachers Principal Asst. Principal	SSI brochure Materials for the make and take	August 2015-may 2016	Sign-in Sheets, Attendance Logs	Parent Surveys	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee,	Title I- #2 Title 1 - #6 Title 1 - #9

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

**Objective 3: Implement a comprehensive and cohesive parental involvement program to nurture parent partnership and increase parental involvement.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide opportunities for parents to assist in the following: <ul style="list-style-type: none"> <li>• Preparation of instructional materials</li> <li>• Preparation of Honor Roll and Perfect Attendance events</li> <li>• Participate in Career Day and other special events</li> </ul>	Principal Asst. Principal Counselor Parent Educator	Local Funds, Title I Funds	August 2015- May 2016	Parent Surveys Sign in sheets	Increase in Parent volunteers		Title 1 - #6
Acknowledgement of parents and volunteers thru: <ul style="list-style-type: none"> <li>• Volunteer appreciation activities</li> <li>• Plaques/trophies</li> <li>• District banquet</li> <li>• Raffles/Certificates</li> </ul>	Principal Asst. Principal Counselor Parent Educator	Local Funds, Title I Funds	August 2015- May 2016	Parent Surveys Sign in sheets	Increase in Parent Volunteers		Title 1 - #6

**Campus Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide the following technology support to reinforce learning: <ul style="list-style-type: none"> <li>• Smart board/Promethean</li> <li>• Document readers, printers</li> <li>• Computers/laptops</li> <li>• Headphones</li> <li>• Data Projectors/lamps</li> <li>• Age appropriate keyboards</li> <li>• Speakers</li> <li>• Electrical cords</li> <li>• Palm pilots</li> <li>• Mobi tablets</li> </ul>	Principal Asst. Principal Teachers	State, federal and local budgets	August 2015- May 2016	Classroom walk throughs	Improved scores	Increase in the participation and scores on the AR program	Title 1 - #3 Title 1 - #4
Provide the following multimedia to reinforce learning: <ul style="list-style-type: none"> <li>• Storage devices (USB)</li> <li>• DVD's</li> <li>• CD's</li> <li>• Computer programs</li> <li>• Educational websites</li> </ul>	Principal Asst. Principal Teachers	State, federal and local budgets	August 2015- May 2016	Classroom walkthroughs	Improved scores	Increase in the participation and scores on the AR program	Title 1 - #3 Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Principals, AP Campus Instructional Technologists	Accelerated Reader Software, adequate bandwidth, and adequate hardware	August 2015 – May 2016	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	Title 1 - #3 Title 1 - #4
Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Principals, AP Campus Instructional Technologists	Software, hardware, and professional development	August 2015 – May 2016	Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title 1 - #3 Title 1 - #4
Students will go to Computer Lab for at least 4 times a week and work on Istation and Think Through Math. Teachers will prescribe units of practice aligned with the core content curriculum.	Principals, AP Campus Instructional Technologists	Core content curriculum resources. Istation ThinkThrough Math Learning.com	August 2015 – May 2016	Computer Lab Schedules Reports	Increased scores on technology benchmarks and state tests.	Instructional Technology department campus visits and observations.	Title 1 - #3 Title 1 - #4

**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
Students will go to Computer Lab for at least 4 times a week and work on Istation and Think Through Math. Teachers will prescribe units of practice aligned with the core content curriculum.	Principals, AP Campus Instructional Technologists	Core content curriculum resources. Istation Think Through Math Learning.com	August 2015 – May 2016	Computer Lab Schedules Reports	Increased scores on technology benchmarks and state tests.	Instructional Technology department campus visits and observations.	Title 1 - #3 Title 1 - #4
Continue to support computer assisted instruction in computer labs and in classroom settings.	Principal, Asst. Prin. Campus Lab Managers Campus Instructional Technologist	Computer Labs	August 2015 – May 2016	Istation and Think Through Math usage reports.	Increase in student achievement (higher TAKS scores). Higher TA 8 <sup>th</sup> Grade Scores	Instructional Technology department campus visits and observations.	Title 1 - #3 Title 1 - #4
Mandate that all elementary teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, Instructional Technology Labs	August 2015 – May 2016	LAB usage logs	Increase in student achievement (higher TAKS scores). Higher TA 8 <sup>th</sup> Grade Scores	Instructional Technology department campus visits and observations.	Title 1 - #3 Title 1 - #4

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

**Objective 1: Discipline Protocols will be applied consistently and fairly throughout the campus.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Training for all staff on student referral protocols, de-escalation and restorative practices	Principal Asst. Principal Counselor	Local Funds	August 2015- June 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS and OSS.	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Principal Asst. Principal Counselor	Local Funds	August 2015- June 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS and OSS.	Side by side data analysis	Title 1--#10
Counselor will address and provide guidance, small group, and individual counseling to students who are identifies at risk.	Principal Asst. Principal Counselor	Local Funds	August 2015- June 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS and OSS.	Side by side data analysis	Title 1--#10

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

**Objective 1: Discipline Protocols will be applied consistently and fairly throughout the campus.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Improve discipline, which will lead to increased attendance and academic achievement through:</p> <ul style="list-style-type: none"> <li>• Having counselor address at risk populations</li> <li>• Provide Character Education sessions</li> <li>• Acknowledging appropriate behavior</li> <li>• Educating parents and students on behavioral strategies</li> <li>• Distributing Student Code of Conduct booklets to students and parents and collecting acknowledgement form</li> <li>• Small group and individual counseling sessions</li> <li>• Implementing CHAMPS</li> <li>• Implementing Safe and Civil School Policies</li> <li>• Rewarding students</li> </ul>	<p>Principal Asst. Principal Counselor</p>	<p>Local Funds</p>	<p>August 2015- May 2016</p>	<p>Counseling log Code of Conduct Acknowledgement Forms</p>	<p>Increase of student attendance through daily, six weeks and year report</p> <p>Decrease in discipline referrals</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

**Objective 2: Commit to provide a positive, motivating environment that is conducive to learning for all students.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide a positive and nurturing environment by: <ul style="list-style-type: none"> <li>• Displaying motivational bulletin boards and banners</li> <li>• Instilling pride in ones self and amongst each other</li> <li>• Promoting and modeling a high degree of respect for students and one another</li> <li>• Respecting school property</li> <li>• Maintaining a clean learning environment</li> <li>• Promoting college readiness</li> </ul>	Principal Asst. Principal Counselor Teachers Paraprofessionals		August 2015- May 2016	Observations by all staff members	Decrease in number of discipline referrals	Side by side data analysis	Title 1--#10
Provide early counseling presentation/intervention for students by: <ul style="list-style-type: none"> <li>• Providing regular scheduled counseling sessions for identified students</li> <li>• Providing scheduled classroom presentations</li> <li>• Developing behavior plans</li> <li>• Rewarding positive behavior</li> </ul>	Counselor	Counseling Calendar	August 2015- May 2016	Counseling Calendar	Decrease in number of discipline referrals	Side by side data analysis	Title I - #10



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

**Objective 2: Commit to provide a positive, motivating environment that is conducive to learning for all students.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>A positive self-concept of students will be fostered by:</p> <ul style="list-style-type: none"> <li>• Student Participation in morning announcements (Pledge of Allegiance, Texas Pledge, Moment of Silence)</li> <li>• Acknowledging student accomplishments through morning announcements</li> <li>• Acknowledging student birthdays during morning announcements</li> </ul>	Principal Asst.. Principal	Morning Announcement Schedule	August 2015- May 2016	Morning Announcements	Decrease in number of discipline referrals	Side by side data analysis	Title 1--#10
<ul style="list-style-type: none"> <li>• The Safety department will conduct security/safety audits of the school at least 2 – 3 times a week.</li> </ul>	Safety Department, Security Guards, Safety Committee Rep – Rene Hernandez	Security	August 2015- May 2016	Safety Audit Reports	Positive Safety Reports, Increased Vigilance	Side by side data analysis	Title 1--#10
<ul style="list-style-type: none"> <li>• Conduct guidance lessons for students to address the fears, expectations, and transition issues that will develop social skills such as: sharing, manners, conflict resolution, problem solving, peer pressure, bullying, drugs, etc.</li> </ul>	Principal, AP, Counselor	Champs, Lesson from Counseling Department	August 2015- May 2016	Schedules		Side by side data analysis	Title 1--#10

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

**Objective 3: Provide a school environment that promotes wellness for its students in a variety of areas that will yield increased attendance and higher academic achievement.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.	-Director of Health Services -Nursing Staff	-Athletic Department -LPC	August 2015- May 2016	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis	Title 1--#10
Provide support services including deterrent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	-Director of Health Services -Nursing Staff	-Behavioral Centers -PSJA LPC	August 2015- May 2016	Counselors' Schedules	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	-Director of Health Services -Nursing Staff	-Emergency medical services from Pharr, San Juan and Alamo	August 2015- May 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 3: Provide a school environment that promotes wellness for its students in a variety of areas that will yield increased attendance and higher academic achievement.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote extra curricular participation in school athletics and academic teams for soccer, football, volleyball, computer club, folklorico, DI, Chess, Robotics, Choir, UIL teams	Principal Asst. Principal Counselor Coaches Parents	Equipment, computers, costumes,	August 2015- June 2016	Ongoing one to one assistance of emotional needs.	Teams, Participation,	Side by Side Data	Title 1--#10
Promote and provide health services to students and make parents aware of student clinic in the district.	Principal Asst. Principal Counselor Coaches Parents Nurse	Clinic Nurse's Office	August 2015- June 2016	Ongoing one to one assistance of physical and emotional needs.	Increased attendance Higher scores	Side by Side Data	Title 1--#10

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

**Objective 4: Provide training for all staff on creating a safe school culture and climate.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Train all school staff on lock down procedures.	Principal Assistant Principal Counselor	Local funds	August 2015- May 2016	Conduct 2 lockdowns per school year.	Staff prepared for emergency situations.	Side by side data analysis	Title 1 – #10
Train all staff to always be professional and courteous to all students, parents and visitors.	Principal Asst. Principal Counselor	Local Funds	August 2015- May 2016	Staff will act professionally.	Better and improved interactions between staff and students/parents/visitors.	Side by side data analysis	Title 1 – #10
Train all staff and students on safety drills and techniques: <ul style="list-style-type: none"> <li>• Practice fire drills, lock down procedures and other emergency codes</li> <li>• Practice bus evacuation drills</li> <li>• Train staff on CIP</li> <li>• Provide CPR training for staff members</li> <li>• Provide CPI training for staff members (restraining)</li> <li>• Using radios to communicate</li> </ul>	Principal Asst. Principal Counselor Coaches Custodians	Local Funds	August 2015- May 2016	Drill logs	Staff and students prepared for emergency situations	Side by side data analysis	Title 1 - #10

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

**Objective 4: 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
Increase the safety of all students and staff by: <ul style="list-style-type: none"> <li>• Revising and modifying the Emergency Response Plan/Team annually</li> <li>• Train staff on managing students while emergency is taking place</li> </ul>	Principal Asst. Principal Counselor Nurse	Local Funds	August 2015- May 2016	Review Emergency Response Plan	Successful use of plan implemented for emergencies	Side by side data analysis	Title I- #10

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

**Objective 5: Provide a school environment that will increase attendance and higher academic achievement.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide a school environment free of drugs and violence thru: <ul style="list-style-type: none"> <li>• Partnerships with parents to establish the responsibilities of each.</li> <li>• Students will develop a positive view of self and learn to use effective interpersonal skill.</li> <li>• Provide Drug Education- Red Ribbon Week</li> <li>• Provide presentations from Police and Fire Departments</li> </ul>	Principal Asst. Principal Counselor Teachers	Local Funds	August 2015- May 2016	Develop a trusting relationship with students	Decrease in the number of referrals	Side by side data analysis	Title I - #10
Provide consistent student support and guidance through campus personnel to ensure student academic success.	Principal Asst. Principal Counselor Teachers Nurse	Local Funds	August 2015- May 2016	Develop a trusting relationship with students	Decrease in the number of referrals	Side by side data analysis	Title I - #10

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

**Objective 5: Provide a school environment that will increase attendance and higher academic achievement.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Improve discipline, which will lead to increased attendance and academic achievement through:</p> <ul style="list-style-type: none"> <li>• Having counselor address at risk populations</li> <li>• Provide Character Education sessions</li> <li>• Acknowledging appropriate behavior</li> <li>• Educating parents and students on behavioral strategies</li> <li>• Distributing Student Code of Conduct booklets to students and parents and collecting acknowledgement form</li> <li>• Small group and individual counseling sessions</li> <li>• Implementing CHAMPS</li> <li>• Implementing Safe and Civil School Policies</li> <li>• Rewarding students</li> </ul>	<p>Principal Asst. Principal Counselor</p>	<p>Local Funds</p>	<p>August 2015- May 2016</p>	<p>Counseling log Code of Conduct Acknowledgement Forms</p>	<p>Increase of student attendance through daily, six weeks and year report</p> <p>Decrease in discipline referrals</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> <li>• Bilingual/ESL certified</li> <li>• Special Education certified</li> <li>• Core area certifications</li> <li>• Masters degrees</li> <li>• CTE certified</li> <li>• Advance Placement certified</li> <li>• Utilize CPOC members and/or Grade Level Chairpersons to assist with interviews</li> </ul> A passion for students, and commitment to excellence	Principal Asst. Principal	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> <li>• Staff hired</li> <li>High teacher retention rate</li> </ul>	<ul style="list-style-type: none"> <li>• All classrooms have a HQ teacher that is prepared to deliver instruction</li> <li>• Teacher will support student success with content expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Screen all applicants for best candidates</li> </ul>	Title 1--#5
Hire University Student Interns that have demonstrated excellence in the classroom	Principal Asst. Principal	UTRGV, STC, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Higher retention rate of new teachers	Title 1--#5



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

**Objective 2: 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
Instructional coaching support <ul style="list-style-type: none"> <li>• New teachers</li> <li>• Other teachers needing support</li> </ul>	Principal Asst. Principal Instructional Coach	Local funds	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McRel Observations Walk-Throughs	Title 1 -#3 Title 1 -#4 Title 1--#5
Establish a committee to acknowledge the following: <ul style="list-style-type: none"> <li>• New teachers</li> <li>• Back to school, Teacher Appreciation Week socials</li> <li>• Organize holiday socials</li> </ul>	Principal Asst. principal Staff on Committee	Local Funds	August 2015- May 2016	Sign in sheets	Higher retention of teachers Rosters Calendar of Events	Higher retention rate of teachers	Title 1 -#3 Title 1--#5
Acknowledge staff promotions, attendance and recognitions with: <ul style="list-style-type: none"> <li>• Plaques</li> <li>• Certificates</li> <li>• Incentives</li> <li>• Raffles</li> </ul>	Principal Asst. Principal	Local Funds	August 2015- May 2016	Sign in sheets	Higher retention of teachers	Higher retention rate of teachers	Title 1 -#3 Title 1--#5

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

**Objective 2: 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
Campus Mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	Aug. 2015 –May 2016	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1 -#3 Title 1 -#4
Provide staff development on student population and educational programs so that teachers are well informed on: <ul style="list-style-type: none"> <li>• Migrant</li> <li>• ELL's/LEP's</li> <li>• Special Education</li> <li>• Content Vocabulary</li> <li>• Classroom Management</li> </ul>	Principal Asst. Principal Grade level Chairpersons		Ongoing	Sign – in sheets	Better adjustment for new teacher	Higher retention rate of new teachers	Title 1 -#3 Title 1 -#4

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

**Objective 2: 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
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2014-May 2015	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title 1 -#3 Title 1 -#4
Implement an effective instructional coaching system with on-going professional development	Director Campus Principals	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	Title 1 -#3 Title 1 -#4
New teacher Professional Development and Instructional Coaching support for those who need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2014-May 2015	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#3 Title 1 -#4