

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Berta Palacios Elementary School
Campus Improvement Plan
2015-2016**

Board Approved:



Mission Statement

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

What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION, ACADEMIC GOALS AND OBJECTIVES

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A School wide components

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

BERTA PALACIOS ELEMENTARY SCHOOL
"OUR STAFF GOES ABOVE. OUR STUDENTS GO BEYOND."
OUR VISION



Teachers and staff at Berta Palacios Elementary commit themselves to the fundamental principle that all students can learn. We can make the difference through positive actions. In the course of our endeavor as professional educators, we must provide all students with opportunities to excel to their fullest. Furthermore, our top priority is for students to attain academic recognition in all areas of the curriculum. Commitment from administrators, teachers, parents, and students play an integral part in accomplishing our school vision.

Berta Palacios Elementary School



Mission

We are in a supportive partnership with parents and the community and are committed to providing all students with a strong foundation for life-long learning that will produce responsible and productive bilingual/biliterate citizens.

Goals

- Provide students opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking, and collaboration
- Involve parents in the educational process to establish home-school connections.
- Ensure staff are using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Objectives

- Increase student technology awareness and competency
- Improve staff and student learning
- Enhance communication to and feedback from the community
- Provide programs relevant to the needs and interests of the Berta Palacios Elementary School community
- Increase utilization of community volunteers as curriculum and instructional support
- Identify the needs of the school community to improve school climate
- Improve staff skills in effectively addressing Home/School/Community
- Improve state test scores

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2014-15 STAAR Campus Summary Report
2. 2014-15 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McREL Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories
12. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following accountability sources were used to review the Special Education data by the Campus Site-Based Decision Making Committee (SBDM): State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-5 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

Note: Insufficient Data was available to evaluate Special Education Group Performance due to state not including STAAR A on the 2015 Accountability Report.

Personnel Needs:

Campus Administrators will work closely with Human Resources (HR) to ensure the selection of highly qualified employee(s) holding valid state issued certification.

Professional Development Needs:

Special Education Staff will be included in all Professional Development (PD) provided by the campus/district in the areas that are to be addressed by individual students. The Special Education Department will work closely with the Campus and provide PD in the area of co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following accountability sources were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the SBDM Committee: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. The BE/DL Department was very involved in the curriculum writing and revision for grades K-5 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 are as follow:

Reading	61% (65% All Students)
Math	No Information
Writing	56% (59% All Students)
Science	61% (63% All Students)

- In Reading, the achievement gap between ELL and All students 2014-2015 is 4%.
- 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 2%.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following accountability sources were used to review the Economically Disadvantaged data by the SBDM: 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:

Reading 65% (65% All Students)

Math No Information

Writing 58% (59% All Students)

Science 63% (63% All Students)

- In Reading, there is no achievement gap between Eco Dis and All students 2014-2015.
- In Writing, the achievement gap between Eco Dis and All students 2014-2015 is 1%.
- In Science, there is no achievement gap between Eco Dis and All students 2014-2015 is 2%.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p style="text-align: center;">Index 1: Student Achievement</p>	<p>Campus exceeded the state target for index 1 of 60% with a 64% meeting or exceeding the student achievement measure.</p> <ul style="list-style-type: none"> • 3rd Grade Math and Reading • 4th Grade Math and Writing • 5th Grade Math and Reading 	<ul style="list-style-type: none"> • 4th Grade Reading • 5th Grade Science 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • 4th Grade Reading and Writing • 5th Grade science <p>SMART Goal: 75% or Higher</p>
2	<p style="text-align: center;">Index 2: Student Progress</p>	<p>Campus exceeded the state target for index 2 of 30% with 50% meeting or exceeding the progress measure.</p>	<ul style="list-style-type: none"> • Address the needs of LEP students to meet LEP Progress measure. 	<ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2015-16 in Reading and Mathematics
3	<p style="text-align: center;">Index 3: Closing the Achievement Gap</p>	<p>Campus exceeded the state target for index 3 of 28% with 35% meeting or exceeding the performance gaps.</p>	<ul style="list-style-type: none"> • 65% Economically Disadvantaged students met the performance gap standard (either at phase-in or at advanced) in Reading. • 58% Economically Disadvantaged students met the performance gap standard (either at phase-in or at advanced) in Writing. • 63% Economically Disadvantaged students met the performance gap standard (either at phase-in or at advanced) in Science. 	<p>Special population groups (Economically Disadvantaged) will receive additional support and intensive interventions in reading, writing, math, and science.</p>
4	<p style="text-align: center;">Index 4: Post Secondary Readiness</p>	<p>Campus exceeded the state target for index 4 of 12% with 15% meeting or exceeding the postsecondary readiness.</p>	<ul style="list-style-type: none"> • 15% of the students in 4th-5th grade met the postsecondary readiness standard. 	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course • DOK Question stems • Knowledge of STAAR blueprint and supporting and readiness standards

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood outreach • Communication in both English and Spanish • Parental involvement • Parent Center • Business Partnerships • Parent Advisory Committee (PAC) 	<ul style="list-style-type: none"> • Increase parent involvement • Low Average of parents with high school diplomas and/or postsecondary education • Increase number of parents participating in the special programs offered by PSJA ISD 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education (Valley Interfaith) • Initiate parent academic conferences through DE Program
6	Technology	<ul style="list-style-type: none"> • Library ipads available • Mimio hardware is available • CIT training is readily available 	<ul style="list-style-type: none"> • Need access to ipads for school • Purchase covers for ipads • Printer ink is limited • Further mimio training to create presentations 	<ul style="list-style-type: none"> • Opportunites to enhance the use of the mimio board • Ipad implementation
7	School Culture and Climate	<ul style="list-style-type: none"> • Respect Skills 	<ul style="list-style-type: none"> • Improve monitoring of restrooms with fidelity and consistency • Improve MTSS-B procedures 	<ul style="list-style-type: none"> • Need for more qualified substitutes that are required to implement school expectations and be consistent.
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool • Mentorship 	<ul style="list-style-type: none"> • New teachers are overwhelmed with district initiatives 	<ul style="list-style-type: none"> • Follow mentorship to ensure new teachers are followed up upon and understanding initiatives and expectations

CAMPUS DEMOGRAPHICS



	ALL	SPED	LEP	MIGRANT	ECD	GT
Number	524	30	411	32	514	14
Percent	100	5.7	78.4	6.1	98.1	2.7

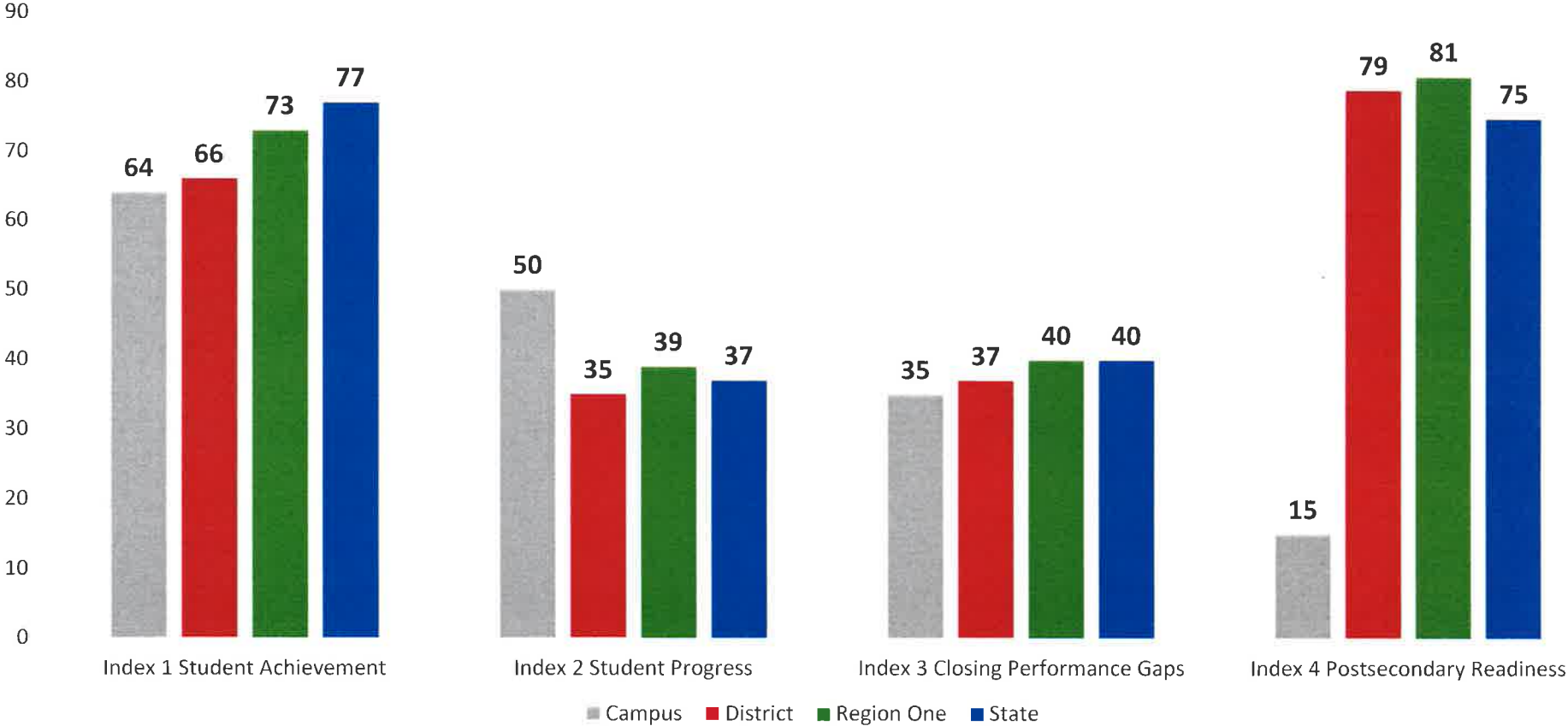
	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	524	522	0	0	2	0
Percent	100	99.6	0	0	0.38	0

Student Achievement Summary 2015



	Performance Target 2015	State	Region 1	PSJAISD	Palacios Elementary	Goals 2016
Index 1 Student Performance (=60)	78	77	73	66	64	80
Index 2 Progress Measure (=30)	58	37	39	35	50	55
Index 3 Closing the Gap (=28)	41	40	40	37	35	45
Index 4 Postsecondary Readiness (=12)	20	75	81	79	15	30

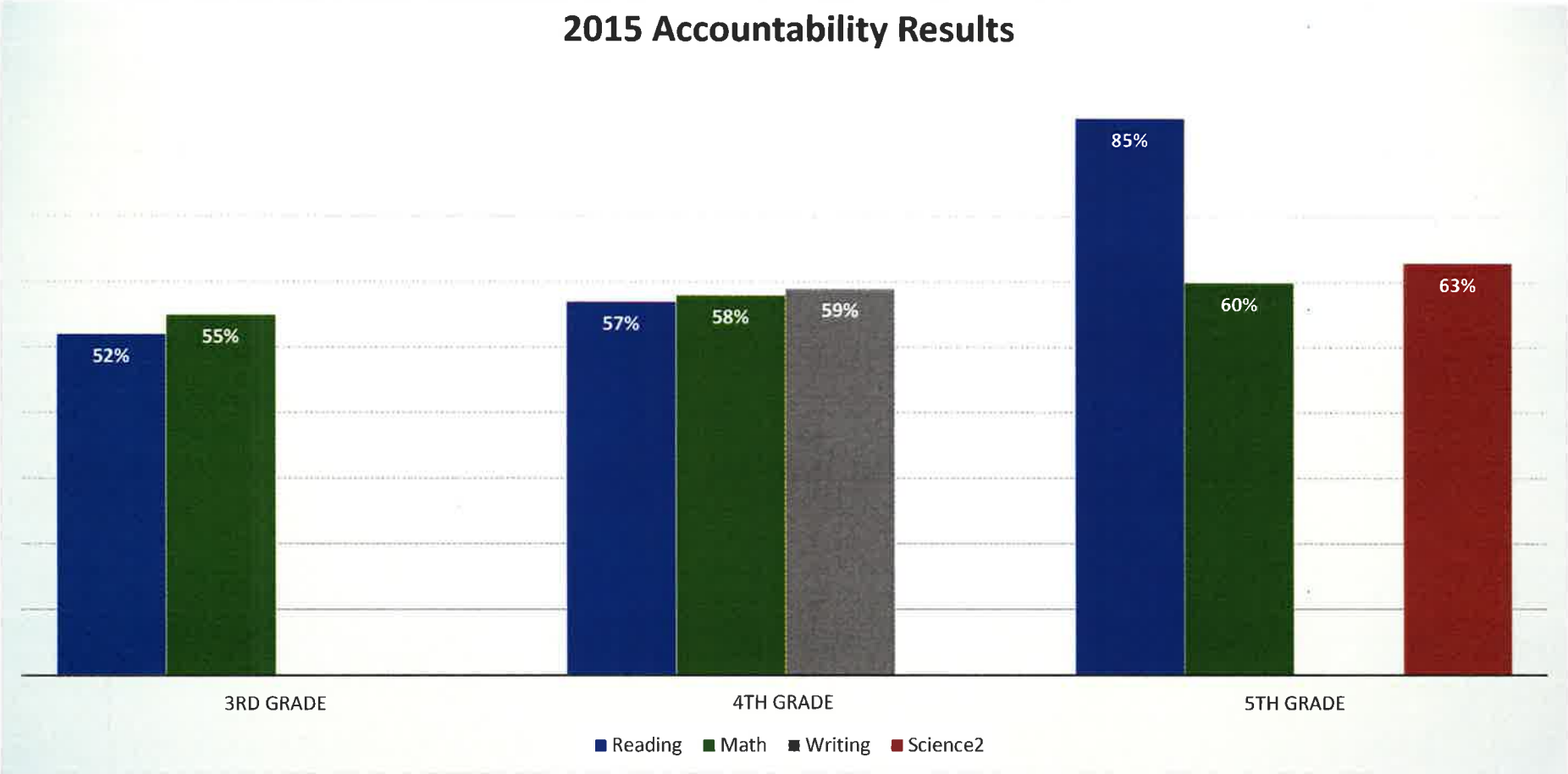
State Accountability By Index 2015



2015 Accountability Results (STAAR Results)



2015 Accountability Results



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	65		65						65		61
Math	71		71						70		68	
Writing	59		59						58		56	
Science	643		63						63		61	
Percent of Eligible Measures Met												75



66% =

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

SYSTEM SAFEGUARDS 2015



COLLEGE³
 READY. CONNECTED. COMPLETE.

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
State Target	60	60	60	60	60	60	60	60	60	60	60			
Reading	Y		Y						Y		Y	4	4	
Math	Y		Y						Y		Y	4	4	
Writing	N		Y						N		N	0	4	
Science	Y		Y						Y		Y	4	4	
Total												12	16	75

PBMAS REPORT 2015



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

2015-2016 Campus Goals



3 rd Grade Mathematics			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment	Goal
		*System Safeguard State TARGET: 60% Federal TARGET 83%	
		2015	2016
Phase In 1 Level II (22/46)	48%	73%	
Phase in 2 Level II (26/46)	57%	55%	75%
Final Recommended (34/46)	74%	32%	50%
Level III-Adv. (41/46)	89%	12%	25%

4 th Grade Mathematics			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment	Goal
		*System Safeguard State TARGET: 60% Federal TARGET 83%	
		2015	2016
Phase In 1 Level II (23/48)	48%	68%	
Phase in 2 Level II (27/48)	56%	58%	75%
Final Recommended (35/48)	73%	44%	50%
Level III-Adv. (40/48)	83%	16%	25%

5 th Grade Mathematics			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment	Goal
		*System Safeguard State TARGET: 60% Federal TARGET 83%	
		2015	2016
Phase In 1 Level II (23/50)	46%	73%	
Phase in 2 Level II (27/50)	54%	60%	80%
Final Recommended (36/50)	72%	32%	50%
Level III-Adv. (43/50)	86%	12%	25%

2015-2016 Campus Goals



3rd Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>*System Safeguard State TARGET: 60% Federal TARGET 83%</i>	Goal <i>*System Safeguard State TARGET: 60% Federal TARGET 83%</i>
		2015	2016
Phase In 1 Level II (20/40)	50%	52%	
Phase In 2 Level II (23/40)	58%	52%	75%
Final Recommended (30/40)	75%	38%	50%
Level III-Adv. (34/40)	85%	12%	25%

4th Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>*System Safeguard State TARGET: 60% Federal TARGET 83%</i>	Goal <i>*System Safeguard State TARGET: 60% Federal TARGET 83%</i>
		2015	2016
Phase In 1 Level II (23/44)	52%	58%	
Phase in 2 Level II (26/44)	59%	57%	75%
Final Recommended (33/44)	75%	26%	50%
Level III-Adv. (38/44)	86%	5%	25%

5th Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>*System Safeguard State TARGET: 60% Federal TARGET 83%</i>	Goal <i>*System Safeguard State TARGET: 60% Federal TARGET 83%</i>
		2015	2016
Phase In 1 Level II (25/46)	54%	70%	
Phase in 2 Level II (29/46)	63%	85%	90%
Final Recommended (36/46)	78%	33%	50%
Level III-Adv. (40/46)	87%	13%	25%

2015-2016 Campus Goals



4th Grade Writing

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment		Goal
		2015	2016	2016
Phase In 1 Level II (23/44)	52%	63%		
Phase in 2 Level II (26/44)	59%	63%		75%
Final Recommended (31/44)	70%	23%		35%
Level III-Adv. (37/44)	84%	0%		25%

2015-2016 Campus Goals



5th Grade Science

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment		Goal
		2015	2016	2016
Phase In 1 Level II (26/44)	59%	63%		
Phase in 2 Level II (29/44)	66%	63%		75%
Final Recommended (35/44)	80%	23%		25%
Level III-Adv. (40/44)	91%	0%		25%

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

Objective 1: Curriculum will be horizontally aligned in 2014-2015 in all HB5 courses and all other courses in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Teacher representatives from Palacios will participate in writing the district curriculum.	Teachers, Administrators	Local Funds, Title 1 Funds	May 2015	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2, 4
Campus Performance Review sessions (CPRs) will be held at each Palacios following each district level CBA or Benchmark for in-depth analysis of the data	Teachers, Principal	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	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Instructional Coach, Assistant principal and principal will monitor the implementation of the curriculum at Palacios.	Principal	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Provide Dana Center training for teachers on the vertical alignment of state standards in math and science.	Principal, Assistant Principal	Title 1 Funds	August 2015-2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

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

Objective 1: Curriculum will be horizontally aligned in 2014-2015 in all HB5 courses and all other courses in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Formative and summative assessments will be administered to students to monitor the effectiveness of teaching and learning	Principal, Asst. Principal, Teachers	Local Funds, Title 1 Funds	June 2015-April 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Conduct horizontal and vertical alignment training of TEKS and Student Expectations across all grade levels.	Principal, Asst. Principal, Instructional Coach, Collaborative Learning Facilitator, Teachers	Local Funds, Title 1 Funds	August 2015-January 2016	Sign-In Sheets, Agendas	Results from CBAs, Benchmarks, STAAR	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#2

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

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2014-15

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2015-2016.	Principal, Asst. Principal, Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teachers will receive assessment data for their students within 48 hours of the test administration	Principal, Asst. Principal, Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available for data analysis and monitoring student progress.	Principal, Asst. Principal, Teachers	Local Funds, Title 1 Funds	August 2015- June 2016	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data	Principal, Asst. Principal, Teacher	Local Funds, Title 1 Funds	October 2015 November 2015 December 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2014-15

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Campus level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Principal, Asst. Principal, Teachers, Migrant Tutor	Local Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM	Principal, Asst. Principal, Teachers, Resource Teacher	Local Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Principal, Asst. Principal, Teachers, LPAC Administrator	Local Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

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

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-16 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principal, Asst. Principal	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2014	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
All teachers will be required to follow the modifications/accommodations for the special education students in their classroom.	Campus Principals, Teachers	Special Ed 224	August 2011-June 2016	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
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.	Campus Principals, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2014 November 2014 January 2015 February 2015	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Teachers in 2 nd grade will utilize the REACH language program to build the foundation of biliteracy.	Principal, Asst. Principal, Teachers	Title 1, Title 3	August 2015-May 2016	Lesson Planning, Report Cards, LEP Strategic Plan	Benchmark scores, student achievement gains, closing achievement gaps	TELPAS	Title 1-#2

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

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2014-15 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Professional development training on data analysis will be provided for campus administrators at the elementary level.	Principal, Asst. Principal and Collaborative Learning Facilitator	Local Funds 199, Title 1 Funds 211	October 2014	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Identify, Select and implement instructional programs to meet the needs of all student groups in all content areas for students who are at-risk.	Principal, Asst. Principal, Teachers	Local Funds 199, Title 1 Funds 211 Bilingual Funds, SCE Migrant	August 2015 and on-going	DMAC reports, Report Cards and Progress Reports, Six-Weeks assessments	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1-#2,3,9,10
Develop Accelerated Instructional Plan for summer school for students not mastering either Math or Reading STAAR assessment.	Principal, Asst. Principal, Teachers	Local Funds 199, Title 1 Funds 211	May 2016	Confidential Student Report, AIP Plan	STAAR scores, student achievement gains, closing achievement gaps	STAAR Test	Title 1-#2,3,9,10
Conduct a needs assessment by grad level to analyze results data gathered.	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds 199, Title 1 Funds 211	August 2015-May 2016	Student Reports, Agenda, Sign-in Sheets	Student achievement gains, closing achievement gaps	CIRCLE Test for PK, TELPAS, TPRI/Tejas LEESTAAR, AR Reports, Progress Monitoring, Sight Word Monitoring, Istation, TTMS, Sharon Wells Monitoring, Pearlized Assessments, Las-Links	Title 1-#1

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

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-16 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Academic intervention, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Principal, Asst. Principal, Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	August 2015-July 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 interventions available	Principal, Asst. Principal, Teachers	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
Provide Lead4Ward training for all teachers on differentiated instruction and data analysis	Principal, Asst. Principal, Teachers	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide supplemental tutorial programs for students identified as at-risk: -Sing Spell Read & Write -Raising Readers (K-3) Intervention Block	Principal, Asst. Principal, Teachers	Local 199, Title I 211	August 2015-July 2016	Lesson plans	Gains in fluency via progress monitoring and TPRI/Tejas LEE	TPRI/Tejas LEE, STAR Reading Report, AR Reports	Title 1-#9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Principal, Asst. Principal, Teachers	Local Funds 199	October 2014	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on how to unpack the TEKS for each course assessed on HB5.	Principal, Asst. Principal, Teachers	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 in elementary schools and daily at the middle and high schools for unpacking the TEKS and lesson plan collaboration	Principal, Asst. Principal, Teachers	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
Teachers 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.	Asset Supt for C&I, C&I Administrators, District Content Coordinators	Title 1 211, Local Funds 199	August 2014 and on-going	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 provided for teachers.	Instructional Coaches	Title 1 211, 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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
RtI training will be provided for all staff members to address the needs of all students.	RtI Campus Coordinator	Title 1 211	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	District English Language Development Coach	Title III 263	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Coordinator	Special Ed 224	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Lead4Ward training for all teachers, Data Analysis/Differentiated instruction.	Principal, Asst. Principals, Teachers	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Provide teacher with training on reading strategies by Diana M. Ramirez (DMR) Consultant.	Principal, Asst. Principal	Local 199, Title 1 211	August 2015-February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers who provide instruction and services that are part of the GT program will receive a minimum of 6 hours of professional development in GT education annually.	Principal, Asst. Principal, GT Teachers	Local 199, Title 1 211	August 2015-February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Staff development for the GT program will be evaluated. Evaluation results will be used to plan for future staff development.	Principal, Asst. Principal, GT Teachers	Local 199, Title 1 211	August 2015-February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,4
An array of appropriately challenging learning experiences which emphasize content in the four core academic areas will be provided through the use of GT scope and sequence.	Principal, Asst. Principal, GT Teachers	Local 199, Title 1 211	August 2015-May 2016	Staff certifications, training credentials	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1-#3

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Reading/writing curriculum will be delivered using thematic-based instruction and CIF teaching strategies	Principal, Asst. Principal, Teachers, Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, CBA and Benchmark Performance, STAAR Performance	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1-#3,9
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Principal, Asst. Principal, Teachers, Instructional Coach	Title 1 211, Local Funds 199	August 2015 and on-going	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-#4
Writing Rubrics will be used campus-wide	Principal, Asst. Principal, Teachers, Instructional Coach	Title 1 211, Local Funds 199	August 2015 and on-going	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
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principal, Teachers, Collaborative Learning Facilitator	Title 1 211, Local Funds 199	Summer 2015 and on-going	Completed DOK questions delivered during instruction	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1-#3,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
A minimum of 2 compositions per six weeks will be required at each grade level	Principal, Asst. Principal, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks, Six-Week spot checks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1-#3,9
STAAR Literature questions will be created for each literary piece/all genres	Teachers, Instructional Coach	Title 1 211, Local Funds 199	August 2015-On-Going	Completed STAAR Literature questions in the Curriculum Documents; delivered during instruction	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1-#3,9
Two aligned CBAs and two district Benchmarks will be administered district-wide	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	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-#3,9
Data will be used to inform tutorial lessons and to identify spiraled skills	Principal, Asst. Principal, Teachers, Instructional Coach	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-#9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Data will be used to identify students in need of extended learning opportunities	Principal, Asst. Principal, Teachers	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-#2,9
Provide supplemental tutorial programs for students identified as at-risk: -Sing Spell Read & Write -Raising Readers (K-3)	Principal, Asst. Principal, Teachers	Local 199, Title I 211	August 2015-July 2016	Lesson plans	Gains in fluency via progress monitoring and TPRI/Tejas LEE	TPRI/Tejas LEE, STAR Reading Report, AR Reports	Title 1-#9
Implement quality instructional reading program that focuses on the 5 essential components of reading to meet the needs of all students. -Raising Readers (K-2)	Principal, Asst. Principal, Teachers	Local 199, Title I 211	August 2015-July 2016	Lesson plans	Gains in fluency via progress monitoring and TPRI/Tejas LEE	TPRI/Tejas LEE, STAR Reading Report, AR Reports	Title 1-#9
Utilize Lead4ward documents to align the reading curriculum to instruction.	Principal, Asst. Principal, Teachers	Local 199, Title I 211	August 2015-July 2016	Lesson plans	Gains in fluency via progress monitoring and TPRI/Tejas LEE	TPRI/Tejas LEE, STAR Reading Report, AR Reports	Title 1-#9
Teachers will implement the use of thinking maps/graphic organizers to organize comprehension.	Principal, Asst. Principal, Teachers	Local 199, Title I 211	August 2015-July 2016	Lesson plans	Gains in fluency via progress monitoring and TPRI/Tejas LEE	TPRI/Tejas LEE, STAR Reading Report, AR Reports	Title 1-#2,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Reading Renaissance will be utilized by all 1 st -5 th grade teachers and students to close the fluency gap. Librarian will apply for Empowering Educators.	Principal, Asst. Principal, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	AR Reports	Increased Student Progress for all students in reading fluency and comprehension	STAR Reading Test	Title 1-#2,9
Provide incentives for students and classrooms for AR.	Principal, Librarian, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	AR Reports	Increased Student Progress for all students in reading fluency and comprehension	STAAR Reading Test, AR Report	Title 1-#2,9
Purchase books in English and Spanish for all PK-	Principal, Librarian, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	AR Reports	Increased Student Progress for all students in reading fluency and comprehension	STAAR Reading Test, AR Report	Title 1-#2,9
Daily Oral Language practice for all students in PK-5 to address grammar and mechanics.	Principal, Asst. Principal, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Student Journals	Increased Student Progress for all students in writing	Weekly Assessments	Title 1-#1,2,3,9
Writing journals will be implemented to teach students how to brainstorm, plan, revise, edit and publish.	Principal, Asst. Principal, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Student Journals	Increased Student Progress for all students in writing	TELPAS Writing, Bilingual Prompts	Title 1-#1,2,3,9
Provide professional development by Bill MacDonald to enhance writing scores for all students.	Principal, Asst. Principal, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Student Journals	Increased Student Progress for all students in writing	TELPAS Writing, Bilingual Prompts	Title 1-#1,2,3,4,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Mathematics curriculum will be provided for K-12 using CIF strategies	Teachers, Instructional Coaches	Title 1 211, Local Funds 199	June 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-#3,9
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Principal, Asst. Principal, Teachers, Instructional Coach	Title 1 211, Local Funds 199	August 2015 and on-going	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-#4
Teachers will receive training on unpacking the math TEKS, analyzing data	Principal, Asst. Principal, Teachers, Instructional Coach	Title 1 211, Local Funds 199	August 2015 and on-going	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-#4
Two aligned CBAs and two district Benchmarks will be administered district-wide	Principal, Asst. Principal, Teachers, Instructional Coach	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-#3,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Data will be used to inform tutorial lessons and to identify spiraled skills	District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	CLC 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
Data will be used to identify students in need of extended learning opportunities	Principal, Asst. Principal, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1-#9
Provide Sharon Wells training on effective teaching strategies for elementary math teachers.	Assistant Superintendent for C&I	Title 1 Funds	July 2014 January 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will attend RGVCTM hosted by UT-RGV	Principal, Asst. Principal, District Math Coordinator, Teachers	Title 1 211, Local Funds 199, Title III	December 2015-February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR,	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Utilize supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Lexia •Think through Math •TPRI/Tejas LEE Strategies 	Principal, Asst. Principal, Instructional Coach, Teachers	Title 1 211, Local Funds 199 Title III 263, Special Ed 224	August 2015 and on-going	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1-#2,3,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principal, Asst. Principal, Instructional Coach, Teachers	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-#2,3,9
Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal, Asst. Principal, Instructional Coach, Teachers	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-#2,3,9
Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principal, Asst. Principal, Instructional Coach, Teachers	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-#2,3,9
Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principal, Asst. Principal, Instructional Coach, Counselor, Teachers	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-#2,3,9,10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Review 504 students' performance and progress and provide accommodations and interventions.	Principal, 504 Campus Coordinator, Teachers	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-#1,2,3,9
Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal, Asst. Principal, District Dyslexia Coordinator, Instructional Coach, Teachers	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-#1,2,3,9
Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	District Level Administrators, Principal, Asst. Principal, Teachers	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-#1,2,3,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Disaggregate assessment data for each student group using DMAC: -All Students -Hispanics -LEP -SPED -ED -Migrant	Principal, Asst. Principal, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015- May 2016	Lesson Plans for tutoring	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-#1,2,3,9
Establish classroom environment to meet all student population needs: -Flexible grouping -Whole Group Instruction -Small Group Instruction -Cooperative Groups -Learning Centers -Team Teaching -Resource Room -Dual Language PK -Science Camp and Academies prior to STAAR	Principal, Asst. Principal, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015- May 2016	Lesson Plans for tutoring	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-#1,2,3,9
Purchase additional resources to meet the needs of all students such as: -Kamico -STAAR Ready -Motivation Math, Reading, Writing, Science -Measuring Up -Green Apples Resource -Forde Ferrier -Passwords	Principal, Asst. Principal, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015- May 2016	Lesson Plans for tutoring	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-#1,2,3,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Provide training for teachers on TEKS analysis to determine depth and complexity of each student expectation.	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds, Title 1 Funds	August 2015 and on-going	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.	Principal, Asst. Principal, Instructional Coach, Teachers	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.	Principal, Asst. Principal, Instructional Coach, Teachers	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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Asst. Supt for C&I	Local Funds 199	October 2014 (on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal	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 following each district level CBA or Benchmark for in-depth analysis of the data.	Principal, Asst. Principal	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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide 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, Asst. Principal, Instructional Coach, 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

District Goal 5: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 School-Wide Components
Parent meetings geared toward knowledge of standardized testing via Parent Advisory Committee (PAC) meeting and STAAR Night	Principal, Parent Educator	Local Funds, Title I Funds	August 2015 - May 2016	Sign-in Sheets	Parent Surveys		Title I- #4, #6
Provide Parent Orientation Meetings to inform parents on: -Parent Involvement Policy -Parent/Teacher/Student Compact -STAAR Campus Report Card -Attendance -Title I -Discipline -Ways to assist children at home -Drug Awareness -Nutrition -Dual Language Program	Principal, Parent Educators	Title I Funds	August 2015 - May 2016	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6

District Goal 5: Family and Community Involvement

Objective 2: Tutoring Programs that support students taking assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Provide make and take sessions to provide parents with ways to assist their child at home.	Parental Director, Logistic Specialist, Site Managers	Title I Funds	May 2015	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9

District Goal 5: Family and Community Involvement**Objective 3: Opportunities for students to participate in community service projects**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Provide opportunities by each grade level to promote community service awareness such as: -Pennies for Paws -Canned Food Drive -Toy Drive -Recycling Friday -Go Fund Troops	Collaborative Learning Facilitators, Teachers	Local Funds, Title I Funds	August 2015-May 2016	Teacher Sign-Up Sheet	Student Participation	McREL Teacher Evaluation	Title I- #9,10

District Goal 5: Family and Community Involvement

Objective 4: Increase Parental involvement

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Encourage parent participation in: -Family Literacy Night -Meet the Teacher Night -Curriculum Night -BRIGHT Summer Reader Program -Texas Public School Week -Provide parents with Home/School Compact -Parent Conferences -Grade Level Parent Meetings -SSI Meeting (5 th Grade) -Scholastic Book Fair -Accelerated Reader -Veteran's Day Celebration -Eat with your child	Principal, Teachers Parent Educator	Local Funds, Title I Funds	August 2015- May 2016	Sign-in Sheets	Parent Surveys, Sign-In Sheets,	Parent Survey	Title I- #6, #10
Promote Parent Participation in community Support Events: -Toy Drive -Thanksgiving Food Drive -Programs -Extended Library Hours -Grade Level Community Service -Science Fair	Principal, Parent Educator	Local Funds, Title I Funds	August 2015-May 2016	Sign-in Sheets, Registration forms	Parent Surveys	Parent Survey	Title I- #6, #10
Recruit parents to participate in the campus volunteer program. -Parent Advisory Committee Meetings (PAC) -Parent Volunteer Program	Parent Advisory Committee Officers, Parent Educator, Principal	Local Funds, Title I Funds	August 2015-May 2016	Sign-In Sheets, Volunteer Time Sheets	Parent Surveys	Parent Survey	Title I- #6, #10

District Goal 5: Family and Community Involvement

Objective 4: Increase Parental involvement

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Coordinate and integrate federal, state and local services to provide sessions for parents on: -Title 1 Services -Parenting Sessions -Violence Prevention -Nutrition Classes -Housing -Health -Head Start Program	Principal, Teachers Parent Educator	Local Funds, Title I Funds	August 2015- May 2016	Sign-in Sheets	Parent Surveys, Sign-In Sheets,	Parental Involvement	Title I- #6, #10
Coordinate activities with Hidalgo County Head Start Program to assist pre-school children in the transition to PSJA kindergarten classes. Kinder for a Day	Principal, Asst. Principal, Center Manager, PK Teachers Kinder teachers	Local Funds, Title I Funds	January 2016- May 2016	Attendance rosters	Collaboration activities, enrollment in PSJA public schools	ADA Report	Title I- #6, #10
Coordinate activities with middle school to assist 5 th grade students in transitioning to 6 th grade.	Principal, Asst. Principal, Teachers Counselor	Local Funds, Title I Funds	August 2015- May 2016	Sign-in Sheets	Parent Surveys, Sign-In Sheets,	ADA Report for next building and enrollment	Title I- #6, #10

District Goal 5: Family and Community Involvement**Objective 5: Increase average of parents with high school diplomas**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Increase enrollment of adult Literacy Participation by 15%	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2015	Classroom attendance sheets	End of year course completion certificates	Parent Sign-In Sheets and Logs	Title I- #6, #10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Provide resources and support utilizing Campus Instructional Technologists to work directly with teachers to integrate technology into curriculum.	Instructional Technology Coordinator, Principals Campus Instructional Technologists, Teachers	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-#1,
Utilize mimio board and purchase upgraded technology for classroom instructional use.	Instructional Technology Coordinator, Principal Campus Instructional Technologist, Teachers	Software, hardware, and professional development	August 2015- May 2016	Walk-throughs	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title 1-#3,9
Implement Capstone Library Discovery Education, Tumblebooks and Mackin Via daily.	Instructional Technology Coordinator, Principal Campus Instructional Technologist, Teachers, Library	Software, hardware	August 2015- May 2016	Usage Reports	Increased student scores.	Technology Survey	Title 1-#3,9
Purchase technology maintenance: -computers/laptops -headphones -splitters -amplifier/mount system -keyboards/mouse -clickers -speakers	Principal, Campus Instructional Technologist, Teachers, Computer Lab Manager	Software, hardware	August 2015- May 2016	Campus Inventory	All technology current and complete	Technology Survey	Title 1-#1

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Purchase Edusmart science software for the implementation of K-5 instruction.	Principal	Edusmart Software	August 2015	Usage Reports, Walk-throughs, lesson plan documentation	Improved scores in science	Increased Science Scores on CBAs, Benchmarks and STAAR	Title 1-#1,2
The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	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
The Technology Department will provide for the delivery of online library/research resources (Destiny Online) so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Instructional Technology Coordinator, Librarian	Destiny Software, adequate bandwidth, and adequate hardware	August 2015-May 2016	Usage reports from the Destiny system.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	Title 1-#2,9

District 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 School-Wide Components
<p>Audit the curriculum and integrate technology essential knowledge and skills (TEKS) at the K-8 level and update and create courses for Technology Applications at the secondary level.</p>	<p>Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum coordinators Elementary Technology Administrator Applications Review committee for (HS) Area Administrators Superintendent of Schools District Technology Advocacy Committee</p>	<p>Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.</p>	<p>This is an ongoing process. However, a committee will be formed to specifically address the secondary Technology applications courses at the High School level. This will be done Sept 2015.</p>	<p>Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.</p>	<p>Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.</p>	<p>Ongoing review of the district course offerings and alignment with state course requirements.</p>	<p>Title 1-#1,3</p>
<p>Develop units of practice aligned with the core content curriculum.</p>	<p>Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer</p>	<p>Core content curriculum resources. Learning.com</p>	<p>ongoing This will be done by June 2014.</p>	<p>Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.</p>	<p>Increased scores on technology benchmarks and state tests.</p>	<p>Instructional Technology department campus visits and observations.</p>	<p>Title 1-#1,3</p>

District 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 School-Wide Components
Expand distance learning efforts to enhance classroom instruction. The district will join the Region One Distance Learning (Video Conferencing) Consortium.	Instructional Technology Coordinator, Technology Integration Specialist , Core content area coordinators	Video conferencing equipment, online curriculum resources	Aug 2016	Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events.	Increased student enrollment and completion of online classes.	STAR Chart	Title 1-#1,3
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist		Ongoing. This is a regular service that is provided to all campuses.	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).	Increase in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores	STAR Chart	Title 1-#1,3
The district will 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	2014-2015	LAB usage logs	Increase in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores	STAR Chart	Title 1-#1,3

District 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 School-Wide Components
<p>Reestablish summer computer training opportunities for students. 19 computer technology camps (Technology Applications, Web Design, and Video Editing) will be hosted during the summer of 2015- and throughout the year in 2015-2016.</p>	<p>Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists Parental Involvement staff which will be trained by the Technology Center Staff.</p>	<p>Hardware, software. And Technology Applications Instructors.</p>	<p>Summer of 2015 August 2015- May 2016</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>	<p>STAR Chart</p>	<p>Title 1-#1,3</p>

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
<p>Maintain and update district Intranet/Internet to include campus and classroom websites. The district will subscribe to an online web hosting service which will facilitate updating of intranet/internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with students.</p>	<p>Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee</p>	<p>District website, share point/intranet site</p>	<p>June 2015</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration on curriculum, business and administrative projects.</p>	<p>Technology Survey STAR Chart</p>	<p>Title 1=#1</p>
<p>Develop and maintain a district website as a resource for instruction and a tool for school to community communication. The district will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as up coming projects.</p>	<p>Technology Director Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content areas coordinators PSJA Department Directors and Coordinators</p>	<p>District website, Living Tree, and district Intranet</p>	<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects.</p>	<p>PR Report</p>	<p>Title 1=#1</p>

District Goal 6: Technology

Objective 1: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
<p>Provide internet instruction to all teachers and students. The district will use Learning.com for all K-8 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.</p>	<p>Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>August 2015 and on-going</p>	<p>online campus and classroom web sites</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>	<p>STAR Chart Technology Survey</p>	<p>Title 1-#1</p>

District Goal 6: Technology**Objective 4:** Maintain and replace the instructional lab computers every three years in order to maintain the highest level of instruction.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.	Technology Director	Local Technology Budget, and hardware	Ongoing... all of the campuses received replacement computers for their instructional labs in 2013-2014. They will receive new computers in 2016-2017.	Computer Lab Schedule and Inventory	Students mastering technology TEKS	STAR Chart	Title 1-#1

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Training for Administrators on student referral protocols, de-escalation and restorative practices	Student Services Department, Principal	Local Funds 199	August 2014- June 2015	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	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 199	August 2015	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Inform parents and students of the campus discipline program: -Project RESSPECT -MTSS-B	Principal, Asst. Principal, Counselor, Teachers	Local Funds 199	August 2015- May 2016	Morning Assembly	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Counselor will provide classroom guidance in the following areas to PK-5 students. -self-esteem -school environment -responsibility training -personal safety -decision-making skills -goal setting -bullying -prevention strategies -drug prevention -fire safety	Principal, Asst. Principal, Counselor, Teachers	Local Funds 199	August 2015- May 2016	Lesson Plans	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
<p>Conduct Morning assembly daily to promote attendance and foster a positive community of learning.</p> <ul style="list-style-type: none"> -Promote success -Promote attendance -Celebrate birthdays -Salute Flags -Foster school pride -Anti-bully rules -Recognize achievements -Review MTSS-B -Promote participation in school programs -promote scientific inquiry -promote academic vocabulary 	<p>Principal, Asst. Principal, Counselor, Student Council Sponsors</p>	<p>Local Funds 199</p>	<p>August 2014- June 2015</p>	<p>Morning Assembly Binder</p>	<p>Decrease in discipline referrals, ISS, OSS and DAEP</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Establish a plan for students to excel through the participation of :</p> <ul style="list-style-type: none"> -Student Representative Clubs <ul style="list-style-type: none"> a. Student Council b. Cheerleading c. Cross Fit d. Drama e. Environmental Club f. International Dance Team g. Choir h. Volleyball i. Robotics j. UIL k. Spanish Spelling Bee l. Basketball 	<p>Principal, Asst. Principal, Counselor, Student Group Sponsors</p>	<p>Local Funds 199</p>	<p>August 2014- June 2015</p>	<p>Sign-in Sheets</p>	<p>Decrease in discipline referrals, ISS, OSS and DAEP</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Establish a plan for students to excel through the participation of : -Special Events a. Meet the Teacher Night b. Curriculum Night c. Open House d. STAAR Night e. Literacy Night f. PAC Meeting	Principal, Asst. Principal, Parent Educator	Local Funds 199	August 2014- June 2015	Sign-In Sheets	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Establish a plan for students to excel through the participation of : -Special Presentations a. Red Ribbon Week b. Veteran's Day c. PAC Presentations d. Muffins with Mom e. Donuts with Dad f. Fire Prevention g. Police Department h. Student Success Initiative i. Career Fair j. Campus Speakers k. Winter Wonderland l. Goodies with Grandparents m. End of Year Awards Ceremony n. Kinder and 5 th Grade Graduation	Principal, Asst. Principal, Parent Educator	Local Funds 199	August 2014- June 2015	Sign-In Sheets	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Establish a plan for students to excel through the participation of : -Student Incentives and Recognition for the following: a. Honor Roll b. Attendance c. Discipline d. Student of the Month e. Donuts with Dad	Principal, Asst. Principal, Parent Educator	Local Funds 199	August 2014- June 2015	Report Cards	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Utilize Living Tree to communicate with parents and promote a positive environment.	Principal, Asst. Principal, Teachers	Local Funds 199	August 2014- June 2015	Living Tree Usage Report	Decrease in discipline referrals, ISS, OSS and DAEP	District/Campus Weekly Reports	Title 1--#10

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

Objective 2: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Assist campuses with individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	Director of Health Services, Nurse	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2014- June 2015	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10

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

Objective 2: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Provide support services including deterrent of bullying/emotional abuse, suicide risk.	-Director of Health Services -Nursing Staff	-Behavioral Centers -PSJA LPC	August 2014- June 2015	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
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 2014- June 2015	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
Provide Boys and Girls Club Smart Moves Program to all students to address social/emotional needs in conjunction to academic needs.	Principal, Counselor	Title 1 211, Local Funds 199	August 2015-May 2016	Boys and Girls Club roster	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-#10

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

Objective 2: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide 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 2014- June 2015	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

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

Objective 2: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.	Director of Health Services, Nurse, Coaches	-Child nutrition department -Coaching staff -Dietician DHR school based clinic	August 2015- June 2016	Let's get fit initiative Referrals for abnormal BMI Continue assessing and referring for Acanthosis Nigracans Host parent sessions throughout school years	Verbal knowledge of community Evidence of returned referral of visits to nutritionist, dieticians, and health care providers	Side by side data analysis	Title 1 – #10

District Goal 7: Create a Safe School Culture and Climate.**Objective 3: Proper training and implementation of all school staff for effective school security and safety.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Weekly security audits by district security.	Security and Safety Department, Principal, Teachers	Local Funds	August 2015- June 2016	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Train all staff on lockdown procedures	Principal, Asst. Principal	Local Funds	August 2015- June 2016	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10

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

Objective 4: School attendance/nonattendance improvement initiatives will be monitored effectively to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Attendance recovery classes will be held for students who have more than 10 absences per six weeks.	Principal, Asst. Principal, PEIMS Clerk, Attendance Recovery Teacher.	Local Funds	August 2015- June 2016	<ul style="list-style-type: none"> -Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training 	<ul style="list-style-type: none"> -District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS 	<ul style="list-style-type: none"> Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports 	Title 1--#10
Participate in district Countdown to Zero recovery walk.	Principal, Asst. Principal, Teachers	Local Funds	August 2015- June 2016	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance	Title 1--#10

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

Objective 4: School attendance/nonattendance improvement initiatives will be monitored effectively to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> • School messenger 	Pupil Accounting Director	Local Funds	August 2014-June 2015	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report Onpointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through district personnel to ensure student academic success.	Pupil Accounting Director	Local Funds	August 2014-June 2015	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
<ul style="list-style-type: none"> Competitive Salaries for Teachers, and all District staff Competitive Stipends for Masters and/or certifications that support district initiatives 	HR, Business office	Funds for salaries and stipends	Feb.-Aug.	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery 	Staff Retention reports	Title 1-#5
Unique district incentives <ul style="list-style-type: none"> Paying of Local Days District contribution for employee medical plan 	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> Staff retiring from district 	More experience work force	Title1-#5
Hire University Student Interns that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall 2015-Spring 2016	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	Title 1-#1,5

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
Principals training on interviewing , documentation of teachers	HR Admin, I3 dept. staff	Documentation Handbook	Nov.-March	<ul style="list-style-type: none"> Better selection of staff Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards 	Title 1-#1,5
New teacher Professional Development and instructional coaching support for those in 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	Title1-# 1,4,5
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-#4
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Director Department Instructional Coaches	Local funds I3 Invest in Innovation 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	CBAs, BMs, STAAR, TELPAS	Title 1-#1,4,5

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-Wide Components
New teachers will be assigned a mentor for the first year.	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-#2,3,4
Implement an effective instructional coaching system with on-going professional development	Director Campus Principals	Title One 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 Mid-term and summative evaluations SLO obtainment RRR	Title 1-#4
Monthly professional development meetings for both elementary and secondary level instructional coaches	Director External Coaches	Title One 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 Mid-term and summative evaluations SLO obtainment RRR	Title 1-#4
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One 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 Mid-term and summative evaluations SLO obtainment RRR	Title 1-#4
Monthly progress monitoring campus visits and Instructional rounds	Director Campus Instructional Coaches	Title One 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 Mid-term and summative evaluations RRR	Title 1-#2,4