

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Graciela Garcia 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.**

GRACIELA GARCIA ELEMENTARY SCHOOL
"DEDICATED TO EXCELLENCE"
OUR VISION



**INTERNATIONAL BACCALAUREATE AUTHORIZED SCHOOL
2015-2016**

We envision Graciela Garcia Elementary school to be a model school that teaches the whole child and where children, parents and the community are actively involved in the learning process. Students will be surrounded by an environment that will challenge and encourage all students to become creative, independent thinkers. Students will receive a well-balanced, quality instruction through innovative teaching strategies that will allow the students to cooperatively explore, inquire and learn at higher levels of cognitive thinking.

Graciela Garcia Elementary School



MISSION



GOALS



OBJECTIVES



Mission

We, at Graciela Garcia Elementary, in unison with the parents and community, are committed to provide a meaningful learning environment that strives for a academic excellence by offering rich experiences, creating a multicultural climate, and valuing each child's uniqueness.

Goals

- To support growth of educators through collaborative, reflective inquiry, planning and action
- To create a culture where everyone actively contributes, (staff, parents and community) to school improvement, collegially, professional development, and teacher preparation.
- To enhance the implementation of the International Baccalaureate and dual language programs to increase student achievement

Objectives

- Improve all students' achievement
- Improve students' attendance
- Acquire knowledge in inquiry based instruction
- Provide adequate staff development
- Increase active participation of parents and community involvement
- Maintain the authorized International Baccalaureate nomination

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2014-15 STAAR Campus Summary Report
2. 2013-14 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	78% (78% All Students)
Math	84% (84% All Students)
Writing	71% (71% All Students)
Science	81% (81% All Students)

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

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	77% (77% All Students)
Math	86% (86% All Students)
Writing	71% (71% All Students)
Science	80% (80% All Students)

- In Reading, there is no achievement gap between Eco Dis and All students 2014-2015.
- In Mathematics, the achievement gap between Eco Dis and All students 2014-2015 is 3%.
- In Writing, there is no achievement gap between Eco Dis and All students 2014-2015.
- In Science, there is no achievement gap between Eco Dis and All students 2014-2015.

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 77% 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 <p style="text-align: center;">Mastery 70% or Higher</p>	<ul style="list-style-type: none"> • 4th Grade Reading • 4th Grade Writing <p style="text-align: center;">Mastery 64% or Lower in Reading Mastery 71 or lower in Writing</p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • 4th Grade Reading and Writing <p style="text-align: center;">Reading: 80% or Higher Writing 80% 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"> • 28% of our students did not meet or exceed progress measure. 	<ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2015-16 in Reading and Writing
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 43% meeting or exceeding the performance gaps.</p>	<ul style="list-style-type: none"> • 52% Economically Disadvantaged students met the performance gap standard (either at phase-in or at advanced) in Reading. • 49% Economically Disadvantaged students met the performance gap standard (either at phase-in or at advanced) in Writing. • 66% 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 27% meeting or exceeding the postsecondary readiness.</p>	<ul style="list-style-type: none"> • 27% 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 • Revise curriculum • Assess and Monitor frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood outreach • Communication in both English and Spanish • Parental involvement • Parent Center • Business Partnerships • Parent Liaison • District Level & Campus 	<ul style="list-style-type: none"> • Increase parent involvement • Low Average of parents with high school diplomas and/or postsecondary education • Increase parent education 	<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"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture • CLC's (weekly) 	<ul style="list-style-type: none"> • Implement and enhance a character education program in place. 	<ul style="list-style-type: none"> • Work with outside support (TXCEE) to establish a monitoring system for a campus-wide comprehensive discipline plan.
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool • New Teacher Institute 	<ul style="list-style-type: none"> • New teachers lack basic understanding of the instructional process and TEKS-Curriculum-Assessment Alignment. • New teacher training in IB curriculum and dual language program implementation. 	<ul style="list-style-type: none"> • Schedule time for new teachers to observe and work with experienced teachers on a weekly basis. • Attend dual language institute • Attend IB training • Mentorship enhancement

CAMPUS DEMOGRAPHICS



	ALL	SPED	LEP	MIGRANT	ECD	GT
Number	641	23	527	28	609	43
Percent	100	3	82	4	95	6

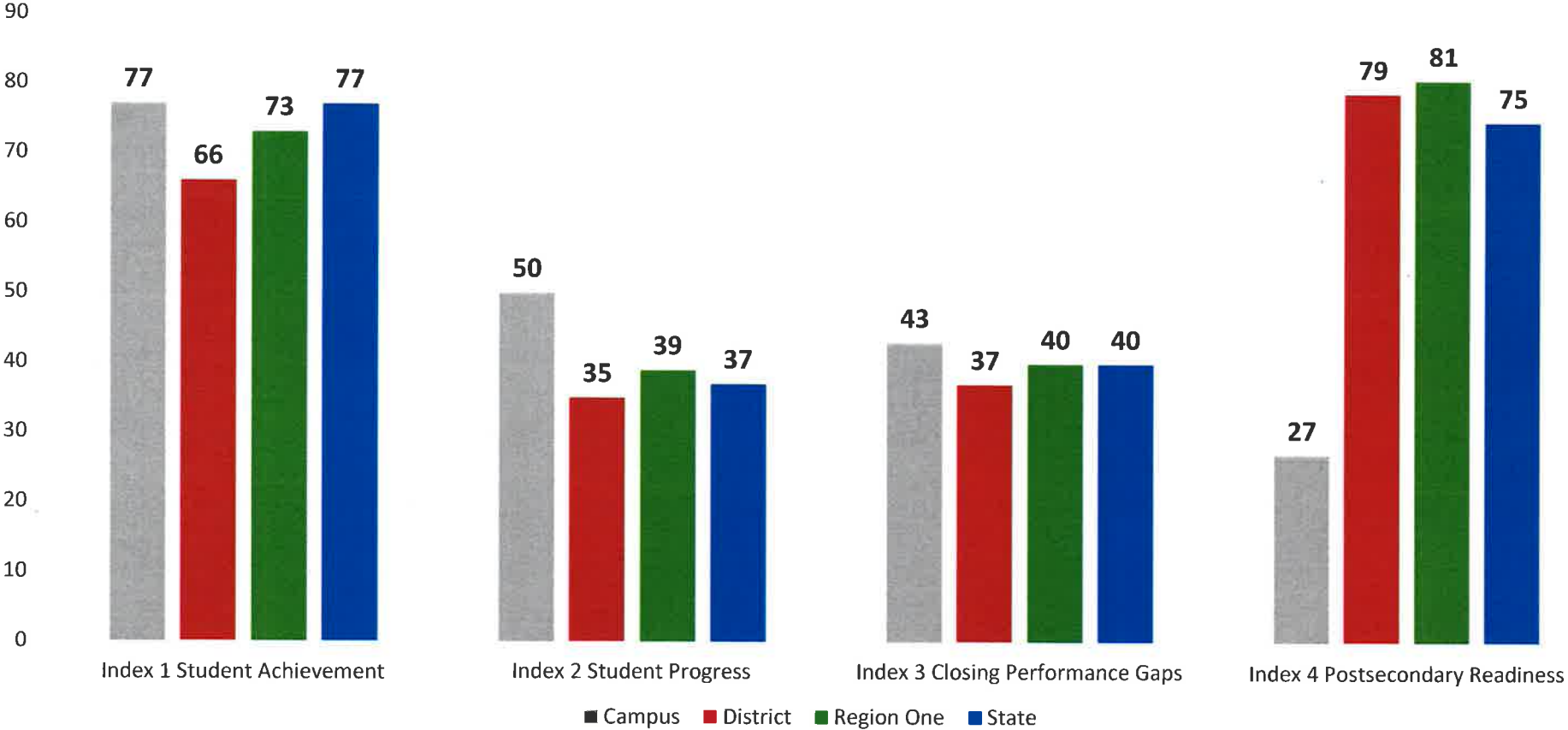
	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	641	641	0	0	0	0
Percent	100	100	0	0	0	0

Student Achievement Summary 2015



	Performance Target 2015	State	Region 1	PSJAISD	Goals 2016
Index 1 Student Performance (=60)	77	77	73	66	82
Index 2 Progress Measure (=30)	50	37	39	35	55
Index 3 Closing the Gap (=28)	43	40	40	37	48
Index 4 Postsecondary Readiness (=12)	27	75	81	79	33

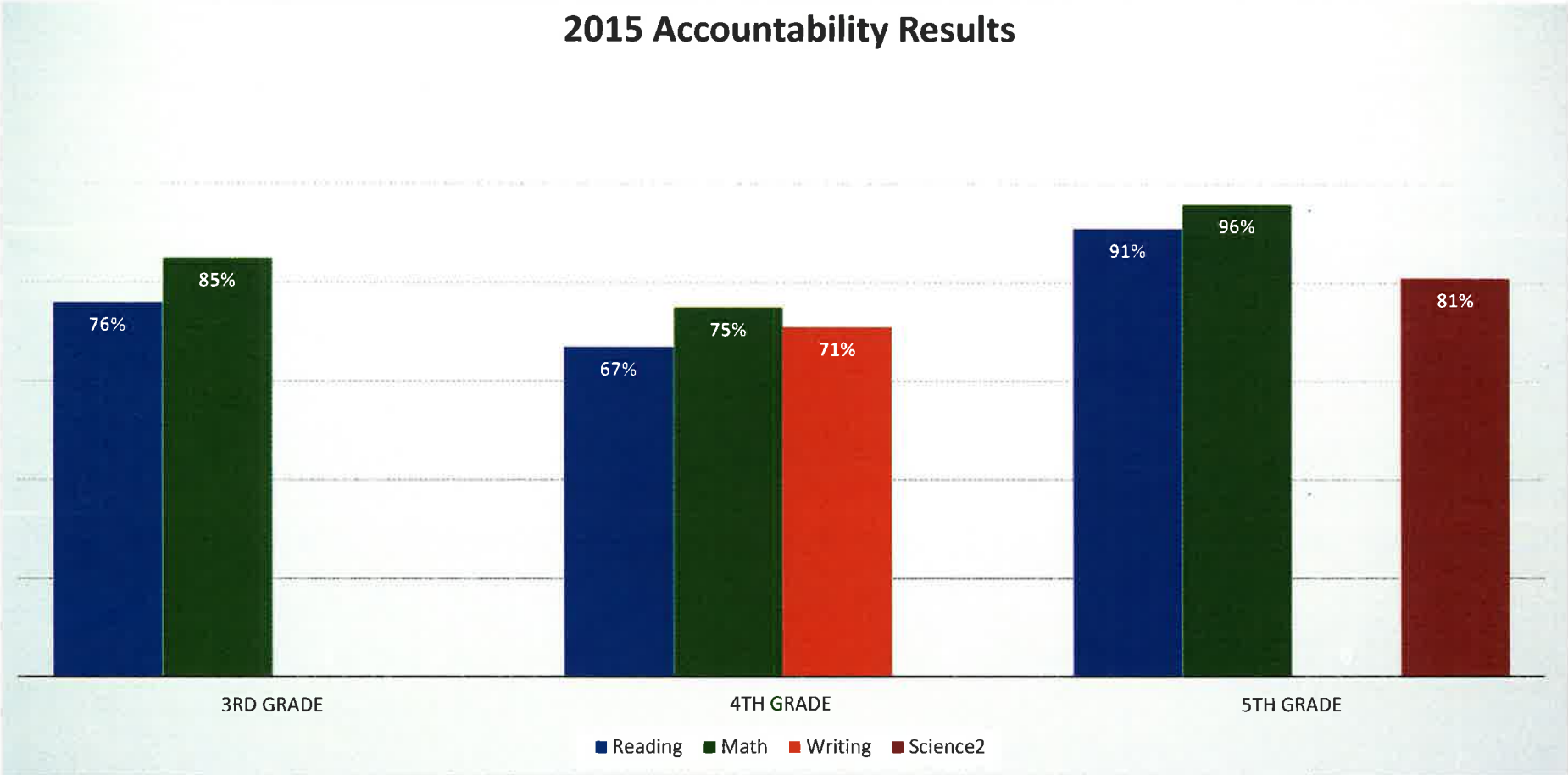
State Accountability By Index 2015



2015 Accountability Results (STAAR Results)



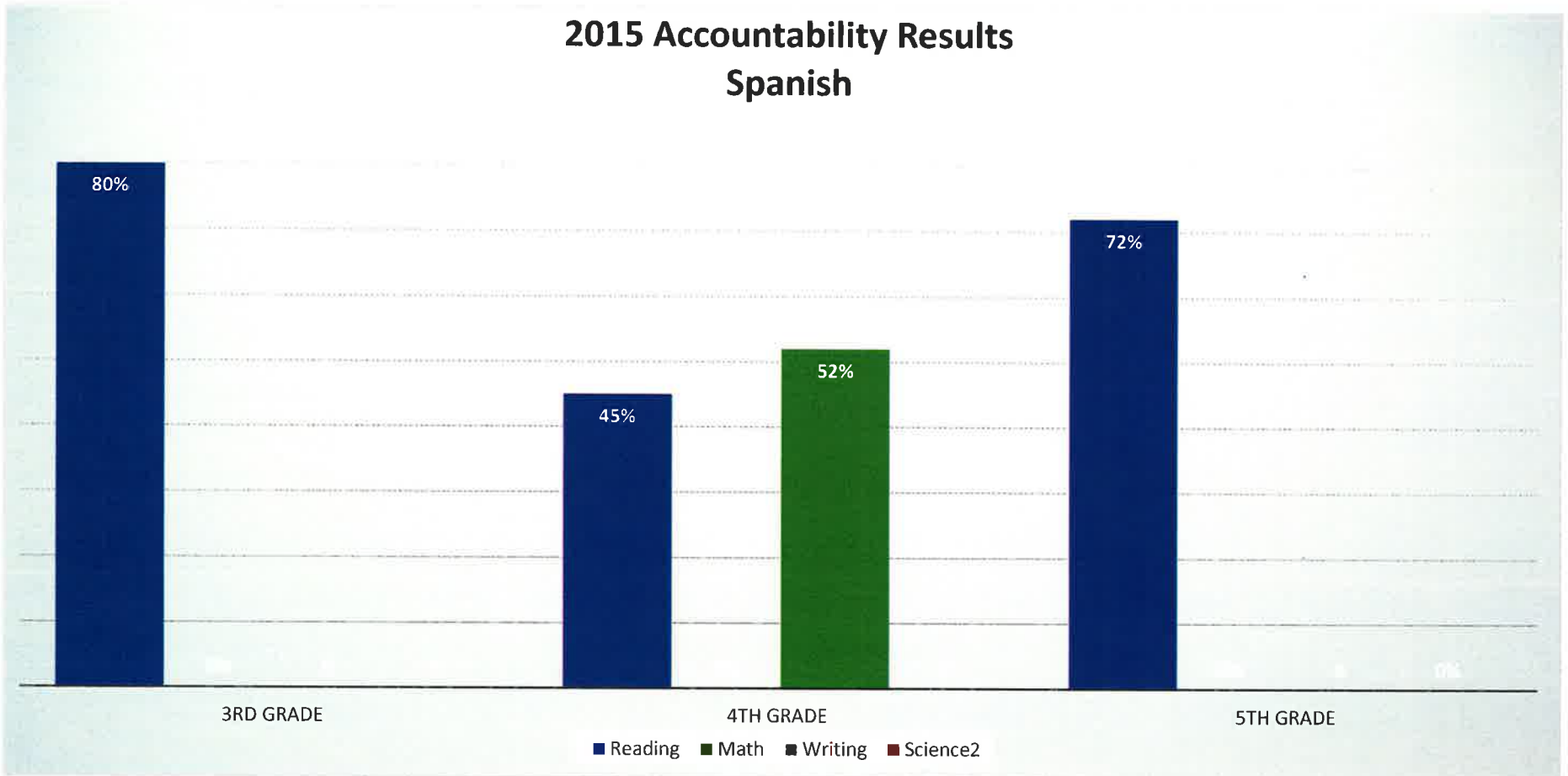
2015 Accountability Results



2015 Accountability Results (STAAR Results)



2015 Accountability Results Spanish



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	78		78						77		79
Math												
Writing	71		71						71		72	
Science	80		80						80		80	
Percent of Eligible Measures Met												100

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

SYSTEM SAFEGUARDS 2015



	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
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	Y		Y						Y		Y	4	4	
Science	Y		Y						Y		Y	4	4	
Total												16	16	100

PBMAS REPORT 2015



COLLEGE³
 READY. CONNECTED. COMPLETE.

	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 District Goals



3rd Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 2 Level I	48	85	86
Phase in 2 Level II	57	72	75
Final Recommended	74	36	39
Adv. Level III	89	48	50

4th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 2 Level I	48	75	78
Phase in 2 Level II	56	58	60
Final Recommended	73	23	25
Adv. Level III	83	41	43

5th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 2 Level I	46	96	97
Phase in 2 Level II	54	87	89
Final Recommended	72	69	71
Adv. Level III	86	81	83

2015-2016 District Goals



3rd Grade English Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal <i>TARGET: 60%</i>
		2015	2016	2016
Phase In 2 Level I	50	76	80	
Phase in 2 Level II	58	66	70	
Final Recommended	75	49	53	
Adv. Level III	85	59	63	

4th Grade English Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal <i>TARGET: 60%</i>
		2015	2016	2016
Phase In 2 Level I	52	67	75	
Phase in 2 Level II	59	63	65	
Final Recommended	75	20	25	
Adv. Level III	86	34	37	

5th Grade English Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal <i>TARGET: 60%</i>
		2015	2016	2016
Phase In 2 Level I	54	91	93	
Phase in 2 Level II	63	84	87	
Final Recommended	78	56	59	
Adv. Level III	87	74	77	

2015-2016 District Goals



3rd Grade Spanish Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal <i>TARGET: 60%</i>
		2015	2016	2016
Phase In 2 Level I	50	80	83	
Phase in 2 Level II	58	68	70	
Final Recommended	75	29	31	
Adv. Level III	85	47	50	

4th Grade Spanish Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal <i>TARGET: 60%</i>
		2015	2016	2016
Phase In 2 Level I	52	45	50	
Phase in 2 Level II	59	38	40	
Final Recommended	75	10	13	
Adv. Level III	86	17	20	

5th Grade Spanish Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal <i>TARGET: 60%</i>
		2015	2016	2016
Phase In 2 Level I	54	72	75	
Phase in 2 Level II	63	64	67	
Final Recommended	78	51	55	
Adv. Level III	87	56	60	

2015-2016 District Goals



4th Grade English Writing

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal <i>TARGET: 60%</i>
		2015	2016	2016
Phase In 2 Level I	52	73		75
Phase in 2 Level II	59	52		57
Final Recommended	70	16		20
Level III Adv.	84	43		47

2015-2016 District Goals



4th Grade Spanish Writing

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal <i>TARGET: 60%</i>	
				2015	2016
Phase In 2 Level I	52	66		40	
Phase in 2 Level II	59	45		50	
Final Recommended	70	21		25	
Level III Adv.	84	24		29	

2015-2016 District Goals



5th Grade Science

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal <i>TARGET: 60%</i>
		2015	2016	2016
Phase In 2 Level I	59	78		83
Phase in 2 Level II	66	69		72
Final Recommended	80	34		37
Level III Adv.	91	48		50

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 Schoolwide Components
Curriculum campus team will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Principal, Asst. Principal, Instructional Coach	Local Funds, Title 1 Funds	June 2016	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains, weekly test, report cards, progress reports	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students.	Bilingual Director, Special Ed Director, Assistant Supt for C&I	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Summer 2016	Completed Curriculum Documents	Benchmark scores, student achievement gains, weekly tests, report cards, progress reports	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Academic Calendars will be written for all courses. (timelines will be written for all HB5 courses).	Assistant Supt for C&I, Administrators, Principal, Asst. Principal, Instructional Coach	Local Funds, Title 1 Funds	Summer 2016	Completed Academic Calendars	Benchmark scores, student achievement gains, weekly tests, report cards, progress reports	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning.	District Content Coordinators, Principal, Asst. Principal, Instructional Coach	Local Funds, Title 1 Funds	June 2015-April 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains, report cards, progress reports	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#8

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 Schoolwide Components
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principals, 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, report cards, progress reports	Mini assessments, CBAs, BMs, STAAR, TELPAS, Weekly tests	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Assistant Supt for C&I, Administrators, 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, report cards, progress reports	Mini assessments, CBAs, BMs, STAAR, TELPAS, Weekly tests	Title 1 - #2,4,8
Campus Instructional Coaches, Deans, Assistant principals and principals will monitor the implementation of the curriculum at each campus.	Principals, Asst. Principal, Instructional Coach	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation McRell evaluations/Observations	Benchmark scores, student achievement gains, report cards, progress reports	Mini assessments, CBAs, BMs, STAAR, TELPAS, Weekly tests	Title 1 - #3
Provide Dana Center training for selected cohort teachers and principals on the vertical alignment of state standards in math and science.	Assistant Superintendent for C&I, Principal. Asst. Principal, Instructional Coach	Title 1 Funds	August 2015-2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, report cards, progress reports	Mini assessments, CBAs, BMs, STAAR, TELPAS, Weekly tests	Title 1 - #4

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

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-16

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses.	District Content Coordinators	Local Funds, Title 1 Funds	June 2015 – May 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC.	Assistant Supt for C&I, C&I Administrators	Local Funds, Title 1 Funds	June 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar.	District Content Coordinators	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Sign-in Sheets	Benchmark scores, student achievement gains, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2015-2016.	District Content Coordinators	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #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 2015-16

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 48 hours of the test administration.	Campus Principals and Deans, Asst. Principal	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 at each campus for data analysis and monitoring student progress.	Campus Principals and Deans, Asst. Principal	Local Funds, Title 1 Funds	August 2015- June 2016	Walk-throughs McRel Observations	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Campus Principals and Deans, Asst. Principal	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Assistant Supt for C&I, Administrators,	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8
Monitor Literacy Development	Principal, Asst. Principal, Instructional Coach	Local Fund, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Walk-throughs Lesson Plans McRel Observation	Benchmark scores, student achievement gains	TPRI/Tejas Lee, Report Cards, Progress Reports, Leap Frog, IStation Reports, IB Units of study, LAS Links	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 2015-16

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
District level monitoring of the progress of migrant students will be done immediately following each CBA and BM.	Migrant Director, Administrator for Student Success, Principal, Asst. Principal	Migrant Funds 212	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 level monitoring of the progress of special education students will be done immediately following each CBA and BM.	Special Education Director, Administrator for Student Success, Principal, Asst. Principal	Special Ed Funds 224	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 level monitoring of the progress of ELL students will be done immediately following each CBA and BM.	Dual Language/ESL Director, Administrator for Student Success, Principal, Asst. Principal	Title III 263	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
Provide Dana Center training for cohorted science teachers on creating formative assessments.	Assistant Superintendent for C&i	Title 1 Funds	August 2015- May 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 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-16

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Weekly meeting will be held to analyze current weekly test scores in order to adjust instruction.	Principal, Asst. Principal	Local Funds, Title 1 Funds	October 2015-May 2016	Walk-through, McRel Observations	Benchmark scores, report cards, progress reports	CBAs, BMs, Weekly Grades	Title 1 - #1, 2
Create weekly tests that are aligned to timelines in addition to the tests included in the curriculum.	Principal, Asst. Principal	Local Funds, Title 1 Funds	October 2015-May 2016	Walk-through, McRel Observations	Benchmark scores, report cards, progress reports	CBAs, BMs, Weekly Grades	Title 1 - #1, 2
CLC meetings will be held weekly to monitor and discuss student progress in reading fluency and comprehension.	Principal, Asst. Principal	Local Funds, Title 1 Funds	October 2015-May 2016	Walk-through, McRel Observations	Benchmark scores, report cards, progress reports	CBAs, BMs, Weekly Grades	Title 1 - #1, 2
Collaborative Learning Communities	Principal, Asst. Principal	Local Funds, Title 1 Funds	October 2015-May 2016	Sharing innovative ideas, Lesson Planning, Goal Setting, Lesson Cycle, Unit Bundles (TEKS), Create intervention based on item analysis, Instructional Planning document, Deconstruction of the TEKS,	Walk-throughs, Pre and Post Conferences, Student Achievement, Student Activities, Reflect on Effective Lessons	Increase student engagement through effective evidence of CIF, Student Academic Improvement	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 Schoolwide Components
District Goals specific for each subgroup will be developed and shared with each campus principal and staff.	Migrant Director, Special Ed Director, Dual Language/ESL Director, Administrator for Student Success	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2014	District Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
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, Principals	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
Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic and Disadvantaged.	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principals	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2014- June 2015	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

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 Schoolwide Components
All teachers will be required to follow the modifications/accomodations for the special education students in their classroom.	Campus Principals, Teachers Asst. Principal Instructional Coach	Special Ed 224	August 2015-June 2016	Lesson Plans and Walk-throughs, McRell Observations	Benchmark scores, student achievement gains, closing achievement gaps, report cards, progress reports	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, Asst. Principal, Instructional Coach	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2015 November 2015 January 2016 February 2016	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps, report cards, progress reprot	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for campus administrators at the elementary, middle and high school levels.	C&I Administrators, Principal, Teachers, Asst. Principal, Instructional Coach	Local Funds 199, Title 1 Funds 211	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark.	Campus Principals, Asst. Principal, Instructional Coaches	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, report cards, progress reports	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.	Campus Principals, Asst. Principal, Instructional Coaches	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, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for all principals, assistant principals, and deans on differentiated instruction. And data analysis.	Assistant Superintendent for C&I	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will meet weekly (during CLC's) to reflect on units of study and make needed adjustments.	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds 199, Title 1 Funds	August 2015- May 2016	Lesson Plans	IStation reports, weekly grades, report cards, progress reports	Weekly Assessments, CBA's	Title 1 - #4
Principal will hold weekly meetings to roll out lesson plans. Every teacher will be asked to share an innovated activity to teach concept on time line.	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds 199, Title 1 Funds	August 2015- May 2016	Lesson Plans, foldables, graphic organizers, research based projects	IStation reports, weekly grades, report cards, progress reports	Weekly Assessments, CBA's	Title 1 - #4
IB coordinator will meet with grade levels to write IB units of study and create questions on inferencing.	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds 199, Title 1 Funds	August 2015- May 2016	IB thematic unit of instruction question stems	IStation reports, weekly grades, report cards, progress reports	Weekly Assessments, CBA's	Title 1 - #4
Weekly meetings will be held with principal to discuss instructional plans student differentiated instruction and to create intervention plans based on need.	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds 199, Title 1 Funds	August 2015- May 2016	Lesson plans, group rosters, intervention plans	IStation reports, weekly grades, report cards, progress reports	Weekly Assessments, CBA's	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 Schoolwide 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.	Asst. Supt for C&I Principal, Asst. Principal	Local Funds 199	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5.	Asst Supt for C&I, C&I Administrators, District Content Coordinators, Principal, Asst. Principal	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
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.	Campus Principals, and Deans	Title 1 211, Local Funds 199	August 2015- May 2016	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group.	Asst Supt for C&I, C&I Administrators, District Content Coordinators	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
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	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 Schoolwide Components
RtI training will be provided for all staff members to address the needs of all students.	RtI District Coordinator, Counselor	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.	Dual Language/ESL Director Principal Asst. Principal Instructional 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 Director Principal Asst. Principal Instructional Coach	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 on Data Analysis/Differentiated instruction.	Assistant Superintendent for C&I Principal Asst. Principal	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 Schoolwide Components
The ELPS objective will be posted on the board on a weekly basis.	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
The ELPS objective will be discussed with students daily.	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
.Collaborative learning communities will be held once a week afterschool, collaboratively create lesson plans, intervention plans and discuss and learn form each other.	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers in 4 th and 5 th grade will meet on Mondays from 4:30 – 5:30 p.m. (CLC).	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 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 Schoolwide Components
Teachers in PK-1st grade will meet on Wednesdays from 4:30 – 5:30 p.m. (CLC).	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers in 2 nd -3 rd grade will meet on Thursdays from 4:30 – 5:30 p.m. (CLC).	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Students will be able to demonstrate the ELPS objective through a listening reading or writing activity on a daily basis.	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will post student objective on the board on a daily basis. Students will demonstrate mastery of objective taught.	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 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 Schoolwide Components
Special Education Provide teachers PK-5 th the opportunity to attend inservices/workshops <ul style="list-style-type: none"> • RTI • Region One Inservices • Mainstreaming Inservices • District Inservices • Bipolar/Autistic • Inclusion for special Ed. • LEXIA Reading Program • CO-Teaching Program 	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
McRell Training <ul style="list-style-type: none"> • Teachers will attend training on the McRell evaluation • Value added (SAS EVAAS) • Principal and Asst. Principal will attend three collaborative meetings on leadership • Instructional Coach (CLL) will attend all mandated trainings 	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 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 Schoolwide Components
Develop Intervention Plan to address STAAR strategies: <ul style="list-style-type: none"> • Lit. Based TEKS Instruction Project • Outside consultant • Thinking Maps • IB outside consultant • Instructional Rounds • Debriefing of observations 	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Gifted and Talented Provide teachers PK-5 th the opportunity to attend inservices/workshops <ul style="list-style-type: none"> • 30 hour training for new teachers • 6 hour yearly update • G.T. State Conference • G.T. Training for testing potential future GT students • Region 1 & District G.T. Inservices 	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
IB Training Provide teachers the opportunity to attend inservices/workshops: <ul style="list-style-type: none"> • Visitation to other districts in and out of state • IB strategies • Inquiry based instruction • Level 1 training in Austin • Level 11&111 training in Austin • International conference • Other trainings related to IB 	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 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 Schoolwide Components
Bilingual Provide teachers PK-5 th the opportunity to attend inservices/workshops: <ul style="list-style-type: none"> • 6 hour yearly update • TABE Conference • Region 1 Bilingual inservices • District Inservices • 30hr training for new teachers 	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Develop Intervention Plan address STAAR strategies: <ul style="list-style-type: none"> • Lit. Based TEKS instruction Project • IB Conference • Visitation to other IB schools 	Principal Asst. Principal Instructional Coach	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies.	District ELA Content Coordinators, Instructional Coaches Principal Asst. Principal Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
4 th grade teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation. Teachers will be trained by William McDonald.	Assistant Superintendent for C&I William McDonald Principal Asst. Principal 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 - #2
Writing Rubrics will be developed and used district-wide. Editing and revising session by William McDonald.	District ELA Content Coordinators Principal Asst. Principal William McDonald	Title 1 211, Local Funds 199	August 2015 and on-going	Walk-throughs McRel Observations	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).	District ELA Content Coordinators, Campus Principals, Teachers, Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	Summer 2015 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per six weeks will be required at each grade level. Weekly tests will be administered.	Principals, District ELA Content Coordinators	Title 1 211, Local Funds 199	August 2015-May 2016	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 #4
STAAR Literature questions will be written for each literary piece/all genres. Weekly tests will be administered.	District ELA Content Coordinators Teachers Principal Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	Summer 2015-May 2016	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 #4
Two aligned CBAs and two district Benchmarks will be administered district-wide. Weekly test will be administered .	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals Asst. Principal	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports, McRel Observations	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 #4
Data will be used to inform tutorial lessons and to identify spiraled skills.	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals Asst. principal	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 #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
CIF strategies such as; literacy groups, four corners, gallery walk, graffiti walk, think pair and share and write to learn will be implemented daily.	Principals Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs McRell Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title -#2
Implementation of literacy programs appropriate of each grade level to meet the needs of all students such as; <ul style="list-style-type: none"> • 3 tier Reading Model • Accelerated Reading • Sing Spell Read & Writing/Winning • PYP Planner • Cancionero • IB Units 	Principals Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs McRell Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Teachers will provide additional assistance during the regular day and beyond the school day in order to meet the students' academic needs by; <ul style="list-style-type: none"> • Conceptual learning based on Lynn Erickson conceptual teaching model 	Principals Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs McRell Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> • Hands on activities • Research presentations • Integration of curriculum • Small group instruction • Implementation of centers • Saturday & afterschool tutoring • AR Reading • Word bank /vocabulary games • Readers Theater • Graphics organizers • Project based instruction • Thinking Maps • Peer tutoring • Instructional Rounds • Foldables 	Principals Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs McRell Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
William McDonald will train teachers on Expository Writing.	Principals Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs McRell Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitor writing skills and the development of the writing process through the implementation and maintenance of the following both English and Spanish <ul style="list-style-type: none"> • Writing contest • Writing timelines • Reflective journals • PYP portfolios (writing) • Critical writing samples • Writing journals • Write from the Beginning 	Principals Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs McRell Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
William McDonald will provide training for students on revising and editing.	Principals Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs McRell Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Conduct instructional rounds during the writing block to learn from each teacher and reflect on our own teaching in the area of writing.	Principals Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs McRell Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #2-

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide extending staff development and learning opportunities for teachers to plan appropriate targeted instruction by;</p> <ul style="list-style-type: none"> • Holding weekly CLC's to analyze student work and share teaching best practices to meet student needs • Meet weekly with principal to discuss instructional plans, student groups, timelines and intervention strategies to meet student needs • Hold campus council meetings every six weeks to keep parents informed on the on going progress and curriculum adjustments • Discuss and present Intervention Plan • Conduct Instructional Rounds • Debriefing of instructional rounds 	<p>Principals Asst. Principal Instructional Coach</p>	<p>Title 1 211, Local Funds 199</p>	<p>August 2015-May 2016</p>	<p>Walk-throughs McRell Observations Lesson Plans</p>	<p>Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> Hold study groups (book study) on Vocabulary by Design by Robert Marzano 	Principals Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs McRell Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
<p>Schedule and participate in conferences to discuss students' progress as follows;</p> <ul style="list-style-type: none"> Teacher student conference Teacher/student parent conference Administrator/ student conference Home visit "Curriculum Nights" 	Principals Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs McRell Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
<p>Teachers will receive staff development on research based effective teaching practices such as;</p> <ul style="list-style-type: none"> Diana Ramirez training on Inferencing Dual language IB training-Austin, Tx Use of Thinking Maps 	Principals Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs McRell Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> • Promethean board interactive activities • Region One training • Lynn Erickson Model on conceptual teaching • Robert Marzano on Teaching by Design (book study) • Foldables • Instructional Rounds 	Principals Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs McRel Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
<p>To identify students needs through:</p> <ul style="list-style-type: none"> • Whole group instruction • Small group instruction • Chapter books/Novels • Afterschool & Saturday Tutoring • Super Saturdays • Research • Power Point Presentations • Copier rental/usage • Purchase instructional supplies • Printer/Printer supplies • Ipads/insurance • Video projectors 	Principals Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs McRel Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be developed for K-12 using CIF strategies Peralized Math.	Assistant Superintendent for C&I, Instructional Coaches, Principal, Asst. Principal	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 Weekly test	Title 1 - #2
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation.	Assistant Superintendent for C&I Principal, Asst. Principal, 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 Weekly Test	Title 1 - #2
Teachers will receive training on unpacking the math TEKS, analyzing data.	Assistant Superintendent for C&I Principal, Asst. Principal, 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 Weekly test	Title 1 - #2
Two aligned CBAs and two district Benchmarks will be administered district-wide.	Assistant Superintendent for C&I, District Administrators, Principal, Asst. Principal, Instructional Coach	Title 1 211, Local Funds 199	October 2015 November 2015 December 2015 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 Weekly test	Title 1 - #2
Data will be used to inform tutorial lessons and to identify spiraled skills.	District Coordinators, Principals, Asst. Principal, 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	CBAs, BMs, STAAR, TELPAS Weekly test	Title 1 - #2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities.	District Content Coordinators, Principals, Asst. Principal Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2014-May 2015	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, Weekly test	CBAs, BMs, STAAR, TELPAS	Title 1 #4
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format.	District Content Coordinators, Principals, Asst. Principal, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2014-May 2015	Walk-throughs, lesson plans McRel Observations	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, Weekly test	CBAs, BMs, STAAR, TELPAS	Title 1 #4
Exit tickets will be developed aligned to the skill of the day.	District Content Coordinators, Principals, Asst. Principal, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2014-May 2015	Walk-throughs, lesson plans McRel Observations	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, Weekly test	CBAs, BMs, STAAR, TELPAS	Title 1 #4
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 McRel Observations	Benchmark scores, student achievement gains, Weekly test	CBAs, BMs, STAAR, TELPAS	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 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Lexia •Think through Math •Agile Minds •TPRI/Tejas LEE Strategies •IB Planners 	<p>Assistant Superintendent for C&I, District Content Coordinators, Bilingual Director, Special Ed Director Principal, Asst. Principal, Instructional Coach</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>Summer 2015</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS Weekly tests</p>	<p>Title 1 #4</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principals, Asst. Principal, Bilingual Director, Instructional Coaches, District Level Administrators	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 #4
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principals, Asst. Principal, Special Ed Director, Instructional Coaches, District Level Administrators	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 #4
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principals, Asst. Principal, Bilingual Director, Instructional Coaches, District Level Administrators	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 #4
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principals, Asst. Principal, Bilingual Director, Instructional Coaches, District Level Administrators, counselors	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 #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Assistant Superintendent for C&I, District Content Coordinators, 504 District Coordinator, Principal, Asst. Principal, Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	504 folders, walk-throughs, lesson plans, McRel observations	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 #4
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principals, Deans, District Dyslexia Coordinator, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199	August 2015-May 2016	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports , McRel observations	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 #4
8. Provide extended learning opportunities for students not mastering the curriculum through summer school, Saturday academies, tutorials.	Principals, Asst. Principal, Instructional Coach	SCE	August 2015-August 2016	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets, McRel observations	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	Title 1 #4
9. Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Principal, Asst. Principal, Instructional Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Agendas and Sign-in Sheets, McRel observations	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 #4

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 (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Revise all curriculum documents for HB5 STAAR courses.	Assistant Superintendent for C&I	Local Funds, Title 1 Funds	Summer 2015 (on-going)	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4
Provide training for all staff members (teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Principal Asst. Principal	Local Funds, Title 1 Funds	June 2015 (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.	Assistant Supt for C&I Principal Asst. Principal	Local Funds, Title 1 Funds	June 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators Principal Asst. principal	Local Funds, Title 1 Funds	June 2015-April 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 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Principal Asst. Principal	Local Funds 199	October 2015 (on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS, weekly test	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.	Principals Asst. 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, weekly test	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principals 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, weekly test	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Assistant Supt for C&I, Administrators	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, weekly test	Title 1 -#2,4,8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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.	Principals Asst. Principal	Local Funds, Title 1 Funds/ SCE	August 2015-May 2016	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Teachers will receive a refresher course on the dual Language implementation program <ul style="list-style-type: none"> • bilingual pairs • Student generated alphabet • Word walls • Content vocabulary word walls 	Principals Asst. Principal	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
<ul style="list-style-type: none"> • Teachers will be trained on the rigorous IB program and it's philosophy. 	Principals Asst. Principal	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 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Teacher will complete the ELL progress measure chart to understand every student's score and points needed for growth on each index</p> <ul style="list-style-type: none"> • Create a roster of students category and needed points • Make a decision on students' language of assessment based on data • Create a tutorial group targeting level II final recommendation phase and level III advanced on STAAR assessments • Develop an intervention plan to target every sub group 	Principals Asst. Principal	Local Funds, Title 1 Funds/ SCE	August 2015-May 2016	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Teachers will identify students progress or need based on CBA and BM. They will then form a targeted plan of action to meet their needs.	Principals Asst. Principal	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 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Identify, select and implement a quality instructional program and materials appropriate to grade level to meet student needs; <ul style="list-style-type: none"> • 3 tier reading model • Sharon Wells math program • Tutoring (Saturday& Afterschool) • Super Saturday academics • Literacy Reading Nights • Project Exhibition • Student presentations • G.T. curriculum • IB units of study • Research project based best practices • Project based instruction • I station • Think through math • Power point presentations • UIL competitions 	Principals Asst. Principal	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 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing "STAAR Night"	Principals Asst. Principal Parent Educators	Local Funds, Title I Funds	August 2015 - May 2016	Sign-in Sheets	Parent Surveys	CSA's, BMs, STAAR, TELPAS	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 Schoolwide Components
Sponsor after school and Saturday tutoring camps.	Principal Asst. Principal	Title I Funds	August 2015-May 2016	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA Weekly tests	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC, Increase gains on student achievement	Title I- #2, #9
Hold a parent "curriculum, STAAR night".	Principal Asst. Principal	Title I Funds	August 2015-May 2016	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA Weekly tests	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC, Increase gains on student achievement	Title I- #2, #9
Schedule a Campus Council meeting to keep parents informed on the curriculum being implemented and the CBA's as well as benchmark results. All kind if intervention plans will be presented.	Principal Asst. Principal	Title I Funds	August 2015-May 2016	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA Weekly tests	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC, Increase gains on student achievement	Title I- #2, #9
Organize and conduct orientations to inform parents of school mission, vision goals, PYP Programs, objectives, and any other information pertinent to school functions. <ul style="list-style-type: none"> • Parent Orientation Night beginning of the year • Head start/Preschool orientation • Kennedy Middle School Orientation 	Principal Asst. Principal	Title I Funds	August 2015-May 2016	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA Weekly tests	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC, Increase gains on student achievement	Title I- #2, #9

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 Schoolwide Components
<p>Organize and conduct meetings, sessions, and inform parents of curriculum being implemented:</p> <ul style="list-style-type: none"> • Bi-weekly meetings on selected topics • Guest speakers • IB/PYP presentations • School programs • Recruit parent volunteers/community members • Open House • Dissemination of information to parents • Literacy Parent Fair • Fall/Spring Festival • Math parent/Student fair • Parent conferences • Home visits for parent conferences as needed • Home school compact for parents and students • PAC meetings • Purchase supplies/materials for meetings • Parents against drugs • Parents helping students to read • Parent/Student brown sack lunch 	<p>Principal Asst. Principal Instructional Coach</p>	<p>Title I Funds</p>	<p>August 2015-May 2016</p>	<p>Sign-in Sheets, Telephone Logs Agendas Parent Logs Calendar of Activities Increase parental involvement as well as the community</p>	<p>Benchmark Scores CBA Weekly tests</p>	<p>STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC</p>	<p>Title I- #7</p>

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 Schoolwide Components
<p>Have celebrations through out the year to celebrate culture and heritage as well as to present awards to parents, students, and staff. Some celebrations may include but are not limited to:</p> <ul style="list-style-type: none"> • Fall /Spring Festival • Thanksgiving Luncheon • Christmas Posada • Cinco de Mayo • Mother’s Day/Father’s Day • End-of the Year Awards • Christmas gifts for parents • Christmas Luncheon • Yearly Parent Conferences • Parent Luncheon at the end of the year • Parents Volunteers 	<p>Principal Asst. Principal Instructional Coach</p>	<p>Title I Funds</p>	<p>August 2015-May 2016</p>	<p>Sign-in Sheets, Telephone Logs Agendas Parent Logs Calendar of Activities Increase parental involvement as well as the community</p>	<p>Benchmark Scores CBA Weekly tests</p>	<p>STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC</p>	<p>Title I- #1 #2</p>
<p>Increase communication with parents through means of</p> <ul style="list-style-type: none"> • Attendance • Marquee • Notes • Letters • Phone Calls • Announcements • Home Visits • Brochures • Newsletters 	<p>Principal Asst. Principal Instructional Coach</p>	<p>Title I Funds</p>	<p>August 2015-May 2016</p>	<p>Sign-in Sheets, Telephone Logs Agendas Parent Logs Calendar of Activities Increase parental involvement as well as the community</p>	<p>Benchmark Scores CBA Weekly tests</p>	<p>STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC</p>	<p>Title I- #1 #2</p>

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 Schoolwide Components
Organize a group of parents to participate in: <ul style="list-style-type: none"> • Decision making • Contact Parents • Campus Council • LPAC • Tutors • Volunteerism • Health Committee • District 	Principal Asst. Principal Instructional Coach	Title I Funds	August 2015-May 2016	Sign-in Sheets, Telephone Logs Agendas Parent Logs Calendar of Activities Increase parental involvement	Benchmark Scores CBA Weekly tests	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #1 #2
Student/Parent retreat will be held to provide special activities where parents and students will be highly engaged in spending quality time together. Increase parent participation in surveys <ul style="list-style-type: none"> • Title 1 • Uniforms • Discipline • Climate: 	Principal Asst. Principal Instructional Coach	Title I Funds	August 2015-May 2016	Sign-in Sheets, Telephone Logs Agendas Parent Logs Calendar of Activities Increase parental involvement	Benchmark Scores CBA Weekly tests	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #1 #2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration Academy. These academies will be planned for each of the core content areas as well as key electives.	Technology Director MIS Coordinator Instructional Technology Coordinator Chief Financial Officer Superintendent of Schools	Instructional Technology Staff and various state, federal, and local budgets	Ongoing... This will be a yearly expense with additions each year as funds become available.	Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology	Increased student scores.	Budget reviews and monthly campus visits with principals	Title 1 - #2
Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Instructional Technology Coordinator Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools	Software, hardware, and professional development	Ongoing. This is a yearly expense that will be increased every year as funds are available.	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 - #2
PSJA ISD provides adult literacy and technology application skills training to its parents via the Parental Involvement Department. The Parental Involvement Department gets technology literate teachers from the Bilingual/ESL Department to conduct these trainings. These training take place on a monthly basis throughout the year. The department is in essence its own adult literacy provider.	Parental involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development	ongoing. This is a strategy that is carried out year-round and in the summers.	Sign-in sheets An increase in the number of technology literate and English Proficient parents	Increase in the number of Technology Literate parents, and community members.	Instructional Technology Department reviews.	Title 1 - #2

District Goal 6: Technology**Objective 1: Provide on going support for the implementation/ integration of technology into the curriculum.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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	2014-2015	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	Title 1 - #2
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 Library Coordinator Technology Integration Specialist	Destiny Software, adequate bandwidth, and adequate hardware	2014-2015	usage reports from the Destiny system.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	Title 1 - #2

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 Schoolwide 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. Think Through Math I Station</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 - #5</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 Think Through Math I Station</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 - #5</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 Schoolwide 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.	Observations Walk through	Title 1 #5
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator		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	Observations Walk through	Title 1 #5
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	Observations Walk through	Title 1 #5

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 Schoolwide 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. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2015 2015-2016 School Year.</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 2015-2016 School Year</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>Observations Walk through</p>	<p>Title 1 - #5</p>
<p>Organize and host/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p>	<p>Technology Director MIS Coordinator Instructional Technology Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners</p>	<p>Hardware, software, and other technology resources</p>	<p>By Spring of 2016 Campuses will have at least one technology fair a year. By 2016 the district will designate a PSJA Technology Day.</p>	<p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.</p>	<p>Increased use of technology by students and teachers.</p>	<p>Observations Walk through</p>	<p>Title 1 - #5</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 Schoolwide Components
All teachers will dedicate 30 minutes a week for TA application TEKS instruction learning.com.	CIT Principal Asst. Principal	Learning.com Atomic Learning Other on line resources	August 2015 May 2016	Increased number of technology camps. Increased enrollment in technology camps. Display of student technology projects on district web site.	Increased involvement in school technology programs by students. Student evaluations of summer technology camps.	Observations Walk through	Title 1 - #5
Campus CIT will provide training on available programs and technology such as; <ul style="list-style-type: none"> • Promethean Planet • Mobies • Clickers • Other web sites mandated by the district. 	CIT Principal Asst. Principal	Learning.com Atomic Learning Other on line resources	August 2015 May 2016	Increased number of technology camps. Increased enrollment in technology camps. Display of student technology projects on district web site.	Increased involvement in school technology programs by students. Student evaluations of summer technology camps.	Observations Walk through	Title 1 - #5

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>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>Observations Walk through</p>	<p>Title 1 - #5</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 upcoming 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>Observations Walk through</p>	<p>Title 1 - #5</p>

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>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>ongoing. Aug 2015-June 2016 and Aug 2015-June 2016 Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.</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>Observations Walk through</p>	<p>Title 1 - #5</p>

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Technology Director</p>	<p>Local Technology Budget, and hardware</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs in 2013-2014. They will receive new computers in 2016-2017.</p>	<p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p>	<p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p>	<p>Observations Walk through</p>	<p>Title 1 - #5</p>
<p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p>	<p>Technology Director Instructional Technology Coordinator, MIS Coordinator</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>computer inventory counts</p>	<p>Increased teacher collaboration on curriculum projects.</p>	<p>Observations Walk through</p>	<p>Title 1 - #5</p>

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Maintain and replace all technology devices that are broken by purchasing equipment as needed.	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.	computers at each campus instructional lab will be no more than 3 years old at any given time.	This means that no lab computer will be out of warranty as long as it is in the lab setting.	Observations Walk through	Title 1 - #5

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 Schoolwide Components
Training for Administrators on student referral protocols, de-escalation and restorative practices.	Student Services Department	Local Funds	August 2015- June 2016	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.	Student Services Department	Local Funds	August 2015- June 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Back on Track Committee for DAEP students returning to home campus.	Buell , Home Campus, Student Services Department	Local Funds, Title I	August 2015- June 2016	Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
Discipline Diversion Plan for first time offenders.	Student Services Department, Buell Staff	Local Funds, Title I	August 2015- June 2016	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	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 Schoolwide 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 -Nursing Staff	-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
Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources.	-Director of Health Services -Nursing Staff	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2014- June 2015	Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed	Less asthma related emergencies	Side by side data analysis	Title 1--#10
Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.	-Director of Health Services -Nursing Staff	-School based clinics -Local health care providers -Local hospitals	August 2014- June 2015	Live monitoring of uninsured students with dashboards by individual campus and student	Decrease percentage of student without a medical home	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 Schoolwide Components
Establish a plan for student excellence/recognition and academic enrichment <ul style="list-style-type: none"> • Daily student assemblies • Before or after STAAR testing “Pep Rallies” • Counselor presentations • Bulletin board for attendance winners • End of the year awards • Recognition of student achievement • End of the year theme days • Attendance raffles • Christmas & Mother ‘s Day programs • Drug Free slogan posters • AR bulletin board • Different community events 	Principal Asst. Principal Instructional Coach Teachers Office staff Counselor Parents	Local Funds Title 1 Funds	August 2015- June 2016	Assistance provided to students as needed	Positive learning environment	Side by side data analysis	Title 1--#10
Develop a plan to promote staff unity and teachers excellence recognition; <ul style="list-style-type: none"> • Beginning of the year get together • Staff breakfast potlucks in Christmas • Extra planning time • Thanksgiving Luncheon • Incentive coupons for attendance • Christmas Goodie week • End of the year awards ceremony • Retreat 	Principal Asst. Principal Instructional Coach Office staff Teachers Counselor	Local Funds	August 2015- June 2016		Positive learning environment	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 Schoolwide Components
Provide a safe and pleasant Environment <ul style="list-style-type: none"> • Beautify the social area • Safety/Security patrols before and after school-in the hallway • Request ID for parents picking up students • Maintain a clean environment inside and outside classroom • Beautify inner school • Decorate hallways • Motivate staff • Hour lunches for perfect attendance at the end of the six weeks • Employee of the month • Extra planning time every other week • 60 minute coupons • Positive comments over intercom • Write-ups for positive actions/efforts • Extra conference 	Principal Asst. Principal Instructional Coach Staff Safety representative Head Custodian	Local Funds	August 2015- June 2016	Assistance provided to students as needed	Positive learning environment	Student achievement 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 Schoolwide Components
Action Steps: -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best-practices document for community providers. -Refer children to the appropriate medical services (school based clinics).	-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
Provide support services including deterrent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box.	-Director of Health Services -Nursing Staff	-Behavioral Centers -PSJA LPC	August 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

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 Schoolwide Components
<p>Provide a school environment free of drugs and violence. Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.</p>	<p>-Director of Health Services -Nursing Staff Counselor</p>	<p>-Texas Tropical -Behavioral Centers -Police Departments</p>	<p>August 2015- June 2016</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk of in appropriate behavior</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>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.</p>	<p>-Director of Health Services -Nursing Staff Counselor</p>	<p>-Athletic Department -LPC</p>	<p>August 2015- June 2016</p>	<p>Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.</p>	<p>Clinic Visits Less discipline referrals</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along with coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Child nutrition department -Coaching staff -Dietician DHR school based clinic 	<p>August 2015- June 2016</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>

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 Schoolwide Components
Conducting daily security/safety audits of all district campuses	Security and Safety Department	Local Funds	August 2014- June 2015	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all security staff on proper confrontational management techniques	Security Director	Local Funds	August 2014- June 2015	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures	Security Director	Local Funds	August 2014- June 2015	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Training all security staff to always be professional and courteous to all students and staff.	Security and Safety Department	Local Funds	August 2014- June 2015	Security officers dress and act professionally	Better and improved interactions between security guards and students	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 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Pupil Accounting Director, Campus Personnel, District Program, Directors (Bilingual, Migrant, Special Education, CTE)	Local Funds	August 2014- June 2015	-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Pupil Accounting Director, Campus Personnel	Local Funds	August 2014- June 2015	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10
Ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel	Local Funds	August 2014- June 2015	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 Schoolwide 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 • Weekly raffles 	Principal Asst. Principal	Local Funds	August 2015-June 2016	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. <ul style="list-style-type: none"> • Weekly attendance raffles 	Principal Asst. Principal	Local Funds	August 2015-June 2016	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
An attendance plan will be implemented to increase student attendance for pk-5 th classrooms <ul style="list-style-type: none"> • Parents will be provided with attendance policies and guidelines • A 6 week raffle will be held • Classroom with perfect attendance will be rewarded at the end of the week 	Principal Asst. Principal Instructional Coach Attendance Committee Teachers Counselor	Local Funds	August 2015-May 2016	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 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 Schoolwide Components
<p>An attendance plan will be implemented to increase student attendance for pk-5th classrooms</p> <ul style="list-style-type: none"> • Parents will be provided with attendance policies and guidelines • A 6 week raffle will be held • Classroom with perfect attendance will be rewarded at the end of the week • Parent conferences will be held • Teachers will provide the learning with excellent lessons • Truancy officer will do a parent session on policies • Raffle every six weeks 	<p>Principal Asst. Principal Instructional Coach Attendance Committee Teachers Counselor</p>	<p>Local Funds</p>	<p>August 2015-May 2016</p>	<p>Student Roster Parent Communication log Truancy Policy</p>	<p>Student Achievement Progress</p>	<p>Report cards Progress Repots</p>	<p>Title 1 - #9</p>
<p>Provide incentives for perfect attendance</p> <ul style="list-style-type: none"> • Display attendance flag outside the classroom • Raffle prizes at the end of the six weeks • Display students with perfect attendance on class bulletin board 	<p>Principal Asst. Principal Instructional Coach Attendance Committee Teachers Counselor</p>	<p>Local Funds</p>	<p>August 2015-May 2016</p>	<p>Student Roster Parent Communication log Truancy Policy</p>	<p>Student Achievement Progress</p>	<p>Report cards Progress Repots</p>	<p>Title 1 - #9</p>

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 Schoolwide 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	Title 1 - #5
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified A passion for students, and commitment to excellence	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> Staff hired High teacher retention rate 	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	Title 1 - #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 -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	Title 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 Schoolwide 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 - #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 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #5
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title 1 #5
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 2015May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	Title 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 Schoolwide Components
Campus Mentor	Principal Asst. Principal	Experience teachers that have been trained as mentors PACT	August 2015- May 2016	<ul style="list-style-type: none"> Mentors Logs 	<ul style="list-style-type: none"> Increase in teacher satisfaction and moral improvement in student performance 	<ul style="list-style-type: none"> McRell evaluation Student academic performance Rigor/relevance rubric 	Title 1 - #5
Implement an effective instructional coaching system with on-going professional development.	Director Principal Asst. Principal	Title 1 Local funds	August 2015- May 2016	<ul style="list-style-type: none"> Sign in sheets Coaching logs Coaching schedules 	<ul style="list-style-type: none"> McRell teacher evaluation proficiency level increase to the proficiency, Accomplished and distinguished levels 	<ul style="list-style-type: none"> McRell Mid term and summative evaluations SLO obtainment RRR 	Title 1 - #5
Monthly professional development meetings for both elementary and secondary level instructional coaches.	Director External Coaches	Title 1 Local Funds	August 2015- May 2016	<ul style="list-style-type: none"> Sign in sheets Coaching logs Coaching schedules 	<ul style="list-style-type: none"> McRell teacher evaluation proficiency level increase to the proficiency, Accomplished and distinguished levels 	<ul style="list-style-type: none"> McRell Mid term and summative evaluations SLO obtainment RRR 	Title 1 - #5
Monthly collaborative instructional review, i.e. instructional rounds led by campus instructional coaches.	Director Instructional Coaches	Title 1 Local Funds	August 2015- May 2016	<ul style="list-style-type: none"> Sign in sheets Coaching logs Coaching schedules 	<ul style="list-style-type: none"> McRell teacher evaluation proficiency level increase to the proficiency, Accomplished and distinguished levels 	<ul style="list-style-type: none"> McRell Mid term and summative evaluations SLO obtainment RRR 	Title 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 Schoolwide Components
<p>Campus will recruit highly qualified staff by:</p> <ul style="list-style-type: none"> • Advertising vacancy in local newspapers, posting, district TV station and on web-page • Participate in district job fairs • Set up and interview committee that is familiar and involved with particular vacancy to interview applicants • Follow committee criteria for hiring • Verify previous employment of top applicants]Consider grade level recommendations • Contact references given by applicants • Maintain communication with HR • Make selection based on Highly Qualified Teachers 	<p>Principal Asst. Principal Instructional Coach Grade Level Chair persons\Committee Members</p>	<p>Local Funds Title I Funds</p>	<p>Aug. 2015 –May 2016</p>	<p>Sign in logs</p>	<p>High teacher retention</p>	<p>Report cards Progress Reposts</p>	<p>Title 1 - #5</p>
<p>To promote the retention of highly qualified staff we will provide a positive attitude by doing the following:</p> <ul style="list-style-type: none"> • Mentor Teachers • District inservices • Outside Consultants • Support Staff • Bilingual Inservices 	<p>Principal Asst. Principal Instructional Coach Grade Level Chair persons\Committee Members</p>	<p>Local Funds Title I Funds</p>	<p>Aug. 2015 –May 2016</p>	<p>Sign in logs</p>	<p>High teacher retention</p>	<p>Report cards Progress Reposts</p>	<p>Title 1 - #5</p>

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 Schoolwide Components
<p>To promote the retention of highly qualified staff we will provide a positive attitude by doing the following:</p> <ul style="list-style-type: none"> • Mentor Teachers • District inservices • Outside Consultants • Support Staff • Bilingual Inservices • New teacher academies-1st year • Region One Inservices • Classroom/Discipline Management • Dual Language Institute • Mentoring Program • Staff development at Campus Level • Grade level Meetings • Feedback from observations • One on one conference (pre conference & post conference) • Additional coaching • Summative conference 	<p>Principal Asst. Principal Instructional Coach Grade Level Chair persons\Committee Members</p>	<p>Local Funds Title I Funds</p>	<p>Aug. 2015 –May 2016</p>	<p>Sigh in logs</p>	<p>High teacher retention</p>	<p>Progress reports Report cards</p>	<p>Title 1 - #5</p>



PHARR-SAN JUAN-ALAMO
Independent School District
Graciela Garcia Elementary

Yolanda Castillo, Principal

Graciela Garcia Elementary
Campus Council Meeting
Thursday, December 3, 2015
Minutes

The Graciela Garcia Elementary School Council met in regular session on Thursday, December 3, 2015 at 4:30 p.m. The Campus Council members present: Yolanda Castillo, Sandra Garcia, Veronica Garcia, Irma Villarreal, Virginia De La Garza, Zoila Mendez, Noelia Torres, Fernanda Sanchez, Fidencio Camacho, Tracy Southwell, Maria Sinapuelas, Rigoberto Ramirez, Veroinca Rios, Yolanda De la Rosa, Anaysa Cepeda.

Mrs. Castillo welcomed the committee members. She moved to present the 2015-2016 Campus Improvement Plan. She acknowledged the team for adding the IB strategies and mandates to the plan. The rough draft was previously given to the chairpersons so that each grade level could edit, delete, add or make recommendations. After some discussion the motion was made by Mrs. Southwell to approve. Mrs. Mendez made the second motion and the committee unanimously voted to approve the campus plan.

Mrs. Castillo provided a calendar for future dates of the Council meetings.

Mrs. Sanchez motioned to adjourn the meeting and a second motion was made by Mr. Camacho. Meeting was adjourned at 5:30 p.m.

GRACIELA GARCIA ELEMENTARY



"Working Together With The Promise Of A Bright Future"
"Trabajando Juntos Con la promesa de un futuro brillante"

PHARR-SAN JUAN-ALAMO
Independent School District

Graciela Garcia Elementary

Yolanda Castillo, Principal

**MEETING
Sign-In Sheet**

Presenter : Yolanda Castillo

Grade Level : PK-5th

Date : December 3, 2015

- 1.- Luz M Salinas
- 2.- Anaisa E Soenz
- 3.- Laura O Alaris
- 4.- Fidencio Camacho Jr
- 5.- Norelia S. De Jesus
- 6.- Vigore De Jesus
- 7.- [Signature]
- 8.- [Signature]
- 9.- Yolanda A. Garcia
- 10.- [Signature]
- 11.- [Signature]

- 14.- [Signature]
- 15.- _____
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- 19.- _____
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- 24.- _____