

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Henry Ford
Campus Improvement Plan
2015-2016**

Board Approved:

Mission Statement

The mission of Ford Elementary is to provide a supportive learning environment that meets the needs of our diversified students. This is to be accomplished in cooperation with students, staff, parents, and the community. We are all committed and will strive for excellence by having a strong innovative instructional program that will enable our students to become successful and well-rounded individuals.

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 AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

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

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

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

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

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

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

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

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

Title I, Part A
School wide Components:

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

Comprehensive Needs Assessment



Data Resources Reviewed

- I. 2015 and 2014 STAAR Campus Accountability Summary Report
- II. 2015 and 2014 Student Achievement Data Tables for Index 1-4
- III. 2015 and 2014 System Safeguards Report
- IV. 2015 and 2014 Distinction Designation Summary Reports
- V. 2014-15 Attendance
- VI. 2014-2015 TPRI/TEJAS LEE Summary Reports
- VII. TELPAS Yearly Summary Reports
- VIII. PEIMS Demographics
- IX. Parental Involvement Data
- X. 2014-2015 McRell Teacher Evaluations
- XI. Professional Development Plan
- XII. Teacher Certifications
- XIII. PEIMS Demographics Reports
- XIV. Technology Inventories

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources were used to review the Special Education data for Henry Ford Elementary 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 Resource teachers were very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Special Education Teachers and General Education teachers attended Professional development at the district level to ensure that they are well versed in best practices that support the learning of special education students.

Needs:

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

- In Reading, the achievement gap between SpEd and All students 2014-2015 is 80%.
- In Mathematics, the achievement gap between SpEd and All students 2014-2015 is 64%.
- In Writing, the achievement gap between SpEd and All students 2014-2015 is 67%.
- In Science, the achievement gap between SpEd and All students 2014-2015 is 54%.

Personnel Needs:

The Special Education highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting to implement the inclusion model effectively.

Professional Development Needs:

The Special Education resource teachers will attend all staff development in all content areas and co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

Strength:

- In STAAR 5th Grade Science, the passing rate for Special Education students at FORD was 33 %, Phase I met standard. *

Areas of Concern:

- In 2015 STAAR and STAAR Accommodated Reading, the passing rate for SpEd students at FORD was 0% met Phase I passing standard . *
- In 2015 STAAR and STAAR Accommodated Math , the passing rate for SpEd students at FORD was 16 % met Phase I passing standard . *
- In 2015 STAAR and STAAR Accommodated Writing , the passing rate for SpEd students at FORD was 0 % met Phase I passing standard . *

*STAAR results only include special education students who took the STAAR both STAAR A based on STAAR Phase I passing standard.

Personnel Needs:

The Special Education Resource teachers must work closely with instructional assistants to implement the inclusion model effectively.

Professional Development Needs:

The Special Education Resource teachers must work closely with all teachers on Curriculum and Instruction and attend all district provided PD in the area of reading, math, writing and science. They must also attend all professional development on co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following campus sources were used to review the Dual Language Program data STAAR and TELPAS indicators to determine strengths and needs of our ELL students. Henry Ford will ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting. Bilingual education teachers will attend Professional development to ensure that they utilize best practices that support the learning of ELL students.

Needs:

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

- In Reading, the achievement gap between ELL and All students 2014-2015 is 4%.
- In Mathematics , the achievement gap between ELL and All Students at Ford in 2014-2015 is 8 %
- In Science, the achievement gap between ELL and All students 2014-2015 is 11%.
- 4th grade Reading passing rate for ELL students at Ford was 59%, 8 points below the district and 15 points below the state.
- 5th grade Science passing rate for ELL students at FORD was 60 %, 10 points below district and 18 points below the state.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

- The TELPAS Yearly Progress Indicator was 51 % in 2014 remained the same in 2015, there was an increase of 149 ELL's out of 820 total students .

On the STAAR exam:

- 3rd grade Reading passing rate for ELL students at FORD was 79%, 1 point above the district and 2 points above the state.
- 4th grade Writing passing rate for ELL students at FORD was 73%, 3 points above the district and 1 point above the state.
- 5th grade Reading passing rate for ELL students at FORD was 88 %, 1 point above the state.
- 4th grade writing , there was a 0 % achievement gap between ELL and the All student performance.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources were used to review the Economically Disadvantaged data for Henry Ford Elementary : State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

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

- In Reading, the achievement gap between Eco Dis 79 % and All students 80 % in 2014-2015 is 1%.
- In Mathematics, the achievement gap between Eco Dis 78 % and All students 80% in 2014-2015 is 2%.
- In Science, the achievement gap between Eco Dis 70 % and All students 71 % in 2014-2015 is 1 %.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, FORD Elementary earned a score of 42, points below the region and 3 points below the state.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- 3RD – 5TH grade Reading passing rate for Eco Dis students 79 % at FORD , 3 points above the DISTRICT.
- rate for Eco Dis students FORD was 65%, 1 point above the state.
- 4th grade Writing passing rate for Eco Dis students at HENRY FORD was 74 %, 1 point above the ALL student group .
- 5th grade Reading passing rate for Eco Dis students at PSJAISD was 85%, 15 points above the state.
- 5th grade Science passing rate for Eco Dis students at PSJAISD was 70%, 8 points above the state.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, FORD Elementary earned a score of 42, 2 points above the region and 5 points above the district.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> • 3rd Grade Math , Reading • 5th Grade Math, Reading 	<p style="text-align: center;">4th Grade Reading, Math, Writing ELL performance in 4th Grade Reading, Math, Science Special Education performance in Reading, Math, Science, Writing</p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • 4th Grade Reading ELL in 5th Grade Science Special Education All subjects <p>SMART Goal: 60% or Higher</p>
2	Index 2: Student Progress	65% of ELL's met or Exceeded progress in Reading	<ul style="list-style-type: none"> • 40 % of our students did not meet or exceed progress measure. • Reading decreased by 1% for Met or Exceeded 	<ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2015-16 in Reading and Mathematics
3	Index 3: Closing the Achievement Gap	<ul style="list-style-type: none"> • Reading and Math 79% • Math 16% Level III • Writing Level III increase by 4 points 	<ul style="list-style-type: none"> • Science decrease by 3 points • Writing decrease by 13 pts from 2014 • Math decrease by 8 pts from 2014 • Rdg decreased by 3 points from 2014 	Special population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies.
4	Index 4: Post Secondary Readiness	Increase of 14 pts on students meeting Recommended level on STAAR in all students performance	Mastery at Final Recommended 2 out of 3 indicators on Index 4	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their • 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 schools • Communication in both English and Spanish • Elementary parent involvement is high • Parent Liaison District level and campus • Parent Centers • Business Partnerships • IHE Partnerships 	<ul style="list-style-type: none"> • Campus parent involvement is low • Low attendance at PAC meetings 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels • Teacher presentations at PAC meetings • STAAR Information Meetings
6	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure, increase the use of student technology 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 • MTSB Behavior Support 	<ul style="list-style-type: none"> • Increase in student enrollment 	<ul style="list-style-type: none"> • Build public relations • Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McReil Evaluation Tool 		

HENRY FORD DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT
Number	820	431	390	59	402	8	3	21	19	726	31
Percent	100	51.2	48.8	7.2	49	.6	.2	2.5	2.0	88	3.8

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	820	816	0	1	2	1
Percent	100	99.5	0	.1	.2	.1

CAMPUS DEMOGRAPHICS



Total Enrollment – 820

Percent	HENRY FORD	PSJA ISD	STATEWIDE
Hispanic	99.5%	98.89%	51.34%
Economically Disadvantaged	88.5%	89.00%	60.26%
ELL	49 %	41.04%	17.04%

Student Achievement Summary 2015



	Performance Target 2015	State	Region 1	PSJAISD	Henry Ford Elementary	CAMPUS Goals 2016
Index 1 Student Performance	60	77	73	66	77	84
Index 2 Progress Measure	20	37	39	35	40	45
Index 3 Closing the Gap	28	40	40	37	42	47
Index 4 Postsecondary Readiness	12	75	81	79	30	35

Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	HENRY FORD ELEMENTARY	CAMPUS Goals 2016
Reading	60	77	71	64	80	85
Math	60	81	79	70	79	85
Writing	60	72	71	66	73	78
Science	60	78	75	70	71	76

Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	HENRY FORD ELEMENTARY	CAMPUS Goals 2016
Reading	60	62	59	53	76	81
Math	60	65	64	54	72	77
Writing	60	60	62	58	74	79
Science	60	61	60	59	62	67

Student Achievement Summary 2015



Special Ed Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	HENRY FORD ELEMENTARY	CAMPUS Goals 2016
Reading	60	43	37	29	0	5
Math	60	45	46	34	16	21
Writing	60	29	22	14	0	5
Science	60	47	46	47	17	22

Student Achievement Summary 2015



ECO Dis Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	HENRY FORD ELEMENTARY	CAMPUS Goals 2016
Reading	60	70	69	62	79	84
Math	60	75	77	68	78	83
Writing	60	63	69	65	74	79
Science	60	71	73	68	70	75

State System Safeguards 2015



CAMPUS 2015 Results Level 2 Phase 1												% Met for Min Size Req
	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*	
Reading	80		80						79		76	
Math	79		79						78		72	
Writing	73		73						74		74	
Science	71		71						70		62	
Percent of Eligible Measures Met												100



Indicates Did Not Meet Minimum Size Requirement

66% =

Met 20 indicators out of 30

HENRY FORD ELEMENTARY 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	8	
Math														
Writing	Y		Y						Y		Y	4	4	
Science	Y		Y						Y		Y	4	4	
Total												12	12	100

TPRI/Tejas LEE Summary 2015



COLLEGE³
BEARY, AMBETTEN, COMPLETE

Grade	TPRI Overall Screener	Listening Comprehension	TEJAS LEE Conocimiento de la letra impresa/de las palabras/dictado	Comprension de Lectura
KINDER	Developed 93 % Still Dev. 7 %	Developed 97 % Still Dev. 3 %	Desarrollado 74 % Nivel Intervencion 5 %	Desarrollado 71% Nivel Intervencion 29%
1ST	Developed 66 % Still Dev. 34 %	RD/Developed 68 % Still Dev. 32 %	Desarrollado 90 % Nivel Intervencion 10 %	Desarrollado 69 % Nivel Intervencion 31 %
2ND	Developed 80 % Still Dev. 20 %	Developed 78 % Still Dev. 22 %	Desarrollado 86 % Nivel Intervencion 14 %	Desarrollado 88% Nivel Intervencion 12 %

2015-2016 District Goals

- The following charts do not reflect the State Accountability results because they include CAMPUS data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.
- This will allow us to analyze our needs and set attainable goals for the 2015-2016 school year.

2015-2016 District Goals

- Goal 1-Index 1:Student Achievement
- Goal 2-Index 2:Student Progress
- Goal 3-Index 3:Closing the Achievement Gap
- Goal 4-Index 4: Post Secondary Readiness
- Goal 5-Family and Community Involvement
- Goal 6-Technology
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

All strategies and action steps highlighted in yellow represent our sub-populations.

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

Objective 1: Curriculum will be horizontally aligned in 2015-2016 in all HB5 courses and all other courses in 2016-2017.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Ford Elementary will implement common instructional frame work strategies using Thinking Maps, DMAC, WFTB, Diana Ramirez Sharon Wells,	Principal, Assistant Principal, CIC, and teachers	Dist. Timelines	August 2015- May 2016	SLO'S, formal and informal observations, McRel	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Administrators will be trained on the Curriculum writing and will train teachers 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.	Administrators	Dist. Timelines	August 2015- May 2016	Sign-in Sheets, Agenda	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Principal, Assistant Principals, Special Ed., Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	August 2015- May 2016	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Align vertically and Horizontally TEKS activities and materials to meet all subjects PK-5th through out content/subject areas	Principal, Assistant Principal, ICC, and teachers	Dist. Timelines, TEKS, Vertical and Horizontal alignment,	August 2015- May 2016	CLC meetings, agenda, sign in sheets, grade level meetings, informal and forma assessments	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Student who struggle with STAAR and Benchmarks will receive remediation through accelerated instructions, Istation intervention, STAAR camps, RTI, conference Tutorings	Principal, Assistant Principal, ICC, and teachers, tutors,	Extended week tutorials/day tutorials	August 2015- May 2016	Sign in sheets, DMAC, formal and informal observations, SLO's, McRel	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

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

Objective 1: Curriculum will be horizontally aligned in 2015-2016 in all HB5 courses and all other courses in 2016-2017.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Principal, Assistant Principal, ICC, and teachers	Dist. Timelines, DMAC, Weekly assessments, CBA, BM, Istation reading/math,	August 2015-May 2016	SLO'S, formal and informal observations, McRel	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Campus Performance Review sessions CPRs will be held at each campus following each district level CBA or Benchmarks for in-depths analysis of the data	Principal, Assistant Principal, ICC, and teachers, Science lab	Dist. Timelines, DMAC, Weekly assessments, CBA, BM, Istation reading/math,	August 2015-May 2016	SLO'S, formal and informal observations, McRel	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Campus instructional Coaches, Assistant Principal, and Principal will be monitoring the implementation of the curriculum across content area at Henry Ford Elementary	Principal, Assistant Principals, ICC	Dist. Timelines,	August 2015-May 2016	SLO'S, formal and informal observations, McRel	Benchmark scores, student achievement gains	Mini assessments, 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
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses	Principal and Grade Level Teachers	Local Funds, Title 1 Funds	Aug 2015 – May 2016	Completed CBAs, Benchmarks, and Weekly Skills Tests	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teacher representatives from the campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC	Principal, Asst. Principal, and CIF Coach	Local Funds, Title 1 Funds	Aug 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teachers will review the assessments to ensure adherence to the Academic Calendar	Principal, Asst. Principal, and CIF Coach	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2015-16.	Principal, Asst. Principal, Grade Level Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	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	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 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, CIF Coach, and Grade Levels	Local Funds, Title 1 Funds	August 2015- June 2016	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Campus Principals, CIF Coach, and Grade Level Teachers	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

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
Campus level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Principal and Grade Level Teachers	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
Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM	Principal and Special Education Teachers	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
Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Principal and LPAC	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

Campus Goal 1: Improve Student Academic Achievement (Index 1) School administrators, Teachers and Special Education Teachers

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goal is specific for each subgroup will be developed and shared by campus principal and staff	School administrators, Teachers and Special Education Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015	Campus Goal Templates based on District Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS , STAAR A	Title 1 - #2
Campus Goals specific for each subgroup will be developed at the campus using the district template.	School administrators, Teachers and Special Education Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, STAAR A, 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 Disadvantaged, Hispanic, White, etc	School administrators, Teachers and Special Education Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015- June 2016	Principals' Data Binders and Teacher Data Binder	Benchmark scores, student achievement gains, closing achievement gaps, progress monitoring, data (weekly submissions)	CBAs, BMs, STAAR, TELPAS, STAAR A	Title 1 -#2, 8

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

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 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	Special Ed 224	August 2015-May 2016	Lesson Plans and Walk-throughs, Coordination between general ed teacher and special ed. teacher, receipts of accommodations	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, STAAR A	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Campus Principals, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2015 November 2015 January 2016 February 2016	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps, IEPs	CBAs, BMs, STAAR, TELPAS, STAAR A	Title 1 - #2, 8
Professional development training on data analysis will be provided for campus administrators at the elementary level	C&I Administrators and District Personnel	Local Funds 199, Title 1 Funds 211	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, STAAR A	Title 1 - #4

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

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-16 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 during school, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Campus Principals, Deans, Instructional Coaches, Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	August 2015-May 2016	Tutorial Sign-in sheets, Schedules, Lesson Plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS,STAAR A	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, Instructional Coaches, Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2015 November 2015 January 2016 February 2016	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS,STAAR A	Title 1 - #6
Provide Lead4Ward training for all principals, assistant principals, and Teachers on data analysis	Superintendent for C&I and District Personnel	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS. STAAR A	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All campus staff will be trained to create a targeted strategic plan based on the Texas STAAR Assessment Program. They will understand how the Indexes, Distinctions and the Systems Safeguards are calculated.	Irma Duran (Strategist/Consultant) Principal, AP, CLL,CLF	Local Funds 199	October 2015	Agendas and Sign-in Sheets, Campus Strategic Plan	Benchmark scores, student achievement , closing the achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI, Tejas Lee, STAR Reading	Title 1 - #4
All teaching staff will be trained on how to unpack the TEKS for each course and lesson plan through collaborative learning communities.	Principal, AP, All Teachers	Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets, Lesson Plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to conduct effective CLC's (Collaborative Learning Communities) in which they are expected to share their expertise, and work collaboratively to improve teaching skills and the academic performance of students.	Dr. Bolt, LaToya Dansby, Principal, AP, CLL, and CLF's	Title 1 211, Local Funds 199	August 2015- May 2016	Agendas and Sign in Sheets Walkthroughs	Benchmark scores, student achievement gains, closing achievement gaps, student growth	CBAs, BMs, STAAR, TELPAS, Fluency, HFW, WFTB	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	Principal, AP,CLL, All Teaching Staff	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets, Lesson Plans, Action Plans	Benchmark scores, student achievement gains, closing achievement gaps, student growth	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training and implementation will be required for all teaching staff.	Principal, AP, Instructional Coaches	Title 1 211, Local Funds 199	August 2015 and On-going	Agendas and Sign-in Sheets, Lesson Plans, Student Work	Benchmark scores, student achievement gains, closing achievement gaps,	CBAs, BMs, STAAR, TELPAS, TPRI, Tejas Lee	Title 1 - #4

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

Objective 4: Professional development specific to the state assessed curriculum will be provided for all 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	Title 1 211	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student growth	CBAs, BMs, STAAR, TELPAS. Istation	Title 1 - #4
ELPS training to implement language and content objectives will be provided for all staff members to serve the needs of our ELL students.	ELL Strategists Principal, AP, CLL	Title III 263	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on inclusion, supplemental aids, and modified instruction that will provide all staff members to meet the needs of students served in special education.	Special Ed Teachers, Principal, AP, Counselor	Special Ed 224	December 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 principals, assistant principals, and CLL's to assist in differentiated instruction.	Administration, CLL	Title 1 Funds	August 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

Objective 4: Professional development specific to the state assessed curriculum will be provided for all 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 use of teaching strategies by implementing the Fundamental 5 components for quality instruction.	Principals, AP, CLL		August 2015	Agendas and Sign-in Sheets, Lesson Plans, Walkthroughs	Benchmark scores, student achievement gains, closing achievement gaps, student growth	CBAs, BMs, STAAR, TELPAS, WTL	Title 1 - #4
Teachers will trained on Istation to provide training on retrieving reports to address the needs of their students.	Principal, AP, Counselor, Computer Lab Manager, CLL		October 2015	Agendas and Sign-in Sheets, Istation Reports	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Istation	Title 1 - #4
Teachers will receive training of the implementation of writing strategies through a writing consultant.	Bill McDonald Consultant		August 2015	Agendas and Sign-in Sheets, Writing Samples	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on Project Respect which is an effective behavior management system developed and implemented by Dr. Hollinger.	Dr. Hollinger Consultant		August 2015	Agendas and Sign-in Sheets. Project Respect, Multi Tiered Systems of Support Behavior	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

Objective 4: Professional development specific to the state assessed curriculum will be provided for all 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 effective reading strategies that include rigor and relevance.	Diana Ramirez (DMR Consultant)		October 2015- March 2016	Agendas and Sign-in Sheets, DMR strategies, Student Work	Benchmark scores, student achievement gains, closing achievement gaps, student growth	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained in Sharon Wells which is a standard based curriculum that provides comprehensive resources needed to surpass the state assessment.	Sharon Wells Consultants		August 2015	Agendas and Sign-in Sheets, Teacher/Student Packets, Walkthroughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TTM	Title 1 - #4
First grade teachers will be trained in Pearlized Math which provides a strong, well rounded, language-enriched mathematics foundations for first graders.	Pearlized Math Consultants		August 2014	Agendas and Sign-in Sheets, Teacher/Student Packets, Walkthroughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TTM	Title 1 - #4

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

Objective 1: Reading/Writing Instruction will be aligned school-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 implemented using thematic-based instruction and CIF teaching strategies	Principals, I.C., Teachers, AP	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, WFTB	1, 2, 3, 4, 9
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Principals, I.C., Teachers, AP	Title 1 211, Local Funds 199	August 2015-May 2016	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
Writing Rubrics will be developed and used school wide	Principals, I.C., Teachers, AP	Title 1 211, Local Funds 199	August 2015 and on-going	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principals, I.C., Teachers, AP, CLFS	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	1, 2, 3, 4, 9

Strategies and Action Steps	Person(s) responsible	resources	Timeline	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	Principals, AP, IC, Teachers	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	1, 2, 3, 4, 9
STAAR Literature questions will be written for each literary piece/all genres	Principals, AP, IC, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
Two aligned CBAs and two district Benchmarks will be administered campus-wide	Principals, AP, IC, Teachers	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
Data will be used to inform tutorial lessons and to identify spiraled skills	Principals, AP, IC, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
Data will be used to identify students in need of extended learning opportunities through Saturday Academies	Principals, AP, IC, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics Sharon Wells curriculum will be implemented 2nd- 5th	Principal, AP Instructional Coaches Teachers	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	1, 2, 3, 4, 9
Mathematics Pearlized Math will be implemented for 1st Grade Staff Development provided for 1 st Grade teachers by Pearlized Math Consultant	Principal, AP, IC, Teachers, Out of District Consultant	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	1, 2, 3, 4, 9
Teachers will unpack the math TEKS, analyzing data	Principal, AP, IC, Teachers	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	1, 2, 3, 4, 9
Two aligned CBAs and two district Benchmarks will be administered campus -wide	Principa, AP, IC, Teachers	Title 1 211, Local Funds 199	October 2015 November 2015 December 2015 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
Data will be used to inform tutorial lessons and to identify spiraled skills	Principals, AP Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2014- May 2015	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities through Saturday Academies	Principals, Asst. Principal Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
Daily Problem-Solving activities, CIF Activities, use supplemental student workbooks such as Mentoring Minds Motivation Math STAAR practice, FordeFerrier and Measuring Up Express	Principals, Asst. Principal Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
Exit tickets will be developed aligned to the skill of the day	Principals, AP, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
Attend Sharon Wells training on effective teaching strategies for elementary math teachers.	Teachers, Admin, IC	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 implement Think Through Math and Istation for math practice in labs and classroom.	Teachers, Admin, IC, Computer Lab Manger.	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 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 •iStation •Think through Math •C.I.F. •TPRI/Tejas LEE Strategies, • Mentoring Minds • Motivation Math STAAR practice Reading, Writing, Science • FordeFerrier Reading and Math STAAR Practice • Measuring Up Express Math, Reading, Science • Science Word Walls 	<p>School Administrators, Classroom Teachers</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>Aug 2015-May 2016</p>	<p>Strategies embedded in Lesson Plans</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>1, 2, 3, 4, 9</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.	School Administrators, Instructional Coach, Classroom Teachers	Title 1 211, Local Funds 199 Special Ed 224	August 2015- May 2016	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during CLC meetings	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	School Administrators, Instructional Coach,	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	1, 2, 3, 4, 9
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	School Administrators, Instructional Coach	Title 1 211, Local Funds 199 Title III 224	August 2015- May 20156	Walk-throughs. Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	School Administrators, Instructional Coaches, Counselors, School Staff	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2015- May 2016	Tutorial Logs, Counseling logs Participation rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review RTI students' performance and progress and provide accommodations and interventions.	School Administrators, RTI committee members, Classroom teacher	Title 1 211, Local Funds 199	October 2015- May 2016	RTI online system, TTM & IStation reports, TPRI/Tejas Lee reports	Increase in student achievement of students with RTI interventions	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics	Counselor Dyslexia Teacher	Title 1 211, Local Funds 199	August 2015- May 2016	Dyslexia Folder, Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
8. Provide extended learning opportunities for students not mastering the curriculum through summer school, Saturday academies, tutorials, and enrichment period.	Principals Classroom Teachers	SCE	August 2015- August 2016	Summer school rosters, tutorial schedules, log in sheets	lower failure rates	CBAs, BMs, STAAR, TELPAS,	1, 2, 3, 4, 9
9. Using data room, School Administrators will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	School Administrators,	Title 1 211, Local Funds 199	August 2015- May 2016	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9

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

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and Advanced Level III (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 (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Assistant Supt for C&I	Local Funds, Title 1 Funds Trainings <ul style="list-style-type: none"> • Bill McDonald • Irma Duran • DMR • Sharon Wells • Gretchen • IStation • ELPS- Mrs. Escobar 	June 2015 (on-going)	Agenda and Sign-in Sheets <ul style="list-style-type: none"> • CIF Protocols and Strategies • Student Learning Objectives 	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Assistant Supt for C&I	Local Funds, Title 1 Funds <ul style="list-style-type: none"> • Unpacking of the TEKS • CLC's • BOY, weekly monitoring • Benchmark 	June 2015 – May 2016	Agenda and Sign-in Sheets <ul style="list-style-type: none"> • DATA Wall updates every six weeks • Weekly/ Biweekly/ 6 weeks assessments • District Thinking Maps 	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators	Local Funds, Title 1 Funds	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	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
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Asst. Supt for C&I	Local Funds 199 • Irma Duran	October 2015 (on-going)	Agendas and Sign-in Sheets • School Data Performance Report done by teachers	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principals	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS • CLF Binder	Benchmark scores, student achievement gains, student tracking forms • Inventions/ Rotations targeting the SE • Saturday STAAR Camps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principals	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District 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 • STAAR Goals Graph • Interventions/ Rotations targeting the SE	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. (Index 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, teachers	Local Funds, Title 1 Funds/ SCE	August 2015-May 2016	Tutorial logs (Student Sign-in Sheets & Schedules) <ul style="list-style-type: none"> • Use Lesson Plan format to ensure TEKS focus and SE's • Spiraling lessons/ activities • Teacher created Flip Charts to target objectives • Teacher created board games • Interactive word walls 	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Campus Goal 5: Parental 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	Evaluation/ Measurement	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing Conduct Parental Involvement Meetings: <ul style="list-style-type: none"> • PAC • Parental Sessions/Training <ol style="list-style-type: none"> 1. SSI 2. STAAR Strategies 3. Study Habits 4. Attendance 5. Bilingual/ Dual Language 6. P.A.G.E. 7. Grade Level Parent/Teacher Meetings 8. On-going Parent conferences 9. Provide home-school compact for Teachers/Parents/Students 	Principal, Parent Educators, Teachers	Local Funds, Title I Funds Meetings, Presenters	August 2015 - May 2016	Sign-in Sheets	Parent Surveys	Sign-in Sheets Agenda's	Title I- #4, #6
Parent Orientations: <ul style="list-style-type: none"> • Parent Involvement Policy • Parent/Teacher/Student Compact • Campus Report Card • School rules • Dress Code • Attendance • STAAR reports • Discipline Code • Library Services • STAAR camps • Project R.E.S.S.P.E.C.T. • M.T.S.S.B. Matrix 	Principal, Assistant Principal, Counselor, Secretary, Grade Level Chairperson Classroom Teachers, Parental Director, Parent Educators Community	Title I Funds Parent in Education, Staff, Attendance Rosters, Policies, Snacks, incentives for parents, Parent breakfast for volunteers	August 2015 - May 2016	Sign-in Sheets, Telephone Logs	Parent Surveys	Projects Meetings Agendas Saturday attendance rosters	Title I- #4, #6

Campus Goal 5: Parental 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	Evaluation/ Measurement	Title 1 Schoolwide Components
<p>Pre-School Programs</p> <p>Facilitate students' transition from private day care, Early Start, or Migrant Council to the public school through:</p> <ul style="list-style-type: none"> • Orientation for parent/students • Kinder Teachers will present <ol style="list-style-type: none"> 1. How parents can prepare students for a good start 2. Social Skills 3. Listening Skills 4. Project R.E.S.S.P.E.C.T. Skills 5. M.T.S.S.B. Matrix (Multi-tier system of support for behavior) <ul style="list-style-type: none"> • Day Care/ Early Start students visit the school • Contact person will be Principal, Assistant Principal, Counselor, Pre-K teachers, Kinder teachers, and/or Parent Educator 	<p>Principal, Assistant Principal, Parent Educators, Teachers, new PK students, All Students:</p> <ul style="list-style-type: none"> • Hispanic • African-American • White • LEP • Migrant • Special Education • At-Risk • Economically Disadvantaged 	<p>Local Funds, Title I Funds</p> <p>Principals, Assistant Principal, PK Teachers, PK Mentors, Kinder Teachers, Early Start Staff</p> <p>Project R.E.S.S.P.E.C.T. skills, M.T.S.S.B. Matrix</p>	<p>August 2015 - May 2016</p>	<p>Sign-in Sheets</p>	<p>Parent Surveys</p>	<p>Sign-in Sheets CPALLS Project R.E.S.S.P.E.C.T skills Implementation of Day care visit log Early Start Visit log</p>	<p>Title I- #4, #6</p>

Campus Goal 5: Parental 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 Saturday tutoring camps and in-school intervention throughout Elementary Campus	Principal, Assistant Principal, Teachers, Teacher Assistants, Tutoring Assistants	Title I Funds	August 2015 - May 2016	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/TEJAS LEE, BOY, MOY, EOY assessments	Title I- #2, #9
Assist Elementary Campuses increase their tutorial academies via telephone contacts, etc.	Parent Educators, Teachers, Office Administration	Title I Funds	August 2015 - 2016	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR	Title I- #2, #9

Campus Goal 5: Parental and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Evaluation/ Measurement	Title 1 Schoolwide Components
<p>Modify adult volunteer services program to include students @ all level</p> <ul style="list-style-type: none"> • Family Literacy Night • Curriculum Night/Meet the Teacher • Texas Public School Week • Scholastics Book Fair • Bright Summer Readers • Accelerated Reader • Red Ribbon Parade • Veteran's Day Celebration/Parade • Eat with your child (Picnic lunch) • Extended Library time 7:30-8:00 • F.R.E.D. (Fathers Reading Every Day) February -Valentine's • M.A.R.I.A. (Mother's Always Reading In April) • Christmas Toy Drive • Thanksgiving Food Drive • Grandparents Day • Tim's Coats *H.A.I.R. Cuts • Villancicos Navidenos • Drama Club • End of Year Musical • Donuts for Dad • Million Father March 	<p>Principal AP Counselor Secretary Courtesy Committee Grade Level Chairperson Classroom Teachers Parent Educator Community</p>	<p>Newsletter, Flyers, paper, ink cartridges, laminating machine, paper, staples, envelopes, book rings, notepads, highlighters, AR Enterprise, games, snacks, incentive for parents Parent Breakfast for volunteers, Thanksgiving Luncheon, Local Funds, Title I Funds</p>	<p>August 2015-May 2016</p>	<p>Volunteer sign-in card Flyers Newsletters Monthly Calendars</p>	<p>Tally of Volunteer hours</p>	<p>Family Literacy Night Attendance/Sign in sheets Curriculum Night flyers & sign in sheets Texas Public School Week Flyers & agendas STAAR & SSI meeting notices and sign in sheets</p> <p>Attendance for special performances using sign in sheets</p> <p>Send out flyers & notices inviting parents to eat with their child</p>	<p>Title I- #9</p>
<p>Partner with DAEP and National Honors Society Programs to engage students in community service projects</p>	<p>Parental Director, Logistic Specialist, Parent Educators</p>	<p>Local Funds, Title I Funds</p>	<p>May 2015</p>	<p>Registration forms, MOU'S, Projects Participation Forms</p>	<p>Measure DAEP recidivism rate, Tally of volunteer hours On a monthly basis</p>		<p>Title I- #9</p>

Campus Goal 5: Parental and Community Involvement

Objective 4: Increase Parental involvement in elementary campuses

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Host at least 2 major events per year at elementary campuses</p> <p>Coordinate and integrate federal, state, and local services to provide sessions on:</p> <ul style="list-style-type: none"> • Parent Sessions • Violence Prevention • Nutrition • Housing • Health • Early Start Program • Reading • Student Success Initiative (SSI) • TAPR Report 	<p>Parental Director, Logistic Specialist, Parent Educators</p> <p>Principal Assistant Principal Counselor Secretary Courtesy Committee Grade Level Chairperson</p>	<p>Local Funds, Title I Funds</p>	<p>August 2015 - May 2016</p>	<p>Calendar of Events Agendas Invitations Sign-in Sheets</p>	<p>Parent Surveys STAAR Results</p>		<p>Title I- #6, #10</p>
<p>Encourage parental participation on campus initiatives:</p> <ul style="list-style-type: none"> • Curriculum/Meet the Teacher Night • Special Events • Volunteer Program <p>Recruit parents/community members as Volunteers and Sponsors</p> <ul style="list-style-type: none"> • Parental Involvement 	<p>Principal Assistant Principal Secretary Parent Educator Counselor</p>	<p>Local Funds, Title I Funds</p>	<p>August 2015 - May 2016</p>	<p>Agendas Invitations Flyers Sign-in Sheets Registration forms</p>	<p>Parent Surveys</p>		<p>Title I- #6, #10</p>

Campus Goal 5: Parental and Community Involvement

Objective 4: Increase Parental involvement in elementary campuses

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Evaluation/ Measurement	Title 1 Schoolwide Components
<p>Involve parents and community leaders in school activities to enhance education and provide career awareness for students</p> <ul style="list-style-type: none"> • Invite business owners to participate • Guest speakers • Parents Meeting Speakers <p>Parent Involvement Program</p> <ul style="list-style-type: none"> • Orientation • Guest Speakers • Parental Skills • Make and Take Workshops • P.A.G.E. (Parents are Great Educators) <p>Schedule Teacher-Parent Night to:</p> <ul style="list-style-type: none"> • Curriculum Night/Meet the Teacher • TEKS • Grades • Expectations • Teacher/Parent/Student Compact • Handbook • Discipline • Career Day (Invite parents-May) 	<p>IMPLEMENTATION Principal Assistant Principal Teachers Parent Educator</p> <p>MONITORING Administrators Parent Educator Secretary</p>	<p>SCE Local Title I Title II Title III Migrant</p>	<p>August 2015-2016</p>	<p>Calendar of Events Agenda's Invitations Sign in Logs Meetings Agenda's Speakers</p>	<p>Parent Surveys</p>	<p>Calendar of Events Agenda's Invitations Sign in Logs Meetings Agenda's Speakers</p> <p>Teacher/Student/ Parent Compact Increase of Parental Involvement</p>	<p>Title I- #6, #10</p>

Campus Goal 5 Parental and Community Involvement

Objective 5: Increase average of parents with high school diplomas

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Increase enrollment of adult Literacy Participation by 15% • ReadBox	Principal, Assistant Principal, Parent Educators	Local Funds, Title I Funds	August 2015 - May 2016	Classroom attendance sheets, Sign-In Sheets	End of year course completion certificates		Title I- #6, #10

District Goal 6: Technology - Henry Ford Elementary 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
Henry Ford Elementary will provide supportive resources for instructional staff to effectively integrate technology into the curriculum.	Principal Asst. Principal CIT Lab Manager	Atomic Learning	August 2015-May 2016	Training logs and atomic learning logs	Increased student scores.	Budget reviews and monthly campus visits with principals. Feedback from administrators.	Title 1 3 4
Henry Ford Elementary will provide resources and support for Campus Instructional Technologists to work directly with teachers to integrate technology into curriculum.	Principals Campus Instructional Technologists	Software, hardware, and professional development	August 2015-May 2016	Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Budget reviews and monthly campus visits with principals. Feedback from administrators.	Title 1 3 4
Henry Ford Elementary will provide adult literacy and technology application skills training to its' parents via the Parental Involvement Department.	Parental Involvement Coordinator CIT	Software, hardware, and professional development	August 2015-May 2016	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.	Budget reviews and monthly campus visits with principals. Feedback from administrators.	Title 1 3 4

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
Henry Ford Elementary will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	CIT Librarian Lab Manager	Accelerated Reader Software	August 2015- May 2016	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	Title 1 3 4
The Technology Department will provide Henry Ford Elementary 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 CIT Librarian Lab Manager	Destiny Software	August 2015-May 2016	usage reports from the Destiny system.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	Title 1 3 4

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
Henry Ford Elementary will integrate technology essential knowledge and skills (TEKS) at the K-5 level.	CIT Principal Asst. Principal Librarian Lab Manager Instructional Coach	Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.	August 2015-May 2016	Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the campus and district course requirements.	Title 1 3 4
Henry Ford Elementary will develop units of practice aligned with the core content curriculum.	CIT Principal Asst. Principal Librarian Lab Manager	Core content curriculum resources. Learning.com	August 2015-May 2016	Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.	Increased scores on technology benchmarks and state tests.	Instructional Technology observations.	Title 1 3 4

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
Henry Ford Elementary will expand distance learning efforts to enhance classroom instruction.	CIT Principal Asst. Principal Librarian Lab Manager	Online curriculum resources	August 2015-May 2016	Teacher lesson plans.	Increased student enrollment and completion of online classes.	Ongoing review of the campus and district course requirements.	Title 1 3 4
Henry Ford Elementary will continue to support computer assisted instruction in computer labs.	CIT Principal Asst. Principal Librarian Lab Manager		August 2015-May 2016	Learning.Com TA TEKS Program reports Increase in student achievement (higher STAAR scores).	Increase in student achievement (higher STAAR scores).	Ongoing review of the campus and district course requirements.	Title 1 3 4
Henry Ford Elementary will mandate that all teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	CIT Principal Asst. Principal Lab Manager	Learning.com, Instructional Technology Labs	August 2015-May 2016	Learning.com logs	Increase in student achievement (higher STAAR scores).	Ongoing review of the campus and district course requirements.	Title 1 3 4

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
Henry Ford Elementary will establish technology clubs for students.	CIT Principal Asst. Principal	Hardware, software. And Technology Applications Instructors.	August 2015-May 2016	Increased number of technology clubs. Display of student summer technology projects on living tree site.	Increase involvement in school technology programs by students.	Ongoing review of the campus and district course requirements.	Title 1 3 4
Henry Ford Elementary will organize and host/campus to promote student produced projects.	CIT Technology Committee	Hardware, software, and other technology resources	August 2015-May 2016	Pictures and student evaluations of the events.	Increased us of technology by students and teachers.	Ongoing review of the campus and district course requirements.	Title 1 3 4

District Goal 6: Technology

Objective 3: Maintain and update Intranet and Internet capabilities to all classrooms 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
Henry Ford Elementary teachers will maintain classroom websites.	CIT Public Relations Rep. Teachers Principal Assistant Principal	Campus website, share point/intranet site	August 2015-May 2016	classroom websites	Increased teacher collaboration on curriculum projects	Ongoing review of the campus and district course requirements.	Title 1 3 4
Henry Ford Elementary will develop and maintain a campus website as a resource for instruction and a tool for school to community communication. Henry Ford Elementary will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as upcoming projects.	CIT Teachers Public Relations Principal Assistant Principal	Campus website, Living Tree, and district Intranet	. August 2015- May 2016	Teacher lesson plans Student feedback Community feedback Web site usage reports.	Increased teacher collaboration on curriculum projects.	Ongoing review of the campus and district course requirements.	Title 1 3 4

District Goal 6: Technology

Objective 1: Maintain and update Intranet and Internet capabilities to Henry Ford Elementary 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>Henry Ford Elementary will provide internet instruction to all teachers and students. Henry Ford Elementary will use Learning.com for all K-5 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>CIT Lab Manager Teachers Principal Assistant Principal</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>August 2015-May 2016</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>Ongoing review of the campus and district course requirements.</p>	<p>Title 1 3 4</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
Henry Ford Elementary will replace instructional lab computers every three years provided by the districts lease plan.	CIT Lab Manager	Local Technology Budget, and hardware		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.		
In an effort to address the decrease at Henry Ford Elementary instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.	Lab Manager CIT		Ongoing	computer inventory counts	Increased teacher and studen collaboration on curriculum projects.		

Henry Ford Elementary Campus Goal 7: Create a Safe School Culture and Climate

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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	Principal, AP. Counselor	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
Inform parents and students of our Discipline Program 1. Send parent handbook to inform 2. Parents sign and return letter of Discipline Program 3. Principal discusses discipline program during orientation	Principal, AP. Counselor, Teachers	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
meeting with parents and at PAC meeting							

Henry Ford Elementary Campus 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 2015- June 2016	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 2015- June 2016	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 2015- June 2016	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

Henry Ford Elementary Campus 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)							
Provide support services including deterrent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	-Director of Health Services -Nursing Staff	-Behavioral Centers -PSJA LPC	August 2015- June 2016	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	-Director of Health Services -Nursing Staff	-Emergency medical services from Pharr, San Juan and Alamo	August 2015- June 2016	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10

Henry Ford Elementary Campus 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 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. -Drug Free Week -Red Wednesday	-Director of Health Services -Nursing Staff	-Texas Tropical -Behavioral Centers -Police Departments	August 2015- June 2016	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10
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. -Project Respect Daily Curriculum	-Director of Health Services -Nursing Staff	-Athletic Department -LPC	August 2015- June 2016	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Vists	Side by side data analysis	Title 1--#10

Henry Ford Elementary Campus 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. -Fuel Up to Play 60 -Physical Education three times a week -Extracurricular activities Volleyball, Flag Football, Cheerleading 	<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>

Henry Ford Elementary Campus 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 2015- June 2016	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 2015- June 2016	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 2015- June 2016	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds	August 2015- June 2016	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10

Henry Ford Elementary Campus 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
Henry Ford Elementary will 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 2015- June 2016	<ul style="list-style-type: none"> -Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training 	<ul style="list-style-type: none"> -District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS 	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Henry Ford Elementary will dissemination of Attendance/Non-attendance guidelines and compliance.	Pupil Accounting Director, Campus Personnel	Local Funds	August 2015- June 2016	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	<p>Increase of student attendance through daily, six weeks and year report</p> <p>Decrease in discipline and truancy.</p>	Data Analysis Review Updated through corrective measures.	Title 1--#10
Henry Ford Elementary will ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel	Local Funds	August 2015- June 2016	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance	Title 1--#10

Henry Ford Elementary Campus 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 	Pupil Accounting Director	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.	Pupil Accounting Director	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

Henry Ford Elementary Campus Goal - 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"> • Establish grade level committees to determine campus needs/qualifications • Advertise in local newspaper and district TV station, District Website • Participate in University and District Job Fairs, local area colleges, Region 1 	Principal, Assistant Principal, SBDM members, GL Chairs, Secretary and Counselor.	Principal, Assistant Principal, Staff, District Staff, and Counselor. SCE Title I, II, III Bilingual, Migrant, Local	August 2015- May 2016	Greater retention rate of district staff. Higher staff moral and staff retention	Improvement in student academic scores. Improves in instruction delivery.	Staff Retention reports.	Title 1--#10
Ensure compliance with District policies Appoint interview committee to evaluate applicants	Principal, Assistant principal, SBDM members, GL Chairs, Secretary and Counselor	Principal. Assistant Principal, staff, district staff, and Counselor	August 2015- May 2016	Staff Retention	<ul style="list-style-type: none"> • Staff retiring from district 	More experienced work force	Title 1--#10
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--#10
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	August 2015- May 2016	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	Title 1--#10

Henry Ford Elementary Campus Goal - 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 teachers on interviewing , documentation of teachers interviewed.	Principals AP Interviewing Committee	Documentation Handbook MCREL	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--#10
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Principal AP RTI Team Instructional Coaches Mentors	Local funds Title 1 All Budgets SCE Migrant	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS,TPRI/Tejas LEE,CPALS	Title 1--#10
On going professional development of District Curriculum Region One	Principal AP Instructional Coaches Curriculum Consultants	Local funds Title 1 All Budgets SCE Migrant	August 2015-May 2016	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS,TPRI/Tejas LEE,CPALS	Title 1--#10
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Instructional Coaches CIF Coach Mentors	Local funds Title 1 All Budgets SCE Migrant	August 2015-May 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,TPRI /Tejas Lee, CPALS	Title 1--#10

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Mentor Assigned Mentors *Meet Weekly *Class Visits/observations *Reflection *Feedback	Principal, /Grade-level Rep., Asst. Principal	UTRGV Mentor Prog. District Staff Human Resources District Consultants	Aug. 2015 –May 2016	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McREL Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1--#10
Implement an effective instructional coaching system with on-going professional development	Principal/AP	Title One Local Funds —	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1--#10
Monthly professional development meetings for both elementary and secondary level instructional coaches	Director External Coaches	Title One Local Funds	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1--#10
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One Local Funds	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1--#10
Provide horizontal and vertical team meetings to develop collaboration of campus goals and initiatives.	Principal/AP CIC CLC's CL Chairs/Teacher District Staff	Coordinators	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching Schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1--#10

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide part-time paraprofessional for the 1st six weeks for new unexperienced teachers.	Principal	Title One Local Funds	Aug. 2015 –May 2016	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1--#10
Provide Teacher Training to understand and apply techniques to address	Principal/AP CIC CLC's CL Chairs District Staff	Campus/ District Staff	August 2015- May 2016	Sign-In Sheets Coaching Logs Coaching Schedules	McRel Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1--#10