PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

John McKeever Improvement Plan 2015-2016

Board Approved:

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Mission Statement

At John Henry "Jack" McKeever Elementary we commit ourselves to the fundamental principle that we will make a difference through positive actions, rigor and relevance. Our top priority is for all students to attain academic excellence to be college prepared. In the course of our endeavor as professional educators we will afford all students the opportunity to excel to their fullest potential with a curriculum that is child-centered with emphasis on creativity, self-motivation and critical thinking. Furthermore, commitment from administrators, teachers, parents, students and the community will be an integral part in attaining our school vision.

What We Believe In

We believe our students are the future. Together with administrators, teachers, parents and the community we will provide the scaffolding upon which to build that future.

What We Want to Accomplish

We are committed to provide students with a safe, nurturing environment in which all students can reach their fullest social, emotional and academic potential. Our goal is to empower life-long learners to become responsible and productive citizens. We want every student to graduate bi-literate and be college ready, college connected, and college complete.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

Title I, Part A
School wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.

3. Instruction by highly qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. Strategies to attract high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Comprehensive Needs Assessment

Data Resources Reviewed

1. 2014-2015 STAAR Campus Summary STAAR Report
2. 2014-2015 System Safeguards
3. 2014-2015 Distinctions Designation Summary
4. 2014-15 Attendance
5. Discipline Referrals
6. PEIMS Demographics
7. Walk-through Data
8. Parental Involvement Data
9. McRell Teacher Evaluations
10. Professional Development Plan
11. Teacher Certifications
12. TELPAS Scores
13. Technology Inventories
14. PBMAS

Comprehensive Needs Assessment

Demographics

Demographics Summary

Special Education:

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

Needs:

System Safeguards Data: No results available for Special Ed.

In STAAR Writing, the passing rate at McKeever was **0%.**

Personnel Needs:

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

Professional Development Needs:

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Special Education:

Strengths:

- In STAAR Reading, the passing rate for SpEd students was 7%.
- In STAAR Math, the passing rate for SpEd students was 0%.
- In STAAR Science, the passing rate was SpEd students was 0%.

*STAAR results only include special education students who took the STAAR exam. STAAR A and STAAR Alt 2 are not reflected on this report.

Comprehensive Needs Assessment

Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

- The Dual Language Program at PSJAISD serves ELL students in grades PK-12 at PSJAISD. Here at McKeever Elementary we service grades PK – 5th.

On the STAAR exam:

- 3rd grade Reading, passing rate for ELL students at McKeever was 78%, 1 points above the state.
- 4th grade Reading, passing rate for ELL students at McKeever was 71%, 3 points below the state.
- 4th grade Writing, passing rate for ELL students at McKeever was 71%, 1 points above the state.
- 5th grade Reading, passing rate for ELL students at McKeever was 88%, 1 points above the state.
- 5th grade Science, passing rate for ELL students at McKeever was 59%, 13 points below the state.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

English Language Learners (ELL):

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

Needs:

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

- In Reading, the achievement gap between ELL and All students 2014-2015 is 3%.
- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 4%.
- In Science, the achievement gap between ELL and All students 2014-2015 is 6%.
- In Writing, the achievement gap between ELL and All students 214-2015 is 7%.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

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

- In Reading, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Mathematics, the achievement gap between Eco Dis and All students 2014-2015 is 3%.
- In Writing, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Science, the achievement gap between Eco Dis and All students 2014-2015 is 3%.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, McKeever Elementary earned a score of 40, equal to the region and state's scores.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- In 3rd grade Reading, the passing rate for Eco Dis students at McKeever was 82%, 5 points above the state.
- In 4th grade Reading, the passing rate for Eco Dis students at McKeever was 77%, 3 point above the state.
- In 4th grade Writing, the passing rate for Eco Dis students at McKeever was 76%, 6 points above the state.
- In 5th grade Reading, the passing rate for Eco Dis students at McKeever was 80%, 7 points below the state.
- In 5th grade Science, the passing rate for Eco Dis students at McKeever was 62%, 10 points below the state.

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	• 3rd Grade Math and Reading • 4th Grade Math and Reading • 5th Grade Math and Reading **Mastery Level: 80% or higher**	• **35% of our students did not meet or exceed in Science.** • **22 % of our students did not meet or exceed in Writing.** • **41% of our ELLs did not meet or exceed in Science.** • **29% of our ELLs did not meet or exceed in Writing.**	Improve student learning outcomes in : Science Writing ELLs
2	Index 2: Student Progress	McKeever Elementary Exceeded the State Target for Index 2 of 30% with 45% meeting or exceeding the progress measure.	• 34% of our students did not meet or exceed progress measure.	• Address the needs of identified students to meet the progress measure in 2015-2016 in Science and Writing
3	Index 3: Closing the Achievement Gap	• Bilingual Ed (BE) STAAR 3-8 Met RI as per PBMAS in Math, Reading and Science	• BE STAAR 3-8 did not meet PBMAS Standard in Writing • LEP students not served failed to meet the PBMAS standard in Reading, Science, and Writing • TELPAS ratings for students in U.S. Schools multiple years are at BEG/INT. levels • Special Education students did not meet PBMAS Standards in Science and Writing • Migrant students did not meet PBMAS standard in Writing, and Reading	Special population groups will receive additional support and intensive interventions in reading, writing, math, and science.
4	Index 4: Post Secondary Readiness	McKeever Elementary met the index 4 target of 12 with a score of 31. 5th grade students at Final Recommended is 17%. 4th grade students at Final Recommended is 17%	• **5th grade Science percent of students at Level III is 4%.** • **4th grade Writing percent of students at Level III is 4%.**	• Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course • Revise curriculum • Assess and Monitor frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	• PK/K Orientations, Meet the Teacher, Curriculum Nights, Open House, Festivals, and Fundraisers • Communication in both English and Spanish • Parent Liaison • PAC meetings • Business Partnerships	• **Parent Volunteers**	• Build up the number of parent volunteers.
6	Technology	• Availability of technology resources for students and teachers, and staff.	• Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor	• Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	• Good student attendance • Special Purpose Campuses to address special needs, i.e. attendance recovery, discipline • Collaborative Learning Communities • Customer Service • School-wide Behavioral Strategies		
8	Staff Quality, Recruitment, and Retention	• Highly Qualified Staff • New Teacher Academy • McRell Evaluation Tool		• Professional Development in all Areas • Availability of Resources

McKEEVER DEMOGRAPHICS

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	696	321	375	39	333	3	6	15	31	544	31	0
Percent	100%	46.12%	53.88%	0.06%	47.84%	0.004%	0.01%	0.02%	0.04%	0.78%	0.04%	0

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	696	687	0	3	6	0
Percent	100%	98.71%	0	0.43%	0.86%	0

McKEEVER DEMOGRAPHICS

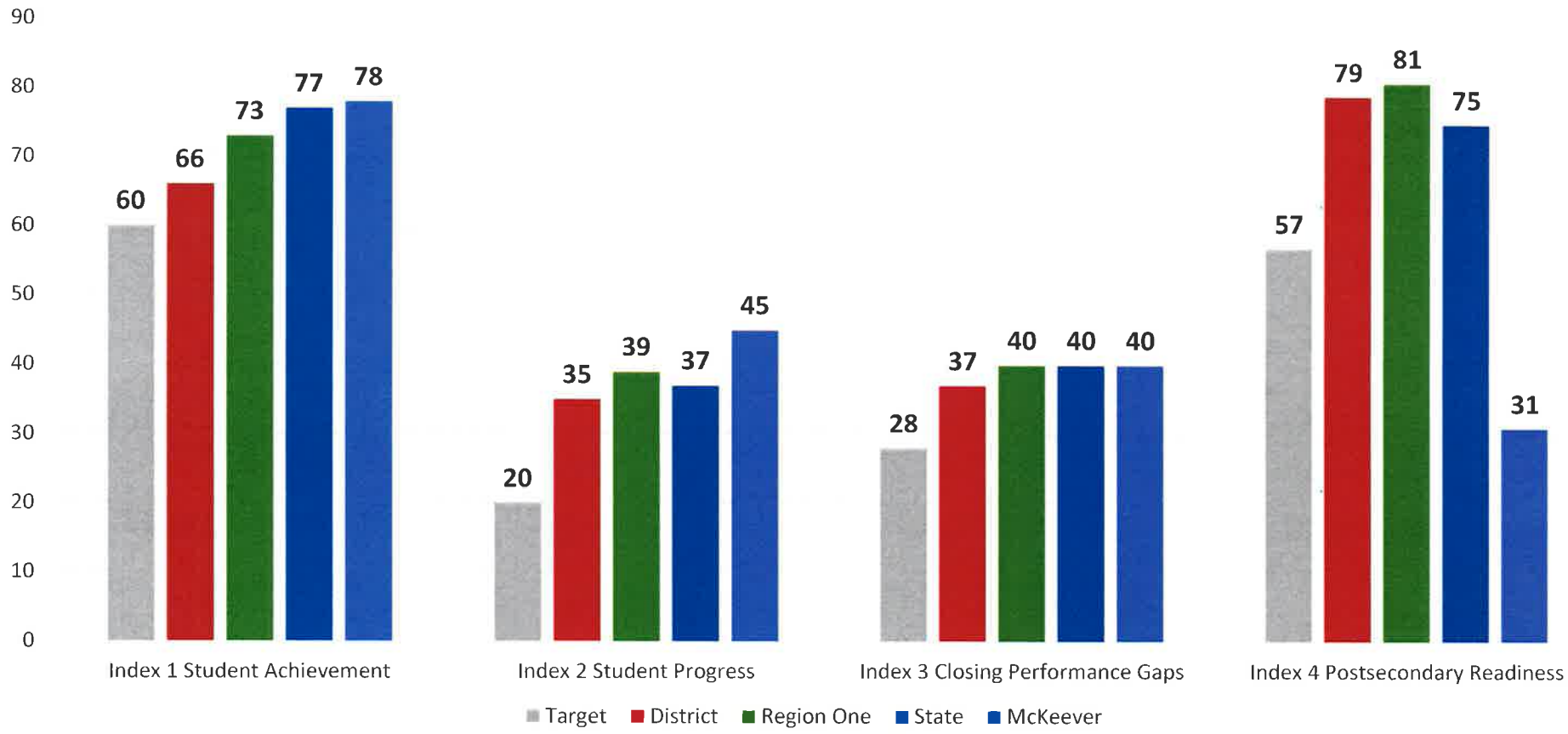
Total Enrollment – 696

Percent	McKeever	PSJA ISD	STATEWIDE
Hispanic	**98.71%**	98.89%	51.34%
Economically Disadvantaged	**78.%**	89.00%	60.26%
ELL	**47.84%**	41.04%	17.04%

Student Achievement Summary 2015

	Performance Target 2015	State	Region 1	PSJAISD	McKeever	Goals 2016
Index 1 Student Performance	60	77	73	66	78	80
Index 2 Progress Measure	20	37	39	35	45	50
Index 3 Closing the Gap	28	40	40	37	40	45
Index 4 Postsecondary Readiness	57	75	81	79	31	35

State Accountability 2015



Student Achievement Summary 2015

All Students Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	McKeever	Goals 2016
Reading	60	77	71	64	82	85
Math	60	81	79	70	80	85
Writing	60	72	71	66	78	85
Science	60	78	75	70	65	80

Student Achievement Summary 2015

ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	McKeever	Goals 2016
Reading	60	62	59	53	79	85
Math	60	65	64	54	75	80
Writing	60	60	62	58	71	80
Science	60	61	60	59	59	75

Student Achievement Summary 2015

Special Ed Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	McKeever	Goals 2016
Reading	60	43	37	29	8	61
Math	60	45	46	34	8	61
Writing	60	29	22	14	0	61
Science	60	47	46	47	17	61

Student Achievement Summary 2015

ECO Dis Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	McKeever	Goals 2016
Reading	60	70	69	62	80	85
Math	60	75	77	68	79	80
Writing	60	63	69	65	76	80
Science	60	71	73	68	62	75

State System Safeguards 2015

Campus 2015 Results Level 2 Phase 1	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*	% Met for Min Size Req
Reading	82	0	81	0	0	0	*	0	80	*	79	
Math	80	0	79	0	0	0	*	0	79	*	75	
Writing	78	0	78	0	0	0	-	0	76	*	71	
Science	65	0	66	0	0	0	*	0	62	*	59	
Percent of Eligible Measures Met												100

Indicates Did Not Meet Minimum Size Requirement

66% = Met 20 indicators out of 30

SYSTEM SAFEGUARDS 2015

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
State Target	60	60	60	60	60	60	60	60	60	60	60			
Reading	**Y**		**Y**						**Y**		**Y**	**4**	**4**	**100**
Math														
Writing	**Y**		**Y**						**Y**		**Y**	**4**	**4**	**100**
Science	**Y**		**Y**						**Y**		**Y**	**4**	**4**	**100**
Total	**3**		**3**						**3**		**3**	12	12	100

Post-Secondary Readiness Data Table 2015

All Students	State	Region 1	PSJAISD	McKeever
2015 STAAR % Meeting Postsecondary Readiness Standard	41	34	28	31

Texas Education Agency 2015 Accountability Reports

Post-Secondary Readiness Data Table 2015

Special Ed	State	Region 1	PSJAISD	McKeever
2014 STAAR % Meeting Postsecondary Readiness Standard	N/A	N/A	N/A	N/A

Texas Education Agency 2015 Accountability Reports

Post-Secondary Readiness Data Table 2015

ELL	State	Region 1	PSJAISD	McKeever
2014 STAAR % Meeting Postsecondary Readiness Standard	N/A	N/A	N/A	N/A

Texas Education Agency 2015 Accountability Reports

Post-Secondary Readiness Data Table 2015

Eco Dis	State	Region 1	PSJAISD	McKeever
2014 STAAR % Meeting Postsecondary Readiness Standard	N/A	N/A	N/A	N/A

Texas Education Agency 2015 Accountability Reports

PBMAS REPORT 2015

	BE/ESL				CTE				NCLB		SPED	
STAAR 3-8 PASSING RATE	BE	ESL	LEP NOT SERVED	LEP YAE	ALL	LEP	ED	SPED	TITLE 1 PART A	MIGRANT	ALL	YAE
MATH 70	**0**	**3**	**1**	**0**					**1**	**1**	**3**	**1**
READING 70	**0**	**3**	**1**	**0**					**1**	**2**	**3**	**2**
SCIENCE 65	**0**	**3**	**1**	**0**					**0**	**1**	**3**	**1**
SOCIAL STUDIES 65	**2**	**3**	**NA**	**NA**					**2**	**3**	**4**	**NA**
WRITING 70	**1**	**3**	**2**	**0**					**1**	**2**	**4**	**NA**
STAAR EOC PASSING RATE			**LEP**									
MATH 60			**2**		**0**	**2**	**0**	**4**	**0**	**1**	**3**	
SCIENCE 60			**1**		**0**	**1**	**0**	**2**	**0**	**1**	**1**	
Social Studies 60			**2**		**0**	**2**	**0**	**3**	**0**	**0**	**2**	
ELA			**Report Only**		**Report Only**	**Report Only**	**Report Only**	**Report Only**	**Report Only**	**Report Only**	**Report Only**	

PBMAS REPORT 2015

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

PBMAS REPORT 2015

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

2015-2016 Campus Goals

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

2015-2016 Campus Goals

PSJA COLLEGE 3 READY.CONNECTED.COMPLETE.

3rd Grade Mathematics

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2015	**2016**
Phase In 2 Level I	48	81	N/A
Phase in 2 Level II	57	69	74
Final Recommended	74	44	49
Adv. Level III	89	15	20

4th Grade Mathematics

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2015	**2016**
Phase In 2 Level I	48	82	N/A
Phase in 2 Level II	56	67	72
Final Recommended	73	39	44
Adv. Level III	83	25	30

5th Grade Mathematics

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2015	**2016**
Phase In 2 Level I	46	79	N/A
Phase in 2 Level II	54	79	84
Final Recommended	72	32	37
Adv. Level III	86	10	15

2015-2016 Campus Goals

3rd Grade Reading

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2015	**2016**
Phase In 2 Level I	50	84	N/A
Phase in 2 Level II	58	81	85
Final Recommended	75	44	49
Adv. Level III	85	19	24

4th Grade Reading

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2015	**2016**
Phase In 2 Level I	52	80	N/A
Phase in 2 Level II	59	77	82
Final Recommended	75	41	46
Adv. Level III	86	14	19

5th Grade Reading

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2015	**2016**
Phase In 2 Level I	81	81	N/A
Phase in 2 Level II	63	70	75
Final Recommended	78	34	39
Adv. Level III	87	13	18

2015-2016 Camus Goals

4th Grade Writing

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2015	**2016**
Phase In 2 Level I	52	78	N/A
Phase in 2 Level II	59	77	82
Final Recommended	70	31	36
Level III Adv.	84	18	23

2015-2016 Campus Goals

5th Grade Science

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2015	**2016**
Phase In 2 Level I	59	65	N/A
Phase in 2 Level II	66	52	70
Final Recommended	80	23	28
Level III Adv.	91	2	10

2015-2016 Campus 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

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

Objective 1: Curriculum will be horizontally aligned in all content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implementation of curriculum writing for 4th grade assessed as in HB5.	Asst. Supt. For C & I Trainer of Trainers	Local Funds, Title 1 Funds	August 2015-May 2016	Completed Curriculum Documents	Benchmark scores, student achievement gains, Progress Reports	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
All teachers will be trained on the state standards, indexes, depth and complexity of the TEKS. The use of data to create a viable curriculum.	Asst. Supt. For C & I Trainer of Trainers	Local Funds, Title 1 Funds	August 2015-May 2016	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains. TPRI BOY, MOY, EOY Progress Monitoring	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students using materials such as: • Write from the beginning (Pk-3) • Hire consultants to train teachers-Bill McDonald, DMR and Pearlized Math. • How to (Ice-cream sundae, Banana split, Popcorn, fruit salad, Smores, • Figurative writing • Expository • Narrative • Step up to STAAR • Motivational Writing • Kamico Writing • STAAR Coach • Countdown to STAAR	Counselor, S.E. Teachers Reg. Teachers Principal	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	August 2015-May 2016	Completed Curriculum Documents Action Plans Lesson Plans Sp. Accom.	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Academic Calendars will be written for all courses. (timelines will be written for all HB5 courses)	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds		Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

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

Objective 1: Curriculum will be horizontally aligned in all content areas in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning.	Principal Asst. Principal Teachers CLL	Local Funds, Title 1 Funds	June 2015-April 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Data Desegregation of Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data.	Principal Asst. Principal teachers CLL	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Instructional Coaches, Assistant principals and principals will monitor the implementation of the curriculum.	Principal Asst. Principal CLL	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Walk-through Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#2,4,8
Grade level chairs will be meeting with grade level teachers to review scores and implement strategies to assist in student's learning.	CLF's Teachers CLL	Local Funds, Title 1 Funds	August 2015 – May 2016	Agenda Sign in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Tutoring will be available for students that are struggling in the subjects of reading, writing, math and science: • Hire a day-time tutor • Provide tutoring afterschool/Saturdays • Utilize computer software for tutoring and daily instruction • Provide Science and Math CAMPS	Principal Asst. Principal Teachers CLL (Campus Learning Leader)	Local Funds, Title 1 Funds	Oct. 2015-April 2016	Irregular Time sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8

Campus 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 2015-2016.

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 followed and monitored.	Teachers Principal Asst.Principal CLL	Local Funds, Title 1 Funds	June 2015 – May 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC.	Teachers	Local Funds, Title 1 Funds	June 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, teacher representatives will review the assessments to ensure adherence to the Academic Calendar.	Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 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.	Teachers Principal Asst.Principal CLL	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

Campus 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 2015-2016.

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 to analyze.	Principal Asst. Principal CLL	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	DMAC Progress Charts Student's Graphs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available for data analysis and monitoring student progress. Materials needed: -printer -copier -binders -ink, markers, crayons, colored tag, paper -phone, -scanner	Principal Asst. Principal CLL	Local Funds, Title 1 Funds	August 2015- June 2016	Progress Charts	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data.	Principal Asst. Principal CLL	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held to review CBA and Benchmark data to plan next steps.	Teachers Principal Asst.Principal CLL	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8
Students will be given access to A.R. testing to improve fluency and comprehension.	Principal Assistant Principal Librarian Teachers	Local Funds, Title 1 Funds	August 2015- May 2016	A.R. reports AR Charts	STAR reports Fluency Checks Student achievement gains	STAR	Title 1

Campus 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 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitoring of the progress of migrant students will be done immediately following each CBA and BM.	Teachers Principal Asst. Principal CLL	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
Monitoring of the progress of special education students will be done immediately following each CBA and BM.	Teachers Principal Asst. Principal CLL	Special Ed Funds 224	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of ELL students will be done immediately following each CBA and BM.	Teachers Principal Asst. Principal CLL	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)

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
Campus Goals specific for each subgroup will be developed and shared with all staff.	Principal Asst. Principal Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015 and on-going	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Teachers will develop their own specific classroom goals after each CBA and BM.	Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015 and on-going	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus Goals specific for each subgroup will be implemented at the campus using the campus template.	Principal Asst. Principal Teachers CLL	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015-2016	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc. will be provided for all teachers. -Migrant tutors -Day time tutors	Principal Asst. Principal CLL	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015-June 2016	Data reports	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

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

Objective 3: 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
All teachers will be required to follow the modifications/ accommodations for the special education students in their classroom: -colored overlays -Reading place markers -phonological phones -graphic organizers	Principal Asst. Principal Teachers	Special Ed 224	August 2015-June 2016	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
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.	Principal Asst. Principal Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2015 November 2015 January 2016 February 2016	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided.	Principal Asst. Principal Teachers	Local Funds 199, Title 1 Funds 211	October 2015-and on going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

Objective 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 invervention, afterschool and/or Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark -Hire Day Time Tutor -Migrant tutor	Teachers Principal Asst. Principal	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	August 2015-May 2016	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available and to keep them abreast of their child's progress. -Curriclum Nights -PAC meetings	Teachers Principal Asst. Principal	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2015 November 2015 January 2016 February 2016	Sign-in sheets, agendas and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Lead4Ward training for principal and assistant principal on differentiated instruction and on data analysis	Assistant Superintendent for C&I Principal Asst. Principal	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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 morning intervention using Istation, 45 minute academic tutorials afterschool and Saturdays will be available for students in each subgroup.	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	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each CBA and Benchmark with parents of students in the identified subgroups to share interventions available.	Principal Asst. Principal Teachers CLL	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2015 November 2015 January 2016 February 2016	Sign-in sheets, agendas and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for teachers	Principal Asst. Principal CLL	Title 1 Funds	July 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 campus stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Principal Asst. Principal CLL	Local Funds 199	October 2015- and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on how to unpack the TEKS for each course assessed on HB5	Principal Asst. Principal CLL	Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled 3X weekly for unpacking the TEKS and lesson plan collaboration	Teachers CLF Principal Asst. Principal CLL	Title 1 211, Local Funds 199	August 2015- May 2016	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Teachers CLF Principal Asst. Principal CLL	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all teachers.	Teachers CLF Principal Asst. Principal CLL	Title 1 211, Local Funds 199	August 2015 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RtI training for all staff members to address the needs of all students.	RTI campus Team Principal Asst. Principal	Title 1 211	August 2015-May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS,TPRI	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Teachers Principal Asst. Principal	Title III 263	August 2015-May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS,TPRI	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education. Implement programs such as: -Hermon Method -Read Well -Language -Lexia -Isatation	Special Ed Director Sp. Ed. Teachers Principal Asst. Principal	Special Ed 224	August 2015-May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS,TPRI	Title 1 - #4
Lead4Ward training for all teachers on Data Analysis/Differentiated instruction.	Teachers Principal Asst. Principal CLL	Title 1 Funds	August 2015-May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,TPRI	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Component
Implement Reading/Writing curriculum using CIF teaching strategies: -Role Playing/Reader's Theatre -Narrative and Expository -Story Drama, Storytelling, Picture Walk -Interactive Reading, -Group rotations ---Reading Shield (DMR) --Administer weekly assessments to build endurance.	Principal Asst. Principal Teachers CLL	Title 1 211, Local Funds 199 SCE	August 2015-May 2016	Completed Curriculum documents Student Performance McRel Artifacts	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation. -Provide extended planning time -Consultants like: Bill McDonald, DMR, etc.	Principal Asst. Principal Teachers CLL	Title 1 211, Local Funds 199 SCE	August 2015-May 2016	Agenda and Sign-in Sheets Hands on Products	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Implement Writing Rubrics through out all grade levels. -Use Thinking Maps -Graphic Organizers -Duplicating paper, construction colored paper, colored tag, notebooks, pencils, pens, markers, crayons, high-lighters, craft sticks, compositions spiral notebooks. -Teacher made materials/activities -Commercially bought reading/writing materials to reinforce instruction. -Skillboxes	Principal Asst. Principal Teachers	Title 1 211, Local Funds 199 SCE	August 2015-May 2016	Walk-throughs Student's Writing Samples	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Depth of Knowledge Questions will be implemented for each literary piece/all genres during Collaborative Learning Communities (CLCs).	Principal Asst. Principal Teachers CLF's CLL	Title 1 211, Local Funds 199 SCE	August 2015-May 2016	Completed DOK questions in the Curriculum documents Weekly Assessments	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per six weeks will be required from each grade level.	Principal Asst. Principal Teachers CLF's CLL	Title 1 211, Local Funds 199 SCE	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	
STAAR Literature questions will be implemented for each literary piece/all genres.	Principal Asst. Principal Teachers CLL	Title 1 211, Local Funds 199 SCE	Summer 2015-May 2016	Completed STAAR Literature questions in the Curriculum Documents Weekly Assessments	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered.	Asst. Supt. For C & I Principal Asst. Principals Teachers	Title 1 211, Local Funds 199 SCE	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	
Data will be used to implement tutorial lessons and to identify spiraled skills. May use: -Kamico -Step Up to TEKS -Staar Ready -Mentoring Minds -Write Source	Principal Asst. Principal Teachers CLF's CLL	Title 1 211, Local Funds 199 SCE	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	
Data will be used to identify students in need of extended learning opportunities	Principal Asst. Principal Teachers CLF's CLL	Title 1 211, Local Funds 199 SCE	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans Tutoring Rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

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

Objective 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
Implement Mathematics curriculum for K-5 using CIF strategies: -Motivational Math, - Go Math -TEKSing Towards STAAR -Sharon Wells -Kamico -Pearalized Math -Mentoring Minds	Principals Asst. Principal Teachers CIF	Title 1 211, Local Funds 199, SCE	August 2015-May 2016	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind Go Math, Weekly Assts., Student Performance	Increased Student Progress for all students to include sub population as measured on weekly asst., CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation Unpacking the TEKS. -binders, staplers, combs, book tape, staples.	Principals Asst. Principal Teachers CIF	Title 1 211, Local Funds 199,SCE Training on TEKS Analysis of DMAC Data	August 2015 and May 2016	Agendas and Sign-in Sheets Hands on Prodructs	Increased Student Progress for all students to include sub population as measured on weekly assts, CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will receive training on unpacking the math TEKS and analyzing Math data. -Leap Forward -Field Guides -Previous STAAR Tests	Principal Asst. Principal Teachers CLF	Title 1 211, Local Funds 199,SCE	August 2015-May 2016	Agendas and Sign-in Sheets Hands on Products	Increased Student Progress for all students to include sub population as measured on weekly assts. , CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered district-wide: -pencils, erasers, stapler, dry-erasers, combs, rings, binders, scotch tape,	Teachers, Principals, Asst. Principals	Title 1 211, Local Funds 199,SCE	October 2015 November 2015 December 2015 February 2016	Walk-throughs, DMAC reports Progress Monitoring Forms, Action Plans	Increased Student Progress for all students to include sub population as measured on weekly assts., CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to review tutorial lessons and to identify spiraled skills	District Content Coordinators, Principals, Asst. Principals	Title 1 211, Local Funds 199 SCE	August 2015-May 2016	CLC agendas and sign-in sheets Tutoring rosters	Increased Student Progress for all students to include sub population as measured on weekly assts., CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities	Teachers, CIT Principals, Asst. Principals	Title 1 211, Local Funds 199 SCE	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	
Daily problems of the day will be implemented/developed as spiraled/warm-up activities in STAAR format	Teachers, CIT Principals, Asst. Principals	Title 1 211, Local Funds 199 SCE	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	
Exit tickets will be used as they are aligned to the skill of the day	Teachers	Title 1 211, Local Funds 199 SCE	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	
Provide Sharon Wells training and Pearalized Math training on effective teaching strategies for elementary math teachers.	Assistant Superintendent for C&I	Title 1 Funds SCE	August 2015-May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 3: Close the student achievement gap among all populations. (Index 3)							
Objective 1: Decrease the student achievement gap among all subgroups (Index 3).							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**	**Title 1 Schoolwide Components**
1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: •Dictionaries •Bilingual Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Lexia •Think through Math •TELPAS •TPRI/Tejas LEE Strategies	Teachers Principals Asst. Principals Sp.Ed. Teachers Bil. Teachers GT teachers	Title 1 211, Local Funds 199 Title III 263, Special Ed 224	Summer 2016	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

Campus Goal 3: Close the student achievement gap among all populations. (Index 3)							
Objective 1: Decrease the student achievement gap among all subgroups (Index 3).							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**	**Title 1 Schoolwide Components**
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Teachers, Principals Asst. Principals counselors	Title 1 211, Local Funds 199 Special Ed 224	August 2015-May 2016	DMAC Disaggregated data reports utilized in district templates and shared during CLC meetings.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
3.Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress such as tutoring, SSRW, Behavior strategies, implement character traits.	Teachers, Sp. Ed. Teachers Principals Asst. Principals	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	
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Teachers, Bil Teachers, Sp. Ed teachers, Principals Asst. Principals	Title 1 211, Local Funds 199 Title III 224	August 2015-May 2016	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations. -SSRW program	Teachers, Principals Asst. Principals Counselor	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2015-May 2016	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

Campus Goal 3: Close the student achievement gap among all populations. (Index 3)							
Objective 1: Decrease the student achievement gap among all subgroups (Index 3).							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**	**Title 1 Schoolwide Components**
6. Review 504 students' performance and progress and provide accommodations and interventions.	Teachers, Sp.Ed. Teachers Principal, Asst. Princ., 504 Coordinator & Counselor	Title 1 211, Local Funds 199	August 2015-May 2016	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS STAAR A	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Teachers,Sp. Ed. Teachers Principal, Asst. Princ., 504 Coordinator & Counselor	Title 1 211, Local Funds 199	August 2014-May 2015	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS, STAAR A	
8. Provide extended learning and credit recovery opportunities for students not mastering the curriculum through summer school, credit recovery, Saturday academies, tutorials, and enrichment period.	Teachers Principal Asst. Princ. counselor	SCE	August 2015-June 2016	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, STAAR A	
9. Using data room, principal will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions. -Pre-Las -LAS Links -Mclass/Checklist Pk/TPRI/Tejas Lee -TELPAS LEP -State Accountability Reports -District Assessments	Principal Asst. Principal CLL	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, STAAR A, STAAR ALT2, MClass	

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)							
Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and Advanced Level III (Indexes 3 and 4).							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative**	**Title 1 Schoolwide Components**
Monitor Student's progress after each benchmark or CBA.	Teachers Principal Asst. principal CLL	Local Funds, Title 1 Funds	Sept. 2015 – May 2016	DMAC data, Data room showing students progress, Students STAAR progress monitoring charts	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
Review and analyze TEKS to determine depth and complexity of each student expectation.	Teachers Principal Asst. principal CLL	Local Funds, Title 1 Funds	Sept. 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Review in-depth study of STAAR released test items to define rigor of the lesson.	Teachers Principal Asst. principal CLL	Local Funds, Title 1 Funds	Sept. 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators Teachers	Local Funds, Title 1 Funds	Sept. 2015 – May 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

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

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

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

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

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

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

Campus Goal 5: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing • Identify and delineate activities which will maximize involvement of parents.	Principal Teacher Parent Educator	Local Funds, Title I Funds	Sept. 2015 – May 2016	Sign-in Sheets	Parent Surveys		Title I- #4, #6
Parent Orientations • Hold orientation meetings to inform parents on: Assessments by grade levels 1. Parental Involvement Policy 2. Parent/Teacher/Student Compact 3. STAAR Campus reports 4. Attendance on assessment days ARP decision making through intervention programs. 5. L Monday night reading meetings on assessments	Principal Teacher Parent Educator	Title I Funds	Sept. 2015 – May 2016	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6

Campus Goal 5: Family and Community Involvement

Objective 2: Tutoring Programs that support students taking assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
After school tutoring or Saturday tutoring providing tutorial camps throughout District for students. • Morning tutoring 8:00-8:30 After school tutoring: -Reading Literacy Nights twice per month Saturday Tutoring • Science, Reading, Wtg, and Math • Bring in presentors: (material as required by Science Lab instructor or activities)	Teachers Principal Asst. Principal	Title I Funds	October 2015 – May 2016	Sign-in Sheets, Telephone Logs Teachers irregular time sheets	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9
Ensure all students that need to attend tutoring attend. -Conference with students -conference with parents -provide snacks, -raffle prizes to attend tutoring on Saturdays.	Teachers Principal Asst. Principal Counselor CLL	Title I Funds	October 2015 – May 2016	Sign-in Sheets, Attendance Logs, Teachers irregular time sheets Telephone Logs	Parent Surveys Test Scores	STAAR	Title I- #2, #9

Campus Goal 5: Family and Community Involvement

Objective 3: Provide opportunities for students to participate in community service projects

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide adult volunteers to assist in some programs where students participate in: • Technology Club • Garden Club • Choir • Student Counsel • Fundraisers • Festivals • Seasonal Activities (Easter, Xmas,) • Parades • Dances • Cheerleading Activitites • Estudiantina • Robotics • UIL Teams (Shirts, transportation, computer tablets, USBS and other related materials, and making of student costumes)	Principal, Assistant Principal, Parental Director, Logistic Specialist, Music teacher and sponsors	Local Funds, Title I Funds	May 2016	Volunteer sign-in card, products	Tally of Volunteer hours	Summative	Title I- #9

Campus Goal 5: Family and Community Involvement

Objective 4: Increase Parental involvement in secondary campuses

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host at least 2 major events per year at primary campuses • Curriculum night • Meet the teacher night • Veterans Day • End of the year ceremony	Principal, Assistant Principal, Parent educator Parent Educators and teachers	Local Funds, Title I Funds	May 2016	Sign-in Sheets	Parent Surveys		Title I- #6, #10

Campus Goal 5: Family and Community Involvement

Objective 5: Increase parent involvement in the school.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Increase enrollment of parent volunteers by 5 more parents than last year. -Sign in sheets -Call parents and ask if they are willing to participate -Ask parents what would make them volunteer at our school. -Million Father March -Donuts for Dad -Muffins for Mom -Veterans Program -Mother's Day Program -Kinder Graduations -Pk and K Orientations -Grandparents day Readings (would need fliers, ink, copy paper, reading materials/books, provide snacks and coffee.)	Parental Educator Principal	Local Funds, Title I Funds	August 2015 – May 2016	Sign in sheets Parent volunteer sheets showing more hours.	More parent volunteers than previous year		Title I- #6, #10
Entice parents to participate and attend in our PAC meetings. -Send out memos on time -Raffle out gifts -Provide snacks and coffee -Call parents and remind them of the PAC meeting.	Parental Educator Principal	Title I Funds	August 2015 – May 2016	Sign in sheets Parent volunteer sheets showing more hours.	More parent volunteers than previously		Title I- #6, #10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration Training. -District trainings on Promethean Boards -District training on Mobi -District training on Mimios ATOMIC Learning	Technology Director CIT coordinator Principal Asst. Principal	The use of various state, federal, and local budgets	Ongoing... This will be a yearly expense with additions each year as funds become available.	Increased number of teachers using technology. Full participation in technology trainings through ATOMIC Learning. Results of Technology Integration Surveys Increase in the number of students using technology	Increased student scores.	Daily, weekly, monthly observations, walkthroughs, and the reports provided.	
Provide resources and support for Campus Instructional Technologists to work directly with teachers to integrate technology into curriculum.	Technology Director CIT coordinator Principal Asst. Principal	The use of various state, federal, and local budgets	Ongoing. This is a yearly expense that will be increased every year as funds are available.	Increased technology training session being held at the campus level. Full participation in technology trainings. campus based technology sessions (sign in sheets).	Increased student scores. Observations during walk throughs, McRel formal and informal observations. Monthly AR reports and others. Monitoring of students using technology through student work, power point and presentations.	CIT coordinator Librarian	
The district offers courses from the Parental Involvement Department where technology literate personnel conduct these trainings. • E-books trainings • Home Connect • Microsoft • Databases	Technology Director, Parental Involment Director, Strategist Librarian Teacher	• Title 1 • Local Funds	Ongoing. This is a strategy that is carried out year-round and in the summers August 2015-June 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.	Administrative walk through during parent presentations.	Title 1 3 10

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The School Librarian will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students. -AR software	CIT Teacher Campus Librarian	Accelerated Reader Software, adequate bandwidth, and adequate hardware	August 2015-May 2016	AR reports from each teacher.	Improved scores in reading. **Recognized in part of the National Honor Roll AR School.**	Increase of student participation. Increase in scores on the AR program.	
The Campus Librarian will provide for the delivery of online library/research resources (Destiny Online) so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	CIT Teacher Campus Librarian	**Destiny Software,** adequate bandwidth, and adequate hardware	August 2015-May 2016	Usage reports	Increase in the number of students using programs.	Review of Reports	

Campus Goal 6: Technology

Objective 2: Identify and apply strategies for supporting the use 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
Integrate technology into our curriculum aligned with the essential knowledge and skills (TEKS) at the K-5 level.. • Weekly access to computer labs • At least 5 working computers per classroom • Learning.com • I station Reading Program • Think through Math Program • Istation *AR *Edusmart • BrainPop • Learning.com • United Streaming • Connect Ed reading • Think Central Math and Science • Tumble Books • Capstone Library	CIT Teacher CLL Principal Asst. Principal Teachers	Core content curriculum resources. State guidelines for required technology courses. Software Computers Promethean Pens **Laptops/IPads**	August 2015-May 2016	Time lines for core curriculum areas. Scope and sequence for core curriculum areas. Teacher lesson plans with integrated technology skills. Reports from the online programs. (BOY, MOY, EOY) Walk throughs and observations. STAAR Reports	STAR Charts Technology Reports	On going review of Programs McRel	
Develop units of practice aligned with the core content curriculum. • Learning.com • I station Reading Program • Think through Math Program • Istation *AR *Edusmart • ABC mouse.com • BrainPop • Learning.com • United Streaming • Connect Ed reading • Think Central Math and Science • Tumble Books • Capstone Library	Teachers CLL Principal Asst. Princ.	Core content curriculum resources. State guidelines for required technology courses.	This is an ongoing process-May 2016.	Time lines for core curriculum areas. Scope and sequence for core curriculum areas. Teacher lesson plans with integrated technology skills. Reports from the online programs. (BOY, MOY, EOY) Walk throughs and observations.	STAR Charts Technology Reports Teacher and student increase knowledge and usage of various tools in technology.	On going review of Programs McRel	

Campus Goal 6: Technology

Objective 2: Identify and apply strategies for supporting the use 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
Continue to support computer assisted instruction in computer labs and distributed settings. • Black ink cartridges • Colored ink • Data projectors • Document readers • Clickers • Usb's • Cable splitters • VGH Cords, mounts, Wiring • Light bulbs for projectors • Batteries • Amplification system • CD Players • Radios • Connection cords • Ebooks • Update Licenses for software • Headphones w/mic • Wireless Cards • Poster maker • Promethean pens • Large wide screens • Microphones	Teachers Campus Computer Lab Manager CIT Teacher Principal Asst. Principal	ATOMIC learning thru on line training. Conferencing, mobie, mimio, computer, hatch, and lab tops. Online curriculum resources	August 2015-May 2016	Usage reports for Istations, TTM, Learning.Com TEKS Program reports Increase in student achievement (higher STAAR scores).	Increase in student achievement (STAAR scores 3rd, 4th, 5th.). Lab reports		
All teachers will dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Teachers Campus Lab Managers CIT Principals Asst. Principals	Learning.com	August 2015-May 2016	Usage lab reports	Increase in student achievement (STAAR scores 3rd, 4th, 5th). Lab reports		

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reestablish summer computer training opportunities for students. 19 computer technology camps (Technology Applications, Web Design, and Video Editing)will be hosted during the summer of 2016.	Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists	Hardware, software. And Technology Applications Instructors.	Summer of 2016 2015-2016 School Year	Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.	Increased involvement in school technology programs by students. Student evaluations of summer technology camps.		
Organize and host/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.	Campus Instructional Technologists Computer Lab Managers Campus Librarians Teachers Parent Educator	Hardware, software, and other technology resources	By Spring of 2015. Campuses will have at least one technology fair a year. By 2015 the district will designate a PSJA Technology Day.	Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.	Increased us of technology by students and teachers.		

Campus Goal 6: Technology

Objective 3: Maintain and update Intranet and Internet capabilities 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
Maintain campus Intranet/Internet to include campus and classroom websites. Teachers will use the district's Share Point site to collaborate with other staff members and administrators. • Purchase and update Wi-Fi components to insure the entire building has access to internet • Wireless usbs • Internet cords • Modems	Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology	District website, share point/intranet site	August 2015-May 2016	online campus and classroom web sites	Increased teacher collaboration in curriculum.		
Develop and maintain a campus website as a resource for instruction and a tool for school to community communication. The campus will provide informational updates on the school websites.	Campus PR Campus teachers Principals Asst. Principals	District website, Living Tree, and district Intranet	August 2015-May 2016	Web site usage .	Updated website weekly or monthly. Increase in teacher collaboration in curriculum projects.		

Campus Goal 6: Technology

Objective 3: Maintain and update Intranet and Internet capabilities 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
Provide internet instruction to all teachers and students. The school 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.	Teachers Principal Computer Lab Manager Counselor Librarian	Learning.com, Atomic Learning, and other online resources.	Aug 2015-May 2016 Will ensure that all teachers and students will receive internet instruction.	Usage reports	Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students.		

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.	Technology Director Central Office Staff	Local Technology Budget, and hardware Computer headphones	Ongoing... all of the campuses received replacement computers for their instructional labs in 2015-2016. They will receive new computers in 2016-2017.	computers at each campus instructional lab will be no more than 3 years old at any given time.	This means that no lab computer will be out of warranty as long as it is in the lab setting.		
In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.	Technology Director Instructional Technology Coordinator, MIS Coordinator		The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.	computer inventory counts	Increased teacher collaboration on curriculum projects.		

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

Objective 1: Apply discipline protocols 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 Teachers on student referral protocols, de-escalation and restorative practices	Principal Asst. Principal Counselor	Local Funds	August 2015- May 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals	PEIMS Reports on Discipline referrals	**Title 1--#10**
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide -View Modules and receive certificate	Principal Asst. Principal Counselor	Local Funds	August 2015- June 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals.	PEIMS Reports on Discipline referrals	**Title 1--#10**
Promote the Be Respectful, Responsible and Be Safe Program (TRSSM) Emphasize the expectations on posters and banners.	RTI Committee Counselor Teacher Administration	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--#6, 7 ,10

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

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A nurse will be on duty at all times to deal with student's needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	-Nurse Teachers Principal Asst. Principal	**-SCE and T1, charities, Dentist who care, Eye glass**	August 2015-May 2016	Assistance provided to students as needed	Health Needs Met	Nurse	Title 1--#10
Improve the management, attendance, education and care of children with asthma, allergies and diabetic children. Action Steps: -Increase use of national clinical guidelines 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 -Teachers who have students that have allergies. -Emergency Response Team	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers -EPI pens	August 2015-May 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 general well-being by increasing knowledge and access to medical and mental health care.	-Director of Health Services -Nursing Staff -counselor	-School based clinics -Local health care providers -Local hospitals	August 2015-May 2016	Live monitoring of uninsured students with dashboards.	**Decrease percentage of student without a medical home**	Side by side data analysis	Title 1--#10

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

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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)	Teachers Nurse Counselor						
Provide support services including determent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	-Director of Health Services -Nursing Staff Emergency Team Counselor	-Behavioral Centers -PSJA LPC	August 2015-June 2016	Drills run yearly	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 Team Principal Asst. Principal Counselor	-Emergency medical services	August 2015-May 2016	Nurse conducts impairment assessment as needed.	Less referrals issued	Side by side data analysis	Title 1--#10

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

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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.	-Director of Health Services -Nursing Staff Counselor Principal Asst. Principal Staffr	-Texas Tropical -Behavioral Centers -Police Departments Other behavior strategists.	August 2015-May 2016	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.	-Director of Health Services -Nursing Staff Counselor Staff	Counseling Sessions, videos, classroom talks	August 2015-May 2016	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis	Title 1--#10

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

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers. Action Steps: - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along will 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.	-Director of Health Services -Nursing Staff Coach Counselor **District Nutritional Dept.** Principal Asst. Principal Parents	-Child nutrition department -Coaching staff -Dietician school nurse	August 2015-May 2016	Let's get fit initiative Referrals for abnormal BMI Continue assessing and referring for Acanthosis Nigracans Host parent sessions throughout school years	Verbal knowledge of community Evidence of returned referral of visits to nutritionist, dieticians, and health care providers	Side by side data analysis	Title 1 – #10

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

Objective 3: Provide training for all staff on creating a safe school culture and climate.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conducting daily security/safety audits Implement lock downs and drills. Be Responsible-Be Respectful-Be Safe posters. Post banners and motivational incentives throughout the school. Show videos and power points on expected behaviors.	Security Director Custodians Staff	Local Funds	August 2015-May 2016	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
DE-ESCALATION TECHNIQUES= Training all staff on proper confrontational management techniques	Principal Assistant Counselor	Local Funds	August 2015-June 2016	Less incidents of improper force use by De-escalation Techniques	Decrease in security and safety incidents	Side by side data analysis	Title 1--#6, 7, 10
Training all school staff on lockdown procedures	Principal Asst. Principal Counselor	Local Funds	August 2015-May 2016	Minimum two lock downs per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10

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

Objective 4: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent admission/enrollment procedures	Teachers Principals Asst. Principals PEIMS Clerk	Local Funds	August 2015-May 2016	-Pre-registration campaign -District Expo -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Customer Service Training	-District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Pupil Accounting Director, Teachers Principals Asst. Principals PEIMS Clerk	Local Funds	August 2015-May 2016	Correspondence, Emails, TEA letter, PEIMS update annual training	Increase of student attendance through daily, six weeks and year report	Data Analysis Review	Title 1--#10

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

Objective 4: Monitor school attendance initiatives 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 • School messenger • Personal phone calls • ARP attendance committee meetings	Pupil Accounting Director Principal Teachers Office Clerk	Local Funds	August 2015-May 2016	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report	Texas Academic Report Card	Title 1--#10
Provide consistent student support and guidance through district personnel to ensure student academic success.	Pupil Accounting Director Teachers Office Clerk	Local Funds	August 2015-May 2016	School Community Liaison Program Personnel eSchool Data	Increase in student achievement Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
• Competitive Salaries for Teachers, and all District staff • Competitive Stipends for Masters and/or certifications that support district initiatives	HR, Business office	Funds for salaries and stipends	-Aug.2015-May 2016	Greater Retention Rate of campus staff Higher staff moral	• Improvement in student academic scores • Improvement in instruction delivery	Staff Retention reports	
Unique district incentives • Paying of Local Days • District contribution for employee medical plan	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	• Staff retiring from district	More experience work force	
Implement a plan for teacher selection and retention • 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		On going Strong focus in early spring to meet student needs for upcoming school year	High teacher retention rate	• All classrooms have a HQ teacher that is prepared to deliver instruction • Teacher will support student success with content expertise	• Screen all applicants for best candidates • Hold Invitational Job Fairs	
Hire University Student Interns that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principal training on interviewing , documentation of teachers.	HR Admin	Documentation Handbook	Nov.-March	• Better selection of staff • Improvement of documentation of staff	• Improve the quality of teachers therefore improving student learning	• Hiring of better teachers • Better documentation of staff not meeting performance standards	
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In sheets for curriculum development	Curriculum implementation	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support • New teachers • Other teachers needing support	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In Sheets	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Mentor	Principal, Asst. Principal	Experience teachers that have been trained as mentors.	Aug. 2015 –May 2016	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	
Implement an effective instructional coaching system with on-going professional development	Principal CLL Teacher District Coaching Instr.	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	
Monthly professional development meetings for elementary	Director External Coaches CLL Teacher	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	
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Teachers Principal Asst. Prin. CLL Teacher District Coord.	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	
Monthly progress monitoring campus visits and Instructional rounds	Teachers Principal Asst. Prin. CLL District Coord.	Title One Local Funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Mid-term and summative evaluations RRR	