

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY



Improvement Plan 2015-2016

Board Approved:

✓

MARCIA R. GARZA ELEMENTARY PERSONNEL

2015 – 2016

ADMINISTRATORS

Claudia Gonzalez, Principal
Marisa Santoy, Asst. Principal
Maria O. Cantu, Counselor

PRE-KINDER TEACHERS

Adriana Cantu
Haydee Garcia
Francisca Sanchez
Oralia Silva

KINDER TEACHERS

Dora Hinojosa
San Juanita Rodriguez
Carmen Saenz
Norma Zuniga

1ST GRADE TEACHERS

Feliciana Mendoza
Joanna Molina
Iris Sanchez
Debora Moreno
Nayeli Garcia

2ND GRADE TEACHERS

Concepcion DeLaRosa
Veronica Garcia
Anabel Salinas
Jessica Reyna

3RD GRADE TEACHERS

Muriel Garcia
Narda Lugo
Evelyn Riojas
Maria E. Solis

4TH GRADE TEACHERS

Sabrina Aleman
Yurani Ramirez
Lluvia Treviño
Marysol Garcia

5TH GRADE TEACHERS

Evelyn Araiza
Javier Gallardo
Herlinda Garcia

OTHER TEACHERS

Joe Barrios (Music)
Rene Marquez (Rdg.&Math Res.)
Erik Martinez (Science Lab)
Yvette Ramos (Sp. Ed.)
Julia McKissack (Sp. Ed.)
Maria D. Enriquez (Sp.Ed.)
Abram Estrada (P.E.)
Joanne Estrada (Nurse)
Lydia Buenrostro (CIF Coach)

OFFICE PERSONNEL

Luisa Martinez, Secretary
Deyanira Garcia, PEIMS Clerk
Mayra E. Krahmer, Parent Ed.
Amy Marquez, Librarian
Joseph Barrera , Comp. Lab

PARA-PROFESSIONALS

Juan Barrera
Jeniffer Cameron (Nurse Aide)
Yasaira Medina
Maria G. Hernandez
Monica Flores
Maria Mireles
Norma Ortiz
Kris Sanchez
Sarah Martinez

ADMINISTRATOR

Corina Ramirez

CUSTODIANS

Mario Ramirez, Head
Pedro Gonzalez
Ma. Cristina Moncayo
San Juana Rodriguez

CAFETERIA

Dora Salazar, Head
Maria S. Hernandez
Leyla Lozano
Elizabeth Rivera
Ofelia Rodriguez

CROSS GUARD

Rosa Vargas

MARCIA R. GARZA ELEMENTARY PERSONNEL

CAMPUS PLANNING TEAM

CAMPUS PERFORMANCE OBJECTIVE COUNCIL SCHOOL YEAR 2015 – 2016

PRINCIPAL: Claudia Gonzalez

**SUPPORT STAFF: Mario Ramirez
Dora Salazar**

ASST. PRINCIPAL: Marisa Santoy

COUNSELOR: Maria O. Cantu

**TEACHERS: Francisca Sanchez
Carmen Saenz
Iris Sanchez
Jessica Reyna
Maria E. Solis
Lluvia Treviño
Evelyn Araiza
Yvette Ramos
Abram Estrada
Lydia Buenrostro**

**PARENTS: Beatriz Herrera
COMMUNITY MEMBER: Reynaldo Solis**

BUSINESS MEMBER: Reynaldo Solis

NON-TEACHING PROF. STAFF: Joseph Barrera

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY



Mission Statement

We will achieve the highest standards of excellence through the strengthening of trust and respect by promoting collaborative leadership, inciting parental support and fostering responsibility within our school community. By allotting for professional development and addressing critical thinking skills, we will provide our students the tools needed to become productive citizens. We will practice open dialogue within the school community so that our students will be nurtured emotionally, culturally, and intellectually. It is through this end that our school motto has been established.

Enter to Learn...Leave to Achieve

Our Beliefs



What We Believe In ***Guiding Principles***

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

What We Want to Accomplish

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

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

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

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

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

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

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

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

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

Title I, Part A
School wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family 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.

Data Resources



Data Resources Reviewed

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

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following sources from across the campus were used to review the Dual Language Department data by the CPOC : 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 DL Department 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 (89%) and All students (92%) 2014-2015 is 3%.
- In Mathematics, the achievement gap between ELL (87%) and All students (90%) 2014-2015 is 3%.
- In Writing, the achievement gap between ELL (82%) and All students (83%) 2014-2015 is 1%.
- In Science, the achievement gap between ELL (73%) and All students (76%) 2014-2015 is 3%.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

Needs:

On the STAAR exam by grade level:

- 3rd grade Reading passing rate for ELL students at Garza Elem. was 85%, 4 points below the All students (89%).
- 3rd grade Math passing rate for ELL students at Garza Elem. Was 84%, 4 points below the All students (88%).
- 4th grade Reading passing rate for ELL students at Garza Elem. was 89%, 2 points below the All students (91%).
- 4th grade Writing passing rate for ELL students at Garza Elem. was 78%, 3 points below the All students (81%).
- 5th grade Reading passing rate for ELL students at Garza Elem. was 93%, 3 points below the All students (96%).
- 5th grade Science passing rate for ELL students at Garza Elem. was 68%, 9 points below the All students (77%).
- 5th grade Math passing rate for ELL students at Garza Elem. was 77%, 9 points below the All students (86%).

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

- The Elementary School TELPAS Yearly Progress Indicator was 53% in 2014 and increased to 63% in 2015.
- The Dual Language Program at Marcia R. Garza Elem. serves 62.2% of ELL students in grades Pre- K-5th.

On the STAAR exam by grade level:

- 4th grade STAAR Math passing rate for ELL students at Garza Elem. Was 94%, the same as the All students (94%).
- 3rd grade STAAR Reading passing rate at Level III (Advanced Level Performance) for ELL students at Garza Elem. was 40%.
- 3rd grade STAAR Math passing rate at Level III (Advanced Level Performance) for ELL students at Garza Elem. was 22%.
- 4th grade STAAR Reading passing rate at Level III (Advance level Performance) for ELL students at Garza Elem. was 14%.
- 4th grade STAAR Math passing rate at Level III (Advanced Level Performance) for ELL students at Garza Elem. was 19%.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

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

- In Reading, the achievement gap between ECD (91%) and All students (92%) 2014-2015 is 1%.
- In Writing, the achievement gap between ECD (82%) and All students (83%) 2014-2015 is 1%.
- In Science, the achievement gap between ECD (75%) and All students (76%) 2014-2015 is 1%.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

On the STAAR exam by grade level:

- In Mathematics, there is no achievement gap between ECD (90%) and All students (90%).
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, Garza Elem. earned a score of 54, 26 points above the target score.
- 3rd grade STAAR Reading passing rate at Level III (Advanced Level Performance) for ECD students at Garza Elem. was 42%.
- 3rd grade STAAR Math passing rate at Level III (Advanced Level Performance) for ECD students at Garza Elem. was 28%.
- 4th grade STAAR Reading passing rate at Level III (Advanced level Performance) for ECD students at Garza Elem. was 19%.
- 4th grade STAAR Math passing rate at Level III (Advanced Level Performance) for ECD students at Garza Elem. was 29%.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> 3rd Grade Reading (All students) (89%) 4th Grade Reading (All students) (91%) 5th Grade Reading (All students) (96%) Received Distinction Designation 87, 27 pts. above the target <p>Mastery 85% or Higher</p>	<ul style="list-style-type: none"> 3rd, 4th, and 5th Grade Math 3rd, 4th, and 5th Grade ELL Spanish testers 4th Grade Writing (82%) 5th Grade Science (79%) <p>Mastery 84% or Lower</p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> 3rd, 4th, & 5th Grade Math 3rd, 4th, & 5th Grade ELL Spanish Testers 4th Grade Writing 5th Grade Science <p>SMART Goal: 85% or Higher</p>
2	Index 2: Student Progress	<ul style="list-style-type: none"> Campus Exceeded the State Target for Index 2 of 30 with 65 pts. meeting and exceeding the progress measure. Received Distinction Designation 65, 35 pts. above the target Ranked #1 in Campus Type Comparison Group out of 40 campuses in Texas 	<ul style="list-style-type: none"> 29 of our students did not meet or exceed progress measure. 	<ul style="list-style-type: none"> Address the needs of identified students to meet the progress measure in 2015-16 in Reading and Mathematics
3	Index 3: Closing the Achievement Gap	<ul style="list-style-type: none"> STAAR Reading 3rd – 5th Gr. ECD Level II (91%) STAAR Reading 3rd – 5th Gr. ECD Level III Adv. Performance (32%) Campus Exceeded the State Target for Index 3 of 28 with 53 pts. Meeting and exceeding the Closing performance Gap standard. Received Distinction Designation 53, 25 pts. above the target Ranked #1 in Campus Type Comparison Group out of 40 campuses in Texas 	<ul style="list-style-type: none"> STAAR Writing 4th Gr. ECD (82%) STAAR Science 5th Gr. ECD (78%) TELPAS ratings for students in U.S. Schools multiple years are at BEG/INT. levels 	<p>Special population groups will receive additional support , intensive interventions during the day and during tutoring in reading, writing, math, and science.</p>
4	Index 4: Post Secondary Readiness	<ul style="list-style-type: none"> Campus Exceeded the State Target for Index 4 of 12 with 35 pts. meeting and exceeding the target score. Received Distinction Designation 35, 23 pts. above the target. 	<ul style="list-style-type: none"> STAAR Post-Secondary Readiness overall performance at 35%. 	<ul style="list-style-type: none"> Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course Revise curriculum Assess and Monitor frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood school • New buildings/renovations • Communication in both English and Spanish • Elementary parent involvement is high • Onsite parent meetings • Parent Volunteers • Parent literacy nights by gr. level • Library Parent Reading Nights • Parent Educator at campus level (1/2day) • Parent Centers for Alamo area • Business Partnerships • Participate in community festivals, parades, performances, walks. • Student drama plays (at least 4 /yr.) • Pre-K Roundup (home visits) • Dropout Recovery Visits • McTeacher Night • Meet the Teacher Night/Open House • Thanksgiving Food can drive • Christmas Secret Santa Society/Target gifting 	<ul style="list-style-type: none"> • On-site parent center/trainings • Full time parent educator 	<ul style="list-style-type: none"> • On-site parent center that offers training such as ESL, GED, and Computer classes.
6	Technology	<ul style="list-style-type: none"> • Technology equipment available: promethean boards, laptops, ipads, ipods, CPS clickers, computers in each class, printers, • Academic programs: istation (PK-5th), Think thru math (3rd-5th) • Campus Instructional Technology teacher on campus • Technology club • Living Tree • Library data bases available • Monthly technology staff trainings. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the use of student technology for instructional rigor • Student personal technology devices (e.g., Ipads, ipods) • PreK – 2nd grade Math Computer program (e.g, Istation Math) 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
7	School Culture and Climate	<ul style="list-style-type: none"> • Great student attendance – Six Weeks Elementary Champs • 98% Attendance Rate for school yr. • Superintendent’s Cup - Custodial Quarterly Recognized School (3 times) • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture • Monthly Staff Birthday celebrations • Student & Staff Birthday recognitions • Student Academic Progress Celebrations • Award’s Assemblies • Kindergarten Graduation at High School • Yearly Fall Festival • Head-Start/Daycare transition • 5th to Middle School transition • High school Children’s Shows • Fundraisers for staff/student needs (e.g., cancer, autism, kidney, heart awareness) • Cinco De Mayo, 16 de septiembre, Thanksgiving, Christmas, Veterans day, celebrations. • 100th Days of school Celebrations • Positive Campus based behavior matrix • PSJA Guiding Principles • UIL, cheerleaders, millionaires/centipede/milipede club • Red Ribbon Month Activities • Sunshine Staff Fund – for illnesses, weddings, births 	<ul style="list-style-type: none"> • Increase in Student Enrollment and Retention • District Level Recognition to school for academic excellence /meeting all STAAR distinctions designations 	<ul style="list-style-type: none"> • Build public relations • Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • New Teacher Mentor Teachers • CLL used to model and guide new teachers • CLC time for teachers to plan for effective instruction • McRel Evaluation Tool • District Elementary Teacher of the Year • Back to School Fair at Memorial High School • Bilingual, Grade level chairperson, Master’s degree, UIL, Chess, DI, Robotics stipends • McRel Teacher Incentive Pay 	<ul style="list-style-type: none"> • Trainings for BTLPT exams • Additional paraprofessionals to effectively reach all students. 	<ul style="list-style-type: none"> • Assistance for teachers to pass state exams such as the BTLPT exam

CAMPUS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	At-Risk
Number	568	267	301	17	376	13	2	77	558	23	517
Percent	100	47	53	3.0	66.2	2.3	.4	13.6	98.2	4.0	91

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	568	568	0	0	0	0
Percent	100	100	0	0	0	0

CAMPUS DEMOGRAPHICS



Total Enrollment – 568

Grade Levels – PreKinder – 5th Grade

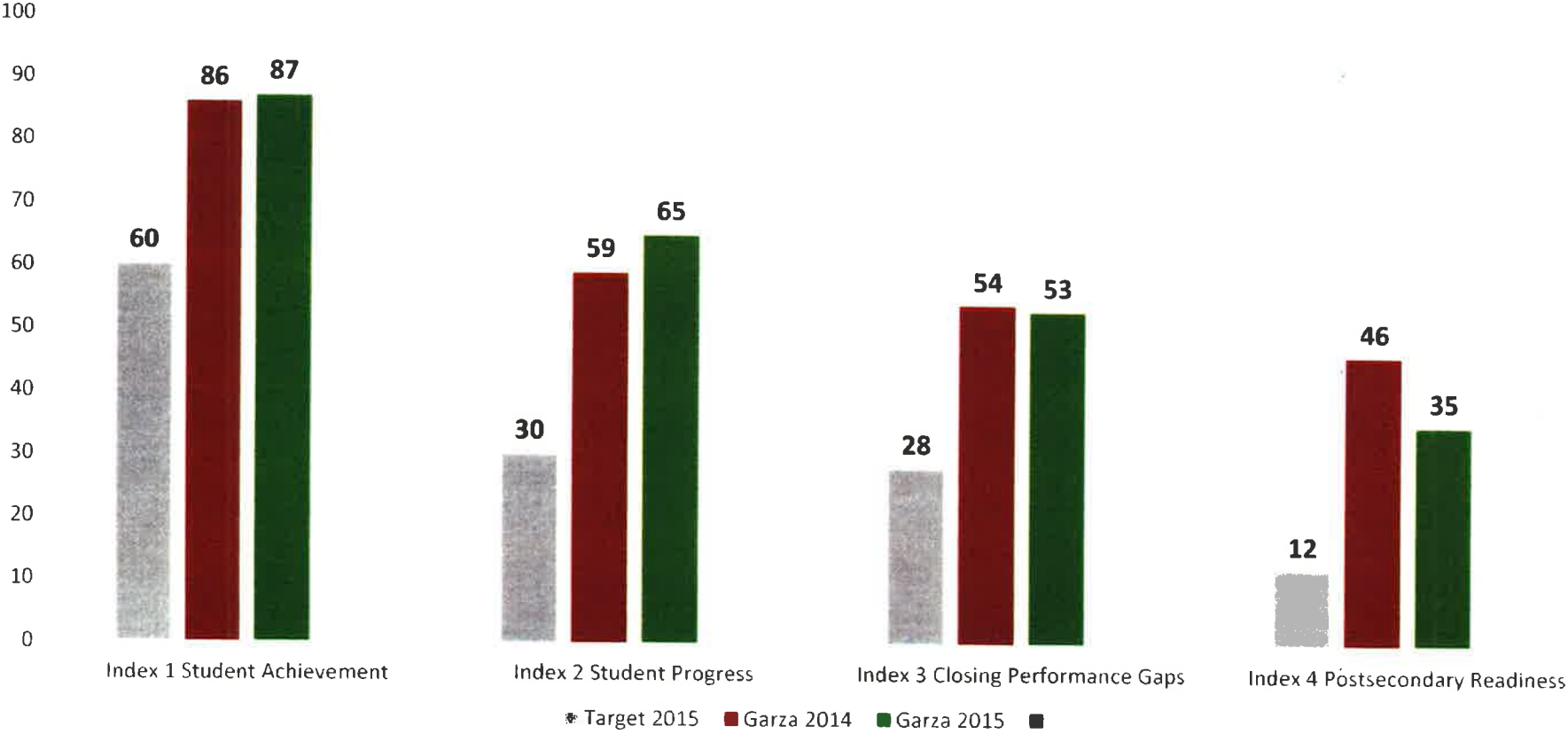
Percent	Garza Elem.	PSJA ISD	STATEWIDE
Hispanic	100%	98.89%	51.34%
Economically Disadvantaged	98.2%	89.00%	60.26%
ELL	66.2%	41.04%	17.04%

Student Achievement Summary 2015



	District Performance Target 2015	State	Region 1	PSJAISD	Elementary Performance Target 2015	Garza Elem.	Garza Elem. Goals 2016
Index 1 Student Performance	60	77	73	66	60	87	90
Index 2 Progress Measure	20	37	39	35	30	65	70
Index 3 Closing the Gap	28	40	40	37	28	53	60
Index 4 Postsecondary Readiness	57	75	81	79	12	35	40

Garza Elem. Accountability 2014 & 2015 Comparison



Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Garza Elem. 2015	Goals 2016
Reading	60	77	71	64	92	95
Math	60	81	79	70	90	95
Writing	60	72	71	66	82	90
Science	60	78	75	70	79	90

Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Garza Elem. 2015	Goals 2016
Reading	60	62	59	53	89	58
Math	60	65	64	54	87	59
Writing	60	60	62	58	81	63
Science	60	61	60	59	73	64

Student Achievement Summary 2015



Special Ed Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Garza Elem. 2015	Goals 2016
Reading	60	43	37	29	100%	35
Math	60	45	46	34	100%	40
Writing	60	29	22	14	---	20
Science	60	47	46	47	100%	50

Student Achievement Summary 2015



ECO Dis Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Garza Elem. 2015	Goals 2016
Reading	60	70	69	62	91	95
Math	60	75	77	68	90	95
Writing	60	63	69	65	82	90
Science	60	71	73	68	78	90

State System Safeguards – Garza Elem.



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*	% Participation Rate
Reading	92	0	92	0	0	0	0		91	100	89	100%
Math	90	0	90	0	0	0	0		90	100	87	100%
Writing	82	0	82	0	0	0	0		82	---	81	100%
Science	79	0	79	0	0	0	0		78	100	73	100%
Percent of Eligible Measures Met												100%



Indicates Did Not Meet Minimum Size Requirement
Met 20 indicators out of 30
MATH = Federal Scores

66% =

State System Safeguard – Garza Elem.



COLLEGE³
READY. CONNECTED. COMPLETE.

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
Garza Elem. Target	60	60	60	60	60	60	60	60	60	60	60			
Reading	Y		Y						Y	--	Y	4	4	100
Math (Federal)	Y		Y						Y	--	Y	4	4	100
Writing	Y		Y						Y	--	Y	4	4	100
Science	Y		Y						Y	--	Y	4	4	100
Total												16	16	100

2015-2016 District 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 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.
- This will allow us to analyze our needs and set attainable goals for the 2015-2016 school year.
- End of Course data includes first time testers as well as retesters.

2015-2016 Garza Elem. Goals



3rd Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	48	88	88
Phase in 2 Level II	57	--	--
Phase in 3 Level II	67	--	--
Final Recommended	74	--	--
Adv. Level III	89	29	35

4th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	48	94	90
Phase in 2 Level II	56	--	--
Phase in 3 Level II	67	--	--
Final Recommended	73	--	--
Adv. Level III	83	30	35

5th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	46	86	86
Phase in 2 Level II	54	--	--
Phase in 3 Level II	64	--	--
Final Recommended	72	--	--
Adv. Level III	86	14	25

These 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 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 District Goals



3rd Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase in 1 Level II	50	89	88
Phase in 2 Level II	58	88	88
Phase in 3 Level II	68	88	85
Final Recommended	75	83	84
Adv. Level III	85	43	44

4th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase in 1 Level II	52	91	88
Phase in 2 Level II	59	88	89
Phase in 3 Level III	70	67	70
Final Recommended	75	55	60
Adv. Level III	86	21	25

5th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase in 1 Level II	54	96	80
Phase in 2 Level II	63	71	75
Phase in 3 Level II	72	47	50
Final Recommended	78	37	40
Adv. Level III	87	14	20

These 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 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 District Goals



4th Grade Writing

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	52	82	84
Phase in 2 Level II	59	82	84
Phase in 3 Level II	64	78	80
Final Recommended	70	50	52
Level III Adv.	84	11	15

5th Grade Science

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	59	78	80
Phase in 2 Level II	66	71	80
Phase in 3 Level II	75	47	50
Final Recommended	80	37	40
Adv. Level III	91	12	15

These 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 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 District Goals

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Teacher participation in Summer Curriculum Writing sessions for all of the four-core subjects assessed on HB5 scheduled in May-June [2015] and during the school year.	Assistant Superintendent for C&I, Principal, Asst. Principal	Local Funds, Title 1 Funds	Summer 2015 August 2015 – May 2016	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1 - #2, 4
Teachers will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Principal, Asst. Principal, CLL, Teacher leaders	Local Funds, Title 1 Funds	August 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	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	Principal, Asst. Principal, CLL, Special Ed. Teacher	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	August 2015 – May 2016	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Monthly Academic Calendars will be written for all courses. (timelines will be written for all subjects and grade levels)	Principal, Asst. Principal	Local Funds, Title 1 Funds	August 2015 – May 2016	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Principal, Asst. Principal	Local Funds, Title 1 Funds	August 2015- May 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held with grade levels following each district level CBA or Benchmark and campus-based assessments for in-depth analysis of the data	Principal, Asst. Principal	Local Funds, Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Instructional Coaches, Deans, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principal, Asst. Principal	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Attend Dana Center training for selected cohort teachers and principals on the vertical alignment of state standards in math and science.	Principal, Asst. Principal	Title 1 Funds	August 2015- 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Performance Review sessions (CPRs) will be held with grade levels following each district level CBA or Benchmark and campus-based assessments for in-depth analysis of the data	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, progress monitoring charts, 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 at each campus	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation, McRel	Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Attend Dana Center training for selected cohort teachers and principals on the vertical alignment of state standards in math and science.	Principal, Asst. Principal, CLL	Title 1 Funds	August 2015- 2016	Agendas and Sign-in Sheets	Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Implement Scientifically –Research based curriculum: Reading – Frog Street, nursery rhymes, fairy tales, SSRW, REACH, National Geographic, Alfarrimas, Bilingual Dictionaries , Cancionero, Treasures/Tesoros, Leveled Readers, Renaissance AR, Istation, Voyager/Pasaporte, Thinking Maps, CIF Strategies, ELPS strategies, Lead4ward, Novel Sets, TIME for Kids, E-Books, The Monitor newspaper, DRA, Migrant tutors	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	August 2015- May 2016	Data Analysis Documents, Walk-through documentation, lesson plans	Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement Scientifically- Research based curriculum: Math – Frog Street, ETA Cuisenaire, Go Math, Calendar Math, Sharon Wells, TEKSing Toward STAAR, Thinking thru math, Hands-on Manipulatives, multiple representation charts, basic facts, Multiplication monitoring through Physical Activity (P.E.)	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	August 2015- May 2016	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Implement Scientifically-Research based curriculum: Writing – Houghton-Mifflin, Treasures/Tesoros, Write From the Beginning, Spelling Connections, SSRW, The Write Source, The Write Prescription, Content Journal writing, pattern sentences, writing folders, Kamico, Gretchen Bernabei strategies, six weeks district writing samples, CIF strategies, ELPS, Thinking Maps	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	August 2015 – May 2016	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Implement Scientifically-Research based curriculum: Science – Frog Street, Fusion, Newbridge Science Books, Science Journals, Sciencosaur, McMillan Reading Essentials, FOSS Kits, Mentoring Minds, Kamico, Mastering the 4 th Gr. STAAR test, Science manipulatives, Science Lab, CIF strategies, ELPS, Thinking Maps, Science Camps, Science Fair, Vocabulary flashcards, CAST District Inservice, UTRGV Planetarium, Texas Wildlife Association , Santa Ana Refuge presentations, Bilingual Dictionaries, Science Experiment Consumables	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	August 2015- May 2016	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1,2,9

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

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

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 written for each of the HB5 courses PK-5 th gr.	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
Teachers in each grade level will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC	Principal, Asst. Principal, CLL	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	Principal, Asst. Principal, CLL	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 and weekly campus based assessments will be administered.	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

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

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

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 within 48 hours of the test administration	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available in data den for data analysis and monitoring student progress.	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	August 2015- June 2016	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held in the data room 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 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, BM(3 rd -5 th), six wks. Progress monitoring (PK-2 nd)	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 (3 rd - 5 th), six wks. Progress monitoring (Pk-2 nd)	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
Monitoring of the progress of ELL students will be done immediately following each CBA and BM (3 rd -5 th), six wks. Progress monitoring (Pk-2 nd)	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
Provide Dana Center training for cohort science teachers on creating formative assessments.	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	Title 1 - #4

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

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 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 at the campus using the district template.	Principal, Asst. Principal, CLL	Title I, Local	September 2015	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators & teachers will prepare binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant (migrant tutor), Economic Disadvantaged, Hispanic, White, etc	Principal, Asst. Principal, CLL	Title I, Local	September 2015- June 2016	Principal & Teacher Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/accomodations for the special education students in their classroom.	Principal, Assistant Principal	Special Ed 224, Title I, Local	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, Assistant Principal	Title I, Local	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 for teachers.	Principal, Assistant Principal	Title I, Local	August 2015 to June 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Principal, Asst. Principal, CLL	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	August 2014-July 2015	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences and literacy nights will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Principal, Asst. Principal, CLL	Title I, Local, Migrant 212, Sp. Ed	October 2015 November 2015 January 2016 February 2016	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide teachers with Lead4ward training on subpopulation data analysis	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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Principal, Asst. Principal, CLL	Title I, Local	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5	Principal, Asst. Principal, CLL	Title I, Local	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 up to 3X weekly for unpacking the TEKS and lesson plan collaboration	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	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 teaching staff.	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

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies	Principal, Asst. Principal, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	August 2015 and on-going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Write from the Beginning Rubrics will be used to rate six weeks writings	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2015 and on-going	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	Summer 2015 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per six weeks will be required at each grade level	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2015-May 2016	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
STAAR Literature questions will be written for each literary piece/all genres	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2015-May 2016	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Two aligned CBAs and two district Benchmarks will be administered district-wide	Principal, Asst. Principal	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Data will be used to inform tutorial lessons and to identify spiraled skills	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Data will be used to identify students in need of extended learning opportunities	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement Scientifically – Research based curriculum: Reading – Frog Street, nursery rhymes, fairy tales, SSRW, REACH, National Geographic, Alfarrimas, Bilingual Dictionaries , Cancionero, Treasures/Tesoros, Leveled Readers, Renaissance AR, Istation, Voyager/Pasaporte, Thinking Maps, CIF Strategies, ELPS strategies, Lead4ward, Novel Sets, TIME for Kids, E-Books, The Monitor newspaper, DRA, Migrant tutors	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	August 2015- May 2016	Data Analysis Documents, Walk-through documentation, lesson plans	Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Implement Scientifically- Research based curriculum: Writing – Houghton-Mifflin, Treasures/Tesoros, Write From the Beginning, Spelling Connections, SSRW, The Write Source, The Write Prescription, Content Journal writing, pattern sentences, writing folders, Kamico, Gretchen Bernabei strategies, six weeks district writing samples, CIF strategies, ELPS, Thinking Maps	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	August 2015 – May 2016	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be aligned to supplemental resources using CIF strategies	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	June 2015-May 2016	Walk-throughs and curriculum documents for, Sharon Wells, State Adoption,	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Teachers will receive training on unpacking the math TEKS, analyzing data	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Two aligned CBAs and two district Benchmarks will be administered district-wide	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	October 2015 November 2015 December 2015 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Data will be used to inform tutorial lessons and to identify spiraled skills	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Daily problems of the day (multiple representation chart) will be developed as spiraled/warm-up activities in STAAR format	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Provide Sharon Wells training on effective teaching strategies 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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic interventions, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Principal, Asst. Principal, CLL	Local Funds, Title I Funds	August 2015-July 2016	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Implement Scientifically-Research based curriculum: Math – Frog Street, ETA Cuisenaire, Go Math, Calendar Math, Sharon Wells, TEKSing Toward STAAR, Thinking thru math, Hands-on Manipulatives, multiple representation charts, basic facts, Multiplication monitoring through Physical Activity (P.E.)	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	August 2015- May 2016	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Lexia •Think through Math •Agile Minds •TPRI/Tejas LEE Strategies 	<p>Principal, Asst. Principal, CLL</p>	<p>Title I and Local Funds</p>	<p>August 2015 May 2016</p>	<p>Strategies embedded in the district curriculum guides, walk – thru logs, McRel</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1,2,9</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district & campus formative assessments.	Principal, Asst. Principal, CLL	Title I, Local Funds	August 2015- May 2016	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal, Asst. Principal, CLL, Special Ed.	Title I, Local Funds	August 2015- May 2016	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principal, Asst. Principal, CLL, Bilingual Dept.	Title I, Local Funds	August 2015- May 2016	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations such as: UIL, Robotics, Chess, Student Council, Technology club, Choir, Book Clubs	Principal, Asst. Principal, CLL, counselor	Title I, Local Funds	August 2015- May 2016	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2015-May 2016	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2015-May 2016	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
8. Provide extended learning opportunities for students not mastering the curriculum through summer school, Saturday academies, and extended day tutorials.	Principal, Asst. Principal	SCE	August 2015-August 2016	Summer school rosters, tutorial schedules	lower failure rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	Title 1 - #1,2,9
9. Using data room, teachers will monitor assessment results, and lead data analysis discussions and plan appropriate targeted instructional interventions.	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2015-May 2016	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
Revise all curriculum documents for HB5 STAAR courses.	Principal, Asst. Principal,	Local Funds, Title 1 Funds	Summer 2015 (on-going)	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4
Provide training for all staff on TEKS analysis to determine depth and complexity of each student expectation.	Principal, Asst. Principal,	Local Funds, Title 1 Funds	June 2016 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Principal, Asst. Principal,	Local Funds, Title 1 Funds	June 2016 – May 2015	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 in addition to campus-based weekly assessments.	Principal, Asst. Principal,	Local Funds, Title 1 Funds	June 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, campus-based assessments	Title 1 - #8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Principal, Asst. Principal	Local Funds 199	October 2015 (on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal, 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 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	Local Funds, Title 1 Funds/ SCE	October 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 Enrichment activities that will expose students to 21 st Century/Post Secondary Readiness Skills: <u>UIL Activities/competitions</u> : Art, Chess Puzzle, Creative Writing, Dictionary Skills, Listening, Maps/Graphs/Charts, Music Memory, Number Sense, Oral Reading, Ready Writing, Social Studies, Spelling, Storytelling	Principal, Asst. Principal, Club/UIL Sponsors	Local Funds, Title 1 Funds	August 2015-May 2016	UIL / club competition registration, Living Tree, Library activity logs, Awards/Recognitions (trophies, certificates, medals, ribbons)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Campus Enrichment activities that will expose students to 21st Century/Post Secondary Readiness Skills: College Readiness (GT & All Stud) activities/competitions: Destination Imagination (3rd-5th), Rising Stars (1st-2nd), Robotics (3rd-5th), Chess Teams (1st-2nd), Chess Team (3rd-5th), GT Summer Camp, Technology Summer Camp, Technology Club, Student Council, Choir, Migrant Summer Camp, Cheerleading, sports, Bluebonnet Reading Club, Millionaire's Club, Mini-word Reader, Choir, Drama Club, Author visits, UTRGV Chemistry club visit, UTRGV planetarium visit, 5th gr. UTRGV field trip, Univ. based spirit shirts by gr. level, Career Fair, Community Guest Speakers, Living Historical Museum, Science Fair.</p>	<p>Principal, Asst. Principal, Club/UII Sponsors</p>	<p>Local Funds, Title 1 Funds</p>	<p>August 2015-May 2016</p>	<p>UIL / club competition registration, Living Tree, Library activity logs, Awards/Recognitions (trophies, certificates, medals, ribbons)</p>	<p>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.</p>	<p>CBA, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2,4,8</p>

District Goal 5: Family and Community Involvement

Objective 1: Provide 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 skills needed to succeed in standardized testing: -PACS, Meet the Teacher, Open House, Gr. Level Parent Curriculum/literacy nights, 5 th Gr. SSI night, Library Reading nights, Book wormings, teacher conferences.	Principals, Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2015 - May 2016	Sign-in Sheets	Parent Surveys, increase in student assessment scores	CBAs, BMs, STAAR, TELPAS	Title I- #4, #6

District Goal 5: Family and Community Involvement

Objective 2: Offer 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
Student afterschool and Saturday tutoring participation – Continuous contact with parents to assure student participation	Parent Educators, Principal, Asst. Principal, Teachers	Title I Funds	January 2016 May 2016	Sign-in Sheets, Attendance Logs, Telephone Logs	Benchmark Scores CBAs	CBAs, BMs, STAAR, TELPAS	Title I- #2, #9
Increase tutorial academies via telephone contacts, etc.	Parent Educators, Principal, Asst. Principal, Teachers	Title I Funds	January 2016 May 2016	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys Benchmark Scores CBAs	CBAs, BMs, STAAR, TELPAS	Title I- #2, #9

District 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	Timeliness	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Student involvement in Community based activities: Drug-Free parade, Veteran's Parade, Christmas Parade, City Christmas Cards, Autism Walk, Drop-out Recovery walk, Choir Community presentations (nursing homes, businesses, central office), 3 rd -5 th gr. student Christmas gift donations for Pk-2 nd gr.	Parent Educators, Principal, Asst. Principal, Teachers	Local Funds, Title I Funds	August 2015 May 2016	Volunteer sign-in card	Tally of Volunteer hours	CBAs, BMs, STAAR, TELPAS	Title I- #9

District Goal 5: Family and Community Involvement

Objective 4: Increase average of parents with high school diplomas

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Increase enrollment of adult Literacy Participation by 15%	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2015 May 2016	Classroom attendance sheets	End of year course completion certificates	CBAs, BMs, STAAR, TELPAS	Title I- #6, #10
Parent Community Education Centers	Parental Director	Title I Funds	August 2015 May 2016	Attendance sheets	End of year course completion certificates	CBAs, BMs, STAAR, TELPAS	Title I- #6, #10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Instructional Technology Coordinator Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools	Software, hardware, and professional development	Ongoing. This is a yearly expense that will be increased every year as funds are available.	Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title 1 - #2
PSJA ISD provides adult literacy and technology application skills training to its parents via the Parental Involvement Department. The Parental Involvement Department gets technology literate teachers from the Bilingual/ESL Department to conduct these trainings. These training take place on a monthly basis throughout the year. The department is in essence its own adult literacy provider.	Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development	ongoing. This is a strategy that is carried out year-round and in the summers.	Sign-in sheets An increase in the number of technology literate and English Proficient parents	Increase in the number of Technology Literate parents, and community members.		Title 1 - #2

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Accelerated Reader Software, adequate bandwidth, and adequate hardware	2015-2016	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	Title 1 - #2
The Technology Department will provide for the delivery of online library/research resources (Destiny Online)so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Destiny Software, adequate bandwidth, and adequate hardware	2015-2016	usage reports from the Destiny system.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	Title 1 - #2

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Audit the curriculum and integrate technology essential knowledge and skills (TEKS) at the K-8 level and update and create courses for Technology Applications at the secondary level.</p>	<p>Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum coordinators Elementary Administrator Technology Applications Review committee for (HS) Area Administrators Superintendent of Schools District Technology Advocacy Committee</p>	<p>Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.</p>	<p>This is an ongoing process. However, a committee will be formed to specifically address the secondary Technology applications courses at the High School level. This will be done Sept 2015.</p>	<p>Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.</p>	<p>Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.</p>	<p>Ongoing review of the district course offerings and alignment with state course requirements.</p>	<p>Title 1 - #2</p>
<p>Develop units of practice aligned with the core content curriculum.</p>	<p>Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer</p>	<p>Core content curriculum resources. Learning.com</p>	<p>ongoing This will be done by June 2015.</p>	<p>Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.</p>	<p>Increased scores on technology benchmarks and state tests.</p>	<p>Instructional Technology department campus visits and observations.</p>	<p>Title 1 - #2</p>

District 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
Expand distance learning efforts to enhance classroom instruction. The district will join the Region One Distance Learning (Video Conferencing) Consortium.	Instructional Technology Coordinator, Technology Integration Specialist , Core content area coordinators	Video conferencing equipment, online curriculum resources	Aug 2016	Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events.	Increased student enrollment and completion of online classes.	Review of technology data reports on a six weeks basis.	Title 1 - #2
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist		Ongoing. This is a regular service that is provided to all campuses.	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).	Increase in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores	Review of technology data reports on a six weeks basis.	Title 1 - #2
Teachers will dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, Instructional Technology Labs	August 2015 May 2016	LAB usage logs	Increase in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores	Review of technology data reports on a six weeks basis.	Title 1 - #2

District 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
<p>Reestablish summer computer training opportunities for students. 19 computer technology camps (Technology Applications, Web Design, and Video Editing) will be hosted during the summer of 2015- and throughout the year in 2015-2016. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2015-2016 School Year</p>	<p>Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists Parental Involvement staff which will be trained by the Technology Center Staff.</p>	<p>Hardware, software. And Technology Applications Instructors.</p>	<p>Summer of 2015-2016 School Year</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>	<p>Review of technology data reports on a six weeks basis.</p>	<p>Title 1 - #2</p>
<p>Organize and host/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p>	<p>Technology Director MIS Coordinator Instructional Technology Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners</p>	<p>Hardware, software, and other technology resources</p>	<p>By Spring of 2015. Campuses will have at least one technology fair a year. By 2015 the district will designate a PSJA Technology Day.</p>	<p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.</p>	<p>Increased use of technology by students and teachers.</p>	<p>Review of technology data reports on a six weeks basis.</p>	<p>Title 1 - #2</p>

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Maintain and update district Intranet/Internet to include campus and classroom websites. The district will subscribe to an online web hosting service which will facilitate updating of intranet/internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with students.</p>	<p>Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee</p>	<p>District website, share point/intranet site</p>	<p>June 2015</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration on curriculum, business and administrative projects.</p>	<p>Review of technology data reports on a six weeks basis.</p>	<p>Title 1 - #2</p>
<p>Develop and maintain a district website as a resource for instruction and a tool for school to community communication. The district will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as upcoming projects.</p>	<p>Technology Director Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content areas coordinators PSJA Department Directors and Coordinators</p>	<p>District website, Living Tree, and district Intranet</p>	<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects.</p>	<p>Review of technology data reports on a six weeks basis.</p>	<p>Title 1 - #2</p>

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide internet instruction to all teachers and students. The district will use Learning.com for all K-8 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.</p>	<p>Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>ongoing. Aug 2015-June 2016 Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.</p>	<p>online campus and classroom web sites</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>	<p>Review of technology data reports on a six weeks basis.</p>	<p>Title 1 - #2</p>

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Technology Director</p>	<p>Local Technology Budget, and hardware</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs every 4 years. They will receive new computers in 2016-2017.</p>	<p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p>	<p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p>	<p>Review of technology data reports on a six weeks basis.</p>	<p>Title 1 - #2</p>
<p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p>	<p>Technology Director Instructional Technology Coordinator, MIS Coordinator</p>		<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>computer inventory counts</p>	<p>Increased teacher collaboration on curriculum projects.</p>	<p>Review of technology data reports on a six weeks basis.</p>	<p>Title 1 - #2</p>

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

Objective 1: Apply discipline protocols consistently and fairly throughout the district.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for Administrators on student referral protocols, de-escalation and restorative practices	Student Services Department	Local Funds	August 2015- June 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in Discipline Referrals	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department	Local Funds	August 2015- June 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in Discipline Referrals	Side by side data analysis	Title 1--#10
Back on Track Committee for DAEP students returning to home campus	Buell , Home Campus, Student Services Department	Local Funds, Title I	August 2015- June 2016	Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline	Decrease in Discipline Referrals	Side by side data analysis	Title 1--#10
Discipline Diversion Plan for first time offenders	Student Services Department, Buell Staff	Local Funds, Title I	August 2015- June 2016	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in Discipline Referrals	Side by side data analysis	Title 1--#10

District 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
<p>Address individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP</p>	<p>August 2015- June 2016</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers</p>	<p>August 2015- June 2016</p>	<p>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</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-School based clinics -Local health care providers -Local hospitals</p>	<p>August 2015- June 2016</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decrease percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

Objective 2: 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 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	-Behavioral Centers -PSJA LPC	August 2015- June 2016	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	-Director of Health Services -Nursing Staff	-Emergency medical services from Pharr, San Juan and Alamo	August 2015- June 2016	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10

District 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
<p>Provide a school environment free of drugs and violence. Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Texas Tropical -Behavioral Centers -Police Departments</p>	<p>August 2015- June 2016</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Athletic Department -LPC</p>	<p>August 2015- June 2016</p>	<p>Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.</p>	<p>Clinic Visits</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

Objective 2: 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
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along with coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Child nutrition department -Coaching staff -Dietician DHR school based clinic 	<p>August 2014- June 2015</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>

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

Objective 3: 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 of all district campuses	Security and Safety Department	Local Funds	August 2015- June 2016	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all security staff on proper confrontational management techniques	Security Director	Local Funds	August 2015- June 2016	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures	Security Director	Local Funds	August 2015- June 2016	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds	August 2015- June 2016	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10

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

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

Objective 4: 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 <ul style="list-style-type: none"> School messenger 	Pupil Accounting Director	Local Funds	August 2015- June 2016	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report Onpointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through district personnel to ensure student academic success.	Pupil Accounting Director	Local Funds	August 2015- June 2016	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10

District 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
<ul style="list-style-type: none"> Competitive Salaries for Teachers, and all District staff Competitive Stipends for Masters and/or certifications that support district initiatives 	HR, Business office	Funds for salaries and stipends	August 2015- June 2016	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery 	Staff Retention reports	Title 1--#5
Unique district incentives <ul style="list-style-type: none"> Paying of Local Days District contribution for employee medical plan 	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> Staff retiring from district 	More experience work force	Title 1--#5
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified A passion for students, and commitment to excellence	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> Staff hired High teacher retention rate 	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	Title 1--#5
Hire University Student Interns that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	Title 1--#5

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principals training on interviewing , documentation of teachers	HR Admin, I3 dept. staff	Documentation Handbook	Nov.-March 2016	<ul style="list-style-type: none"> Better selection of staff Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards 	Title 1--#5
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015- June 2016	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1--#5
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015- June 2016	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title 1--#5
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015- June 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	Title 1--#5

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	August 2015- June 2016	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1--#5
Implement an effective instructional coaching system with on-going professional development	Campus Principals	Title One Local Funds	August 2015- June 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1--#5
Monthly professional development meetings	Principal, Asst. Principal	Title One Local Funds	August 2015- June 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1--#5
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Principal, Asst. Principal, CLL	Title One Local Funds	August 2015- June 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1--#5
Monthly progress monitoring Instructional rounds	Principal, Asst. Principal, CLL	Title One Local Funds	August 2015- June 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations RRR	Title 1--#5

Appendix A

STAAR Accountability Report

Coordinated/Integrated Program Form

SCE/FTE Fund Allocation

Campus Budget (Local, SCE, & Title I)

Integrated Campus Improvement Plan Checklist

CPOC Agendas and Sign-In Sheets

School-Parent-Student Compact

Title I – Parental Involvement Plan & Survey Results

STAAR Accountability Report



Pharr-San Juan-Alamo ISD Campus Special Pops Breakdown Matrix

Enrollment Data As of Nov 30, 2015

		PK		KG		01		02		03		04		05		Total		%A Risk						
134	Marcia R. Garza Elementary	79	35	44.3%	44	55.7%	1	1.3%	50	63.3%	0	0.0%	0	0.0%	11	13.9%	79	100.0%	0	0.0%	0	0.0%	79	100%
	KG	89	34	38.2%	55	61.8%	2	2.2%	57	64.0%	0	0.0%	0	0.0%	14	15.7%	88	98.9%	0	0.0%	0	0.0%	89	100%
	01	97	50	51.5%	47	48.5%	5	5.2%	70	72.2%	0	0.0%	0	0.0%	8	8.2%	92	94.8%	3	3.1%	0	0.0%	94	97%
	02	77	40	51.9%	37	48.1%	3	3.9%	56	72.7%	0	0.0%	0	0.0%	9	11.7%	77	100.0%	4	5.2%	0	0.0%	75	97%
	03	79	30	38.0%	49	62.0%	1	1.3%	53	67.1%	0	0.0%	0	0.0%	10	12.7%	77	97.5%	2	2.5%	0	0.0%	77	97%
	04	81	43	53.1%	38	46.9%	4	4.9%	50	61.7%	9	11.1%	0	0.0%	13	16.0%	80	98.8%	8	9.9%	0	0.0%	54	67%
	05	66	35	53.0%	31	47.0%	1	1.5%	40	60.6%	4	6.1%	2	3.0%	12	18.2%	65	98.5%	6	9.1%	0	0.0%	49	74%
	Marcia R. Garza Elementary	568	267	47.0%	301	53.0%	17	3.0%	376	66.2%	13	2.3%	2	0.4%	77	13.6%	558	98.2%	23	4.0%	0	0.0%	517	91%
	District	568	267	47.0%	301	53.0%	17	3.0%	376	66.2%	13	2.3%	2	0.4%	77	13.6%	558	98.2%	23	4.0%	0	0.0%	517	91%

TEXAS EDUCATION AGENCY
2015 Accountability Summary
 MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

Accountability Rating

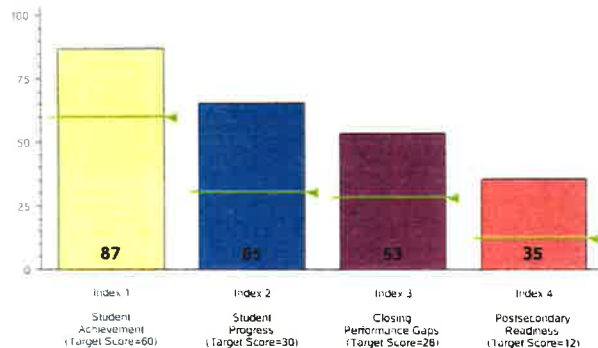
Met Standard	
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in Reading/ELA DISTINCTION EARNED
Academic Achievement in Mathematics NOT ELIGIBLE
Academic Achievement in Science DISTINCTION EARNED
Academic Achievement in Social Studies NOT ELIGIBLE
Top 25 Percent Student Progress DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps DISTINCTION EARNED
Postsecondary Readiness DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	559 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	97.7
Percent English Language Learners	68.2
Mobility Rate	20.1

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	277	317	87
2 - Student Progress	388	600	65
3 - Closing Performance Gaps	316	600	53
4 - Postsecondary Readiness			
STAAR Score	35.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		
			35

State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	12 out of 12 = 100%
Participation Rates	4 out of 4 = 100%
Graduation Rates	N/A
Total	16 out of 16 = 100%

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

TEXAS EDUCATION AGENCY
2015 Index 1: Student Achievement Calculation Report
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

	Reading	Mathematics	Writing	Science	Social Studies	Total	% Phase-in Satisfactory Standard	Index Points
# at Phase-in Satisfactory Standard ‡	178	0	42	57	0	277		
Total Tests	194	0	51	72	0	317	87	87
Index 1 Score (Target = 60)								87

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 1: Student Achievement Data Table
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2015 STAAR Performance ‡											
All Subjects											
Percent of Tests											
% at Phase-in Satisfactory Standard	87%	-	87%	-	-	-	-	-	*	87%	83%
Number of Tests											
# at Phase-in Satisfactory Standard	277	-	277	-	-	-	-	-	*	266	172
Total Tests	317	-	317	-	-	-	-	-	*	306	208
Reading											
Percent of Tests											
% at Phase-in Satisfactory Standard	92%	-	92%	-	-	-	-	-	*	91%	88%
Number of Tests											
# at Phase-in Satisfactory Standard	178	-	178	-	-	-	-	-	*	172	115
Total Tests	194	-	194	-	-	-	-	-	*	188	130
Mathematics											
Percent of Tests											
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Number of Tests											
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-
Writing											
Percent of Tests											
% at Phase-in Satisfactory Standard	82%	-	82%	-	-	-	-	-	-	82%	80%
Number of Tests											
# at Phase-in Satisfactory Standard	42	-	42	-	-	-	-	-	-	41	28
Total Tests	51	-	51	-	-	-	-	-	-	50	35
Science											
Percent of Tests											
% at Phase-in Satisfactory Standard	79%	-	79%	-	-	-	-	-	*	78%	67%
Number of Tests											
# at Phase-in Satisfactory Standard	57	-	57	-	-	-	-	-	*	53	29
Total Tests	72	-	72	-	-	-	-	-	*	68	43
Social Studies											
Percent of Tests											
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Number of Tests											
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 2: Student Progress Calculation Report
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

Overall Progress (All Subjects) ‡

STAAR Weighted Progress Rate	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL (Current & Monitored)	Total Points	Maximum Points
Number of Tests	157		157							122		
# Met or Exceeded Progress	128		128							100		
# Exceeded Progress	72		72							61		
% Met or Exceeded Progress	82		82							82		
% Exceeded Progress	46		46							50		
Total	128		128							132	388	600
Index 2 Score (Target = 30)												

Blank cells above represent student group indicators that do not meet the minimum size criteria.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 2: Student Progress Data Table
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL (Current & Monitored)	ELL (Current)
2015 STAAR Performance ‡											
All Subjects											
Number of Tests	-	-	-	-	-	-	-	-	-	-	112
# Met or Exceeded Progress	-	-	-	-	-	-	-	-	*	-	n/a
# Exceeded Progress	-	-	-	-	-	-	-	-	*	-	n/a
% Met or Exceeded Progress	-	-	-	-	-	-	-	-	*	-	n/a
% Exceeded Progress	-	-	-	-	-	-	-	-	*	-	n/a
Reading											
Number of Tests	144	-	144	-	-	-	-	-	*	109	99
# Met or Exceeded Progress	115	-	115	-	-	-	-	-	*	87	n/a
# Exceeded Progress	69	-	69	-	-	-	-	-	*	58	n/a
% Met or Exceeded Progress	80%	-	80%	-	-	-	-	-	*	80%	n/a
% Exceeded Progress	48%	-	48%	-	-	-	-	-	*	53%	n/a
Mathematics											
Number of Tests	-	-	-	-	-	-	-	-	-	-	-
# Met or Exceeded Progress	-	-	-	-	-	-	-	-	-	-	n/a
# Exceeded Progress	-	-	-	-	-	-	-	-	-	-	n/a
% Met or Exceeded Progress	-	-	-	-	-	-	-	-	-	-	n/a
% Exceeded Progress	-	-	-	-	-	-	-	-	-	-	n/a
Writing											
Number of Tests	*	-	*	-	-	-	-	-	-	*	*
# Met or Exceeded Progress	*	-	*	-	-	-	-	-	-	*	n/a
# Exceeded Progress	*	-	*	-	-	-	-	-	-	*	n/a
% Met or Exceeded Progress	*	-	*	-	-	-	-	-	-	*	n/a
% Exceeded Progress	*	-	*	-	-	-	-	-	-	*	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 3: Closing Performance Gaps Calculation Report
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

Overall Performance ‡

STAAR Weighted Performance Rate	Econ Disadv	Total Points	Maximum Points
Reading	123	123	200
Mathematics	0	0	0
Writing	102	102	200
Science	91	91	200
Social Studies	0	0	0
Total		316	600
Index 3 Score (Target = 28)			

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 3: Closing Performance Gaps Calculation Report
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

Reading Performance

STAAR Weighted Performance Rate ‡	Econ Disadv	Total Points	Maximum Points
Number of Tests	188		
# Phase-in Satisfactory Standard	172		
# Advanced Standard	60		
% Phase-in Satisfactory Standard	91		
% Advanced Standard	32		
Reading Weighted Performance Rate	123		

Mathematics Performance

STAAR Weighted Performance Rate ‡	Econ Disadv	Total Points	Maximum Points
Number of Tests			
# Phase-in Satisfactory Standard			
# Advanced Standard			
% Phase-in Satisfactory Standard			
% Advanced Standard			
Mathematics Weighted Performance Rate	0		

Writing Performance

STAAR Weighted Performance Rate ‡	Econ Disadv	Total Points	Maximum Points
Number of Tests	50		
# Phase-in Satisfactory Standard	41		
# Advanced Standard	10		
% Phase-in Satisfactory Standard	82		
% Advanced Standard	20		
Writing Weighted Performance Rate	102		

Blank cells above represent student group indicators that do not meet the minimum size criteria.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 3: Closing Performance Gaps Calculation Report
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

Science Performance

STAAR Weighted Performance Rate ‡	Econ Disadv	Total Points	Maximum Points
Number of Tests	68		
# Phase-in Satisfactory Standard	53		
# Advanced Standard	9		
% Phase-in Satisfactory Standard	78		
% Advanced Standard	13		
Science Weighted Performance Rate	91		

Social Studies Performance

STAAR Weighted Performance Rate ‡	Econ Disadv	Total Points	Maximum Points
Number of Tests			
# Phase-in Satisfactory Standard			
# Advanced Standard			
% Phase-in Satisfactory Standard			
% Advanced Standard			
Social Studies Weighted Performance Rate	0		

Blank cells above represent student group indicators that do not meet the minimum size criteria.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 3: Closing Performance Gaps Data Table
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	
2014 STAAR Performance - Used for Determining Lowest Performing Racial/Ethnic Group(s)								
All Subjects								
Percent of Tests								
% Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-
Number of Tests								
Total Tests	-	**	*	-	-	-	-	-
Reading								
Number of Tests								
Total Tests	-	**	*	-	-	-	-	-
Mathematics								
Number of Tests								
Total Tests	-	**	*	-	-	-	-	-
2015 STAAR Performance ‡								
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Reading								
Percent of Tests								
% Phase-in Satisfactory Standard	-	92%	-	-	-	-	-	██████████
% Advanced Standard	-	33%	-	-	-	-	-	██████████
Number of Tests								
# Phase-in Satisfactory Standard	-	178	-	-	-	-	-	██████████
# Advanced Standard	-	64	-	-	-	-	-	██████████
Total Tests	-	194	-	-	-	-	-	██████████
Mathematics								
Percent of Tests								
% Phase-in Satisfactory Standard	-	-	-	-	-	-	-	██████████
% Advanced Standard	-	-	-	-	-	-	-	██████████
Number of Tests								
# Phase-in Satisfactory Standard	-	-	-	-	-	-	-	██████████
# Advanced Standard	-	-	-	-	-	-	-	██████████
Total Tests	-	-	-	-	-	-	-	██████████

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 3: Closing Performance Gaps Data Table
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
2015 STAAR Performance ‡								
Writing								
Percent of Tests								
% Phase-in Satisfactory Standard	-	82%	-	-	-	-	-	-
% Advanced Standard	-	20%	-	-	-	-	-	-
Number of Tests								
# Phase-in Satisfactory Standard	-	42	-	-	-	-	-	-
# Advanced Standard	-	10	-	-	-	-	-	-
Total Tests	-	51	-	-	-	-	-	-
Science								
Percent of Tests								
% Phase-in Satisfactory Standard	-	79%	-	-	-	-	-	-
% Advanced Standard	-	13%	-	-	-	-	-	-
Number of Tests								
# Phase-in Satisfactory Standard	-	57	-	-	-	-	-	-
# Advanced Standard	-	9	-	-	-	-	-	-
Total Tests	-	72	-	-	-	-	-	-
Social Studies								
Percent of Tests								
% Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-
% Advanced Standard	-	-	-	-	-	-	-	-
Number of Tests								
# Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-
# Advanced Standard	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 4: Postsecondary Readiness Calculation Report
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

Overall Performance	Score	Weight	Total Points
STAAR Postsecondary Readiness ‡	35.0	100%	35.0
Index 4 Score (Target = 12)			

Indicator	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max Points
STAAR Postsecondary Readiness Standard ‡												
STAAR Postsecondary Readiness	35%		35%								70.0	200
STAAR Postsecondary Readiness Standard Score												

For more information on Index 4 calculations (annual dropout rate conversions or AEA bonus point calculations) see the 2015 Accountability Manual. Blank cells above represent student group indicators that do not meet the minimum size criteria.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 4: Postsecondary Readiness Data Table
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
2015 STAAR Postsecondary Readiness ‡										
% Meeting Postsecondary Readiness Standard	35%	-	35%	-	-	-	-	-	n/a	n/a
# Meeting Postsecondary Readiness Standard	48	-	48	-	-	-	-	-	n/a	n/a
Total Students Tested	138	-	138	-	-	-	-	-	n/a	n/a
4-Year Graduation Rate (Gr 9-12): Class of 2014										
% Graduated	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-
5-Year Extended Graduation Rate (Gr 9-12): Class of 2013										
% Graduated	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12): SY 2013-14										
% Dropped Out	-	-	-	-	-	-	-	-	-	-
# Dropped Out	-	-	-	-	-	-	-	-	-	-
# of Students	-	-	-	-	-	-	-	-	-	-
Longitudinal RHSP/DAP Graduates: Class of 2014										
% RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
Annual RHSP/DAP Graduates: SY 2013-14										
% RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
College and Career Readiness: SY 2013-14										
% College and Career Ready Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# College and Career Ready Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to Index 4.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Federal System Safeguards - Status Report
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
Performance Status ‡												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	Y		Y		n/a	n/a	n/a	n/a	Y		Y	n/a
Mathematics	Y		Y		n/a	n/a	n/a	n/a	Y		Y	n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y		Y		n/a	n/a	n/a	n/a	Y		n/a	Y
Mathematics	Y		Y		n/a	n/a	n/a	n/a	Y		n/a	Y
Federal Graduation Status (Target: See Reason Codes)												
Graduation Target Met					n/a	n/a	n/a	n/a			n/a	
Reason Code ***					n/a	n/a	n/a	n/a			n/a	
District: Met Federal Limits on Alternative Assessments												
Reading												
Alternate 1%												
Number Proficient												
Total Federal Cap Limit												
Mathematics												
Alternate 1%												
Number Proficient												
Total Federal Cap Limit												

‡ Results for grade 3-8 mathematics, STAARA and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a indicates data are not applicable to this report.

TEXAS EDUCATION AGENCY
2015 Federal System Safeguards - Performance and Participation Data Table
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in Satisfactory Standard	184	-	184	-	-	-	-	-	178	7	127	n/a
Total Tests	201	-	201	-	-	-	-	-	195	7	143	131
% at Phase-in Satisfactory Standard	92%	-	92%	-	-	-	-	-	91%	100%	89%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	181	-	181	-	-	-	-	-	176	7	125	n/a
Total Tests	201	-	201	-	-	-	-	-	195	7	143	131
% at Phase-in Satisfactory Standard	90%	-	90%	-	-	-	-	-	90%	100%	87%	n/a
Writing												
# at Phase-in Satisfactory Standard	43	-	43	-	-	-	-	-	42	*	31	n/a
Total Tests	52	-	52	-	-	-	-	-	51	*	38	35
% at Phase-in Satisfactory Standard	83%	-	83%	-	-	-	-	-	82%	*	82%	n/a
Science												
# at Phase-in Satisfactory Standard	58	-	58	-	-	-	-	-	54	*	38	n/a
Total Tests	76	-	76	-	-	-	-	-	72	*	52	43
% at Phase-in Satisfactory Standard	76%	-	76%	-	-	-	-	-	75%	*	73%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	222	-	222	-	-	-	-	-	216	8	n/a	147
Total Students	222	-	222	-	-	-	-	-	216	8	n/a	147
Participation Rate	100%	-	100%	-	-	-	-	-	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	221	-	221	-	-	-	-	-	215	8	n/a	146
Total Students	221	-	221	-	-	-	-	-	215	8	n/a	146
Participation Rate	100%	-	100%	-	-	-	-	-	100%	100%	n/a	100%

‡ Results for grade 3-8 mathematics, STAARA and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a indicates data are not applicable to this report.

TEXAS EDUCATION AGENCY
2015 Federal System Safeguards - Graduation and Federal Limits Data Table
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient		n/a										
Total Federal Cap Limit		n/a										
Mathematics												
Number Proficient		n/a										
Total Federal Cap Limit		n/a										

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a indicates data are not applicable to this report.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Status Report
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status ‡															
Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y						Y		Y		4	4	100
Mathematics													0	0	
Writing	Y		Y						Y		Y		4	4	100
Science	Y		Y						Y		Y		4	4	100
Social Studies													0	0	
Total													12	12	100
Participation Status ‡															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y						Y			Y	4	4	100
Mathematics													0	0	
Total													4	4	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***													0	0	
Total													0	0	
Overall Total													16	16	100

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate.

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior-year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Performance and Participation Data Table
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in Satisfactory Standard	178	-	178	-	-	-	-	-	172	*	125	n/a
Total Tests	194	-	194	-	-	-	-	-	188	*	140	130
% at Phase-in Satisfactory Standard	92%	-	92%	-	-	-	-	-	91%	*	89%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	-
Writing												
# at Phase-in Satisfactory Standard	42	-	42	-	-	-	-	-	41	-	30	n/a
Total Tests	51	-	51	-	-	-	-	-	50	-	37	35
% at Phase-in Satisfactory Standard	82%	-	82%	-	-	-	-	-	82%	-	81%	n/a
Science												
# at Phase-in Satisfactory Standard	57	-	57	-	-	-	-	-	53	*	37	n/a
Total Tests	72	-	72	-	-	-	-	-	68	*	51	43
% at Phase-in Satisfactory Standard	79%	-	79%	-	-	-	-	-	78%	*	73%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	-
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	214	-	214	-	-	-	-	-	208	*	n/a	145
Total Students	214	-	214	-	-	-	-	-	208	*	n/a	145
Participation Rate	100%	-	100%	-	-	-	-	-	100%	*	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Graduation Data Table
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Reading/ELA
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD
Campus Type: Elementary

Indicator ‡	Indicator Score	Quartile
Attendance Rate	98.0%	Q1
Greater Than Expected Student Growth in English Language Arts (ELA)	48%	Q1
Grade 3 Reading Performance (Level III)	45%	Q1
Grade 4 Reading Performance (Level III)	22%	Q1
Grade 4 Writing Performance (Level III)	10%	Q1
Grade 5 Reading Performance (Level III)	15%	Q2
Grade 6 Reading Performance (Level III)		
Grade 7 Reading Performance (Level III)		
Grade 7 Writing Performance (Level III)		
Grade 8 Reading Performance (Level III)		
EOC English I Performance (Level III)		
EOC English II Performance (Level III)		
AP/IB Examination Participation: ELA		
AP/IB Examination Performance: ELA		
SAT/ACT Participation		
SAT Performance: ELA		
ACT Performance: ELA		
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA		
Total Indicators for Reading/ELA		5 of 6

Distinction Campus Outcome: 5 of 6 eligible indicators in the Top Quartile (Q1)

5 of 6 = 83%

Distinction Target: Elementary = 50% or higher



Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAARA and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Mathematics
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the 2015 Accountability Manual for more information.

NOT ELIGIBLE

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Science
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD
 Campus Type: Elementary

Indicator ‡	Indicator Score	Quartile
Attendance Rate	98.0%	Q1
Grade 5 Science Performance (Level III)	13%	Q1
Grade 8 Science Performance (Level III)		
EOC Biology Performance (Level III)		
AP/IB Examination Participation: Science		
AP/IB Examination Performance: Science		
ACT Performance: Science		
Advanced/Dual Enrollment Course Completion Rate: Science		
Total Indicators for Science		2 of 2

Distinction Campus Outcome: 5 of 6 eligible indicators in the Top Quartile (Q1)

2 of 2 = 100%

Distinction Target: Elementary = 50% or higher



Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAAR A and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Social Studies
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the 2015 Accountability Manual for more information.

NOT ELIGIBLE

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Top 25% in Student Progress
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD
Campus Type: Elementary

Campus Name	District Name	Index 2 Score ‡
1 COOK EL (227901161)	AUSTIN ISD	53
2 ANNE L MAGEE EL (108904126)	EDINBURG CISD	50
3 CARMEN V AVILA EL (108904125)	EDINBURG CISD	50
4 SKINNER EL (031901112)	BROWNSVILLE ISD	50
5 ESPERANZA MEDRANO EL (057905283)	DALLAS ISD	49
6 LEO J LEO EL (108912106)	LA JOYA ISD	49
7 MCBEE EL (227901165)	AUSTIN ISD	49
8 LINCOLN EL (108904108)	EDINBURG CISD	47
9 SAN CARLOS EL (108904118)	EDINBURG CISD	47
10 KIRKPATRICK EL (220905139)	FORT WORTH ISD	44
11 THIGPEN-ZAVALA EL (108906130)	MCALLEN ISD	44
12 HARRIS EL (227901118)	AUSTIN ISD	43
13 SANCHEZ EL (227901127)	AUSTIN ISD	43
14 DANIEL RAMIREZ EL (108909116)	PHARR-SAN JUAN-ALAMO ISD	42
15 BROWN EL (227901109)	AUSTIN ISD	41
16 CANALES EL (031901101)	BROWNSVILLE ISD	41
17 ELIGIO KIKA DE LA GARZA EL (108912107)	LA JOYA ISD	41
18 JANOWSKI EL (101912181)	HOUSTON ISD	41
19 JOHN J PERSHING EL (057905193)	DALLAS ISD	41
20 RICHARD J WILSON EL (220905165)	FORT WORTH ISD	41
21 SAN JACINTO EL (057905207)	DALLAS ISD	41
22 AUGUSTO GUERRA EL (108909126)	PHARR-SAN JUAN-ALAMO ISD	40
23 HILLCREST EL (227910107)	DEL VALLE ISD	39
24 ROGERS EL (188901124)	AMARILLO ISD	39
25 NARCISO CAVAZOS (108912112)	LA JOYA ISD	38
26 OBADIAH KNIGHT EL (057905168)	DALLAS ISD	38
27 ROOSEVELT EL (108906121)	MCALLEN ISD	38
28 BARRINGTON EL (227901149)	AUSTIN ISD	37
29 BEN MILAM EL (021902109)	BRYAN ISD	37
30 CAPT D SALINAS II EL (108902112)	DONNA ISD	36
31 T J AUSTIN EL (212905101)	TYLER ISD	36
32 JAMES BOWIE EL (057905112)	DALLAS ISD	35
33 ANDREWS EL (227901102)	AUSTIN ISD	34
34 BURLESON EL (071902107)	EL PASO ISD	34
35 DANIEL SINGLETERRY SR (108902116)	DONNA ISD	34
36 WILLIAM L CABELL EL (057905119)	DALLAS ISD	34
37 BENBROOK EL (101912268)	HOUSTON ISD	33
38 M RIVAS EL (108902111)	DONNA ISD	33
39 COOLEY EL (071902111)	EL PASO ISD	30
40 SANTA MARIA EL (240901115)	LAREDO ISD	28

Top 25% in Student Progress Target = Index 2 Score of 44

Blank values for an Index 2 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 2 scores are identical the campuses are listed alphabetically by campus name.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Top 25% in Closing Performance Gaps
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD
Campus Type: Elementary

Campus Name	District Name	Index 3 Score ‡
1 CARMEN V AVILA EL (108904125)	EDINBURG CISD	52
2 ANNE L MAGEE EL (108904126)	EDINBURG CISD	50
3 SAN CARLOS EL (108904118)	EDINBURG CISD	50
4 OBADIAH KNIGHT EL (057905168)	DALLAS ISD	48
5 LINCOLN EL (108904108)	EDINBURG CISD	47
6 ELIGIO KIKA DE LA GARZA EL (108912107)	LA JOYA ISD	45
7 CANALES EL (031901101)	BROWNSVILLE ISD	44
8 JOHN J PERSHING EL (057905193)	DALLAS ISD	44
9 SKINNER EL (031901112)	BROWNSVILLE ISD	43
10 JANOWSKI EL (101912181)	HOUSTON ISD	41
11 MCBEE EL (227901165)	AUSTIN ISD	41
12 RICHARD J WILSON EL (220905165)	FORT WORTH ISD	41
13 THIGPEN-ZAVALA EL (108906130)	MCALLEN ISD	40
14 AUGUSTO GUERRA EL (108909126)	PHARR-SAN JUAN-ALAMO ISD	39
15 BENBROOK EL (101912268)	HOUSTON ISD	38
16 COOK EL (227901161)	AUSTIN ISD	38
17 BURLESON EL (071902107)	EL PASO ISD	37
18 WILLIAM L CABELL EL (057905119)	DALLAS ISD	37
19 ANDREWS EL (227901102)	AUSTIN ISD	36
20 BARRINGTON EL (227901149)	AUSTIN ISD	36
21 BROWN EL (227901109)	AUSTIN ISD	36
22 CAPT D SALINAS II EL (108902112)	DONNA ISD	35
23 DANIEL RAMIREZ EL (108909116)	PHARR-SAN JUAN-ALAMO ISD	35
24 JAMES BOWIE EL (057905112)	DALLAS ISD	35
25 ROOSEVELT EL (108906121)	MCALLEN ISD	35
26 ROGERS EL (188901124)	AMARILLO ISD	34
27 LEO J LEO EL (108912106)	LA JOYA ISD	33
28 SANCHEZ EL (227901127)	AUSTIN ISD	33
29 HARRIS EL (227901118)	AUSTIN ISD	32
30 KIRKPATRICK EL (220905139)	FORT WORTH ISD	32
31 NARCISO CAVAZOS (108912112)	LA JOYA ISD	32
32 ESPERANZA MEDRANO EL (057905283)	DALLAS ISD	31
33 HILLCREST EL (227910107)	DEL VALLE ISD	31
34 COOLEY EL (071902111)	EL PASO ISD	30
35 T J AUSTIN EL (212905101)	TYLER ISD	29
36 DANIEL SINGLETERRY SR (108902116)	DONNA ISD	28
37 BEN MILAM EL (021902109)	BRYAN ISD	27
38 SAN JACINTO EL (057905207)	DALLAS ISD	27
39 M RIVAS EL (108902111)	DONNA ISD	26
40 SANTA MARIA EL (240901115)	LAREDO ISD	25

Top 25% in Closing Performance Gaps Target = Index 3 Score of 41

Blank values for an Index 3 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 3 scores are identical the campuses are listed alphabetically by campus name.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

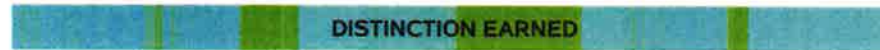
TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Postsecondary Readiness
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD
Campus Type: Elementary

Indicator ‡	Indicator Score	Quartile
Index 4 - Percent at STAAR Postsecondary Readiness Standard	35%	Q1
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal RHSP/DAP Rate		
College-Ready Graduates		
Advanced/Dual Enrollment Course Completion Rate: Any Subject		
AP/IB Examination Performance: Any Subject		
SAT/ACT Participation		
SAT/ACT Performance		
CTE-Coherent Sequence Graduates		
Total Indicators for Postsecondary Readiness		1 of 1

Evaluation of Campus Outcomes: 1 of 1 eligible indicators in Q1 (Top Quartile)

1 of 1 = 100%

Distinction Target: Elementary = 50% or higher



Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD
 Campus Type: Elementary

Indicator ‡	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	68,608.0	70,006.0	98.0	97.2	Q1
Greater Than Expected Student Growth in English Language Arts (ELA)	69	144	48	26	Q1
Greater Than Expected Student Growth in Mathematics	0	0			
Grade 3 Reading Performance (Level III)	32	71	45	18	Q1
Grade 4 Reading Performance (Level III)	11	51	22	14	Q1
Grade 4 Writing Performance (Level III)	5	51	10	6	Q1
Grade 5 Reading Performance (Level III)	11	72	15	17	Q2
Grade 5 Science Performance (Level III)	9	72	13	7	Q1
Grade 6 Reading Performance (Level III)					
Grade 7 Reading Performance (Level III)					
Grade 7 Writing Performance (Level III)					
Grade 8 Reading Performance (Level III)					
Grade 8 Science Performance (Level III)					
Grade 8 Social Studies Performance (Level III)					
Algebra I by Grade 8 - Participation					
EOC Algebra I Performance (Level III)					
EOC English I Performance (Level III)					
EOC English II Performance (Level III)					
EOC Biology Performance (Level III)					
EOC U.S. History Performance (Level III)					
AP/IB Examination Participation: ELA					
AP/IB Examination Participation: Mathematics					
AP/IB Examination Participation: Science					
AP/IB Examination Participation: Social Studies					
AP/IB Examination Performance: ELA					
AP/IB Examination Performance: Mathematics					
AP/IB Examination Performance: Science					
AP/IB Examination Performance: Social Studies					
AP/IB Examination Performance: Any Subject					
SAT/ACT Participation					
SAT/ACT Performance					
SAT Performance: ELA					
SAT Performance: Mathematics					
ACT Performance: ELA					
ACT Performance: Mathematics					
ACT Performance: Science					
Index 4 - Percent at STAAR Postsecondary Readiness Standard	48	138	35	27	Q1
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal RHSP/DAP Rate					
College-Ready Graduates					
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA					
Advanced/Dual Enrollment Course Completion Rate: Mathematics					
Advanced/Dual Enrollment Course Completion Rate: Science					
Advanced/Dual Enrollment Course Completion Rate: Social Studies					
Advanced/Dual Enrollment Course Completion Rate: Any Subject					
CTE-Coherent Sequence Graduates					

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 accountability results.

2015 Campus Comparison Group
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD
 Campus Type: Elementary
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% ELL	Mobility Rate
MARCIA R GARZA (108909134)	PHARR-SAN JUAN-ALAMO ISD	EE-05	559	97.7	68.2	20.1
1 ROGERS EL (188901124)	AMARILLO ISD	PK-05	567	93.1	62.3	20.3
2 ANDREWS EL (227901102)	AUSTIN ISD	PK-05	656	97.6	69.8	23.7
3 BARRINGTON EL (227901149)	AUSTIN ISD	PK-05	586	97.3	70.5	20.9
4 BROWN EL (227901109)	AUSTIN ISD	EE-05	407	96.1	67.8	20.3
5 COOK EL (227901161)	AUSTIN ISD	KG-05	642	96.4	66.4	23.6
6 HARRIS EL (227901118)	AUSTIN ISD	EE-05	666	97.6	69.7	24.3
7 MCBEE EL (227901165)	AUSTIN ISD	KG-05	527	96.0	73.2	19.2
8 SANCHEZ EL (227901127)	AUSTIN ISD	EE-05	434	96.3	72.4	20.3
9 CANALES EL (031901101)	BROWNSVILLE ISD	PK-05	657	99.2	64.4	21.7
10 SKINNER EL (031901112)	BROWNSVILLE ISD	PK-05	553	98.9	64.7	22.1
11 BEN MILAM EL (021902109)	BRYAN ISD	PK-05	582	95.7	62.2	15.1
12 ESPERANZA MEDRANO EL (057905283)	DALLAS ISD	PK-05	567	94.2	61.0	23.3
13 JAMES BOWIE EL (057905112)	DALLAS ISD	PK-05	558	94.6	71.3	26.1
14 JOHN J PERSHING EL (057905193)	DALLAS ISD	EE-05	554	93.1	61.2	21.9
15 OBADIAH KNIGHT EL (057905168)	DALLAS ISD	PK-05	578	97.9	74.7	16.1
16 SAN JACINTO EL (057905207)	DALLAS ISD	EE-05	540	100.0	65.6	18.5
17 WILLIAM L CABELL EL (057905119)	DALLAS ISD	PK-05	570	95.3	66.3	13.4
18 HILLCREST EL (227910107)	DEL VALLE ISD	PK-05	664	96.7	67.6	21.8
19 CAPT D SALINAS II EL (108902112)	DONNA ISD	PK-05	582	93.1	66.5	24.5
20 DANIEL SINGLETERRY SR (108902116)	DONNA ISD	EE-05	534	97.8	71.0	22.1
21 M RIVAS EL (108902111)	DONNA ISD	EE-05	531	97.7	73.1	25.0
22 ANNE L MAGEE EL (108904126)	EDINBURG CISD	PK-05	466	93.6	70.6	15.9
23 CARMEN V AVILA EL (108904125)	EDINBURG CISD	PK-05	674	95.8	70.6	15.8
24 LINCOLN EL (108904108)	EDINBURG CISD	PK-05	605	95.0	65.8	20.3
25 SAN CARLOS EL (108904118)	EDINBURG CISD	PK-05	508	97.4	61.4	18.6
26 BURLESON EL (071902107)	EL PASO ISD	PK-05	471	95.8	74.5	20.0
27 COOLEY EL (071902111)	EL PASO ISD	EE-05	561	92.9	69.9	18.2
28 KIRKPATRICK EL (220905139)	FORT WORTH ISD	EE-05	438	96.1	70.3	19.7
29 RICHARD J WILSON EL (220905165)	FORT WORTH ISD	PK-05	584	94.0	71.1	13.8
30 BENBROOK EL (101912268)	HOUSTON ISD	PK-05	611	97.4	59.9	20.8
31 JANOWSKI EL (101912181)	HOUSTON ISD	EE-05	646	94.0	68.4	19.1
32 ELIGIO KIKA DE LA GARZA EL (108912107)	LA JOYA ISD	PK-05	523	96.2	68.3	19.4
33 LEO J LEO EL (108912106)	LA JOYA ISD	EE-05	592	90.5	67.2	20.9
34 NARCISO CAVAZOS (108912112)	LA JOYA ISD	PK-05	593	94.4	74.2	18.1
35 SANTA MARIA EL (240901115)	LAREDO ISD	PK-05	700	96.0	70.9	19.6
36 ROOSEVELT EL (108906121)	MCALLEN ISD	PK-05	615	95.3	66.0	12.8
37 THIGPEN-ZAVALA EL (108906130)	MCALLEN ISD	PK-05	644	96.3	62.9	21.5
38 AUGUSTO GUERRA EL (108909126)	PHARR-SAN JUAN-ALAMO ISD	PK-05	545	93.9	62.2	17.0
39 DANIEL RAMIREZ EL (108909116)	PHARR-SAN JUAN-ALAMO ISD	PK-05	606	93.4	68.2	20.6
40 T J AUSTIN EL (212905101)	TYLER ISD	PK-05	469	96.2	62.3	16.4
Comparison Group Average			570	95.7	67.7	19.8



Pharr-San Juan-Alamo ISD

Assessment Report By Grade With Level 3

Test: STAAR
Subject(s): All

School Year: 2015
PEIMS Snapshot: Campus Accountability

Admin Date: All

Student Count			Math					Reading/ELA					Science					Writing									
			Student Count	Num Met Std	% Met Std	Num Met Lvl3	% Met Lvl3	Student Count	Num Met Std	% Met Std	Num Met Lvl3	% Met Lvl3	Student Count	Num Met Std	% Met Std	Num Met Lvl3	% Met Lvl3	Student Count	Num Met Std	% Met Std	Num Met Lvl3	% Met Lvl3					
108909134	Marcia R. Garza Elementary	03	All Students	75	66	88%	22	29%	75	67	89%	32	43%														
			Hispanic	75	66	88%	22	29%	75	67	89%	32	43%														
			SPED	1	1	100%	0	0%	1	1	100%	0	0%														
			LEP	55	46	84%	12	22%	55	47	85%	22	40%														
			Migrant	8	6	75%	1	12%	8	8	100%	3	38%														
			ECD	74	65	88%	21	28%	74	66	89%	31	42%														
			Bilingual	53	44	83%	12	23%	53	45	85%	21	40%														
			At Risk	70	61	87%	17	24%	70	62	89%	28	40%														
			GT	7	7	100%	4	57%	7	7	100%	5	71%														
		04	All Students	53	50	94%	16	30%	53	48	91%	11	21%					53	43	81%	6	11%					
			Hispanic	53	50	94%	16	30%	53	48	91%	11	21%					53	43	81%	6	11%					
			SPED	1	1	100%	0	0%	1	1	100%	0	0%					1	1	100%	1	100%					
			LEP	36	34	94%	7	19%	36	32	89%	5	14%					36	28	78%	2	6%					
			Migrant	7	7	100%	1	14%	7	6	86%	0	0%					7	6	86%	0	0%					
			ECD	52	49	94%	15	29%	52	47	90%	10	19%					52	42	81%	6	12%					
			Bilingual	35	33	94%	7	20%	35	31	89%	5	14%					35	27	77%	2	6%					
			At Risk	42	39	93%	7	17%	42	37	88%	5	12%					42	32	76%	2	5%					
			GT	6	6	100%	5	83%	6	6	100%	5	83%					6	6	100%	3	50%					
		05	All Students	77	66	86%	11	14%	77	74	96%	11	14%	77	59	77%	9	12%									
			Hispanic	77	66	86%	11	14%	77	74	96%	11	14%	77	59	77%	9	12%									
			SPED	5	5	100%	0	0%	5	5	100%	0	0%	5	2	40%	0	0%									
			LEP	44	34	77%	2	5%	44	41	93%	2	5%	44	30	68%	2	5%									
			Migrant	9	8	89%	0	0%	9	8	89%	1	11%	9	8	89%	0	0%									

Source: eSchoolPLUS Database - 10.1.4.12
Dec 1, 2015 10:33:17 AM



Pharr-San Juan-Alamo ISD

Assessment Report By Grade With Level 3

Test: STAAR
Subject(s): All

School Year: 2015
PEIMS Snapshot: Campus Accountability

Admin Date: All

Student Count				Math					Reading/ELA					Science					Writing					
				Student Count	Num Met Std	% Met Std	Num Met Lvl3	% Met Lvl3	Student Count	Num Met Std	% Met Std	Num Met Lvl3	% Met Lvl3	Student Count	Num Met Std	% Met Std	Num Met Lvl3	% Met Lvl3	Student Count	Num Met Std	% Met Std	Num Met Lvl3	% Met Lvl3	
108909134	Marcia R. Garza Elementary	05	ECD	73	63	86%	10	14%	73	70	96%	9	12%	73	55	75%	9	12%						
			Bilingual	42	32	76%	2	5%	42	39	93%	2	5%	42	28	67%	2	5%						
			At Risk	54	43	80%	3	6%	54	51	94%	3	6%	54	36	67%	3	6%						
			GT	6	6	100%	5	83%	6	6	100%	2	33%	6	6	100%	2	33%						
		Marcia R. Garza Elementary Campus Total	All Students	205	182	89%	49	24%	205	189	92%	54	26%	77	59	77%	9	12%	53	43	81%	6	11%	
			Hispanic	205	182	89%	49	24%	205	189	92%	54	26%	77	59	77%	9	12%	53	43	81%	6	11%	
			SPED	7	7	100%	0	0%	7	7	100%	0	0%	5	2	40%	0	0%	1	1	100%	1	100%	
			LEP	135	114	84%	21	16%	135	120	89%	29	21%	44	30	68%	2	5%	36	28	78%	2	6%	
			Migrant	24	21	88%	2	8%	24	22	92%	4	17%	9	8	89%	0	0%	7	6	86%	0	0%	
			ECD	199	177	89%	46	23%	199	183	92%	50	25%	73	55	75%	9	12%	52	42	81%	6	12%	
			Bilingual	130	109	84%	21	16%	130	115	88%	28	22%	42	28	67%	2	5%	35	27	77%	2	6%	
			At Risk	166	143	86%	27	16%	166	150	90%	36	22%	54	36	67%	3	6%	42	32	76%	2	5%	
			GT	19	19	100%	14	74%	19	19	100%	12	63%	6	6	100%	2	33%	6	6	100%	3	50%	
	District		All Students	205	182	89%	49	24%	205	189	92%	54	26%	77	59	77%	9	12%	53	43	81%	6	11%	
		Hispanic	205	182	89%	49	24%	205	189	92%	54	26%	77	59	77%	9	12%	53	43	81%	6	11%		
		SPED	7	7	100%	0	0%	7	7	100%	0	0%	5	2	40%	0	0%	1	1	100%	1	100%		
		LEP	135	114	84%	21	16%	135	120	89%	29	21%	44	30	68%	2	5%	36	28	78%	2	6%		
		Migrant	24	21	88%	2	8%	24	22	92%	4	17%	9	8	89%	0	0%	7	6	86%	0	0%		
		ECD	199	177	89%	46	23%	199	183	92%	50	25%	73	55	75%	9	12%	52	42	81%	6	12%		
		Bilingual	130	109	84%	21	16%	130	115	88%	28	22%	42	28	67%	2	5%	35	27	77%	2	6%		
		At Risk	166	143	86%	27	16%	166	150	90%	36	22%	54	36	67%	3	6%	42	32	76%	2	5%		
		GT	19	19	100%	14	74%	19	19	100%	12	63%	6	6	100%	2	33%	6	6	100%	3	50%		

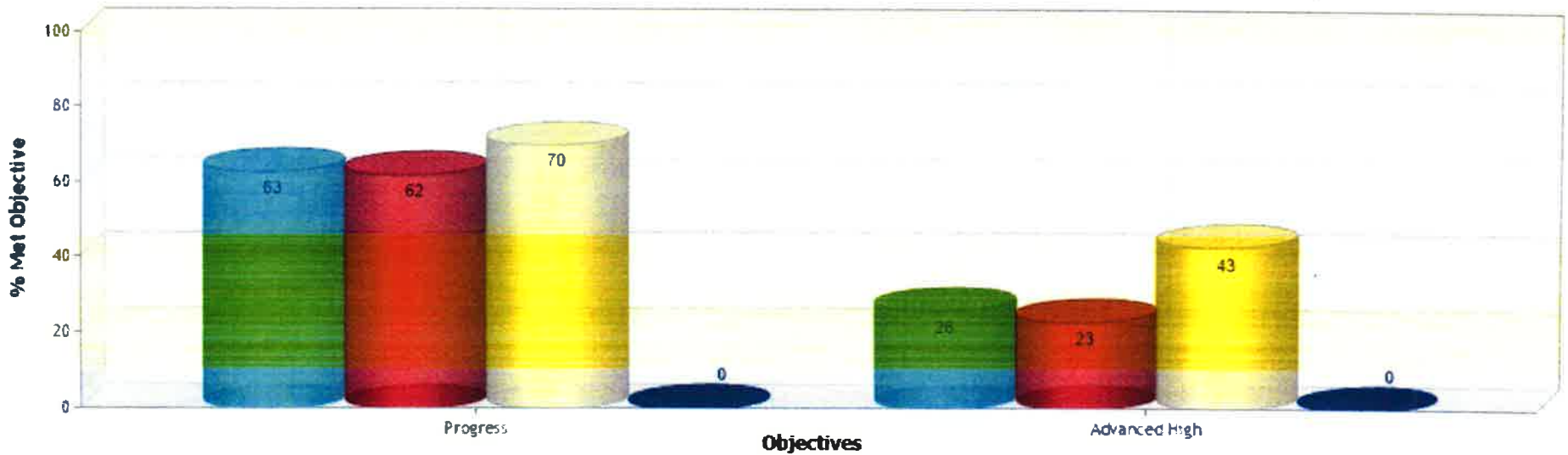


TELPAS Yearly Achievement Summary for MARCIA M GARZA

Grade: All Administration: 2015 Source: Admin

LEP Years	# Tested	# of Matched Students	Progress >= 1 Level		Advanced High Rating	
			#	%	#	%
K,F,S,2,3,4,5,6+	257	241	152	63%	68	26%
1-4	213	198	122	62%	49	23%
5-6+	44	43	30	70%	19	43%
Unknown	67	0	0	0%	0	0%

* A student is matched if the current year record can be matched to a previous year record.



Coordinated/Integrated Program Form

Pharr-San Juan-Alamo Independent School District
 List of all programs on the elementary campus, including Federal Programs
 2015 - 2016 School Year

Programs that Support Student Achievement	Grade Levels Served						Special Populations Served							Funding Source																					
	Pre-Kindergarten	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Special Education	Recent Immigrant	Bilingual	Migrant	Econo. Disadvantage	At-Risk	G/T	PK Expansion Grant	SCE	OEYP	SSI	Title I Part A	Title I Stimulus (ARRA)	Title I Migrant	Title II Part A TPTR	Title II Part D Tech	Title III (LEP/Immi)	G/T	Special Education	State Technology	State Bilingual	Local	Grant:					
Paraprofessional Reinforces	X							X	X	X	X	X							X																
Paraprofessional Reinforces		X						X	X	X	X	X			X														X						
Paraprofessional Reinforces			X	X		X	X	X		X	X	X	X													X									
Paraprofessional -Computer Lab	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																				
Parent Educator/Parental Involvement	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X																
Extended Day Instruction					X	X	X	X	X	X	X	X	X						X																
Extended Week Instruction					X	X	X	X	X	X	X	X	X						X																
Extended Year Instruction					X	X	X	X	X	X	X	X	X						X																
Special Education Teacher (Unit)			X	X		X	X	X		X	X	X	X													X									
Special Education Teacher		X	X	X	X	X	X	X		X	X	X	X													X									
Speech Service	X	X	X	X	X	X	X	X		X	X	X	X													X									
Bilingual Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X															X						
Gifted and Talented			X	X	X	X	X			X		X	X												X										
Math & Reading Resource Teacher					X	X	X	X	X	X	X	X	X			X																			
Instructional Coach	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X																			
Science Lab Teacher					X	X	X	X	X	X	X	X	X	X		X																			
Music Teacher	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X															X	

Marcia R. Garza Elementary

Claudia Gonzalez

SCHOOL

PRINCIPAL

SCE/FTE Fund Allocation

**MARCIA R. GARZA ELEMENTARY
TITLE I/TITLE II/STATE COMPENSATORY PERSONNEL
2015-2016**

12/07/2015

PROGRAM: TITLE 1 PART A

PARAPROFESSIONALS: 211-11-134-630000 6129-00 (4) (Include Assignment)

- | | |
|------------------------------|------------------------|
| 1. <u>Juan Barrera</u> | <u>Pre-Kinder Aide</u> |
| 2. <u>Maria G. Hernandez</u> | <u>Pre-Kinder Aide</u> |
| 3. <u>Maria D. Mireles</u> | <u>Pre-Kinder Aide</u> |
| 4. <u>Yesaria Medina</u> | <u>Pre-Kinder Aide</u> |

INSTRUCTIONAL COACH: 211-13-134-630000IC- 6119-00 (25%)

- | | |
|----------------------------|----------------------------|
| 1. <u>Lydia Buenrostro</u> | <u>Instructional Coach</u> |
|----------------------------|----------------------------|

PARENT EDUCATOR: 211-61-134-630000- 6129-00 (.5) Murphy MS (.5)

- | |
|----------------------------|
| 1. <u>Mayra E. Krahmer</u> |
|----------------------------|

PROGRAM: STATE COMPENSATORY EDUCATION

TEACHERS: 166-61-134-630000- 6119-00 (2.5) (Include Assignment)

- | | | |
|-------------------------|----------------------|---|
| 1. <u>Rene Marquez</u> | (100% Teacher) | <u>CRT (3rd-5th)</u> |
| 2. <u>Erik Martinez</u> | (100% Teacher) | <u>Science Lab. (3rd-5th)</u> |
| 3. <u>Jose Barrios</u> | (50% SCE; 50% Local) | <u>Music</u> |

PARAPROFESSIONALS: 166-11-134-630000- 6129-00 (2) (Include Assignment)

- | | |
|--------------------------|------------------------------|
| 1. <u>Joseph Barrera</u> | <u>Computer Lab. Manager</u> |
| 2. <u>Sarah Martinez</u> | <u>Kinder</u> |

PROGRAM: TITLE II, PART A

INSTRUCTIONAL COACH: 255-13-134-624000- 6119-00 (75%)

- | | |
|----------------------------|----------------------------|
| 1. <u>Lydia Buenrostro</u> | <u>Instructional Coach</u> |
|----------------------------|----------------------------|

SCE MASTER COPY

CAMPUS BUDGET
(Local, SCE, & Title I)

PENTAMATION ENTERPRISES
 DATE: 12/06/2015
 TIME: 16:41:40

PHARR-SAN JUAN-ALAMO ISD
 DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 1
 EXPSTALL

SELECTION CRITERIA: expledgr.key_orgn like '211_1346%' and expledgr.account like '6%'
 ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION
 TOTALED ON: FUND,FUNCTION,ORGANIZATION
 PAGE BREAKS ON: FUND

FUND - 211 - TITLE I-REGULAR

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
211-11-134-6-30-0-00 611200 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 611800 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 611900 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 612100 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 612200 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 612500 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 612900 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 614100 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 614200 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 614300 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 614500 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 614600 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 614690 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 614900 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 624900 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 626900 NEW FRANKLIN ELEMENTARY	12,000.00	.00	8,077.22	449.50	3,473.28
211-11-134-6-30-0-00 629100 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 632900 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 639500 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 639700 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 639800 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 639900 NEW FRANKLIN ELEMENTARY	40,986.00	.00	200.00	.00	40,786.00
211-11-134-6-30-0-00 649400 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 649700 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-11-134-6-30-0-00 649800 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	52,986.00	.00	8,277.22	449.50	44,259.28
TOTAL FUNCTION - INSTRUCTIONAL	52,986.00	.00	8,277.22	449.50	44,259.28
211-12-134-6-30-0-00 641100 TITLE I-FRANKLIN ELEM. T	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	.00	.00	.00	.00	.00
TOTAL FUNCTION - INST RESOURCES/MEDIA SERV	.00	.00	.00	.00	.00
211-13-134-6-30-0-00 611200 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-13-134-6-30-0-00 611800 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-13-134-6-30-0-00 614100 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-13-134-6-30-0-00 614300 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-13-134-6-30-0-00 614600 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-13-134-6-30-0-00 614690 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-13-134-6-30-0-00 621900 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-13-134-6-30-0-00 629100 NEW FRANKLIN ELEMENTARY	3,375.00	.00	3,375.00	.00	.00

PENTAMATION ENTERPRISES
 DATE: 12/06/2015
 TIME: 16:41:40

PHARR-SAN JUAN-ALAMO ISD
 DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 2
 EXPSTA11

SELECTION CRITERIA: expledgr.key_orgn like '211_1346%' and expledgr.account like '6%'
 ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION
 TOTALED ON: FUND,FUNCTION,ORGANIZATION
 PAGE BREAKS ON: FUND

FUND - 211 - TITLE I-REGULAR

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
211-13-134-6-30-0-00 639900 NEW FRANKLIN ELEMENTARY	2,625.00	.00	.00	.00	2,625.00
211-13-134-6-30-0-00 641100 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-13-134-6-30-0-IC 611900 MARCIA GARZA ELEMENTARY	17,571.00	.00	13,025.07	2,894.46	1,651.47
211-13-134-6-30-0-IC 614100 MARCIA GARZA ELEMENTARY	255.00	.00	.00	.00	255.00
211-13-134-6-30-0-IC 614200 MARCIA GARZA ELEMENTARY	1,708.00	.00	1,181.61	262.58	263.81
211-13-134-6-30-0-IC 614300 MARCIA GARZA ELEMENTARY	238.00	.00	175.84	39.08	23.08
211-13-134-6-30-0-IC 614500 MARCIA GARZA ELEMENTARY	45.00	.00	.00	.00	45.00
211-13-134-6-30-0-IC 614600 MARCIA GARZA ELEMENTARY	1,731.00	.00	.00	275.11	1,455.89
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	27,548.00	.00	17,757.52	3,471.23	6,319.25
TOTAL FUNCTION - CURRICULUM & INSTRUCT.DEV	27,548.00	.00	17,757.52	3,471.23	6,319.25
211-23-134-6-30-0-00 641100 TITLE I-REGULAR TRAVEL-	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	.00	.00	.00	.00	.00
TOTAL FUNCTION - SCHOOL ADMINISTRATION	.00	.00	.00	.00	.00
211-61-134-6-30-0-00 612900 NEW FRANKLIN ELEMENTARY	13,557.00	.00	8,013.18	1,780.72	3,763.10
211-61-134-6-30-0-00 614100 NEW FRANKLIN ELEMENTARY	1,038.00	.00	.00	136.22	901.78
211-61-134-6-30-0-00 614200 NEW FRANKLIN ELEMENTARY	3,414.00	.00	2,363.23	525.18	525.59
211-61-134-6-30-0-00 614300 NEW FRANKLIN ELEMENTARY	184.00	.00	108.18	24.04	51.78
211-61-134-6-30-0-00 614500 NEW FRANKLIN ELEMENTARY	45.00	.00	.00	.00	45.00
211-61-134-6-30-0-00 614600 NEW FRANKLIN ELEMENTARY	1,336.00	.00	.00	148.71	1,187.29
211-61-134-6-30-0-00 639500 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-61-134-6-30-0-00 639700 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-61-134-6-30-0-00 639800 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-61-134-6-30-0-00 639900 NEW FRANKLIN ELEMENTARY	250.00	.00	.00	29.00	221.00
211-61-134-6-30-0-00 641700 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
211-61-134-6-30-0-00 649700 NEW FRANKLIN ELEMENTARY	250.00	.00	.00	143.78	106.22
211-61-134-6-30-0-00 649900 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	20,074.00	.00	10,484.59	2,787.65	6,801.76
TOTAL FUNCTION - COMMUNITY SERVICES	20,074.00	.00	10,484.59	2,787.65	6,801.76
TOTAL FUND - TITLE I-REGULAR	100,608.00	.00	36,519.33	6,708.38	57,380.29
TOTAL REPORT	100,608.00	.00	36,519.33	6,708.38	57,380.29

PENTAMATION ENTERPRISES
 DATE: 12/06/2015
 TIME: 16:43:15

PHARR-SAN JUAN-ALAMO ISD
 DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 1
 EXPSTA11

SELECTION CRITERIA: expledgr.key_orgn like '199__1346%' and expledgr.account like '6%'
 ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION
 TOTALED ON: FUND,FUNCTION,ORGANIZATION
 PAGE BREAKS ON: FUND

FUND - 199 - GENERAL FUND

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
199-11-134-6-11-0-00 626900 LOCAL-FRANKLIN-REGULAR E	500.00	.00	.00	.00	500.00
199-11-134-6-11-0-00 614100 LOCAL-FRANKLIN-REGULAR F	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 614600 LOCAL-FRANKLIN-REGULAR T	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 639900 LOCAL-FRANKLIN-REGULAR G	28,968.00	.00	517.26	2,576.61	25,874.13
199-11-134-6-11-0-00 641200 LOCAL-FRANKLIN-REGULAR S	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 649900 LOCAL-FRANKLIN-REGULAR M	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 649901 LOCAL-FRANKLIN-REGULAR M	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 612100 LOCAL-FRANKLIN-REGULAR S	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 629900 LOCAL-FRANKLIN-REGULAR O	2,450.00	.00	.00	1,383.95	1,066.05
199-11-134-6-11-0-00 633901 LOCAL-FRANKLIN-REGULAR T	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 639901 LOCAL-FRANKLIN-REGULAR S	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 639902 LOCAL-FRANKLIN-REGULAR G	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 649700 LOCAL-FRANKLIN-REGULAR F	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 631900 LOCAL-FRANKLIN-REGULAR O	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 649701 LOCAL-FRANKLIN-REGULAR F	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 649400 LOCAL-FRANKLIN-REGULAR T	2,700.00	.00	.00	.00	2,700.00
199-11-134-6-11-0-00 624900 LOCAL-FRANKLIN-REGULAR C	1,100.00	.00	.00	.00	1,100.00
199-11-134-6-11-0-00 629800 LOCAL-FRANKLIN-REGULAR P	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 632100 LOCAL-FRANKLIN-REGULAR T	100.00	.00	.00	.00	100.00
199-11-134-6-11-0-00 612199 LOCAL-FRANKLIN-REGULAR S	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 639800 LOCAL-FRANKLIN-REGULAR T	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 639500 LOCAL-FRANKLIN-REGULAR F	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 639700 LOCAL-FRANKLIN-REGULAR C	.00	.00	.00	.00	.00
199-11-134-6-11-0-00 632800 LOCAL-FRANKLIN-REGULAR L	.00	.00	.00	.00	.00
199-11-134-6-11-0-HB 614600 HOMEBOUND TEACHERS TRS	.00	.00	.00	.00	.00
199-11-134-6-11-0-HB 614100 HOMEBOUND TEACHERS FICA	.00	.00	.00	.00	.00
199-11-134-6-11-0-HB 611800 HOMEBOUND TEACHERS EXTRA	.00	.00	.00	.00	.00
199-11-134-6-11-0-MS 621900 LOCAL MAINT OTHER PROFES	.00	.00	.00	.00	.00
199-11-134-6-11-0-MS 631900 LOCAL MAINT OTHER SUPPLI	.00	.00	.00	.00	.00
199-11-134-6-11-0-PE 639500 MARCIA GARZA ELEM FURNIT	.00	.00	.00	.00	.00
199-11-134-6-11-0-PE 639900 MARCIA GARZA ELEM GENERA	1,100.00	.00	.00	.00	1,100.00
199-11-134-6-11-E-RT 629900 LOCAL E-RATE OTHER CONT	.00	.00	.00	.00	.00
199-11-134-6-11-E-RT 639801 LOCAL E-RATE CAPITAL OUT	.00	.00	.00	.00	.00
199-11-134-6-11-T-RI 639900 TRI CITY GRANT GENERAL S	.00	.00	.00	.00	.00
199-11-134-6-24-0-00 639500 LOCAL FRANKLIN ELEMENTAR	.00	.00	.00	.00	.00
199-11-134-6-24-0-EC 639900 LOCAL - FRANKLIN GENERAL	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	36,918.00	.00	517.26	3,960.56	32,440.18
TOTAL FUNCTION - INSTRUCTIONAL	36,918.00	.00	517.26	3,960.56	32,440.18
199-12-134-6-99-0-00 639900 LOCAL-FRANKLIN-LIBRARY G	400.00	.00	320.97	.00	79.03
199-12-134-6-99-0-00 611800 LOCAL-FRANKLIN-LIBRARY E	.00	.00	.00	.00	.00
199-12-134-6-99-0-00 614100 LOCAL-FRANKLIN-LIBRARY F	.00	.00	.00	.00	.00
199-12-134-6-99-0-00 612900 LOCAL-FRANKLIN-LIBRARY S	.00	.00	.00	.00	.00

PENTAMATION ENTERPRISES
 DATE: 12/06/2015
 TIME: 16:43:15

PHARR-SAN JUAN-ALAMO ISD
 DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 2
 EXPSTA11

SELECTION CRITERIA: expledgr.key_orgn like '199_1346%' and expledgr.account like '6%'
 ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION
 TOTALED ON: FUND,FUNCTION,ORGANIZATION
 PAGE BREAKS ON: FUND

FUND - 199 - GENERAL FUND

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
199-12-134-6-99-0-00 614600 LOCAL-FRANKLIN-LIBRARY T	.00	.00	.00	.00	.00
199-12-134-6-99-0-00 614500 LOCAL-FRANKLIN-LIBRARY U	.00	.00	.00	.00	.00
199-12-134-6-99-0-00 614200 LOCAL-FRANKLIN-LIBRARY E	.00	.00	.00	.00	.00
199-12-134-6-99-0-00 614300 LOCAL-FRANKLIN-LIBRARY W	.00	.00	.00	.00	.00
199-12-134-6-99-0-00 639500 LOCAL-FRANKLIN-LIBRARY L	.00	.00	.00	.00	.00
199-12-134-6-99-0-00 632800 LOCAL-FRANKLIN-LIBRARY F	7,000.00	.00	5,024.05	1,926.05	49.90
199-12-134-6-99-0-00 632802 LOCAL-FRANKLIN-LIBRARY A	.00	.00	.00	.00	.00
199-12-134-6-99-0-LI 632801 LOCAL-FRANKLIN-LIBRARY M	2,479.00	.00	2,280.46	198.30	.24
199-12-134-6-99-E-RT 663800 NEW FRANKLIN ELEMENTARY	.00	.00	.00	.00	.00
199-12-134-6-99-E-RT 639800 NEW FRANKLIN ELEMENTARY	.00	.00	636.41	.00	-636.41
199-12-134-6-99-E-RT 663500 NEW FRANKLIN ELEMENTARY	.00	.00	5,635.94	.00	-5,635.94
199-12-134-6-99-T-XS 639900 LOCAL MAINTENANCE GENERA	.00	.00	.00	.00	.00
199-12-134-6-99-T-XS 632800 LOCAL MAINTENANCE LIBRAR	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	9,879.00	.00	13,897.83	2,124.35	-6,143.18
TOTAL FUNCTION - INST RESOURCES/MEDIA SERV	9,879.00	.00	13,897.83	2,124.35	-6,143.18
199-13-134-6-99-0-00 629100 LOCAL MAINT-FRANKLIN CON	.00	.00	.00	.00	.00
199-13-134-6-99-0-00 649700 LOCAL MAINT-FRANKLIN FOO	.00	.00	.00	.00	.00
199-13-134-6-99-0-00 623900 LOCAL MAINT-FRANKLIN ESC	400.00	.00	.00	.00	400.00
199-13-134-6-99-0-00 621900 LOCAL MAINT-FRANKLIN OTH	.00	.00	.00	.00	.00
199-13-134-6-99-0-00 641100 LOCAL MAINT-FRANKLIN TRA	200.00	.00	.00	.00	200.00
199-13-134-6-99-0-00 614600 LOCAL MAINT-FRANKLIN TRS	.00	.00	.00	.00	.00
199-13-134-6-99-0-00 611800 LOCAL MAINT-FRANKLIN EXT	.00	.00	.00	.00	.00
199-13-134-6-99-0-00 614100 LOCAL MAINT-FRANKLIN FIC	.00	.00	.00	.00	.00
199-13-134-6-99-0-00 614300 LOCAL MAINT-FRANKLIN WOR	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	600.00	.00	.00	.00	600.00
TOTAL FUNCTION - CURRICULUM & INSTRUCT.DEV	600.00	.00	.00	.00	600.00
199-21-134-6-99-0-00 639910 LOCAL INST ADM GENERAL S	.00	.00	.00	.00	.00
199-21-134-6-99-0-00 649800 LOCAL INST ADM FEES AND	.00	.00	.00	.00	.00
199-21-134-6-99-0-00 649500 LOCAL INST ADM FEES AND	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	.00	.00	.00	.00	.00
TOTAL FUNCTION - INSTRUCTIONAL LEADERSHIP	.00	.00	.00	.00	.00
199-23-134-6-11-0-00 649700 FRANKLIN ELEMENTARY FOOD	.00	.00	.00	.00	.00
199-23-134-6-11-0-00 649900 FRANKLIN ELEMENTARY MISC	.00	.00	.00	.00	.00
199-23-134-6-11-0-00 639900 FRANKLIN ELEMENTARY GENE	.00	.00	.00	.00	.00

PENTAMATION ENTERPRISES
 DATE: 12/06/2015
 TIME: 16:43:15

PHARR-SAN JUAN-ALAMO ISD
 DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 3
 EXPST11

SELECTION CRITERIA: expledgr.key_orgn like '199_1346%' and expledgr.account like '6%'
 ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION
 TOTALED ON: FUND,FUNCTION,ORGANIZATION
 PAGE BREAKS ON: FUND

FUND - 199 - GENERAL FUND

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
199-23-134-6-99-0-00 639900 LOCAL-FRANKLIN-REGULAR G	80.00	.00	.00	.00	80.00
199-23-134-6-99-0-00 641100 LOCAL-FRANKLIN-REGULAR T	1,222.00	.00	.00	.00	1,222.00
199-23-134-6-99-0-00 614600 LOCAL-FRANKLIN-REGULAR T	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 614500 LOCAL-FRANKLIN-REGULAR U	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 649900 LOCAL-FRANKLIN-REGULAR M	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 639910 LOCAL-FRANKLIN-REGULAR G	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 614400 LOCAL-FRANKLIN-REGULAR T	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 614200 LOCAL-FRANKLIN-REGULAR E	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 614300 LOCAL-FRANKLIN-REGULAR W	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 614100 LOCAL-FRANKLIN-REGULAR F	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 612900 LOCAL-FRANKLIN-REGULAR S	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 611800 LOCAL-FRANKLIN-REGULAR E	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 611900 LOCAL-FRANKLIN-REGULAR S	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 626900 LOCAL-FRANKLIN-REGULAR E	3,000.00	.00	1,260.63	539.37	1,200.00
199-23-134-6-99-0-00 649700 LOCAL-FRANKLIN-REGULAR F	910.00	.00	.00	.00	910.00
199-23-134-6-99-0-00 641700 LOCAL-FRANKLIN-REGULAR T	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 623900 LOCAL-FRANKLIN-REGULAR E	600.00	.00	.00	.00	600.00
199-23-134-6-99-0-00 649400 LOCAL-FRANKLIN-REGULAR T	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 649800 LOCAL-FRANKLIN-REGULAR F	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 639800 LOCAL-FRANKLIN-REGULAR T	.00	.00	.00	1,328.00	-1,328.00
199-23-134-6-99-0-00 639500 LOCAL-FRANKLIN-REGULAR F	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 612199 LOCAL-FRANKLIN-REGULAR S	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 632900 LOCAL-FRANKLIN-REGULAR R	.00	.00	.00	.00	.00
199-23-134-6-99-0-00 649500 LOCAL-FRANKLIN-REGULAR F	800.00	15.00	.00	661.00	139.00
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	6,612.00	15.00	1,260.63	2,528.37	2,823.00
TOTAL FUNCTION - SCHOOL ADMINISTRATION	6,612.00	15.00	1,260.63	2,528.37	2,823.00
199-31-134-6-99-0-00 611900 LOCAL-FRANKLIN SALARIES	.00	.00	.00	.00	.00
199-31-134-6-99-0-00 614300 LOCAL-FRANKLIN WORKMENS	.00	.00	.00	.00	.00
199-31-134-6-99-0-00 614200 LOCAL-FRANKLIN EMPLOYEE	.00	.00	.00	.00	.00
199-31-134-6-99-0-00 614400 LOCAL-FRANKLIN TRS-HS	.00	.00	.00	.00	.00
199-31-134-6-99-0-00 614500 LOCAL-FRANKLIN UNEMPLOYM	.00	.00	.00	.00	.00
199-31-134-6-99-0-00 614600 LOCAL-FRANKLIN TRS	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	.00	.00	.00	.00	.00
TOTAL FUNCTION - GUIDANCE & COUNSELING	.00	.00	.00	.00	.00
199-33-134-6-99-0-00 614500 LOCAL-FRANKLIN UNEMPLOYM	.00	.00	.00	.00	.00
199-33-134-6-99-0-00 614400 LOCAL-FRANKLIN TRS-HS	.00	.00	.00	.00	.00
199-33-134-6-99-0-00 614200 LOCAL-FRANKLIN EMPLOYEE	.00	.00	.00	.00	.00
199-33-134-6-99-0-00 614300 LOCAL-FRANKLIN WORKMENS	.00	.00	.00	.00	.00

PENTAMATION ENTERPRISES
 DATE: 12/06/2015
 TIME: 16:43:15

PHARR-SAN JUAN-ALAMO ISD
 DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 4
 EXPSTALL

SELECTION CRITERIA: expledgr.key_orgn like '199__1346%' and expledgr.account like '6%'
 ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION
 TOTALED ON: FUND,FUNCTION,ORGANIZATION
 PAGE BREAKS ON: FUND

FUND - 199 - GENERAL FUND

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
199-33-134-6-99-0-00 614600 LOCAL-FRANKLIN TRS	.00	.00	.00	.00	.00
199-33-134-6-99-0-00 611900 LOCAL-FRANKLIN SALARIES	.00	.00	.00	.00	.00
199-33-134-6-99-0-00 614100 LOCAL-FRANKLIN FICA	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	.00	.00	.00	.00	.00
TOTAL FUNCTION - HEALTH SERVICES	.00	.00	.00	.00	.00
199-51-134-6-99-0-00 631999 LOCAL-FRANKLIN OTHER SUP	325.00	.00	.00	.00	325.00
199-51-134-6-99-0-00 639900 LOCAL-FRANKLIN GENERAL S	325.00	.00	.00	.00	325.00
199-51-134-6-99-0-00 631900 LOCAL-FRANKLIN OTHER SUP	.00	.00	.00	.00	.00
199-51-134-6-99-0-EM 625500 LOAL ENERGY-MANAGEMENT W	10,000.00	1,046.87	.00	.00	.00
199-51-134-6-99-0-EM 625700 LOAL ENERGY-MANAGEMENT E	95,000.00	.00	.00	4,070.77	5,929.23
199-51-134-6-99-0-EM 625900 LOAL ENERGY-MANAGEMENT R	1,000.00	.00	.00	15,568.16	79,431.84
199-51-134-6-99-0-MO 631600 LOCAL-FRANKLIN MAINT. SU	10,000.00	.00	.00	.00	1,000.00
199-51-134-6-99-0-MO 612100 LOCAL-FRANKLIN SUPPLEMEN	.00	.00	.00	1,696.32	8,303.68
199-51-134-6-99-0-MO 614100 LOCAL-FRANKLIN FICA	8,727.00	.00	.00	.00	.00
199-51-134-6-99-0-MO 612900 LOCAL-FRANKLIN SALARIES/	.00	.00	3,192.40	1,759.26	3,775.34
199-51-134-6-99-0-MO 614600 LOCAL-FRANKLIN TRS	1,500.00	.00	.00	.00	.00
199-51-134-6-99-0-MO 614500 LOCAL-FRANKLIN UNEMPLOYM	400.00	.00	.00	129.20	1,370.80
199-51-134-6-99-0-MO 614300 LOCAL-FRANKLIN WORKMENS	1,176.00	.00	.00	.00	400.00
199-51-134-6-99-0-MO 614200 LOCAL-FRANKLIN EMPLOYBE	30,000.00	.00	1,107.85	306.73	-238.58
199-51-134-6-99-0-MO 612101 LOCAL-FRANKLIN EXTRA DUT	10,000.00	.00	17,856.12	5,251.80	6,892.08
199-51-134-6-99-0-MO 612701 LOCAL-FRANKLIN SALARIES-	104,083.00	.00	.00	2,292.69	7,707.31
199-51-134-6-99-0-MO 614690 LOCAL-FRANKLIN TRS 90 DA	.00	.00	82,062.41	21,195.44	825.15
199-51-134-6-99-0-MO 614900 LOCAL-FRANKLIN OTHER EMP	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	272,536.00	1,046.87	104,218.78	52,270.37	116,046.85
TOTAL FUNCTION - PLANT MAINT & OPERATIONS	272,536.00	1,046.87	104,218.78	52,270.37	116,046.85
199-52-134-6-99-0-00 663500 MARCIA GARZA ELEMENTARY	.00	.00	.00	.00	.00
199-52-134-6-99-0-SD 614100 LOCAL CROSSING GUARDS FI	600.00	.00	.00	227.40	372.60
199-52-134-6-99-0-SD 614200 LOCAL CROSSING GUARDS EM	.00	.00	.00	.00	.00
199-52-134-6-99-0-SD 614300 LOCAL CROSSING GUARDS WO	153.00	.00	.00	40.14	112.86
199-52-134-6-99-0-SD 614500 LOCAL CROSSING GUARDS UN	100.00	.00	.00	.00	100.00
199-52-134-6-99-0-SD 614600 LOCAL CROSSING GUARDS TR	.00	.00	.00	.00	.00
199-52-134-6-99-0-SD 612702 LOCAL CROSSING GUARDS SA	.00	.00	.00	.00	.00
199-52-134-6-99-0-SD 614690 LOCAL CROSSING GUARDS TR	.00	.00	.00	.00	.00
199-52-134-6-99-0-SD 612701 LOCAL CROSSING GUARDS SA	5,500.00	.00	.00	2,972.59	2,527.41
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	6,353.00	.00	.00	3,240.13	3,112.87
TOTAL FUNCTION - SECURITY & MONITORING SER	6,353.00	.00	.00	3,240.13	3,112.87

PENTAMATION ENTERPRISES
 DATE: 12/06/2015
 TIME: 16:43:15

PHARR-SAN JUAN-ALAMO ISD
 DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 5
 EXPSTA11

SELECTION CRITERIA: expledgr.key_orgn like '199__1346%' and expledgr.account like '6%'
 ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION
 TOTALED ON: FUND,FUNCTION,ORGANIZATION
 PAGE BREAKS ON: FUND

FUND - 199 - GENERAL FUND

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
199-61-134-6-99-0-00 649700 LOCAL-FRANKLIN ELEM. FOO	.00	.00	.00	.00	.00
199-61-134-6-99-0-00 612199 LOCAL-FRANKLIN ELEM. SAL	.00	.00	.00	.00	.00
199-61-134-6-99-0-00 639500 LOCAL-FRANKLIN ELEM. FUR	.00	.00	.00	.00	.00
199-61-134-6-99-0-00 639900 LOCAL-FRANKLIN ELEM. GEN	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	.00	.00	.00	.00	.00
TOTAL FUNCTION - COMMUNITY SERVICES	.00	.00	.00	.00	.00
199-81-134-6-99-0-SM 662900 BLDG PURCHASE CONST/IMPR	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NEW ELEM ALAMO AL & S	.00	.00	.00	.00	.00
TOTAL FUNCTION - FACILITIES ACQUISITION	.00	.00	.00	.00	.00
TOTAL FUND - GENERAL FUND	332,898.00	1,061.87	119,894.50	64,123.78	148,879.72
TOTAL REPORT	332,898.00	1,061.87	119,894.50	64,123.78	148,879.72

Integrated Campus Improvement Plan Checklist

Pharr-San Juan-Alamo Independent School District
INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST
Marcia R. Garza Elementary School
2015- 2016 School Year

<u>CIP Criteria</u>	<u>Yes</u>	<u>No</u>	<u>CIP Page #s</u>
1. Was a comprehensive needs assessment of the entire school conducted?	<u>X</u>	___	<u>9-16</u>
2. Did the needs assessment obtain feedback from all the stakeholders?	<u>X</u>	___	<u>Appendix A</u>
3. Are the campus plan and the district plan mutually supportive?	<u>X</u>	___	<u>27-30</u>
4. Does the campus plan contain long-range goals that support the district goals?	<u>X</u>	___	<u>27-79</u>
5. Does the campus plan contain annual objectives? (Copy of Projection Scores Chart should be included as an appendix.)	<u>X</u>	___	<u>32-79</u>
6. Are the objectives written in measureable terms?	<u>X</u>	___	<u>32-79</u>
7. Do the objectives address the Academic Excellence indicators?	<u>X</u>	___	<u>32-79</u>
8. Are the initiatives, strategies, and activities designed to achieve the campus goals and objectives?	<u>X</u>	___	<u>32-79</u>
9. Are the needs of special populations addressed, by subgroup , in the plan?	<u>X</u>	___	<u>39-40,43,51-52,56</u>
10. Have timelines been established to accomplish the initiatives, strategies, and activities?	<u>X</u>	___	<u>32-79</u>
11. Have resources been allocated to support the initiatives, strategies, and activities?	<u>X</u>	___	<u>34-35, 50,56-57,</u>
12. Have persons responsible for leading, coordinating, and completing the tasks been designated?	<u>X</u>	___	<u>32-79</u>
13. Is staff development to carry out the initiatives, strategies and activities included in the plan?	<u>X</u>	___	<u>32-3,34-44 47,48,53-54</u>
14. Does the campus plan include formative evaluations?	<u>X</u>	___	<u>32-79</u>
15. Does the campus plan include summative evaluations?	<u>X</u>	___	<u>32-79</u>
16. For your T-I Schoolwide campus, does the plan include:			
• Reform strategies that are research-based and provide opportunities for all children to meet the state's proficient and advanced levels for student performance?	<u>X</u>	___	<u>32-79</u>

Integrated Campus Plan Checklist, p.2

Campus: Marcia R. Garza Elementary

School Year: 2015- 2016

- Mastery skills: a description of how the school evaluates, in an on going way, the progress of students who experience difficulty so that interventions can be timely and effective? ___ 5-79
- Strategies for attracting highly qualified staff? ___ 16,77-79
- Strategies to ensure that staff are highly qualified and have the knowledge teaching skills to enable students to meet the state's challenging content and performance standards? ___ 16,33-38,46,49-55-57,77-79
- Professional development: activities designed to improve the teaching of academic subjects and enable all students to pass STAAR/STAAR A/ALT? ___ 33-36-46,49-50
56-57,60,77-79
- Parental involvement: strategies that strengthen both the quality and quantity of parent and family involvement in the schoolwide program, including development/review of home/school compacts and literacy programs? ___ 15,57-61,65,70
- Transition of Preschool children: a description of how elementary programs ensure a smooth transition from early childhood programs such as Head Start Even Start? ___ 16
- Strategies to ensure coordination of federal, state, and local services and programs, and integration with the schoolwide program? ___ 31-79
- Measures to involve teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the academic achievement of individual students and the overall instructional program? ___ 1-30
- A list of Local, State, and other Federal Programs that will be coordinated and integrated with the schoolwide program? ___ Appendix A
- 17. Does the campus plan include strategies for violence prevention and intervention? ___ 69-72, 74
- 18. Does the campus plan include higher education admissions/financial aid, TEXAS and Teach for Texas grand programs? (high schools) ___ N/A
- 19. Does the campus plan identify the number of FTEs (full-time equivalents) paid out of State Compensatory Education (SCE) funds? ___ Appendix A
- 20. Does the campus plan identify the amount and use of SCE funds? ___ Appendix A
- 21. Was the Campus Performance Objectives Council (CPOC) involved in the planning process for the campus improvement plan? ___ Appendix A
- 22. Did the CPOC approve the campus plan, including staff development? ___ 12/4/2015
(Copy of meeting agenda and minutes should be included as an appendix.) (Date)

CPOC Agendas and Sign-In Sheets



PHARR-SAN JUAN-ALAMO

Independent School District

Marcia R. Garza Elementary

Claudia Gonzalez, Principal

Marisa Santoy, Asst. Principal

**CPOC Meeting
December 1, 2015
Agenda**

<u>Topic</u>	<u>Presenter</u>	<u>Time</u>
I. Christmas	M. Santoy	5 min.
II. Campus Improvement Plan Goals 1 – 8 Revisions	C. Gonzalez	60 min.
IX. Announcements		

Sign-In

- | | |
|-------------------------------|-----------------------------------|
| 1. <u>A. Estala</u> | 10. <u>Theresa J. [Signature]</u> |
| 2. <u>Lydia R. Buenrostro</u> | 11. _____ |
| 3. <u>Evelyn Araiza</u> | 12. _____ |
| 4. <u>Antonia [Signature]</u> | 13. _____ |
| 5. <u>Desirée [Signature]</u> | 14. _____ |
| 6. <u>Chris Sanchez</u> | 15. _____ |
| 7. <u>Nancy [Signature]</u> | 16. _____ |
| 8. <u>Yvonne [Signature]</u> | 17. _____ |
| 9. <u>Juni [Signature]</u> | 18. _____ |



PHARR-SAN JUAN-ALAMO

Independent School District

Marcia R. Garza Elementary

Claudia Gonzalez, Principal

Marisa Santoy, Asst. Principal

**CPOC Meeting
December 4, 2015
Agenda**

<u>Topic</u>	<u>Presenter</u>	<u>Time</u>
I. Campus Improvement Plan Final Approval	C. Gonzalez	60 min.
- Approve final draft of Campus Plan 2015-2016		

IX. Announcements

Sign-In

- | | |
|----------------------------|------------------------------|
| 1. <u>Claudia Gonzalez</u> | 10. <u>Theresa T. Torres</u> |
| 2. <u>Orinda Paredes</u> | 11. <u>[Signature]</u> |
| 3. <u>[Signature]</u> | 12. <u>[Signature]</u> |
| 4. <u>[Signature]</u> | 13. <u>[Signature]</u> |
| 5. <u>[Signature]</u> | 14. _____ |
| 6. <u>[Signature]</u> | 15. _____ |
| 7. <u>[Signature]</u> | 16. _____ |
| 8. <u>[Signature]</u> | 17. _____ |
| 9. <u>[Signature]</u> | 18. _____ |

School-Parent-Student Compact

Teacher/Parent/Student Compact

VISION

We at MARCIA R. GARZA Elementary endeavors to be a diverse community based on mutual trust and respect. Our school is committed to share responsibility for the education of each child by fostering open lines of communication between parents, teachers, and students in a safe and nurturing environment. Students will achieve the highest standard of intellectual growth that evolves from questions, technology implementation, and reasoning in a bilingual-biliterate setting. Children will become responsible citizens within the community, country, and world.

TEACHER RESPONSIBILITIES

1. Instill in the students a love for literature and creative writing.
Inculcar en los estudiantes la pasión por la literatura y escritura.
2. Inform parents on student behavior and academic progress throughout the year.
Mantener a los padres informados sobre el comportamiento y progreso de sus hijos durante el año.
3. Maintain a parent teacher log.
Mantener datos de conferencias entre padre/maestro.
4. Schedule at least 3 parent/teacher conferences during the year.
Tener un mínimo de tres conferencias entre padre/maestro durante el año.
5. Assign a maximum of 45 minutes of homework daily on Monday through Thursday.
Mandar lo máximo de 45 minutos de tarea diariamente de lunes a jueves.
6. Provide tutoring during the week for STAAR test in grades 3rd- 5th.
Proveer clases de tutoría para la prueba de STAAR del tercer al quinto grado.

Teacher's Signature

Date

PARENT RESPONSIBILITIES

1. Read to and/or encourage my child to read daily.
Leerle y animar a mis hijos que lean diariamente.
2. Communicate with teacher regarding student behavior and academic progress.
Comunicarse con los maestros sobre el comportamiento y el progreso del estudiante.
3. Attend parent-teacher conferences.
Asistir a las conferencias de padre y maestros.
4. Establish a daily time and routine to insure that my child completes homework.
Establecer un tiempo y una rutina para asegurar que mis hijos completen la tarea.
5. Emphasize the importance of education and daily school attendance.
Enfatizar la importancia de la educación y la asistencia diaria a la escuela.
6. Provide transportation for child to attend weekly and Saturday tutoring, if needed.
Proveer transporte para mis hijos para que asistan a las clases de tutoría durante la semana, o los sábados.

Parent's Signature

Date

STUDENT RESPONSIBILITIES

1. Read daily.
Leer diariamente.
2. Attend school daily.
Asistir a la escuela diariamente.
3. Respect adults and follow school rules.
Respetar a todo adulto y seguir las reglas de la escuela.
4. Share school experiences with parents.
Compartir experiencias escolares con sus padres.
5. Complete quality schoolwork.
Terminar tareas en la clase.
6. Complete and return quality homework.
Terminar y regresar la tarea diariamente.
7. Attend STAAR tutoring sessions with a commitment to succeed.
Asistir a las clases de tutoría con la determinación de tener éxito.

Student's Signature

Date

Title I – Parental Involvement Plan & Survey Results

**PSJA ISD 2014-2015 SCHOOL YEAR
TITLE 1 - PARENTAL INVOLVEMENT SURVEY RESULTS**

Campus	MARCIA GARZA ELEMENTARY	Number	Percent	14-15
	Total Surveys returned 376	Yes	%	Projection- %
1.	Have you ever been invited to an annual Title I meeting?	1. 292	78%	
2.	When would it be most convenient for you to attend the meetings?			
	Day: A. Monday Time: G. Morning	2. A. 140	37%	
	B. Tuesday H. Afternoon	B. 55	15%	
	C. Wednesday I. Evening	C. 41	11%	
	D. Thursday	D. 44	12%	
	E. Friday	E. 65	17%	
	F. Saturday	F. 31	8%	
		G. 200	53%	
		H. 128	34%	
		I. 48	13%	
3.	What limits your participation in parent meetings?			
	Lack of: { A. Location	3. A. 4	1%	
	B. Language	B. 17	5%	
	C. Information	C. 36	10%	
	D. Child care	D. 53	14%	
	E. Transportation	E. 178	47%	
	F. Other	F. 88	23%	
Have you received information/explanation on the following:				
4.	Student Code of Conduct booklet,	4. 356	95%	
5.	Student Confidential Report (TAKS),	5. 356	95%	
6.	School Report Card (AEIS),	6. 340	90%	
7.	Campus Improvement Plan,	7. 0.4	0%	
8.	No Child Left Behind Act of 2001 (NCLB),	8. 344	91%	
9.	The bilingual/English as a Second Language/ dual language Programs, and	9. 345	92%	
10.	The District's Parent Involvement Resource Center.	10. 344	91%	
11.	The Site-Based Decision Making Committee (CPOC) on your child's campus?	11. 323	86%	
12.	Did you receive the Parent/Teacher/Student Compact?	12. 347	92%	
13.	Was it explained?	13. 345	92%	
14.	Did you receive a copy of the Parent Involvement Policy?	14. 339	90%	

**PSJA ISD 2014-2015 SCHOOL YEAR
TITLE 1 - PARENTAL INVOLVEMENT SURVEY RESULTS**

15. Are your Title I Program concerns/questions addressed in a timely manner?	15. <u>340</u> <u>90%</u>
16. Are meetings and training held in a language you can understand?	16. <u>356</u> <u>95%</u>
17. Is information being sent to you in a language you can understand?	17. <u>354</u> <u>94%</u>
18. Have you read school articles in the district's newspaper?	18. <u>318</u> <u>85%</u>
19. Have you heard about our programs on the district's TV channel (17)?	19. <u>319</u> <u>85%</u>

Were you informed that:

20. Reading to your child daily is important;	20. <u>360</u> <u>96%</u>
21. Taking your child to the library will improve his reading;	21. <u>358</u> <u>95%</u>
22. Monitoring your child's homework is also important;	22. <u>370</u> <u>98%</u>
23. You should encourage your child to read for fun;	23. <u>360</u> <u>96%</u>
24. You should monitor and limit your child's TV viewing?	24. <u>358</u> <u>95%</u>

25. The teacher keeps you informed of your child's progress.	25. <u>361</u> <u>96%</u>
26. The campus administrator provides you with information on student data & teacher's qualifications.	26. <u>349</u> <u>93%</u>

In Your Opinion:

27. Is coming to school everyday important to student achievement?	27. <u>358</u> <u>95%</u>
28. Is your child following the Code of Conduct?	28. <u>360</u> <u>96%</u>
29. Is your child completing homework assignments?	29. <u>351</u> <u>93%</u>
30. Is the school presenting instruction to insure that all students learn?	30. <u>357</u> <u>95%</u>
31. Is the teacher assigning appropriate homework assignments?	31. <u>364</u> <u>97%</u>

32. What do you recommend to increase parent participation in school activities?	32. <u>Comments: change to even meeting</u> <u>child care</u> <hr/> <hr/> <hr/> <u>of the school year to sit with the</u> <u>child;everything is good</u>
--	--

33. What type of information/programs would you like for the school to provide for parents to improve student achievement?	33. <u>A. 0</u> <u>0%</u> <u>B. 0</u> <u>0%</u>
--	--

PSJA ISD 2014-2015 SCHOOL YEAR
TITLE 1 - PARENTAL INVOLVEMENT SURVEY RESULTS

A. Health Issues	E. Nutrition	C.	<u>0</u>	<u>0%</u>
B. Technology	F. Make it & Take it Sessions	D.	<u>0</u>	<u>0%</u>
C. ESL/GED Classes	G. Other	E.	<u>0</u>	<u>0%</u>
D. Social Services		F.	<u>0</u>	<u>0%</u>
		G.	<u>0</u>	<u>0%</u>

MARCIA R. GARZA ELEMENTARY SCHOOL

WRITTEN POLICY FOR SCHOOL LEVEL PARENTAL INVOLVEMENT

In an effort to increase Parental Involvement, Marcia R. Garza Elementary School hereby establishes the following campus level parental involvement policy:

Item #1 Written Policy Development

It is the policy of Marcia R. Garza Elementary School to develop/revise and implement the Title I required Written Parental Involvement Policy using the following steps:

1. **Parent Orientation Meeting** – The campus will invite parents to an orientation meeting at which the Title I Parental Involvement requirements will be discussed. The PAC officers will be nominated and selected at this time.
2. **Parent/School Committee** – The committee will develop a draft of the written policy.
3. **Draft Written Policy** – Copies of the drafted written policy will be disseminated to parents (of participating children) for their consideration.
4. **Final Written Policy** – After being approved by parents and the site-based committee, the final written policy will be printed and disseminated to parents.

Item #2 Policy Involvement

It is the policy of Marcia R. Garza Elementary School to:

1. Use the first Open House of every school year to explain the Title I program to all parents of participating children.
2. Provide PAC meetings in a year long parental involvement calendar.
3. Provide agendas for the PAC meetings which cover:
 - Timely information (program reports, current events, etc.);
 - School performance results (STAAR results, etc.);
 - Updates on curriculum;
 - Opportunities for parent input;
 - Responses to parents' suggestions.
4. Provide a process for documenting parent concerns, suggestions, and evaluation of the school-wide plans.

Item #3 School-Parent Compact

It is the policy of Marcia R. Garza School to implement the **School-Parent Compact**.

Item #4 Building Capacity for Involvement

It is the policy of Marcia R. Garza Elementary School to:

1. Provide assistance to parents in such areas as:
 - State content standards;
 - State student performance standards;
 - State and local assessment;
 - Title I Law and requirements;
 - How to monitor a child's progress and how to work with educators;
 - How to participate in decisions relating to their child's progress.

Process:

- Hold informative meetings throughout the year (PAC);
- Provide summaries and explanations of each area and create documentation mentioned during PAC meetings;
- Provide training in as many areas as needed;
- Provide speakers to present information on different topics;
- Other.

2. Provide training to teachers and other staff on the value of parent contributions;

Process;

- Explore the value of non-academic experiences Music;
- Help parents provide a positive learning environment at home;
- Other.

Item #5 Accessibility

Process;

- Translate the law, rules, and other pertinent information to the appropriate language;
- Provide information through audio cassettes, video, or personal presentations.