

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Santos Livas Elementary  
Campus Improvement Plan  
2015-2016**

## Mission Statement

*The mission of Santos Livas Elementary is to provide a supportive learning environment that involves the entire learning community. The administration along with staff and community will strive to meet the needs of ALL students. Our parents will be involved in the learning process throughout the school year. We will all be committed and strive to seek our **Quest for Excellence** by having a strong innovative instructional program that will enable our students to become successful and well-rounded individuals.*

## ***What We Believe In***

### ***Guiding Principles***

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

### ***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.**

# Comprehensive Needs Assessment



## Data Resources Reviewed

1. 2014-2015 STAAR Campus Summary STAAR Report
2. 2014-2015 System Safeguards
3. 2014-2015 Distinctions Designation Summary
4. 2015-16 Attendance
5. Discipline Referrals
6. PEIMS Demographics
7. Walk-through Data
8. Parental Involvement Data
9. McRel Teacher Evaluations
10. Professional Development Plan
11. Teacher Certifications
12. TELPAS Scores
13. Technology Inventories
14. PBMAS
15. TPRI/Tejas Lee/ Mclass Reports
16. Voyager Reports

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### Special Education:

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

#### Needs:

System Safeguards Data: No results available for Special Ed.

In STAAR Writing, the passing rate at Santos Livas was 0%.

#### Personnel Needs:

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

#### Professional Development Needs:

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

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### Special Education:

##### Strengths:

- In STAAR Reading, the passing rate for SpEd students at Livas was 100%.
- In STAAR Math, the passing rate for SpEd students at Livas was 75%.
- In STAAR Science, the passing rate was SpEd students at Livas was 100%.

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



# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### English Language Learners (ELL):

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

#### Needs:

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

- In Reading, the achievement gap in 2014-2015 between ELL and All student is 14%.
- In Mathematics, the achievement gap in 2014-2015 between ELL and All student is 6%.
- In Science, the achievement gap in 2014 – 2015 between ELL and All students is 3%.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### English Language Learners (ELL):

##### Strengths:

- The Dual Language Program at Santos Livas Elementary serves 46% of our ELL students in grades Pre- K-5 at Livas Elementary.

On the STAAR exam:

- The Elementary School TELPAS Yearly Progress Indicator was 54% in 2015.
- 4<sup>th</sup> grade Writing passing rate for ELL students at Santos Livas Elementary was 79%, 20 points above the state.
- 5<sup>th</sup> grade Reading passing rate for ELL students at Santos Livas Elementary was 75%, 16 points above the state.
- 5<sup>th</sup> grade Science passing rate for ELL students at Santos Livas Elementary was 73%, 21 points above the state.
- In Writing, the achievement gap between ELL and All students 2014-2015 is 2% higher for ELL.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

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

#### Needs:

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

- In Reading, the achievement gap between Eco Dis and All students 2015-2016 is 2%.
- In Mathematics, the achievement gap between Eco Dis and All students 2015-2016 is 2%.
- In Writing, the achievement gap between Eco Dis and All students 2015-2016 is 2%.
- In Science, the achievement gap between Eco Dis and All students 2015-2016 is 3%.
- 4<sup>th</sup> grade Reading passing rate for Eco Dis students at Santos Livas Elementary was 60%, 1 point below the state.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

##### Strengths:

- 3<sup>rd</sup> grade Reading passing rate for Eco Dis students at Santos Livas Elementary was 82%, 13 points above the state.
- 4<sup>th</sup> grade Writing passing rate for Eco Dis students at Santos Livas Elementary was 76%, 15 points above the state.
- 5<sup>th</sup> grade Reading passing rate for Eco Dis students at Santos Livas Elementary was 84%, 14 points above the state.
- 5<sup>th</sup> grade Science passing rate for Eco Dis students at Santos Livas Elementary was 73%, 11 points above the state.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, Santos Livas Elementary earned a score of 46, 12 points above the region and 12 points above the state.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> <li>3rd Grade Math and Reading</li> <li>4th Grade Writing</li> <li>5th Grade Math and Reading</li> </ul> <p><b>Mastery 80% or Higher</b></p>	<ul style="list-style-type: none"> <li><b>4th Reading and Math</b></li> <li><b>5th Science</b></li> </ul> <p><b>Mastery 80% or Lower</b></p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> <li>4th Reading &amp; Math</li> <li>5th Science</li> </ul> <p><b>SMART Goal: 80% or Higher</b></p>
2	Index 2: Student Progress	<p>Santos Livas Elementary Exceeded the State Target for Index 2 of 18% with 62% meeting or exceeding the progress measure.</p>	<ul style="list-style-type: none"> <li>38% of our students did not meet or exceed progress measure.</li> </ul>	<ul style="list-style-type: none"> <li>Address the needs of identified students to meet the progress measure in 2015-16 in Reading and Mathematics</li> </ul>
3	Index 3: Closing the Achievement Gap	<ul style="list-style-type: none"> <li>ECO DIS students performing at a Satisfactory level of 80% or higher in Reading.</li> </ul>	<ul style="list-style-type: none"> <li>5th grade Science is at 72% satisfactory for ECO DIS students</li> <li>4th grade Writing is at 78% satisfactory for ECO DIS students.</li> <li>BE STAAR 3-8 did not meet PBMAS Standard in Writing</li> <li>LEP students not served failed to meet the PBMAS standard in Reading, Science, and Writing</li> <li>TELPAS ratings for students in U.S. Schools multiple years are at BEG/INT. levels</li> <li>Special Education students did not meet PBMAS Standards in Science, Social Studies, and Writing</li> <li>Migrant students did not meet PBMAS standard in Social Studies, Writing, and Reading</li> </ul>	<p>Special population groups will receive additional support and intensive interventions in writing, math, and science.</p>
4	Index 4: Post Secondary Readiness	<p>Santos Livas Elementary met the index 4 target of 12 with a score of 38.</p> <p>5th grade students at Final Recommended or higher is 30%.</p> <p>4th grade students at Final Recommended or higher is 56%</p>	<ul style="list-style-type: none"> <li><b>5th grade Science percent of students at Level III is 2%.</b></li> <li><b>4th grade Writing percent of students at Level III is 15%.</b></li> </ul>	<ul style="list-style-type: none"> <li>Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course</li> <li>Revise curriculum</li> <li>Assess and Monitor frequently through common formative assessments</li> </ul>

### Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>• Neighborhood school</li> <li>• Renovations</li> <li>• Communication in both English and Spanish</li> <li>• Community involvement is high</li> <li>• Parent Center for District</li> <li>• Business Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parent volunteer program is low in the number of parents participating</b></li> <li>• <b>Low Average of parents with high school diplomas and/or postsecondary education</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for parents to receive postsecondary training/education</li> <li>• Continue and strengthen curriculum meeting at all levels</li> <li>• Conduct PAC Meetings on a monthly basis</li> </ul>
6	Technology	<ul style="list-style-type: none"> <li>• Availability of technology resources for students and teachers, and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor</li> <li>• Need to improve the wiring and move infrastructure to have better internet capabilities in all areas of the school</li> <li>• Need more hardware for classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on the implementation of technology integration; increase on-line resource use</li> <li>• Purchase computers, document readers, mobies, and printers for classroom use</li> </ul>
7	School Culture and Climate	<ul style="list-style-type: none"> <li>• Good student attendance</li> <li>• Collaborative Learning Communities with common planning periods</li> <li>• Customer Service</li> <li>• College for All Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in student enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Build public relations</li> <li>• Improve student retention</li> </ul>
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy</li> <li>• McRel Evaluation Tool</li> </ul>		

# CAMPUS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT
Number	631	325	306	32	295	0	1	18	592	43
Percent	100	52	48	5	47	0	0.1	2.9	94	6.8

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	631	626	0	3	2	0
Percent	100	99	0	0.47	0.32	0

# CAMPUS DEMOGRAPHICS



Total Enrollment – 631

<b>Percent</b>	<b>Santos Livas Elementary</b>
<b>Hispanic</b>	99
<b>Economically Disadvantaged</b>	94
<b>ELL</b>	47

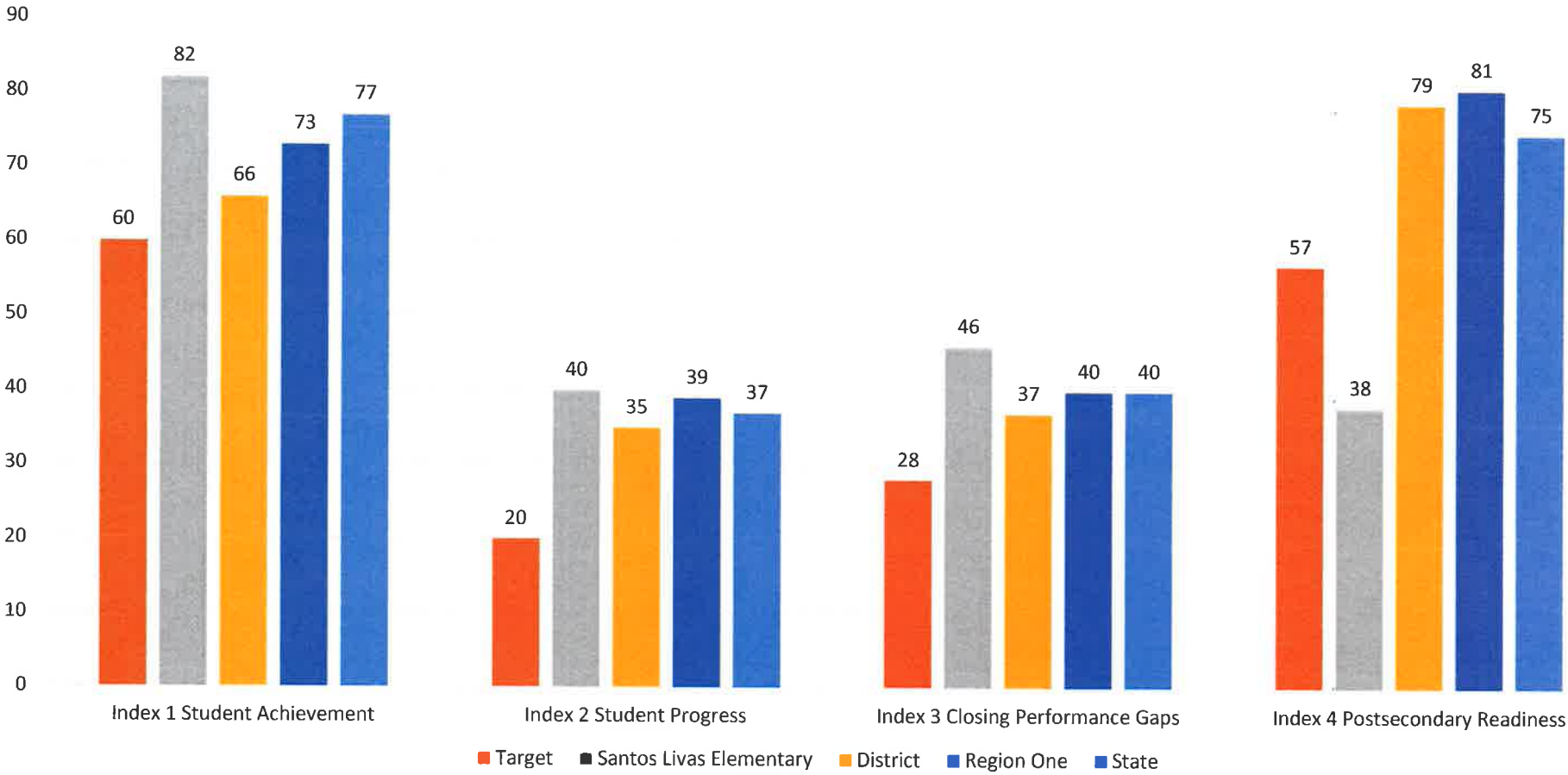


# Student Achievement Summary 2015



	Performance Target 2016	Santos Livas Elementary	Goals 2016
Index 1 Student Performance	60	82	85
Index 2 Progress Measure	30	40	50
Index 3 Closing the Gap	28	46	55
Index 4 Postsecondary Readiness	12	38	45

# State Accountability 2016



# Student Achievement Summary 2015



All Students Performance Rates	Santos Livas Elementary	Goals 2016
Reading	85	90
Math	na	na
Writing	80	85
Science	75	80

# Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2016	Santos Livas Elementary	Goals 2016
Reading	60	75	85
Math	na	na	na
Writing	60	82	90
Science	60	73	85

# Student Achievement Summary 2015



ECO DIS Performance Rates	Performance Target 2016	Santos Livas Elementary	Goals 2016
Reading	60	83	90
Math	na	na	na
Writing	60	78	85
Science	60	72	85

# State System Safeguards 2015



Campus 2015 Results Level 2	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*	% Met for Min Size Req
Reading	85		85						83		75	
Math												
Writing	80		80						78		82	
Science	75		75						72		73	
Percent of Eligible Measures Met												100



Indicates Did Not Meet Minimum Size Requirement

66% =

Met 20 indicators out of 30

# SYSTEM SAFEGUARDS 2016



	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
<b>State Target</b>	60	60	60	60	60	60	60	60	60	60	60			
Reading	Y		Y						Y		Y	4	4	100
Math														
Writing	Y		Y						Y		Y	4	4	100
Science	Y		Y						Y		Y	4	4	100
<b>Total</b>												12	12	100

# Post-Secondary Readiness Data Table 2016



All Students	State	Region 1	PSJAISD	Santos Livas Elementary
2016 STAAR % Meeting Postsecondary Readiness Standard	41	34	28	38



# Post-Secondary Readiness Data Table 2016



Special Ed	State	Region 1	PSJAISD	Santos Livas Elementary
2015 STAAR % Meeting Postsecondary Readiness Standard	na	na	na	na



# PBMAS REPORT 2015



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

# PBMAS REPORT 2015



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

## 2015-2016 Campus Goals

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

# 2015-2016 Campus Goals



## 3<sup>rd</sup> 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	84%	
Phase in 2 Level II	57	75%	80%
Final Recommended	74	42%	50%
Adv. Level III	89	15%	20%

## 4<sup>th</sup> 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	81%	
Phase in 2 Level II	56	73%	80%
Final Recommended	73	30%	40%
Adv. Level III	83	18%	25%

## 5<sup>th</sup> 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%	
Phase in 2 Level II	54	76%	80%
Final Recommended	72	42%	50%
Adv. Level III	86	19%	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 2016-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2015-2016 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

# 2015-2016 Campus Goals



3 <sup>rd</sup> 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	94%	
Phase in 2 Level II	58	86%	90%
Final Recommended	75	52%	60%
Adv. Level III	85	23%	30%

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	68%	
Phase in 2 Level II	59	66%	80%
Final Recommended	75	52%	60%
Adv. Level III	86	20%	25%

5 <sup>th</sup> 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	88%	
Phase in 2 Level II	63	69%	80%
Final Recommended	78	44%	50%
Adv. Level III	87	24%	30%

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 2016-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2015-2016 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

# 2015-2016 Campus Goals



## 3<sup>rd</sup> Grade Spanish Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	50	61%	
Phase in 2 Level II	58	52%	70%
Final Recommended	75	39%	45%
Adv. Level III	85	35%	40%

## 4th Grade Spanish Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	52	66%	
Phase in 2 Level II	59	60%	70%
Final Recommended	75	31%	40%
Adv. Level III	86	14%	20%

## 5<sup>th</sup> Grade Spanish Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	54	78%	
Phase in 2 Level II	63	72%	80%
Final Recommended	78	41%	50%
Adv. Level III	87	6%	10%

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 2016-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2015-2016 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.



# 2015-2016 Campus Goals



**COLLEGE<sup>3</sup>**  
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## 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	71%	
Phase in 2 Level II	59	65%	80%
Final Recommended	70	53%	60%
Level III Adv.	84	14%	20%

## 4th Grade Spanish Writing

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	52	88%	
Phase in 2 Level II	59	76%	85%
Final Recommended	70	65%	70%
Level III Adv.	84	24%	30%

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 2016-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2015-2016 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

# 2015-2016 Campus Goals



5 <sup>th</sup> 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	75%	
Phase in 2 Level II	66	58%	80%
Final Recommended	80	28%	40%
Adv. Level III	91	2%	10%

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 2016-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2015-2016 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

## 2015-2016 Campus Goals

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

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

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

**Objective 1: Curriculum will be horizontally aligned in 2016-2016 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 Writing Curriculum for 4 <sup>th</sup> grade assessed on HB5 will be scheduled in May-June [2015]. All other courses in 2016.	Assistant Superintendent for C&I	Local Funds, Title 1 Funds	Sept. 2015 – May 2016	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
All teachers will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Assistant Supt for C&I	Local Funds, Title 1 Funds	Sept. 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 and/or tutoring students using materials such as: <ul style="list-style-type: none"> <li>• Write from the beginning (PK-3<sup>rd</sup>)</li> <li>• Hire consultants to train teachers-Bill McDonald</li> <li>• How to (Ice-cream sundae, Banana split, Popcorn, fruit salad, Smores,</li> <li>• Figurative writing</li> <li>• Expository</li> <li>• Narrative</li> <li>• Step up to STAAR</li> <li>• Motivational Writing</li> <li>• Kamico Writing</li> <li>• STAAR Coach</li> <li>• Countdown to STAAR</li> <li>• Writing folders</li> <li>• Pencils /Markers/Sharnies</li> </ul>	Bilingual Director, Special Ed Director, Assistant Supt for C&I	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Sept. 2015 – May 2016	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
CBA's, Weekly Benchmarks will be used to monitor the effectiveness of the curriculum, teaching and learning	District Content Coordinators	Local Funds, Title 1 Funds	Sept. 2015 – May 2016	Scores in DMAC	Increase in Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Data Desegregation of Campus Performance Review sessions (CPRs) will be held at Santos Livas Elementary following each district level CBA or Benchmark for in-depth analysis of the data	Principals, facilitator & teachers	Local Funds, Title 1 Funds	Sept. 2015 – May 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Increase in Benchmark scores, student achievement gains	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	Principals, facilitator, instructional coach	Local Funds, Title 1 Funds	Sept. 2015 – May 2016	Walk-through documentation	Increase in Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Team Leaders will be meeting with grade level teachers to review scores and implement strategies to assist in student's learning	Grade level chairs, teachers, Instructional coach	Title 1 Funds	Sept. 2015 – May 2016	Agendas and Sign-in Sheets	Increase in Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Tutoring will be available for students that are struggling in the subjects of reading, writing, math and science: <ul style="list-style-type: none"> <li>• Utilize computer software for tutoring and daily instruction</li> <li>• Part-time Professional Tutor</li> </ul>	School administration	Title One Funds	Sept. 2015 – May 2016	Tutoring logs, Lesson Plans, Timesheets Attendance Rosters	Increase in Benchmark scores, along with student gains.		

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be administered for each subject area.	Principal Assistant Principal Teachers	Local Funds, Title 1 Funds	August 2015 – May 2016	Completed CBAs Benchmarks Progress Monitoring Voyager TPRI/Tejas Lee MClass	Benchmark scores, student achievement gains DMAC reports	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee Mclass Pre-Las LAS Links	Title 1 - #8
Administration from each campus will be trained on how to administer CBAs and Benchmarks at the depth and complexity of STAAR	Administrators Principal Assistant Principal Teachers	Local Funds, Title 1 Funds	August 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs	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 Assistant Principal Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, TPRI	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2015-16.	Principal, Assistant Principal Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, TPRI	Title 1 - #8

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

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

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	Campus Principal and Assistant Principal	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available at each campus for data analysis and monitoring student progress.	Campus Principal Assistant Principal and Teachers	Local Funds, Title 1 Funds	August 2015- May 2016	Walk-throughs	Benchmark scores, student achievement gains Fluency Checks Letter and sound recognition	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Campus Principal and Assistant Principal	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&I, Administrators Campus Principal Assistant Principal	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8
Students will be given access to A.R. testing to improve fluency and comprehension.	Campus Principal Assistant Principal Librarian Teachers	Local Funds, Title 1 Funds	August 2015- May 2016	A.R. reports	STAR reports Fluency Checks Student achievement gains	STAR	Title 1

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
District level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Migrant Director, Administrator for Student Success	Migrant Funds 212	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of special education students will be done immediately following each CBA and BM	Special Education Teacher, Administrator for Student Success	Special Ed Funds 224	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Dual Language/ESL Teachers, Administrator for Student Success	Title III 263	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2



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

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2016-2016 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/ accommodations for the special education students in their classroom.	Campus Principals, Teachers	Special Ed 224	August 2015-June 2016	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each campus level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Campus Principals, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, Sp Ed 224	October 2015-April 2016	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for campus teachers by administrators.	Administrators	Local Funds 199, Title 1 Funds 211	October 2015-2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 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 implemented and shared with each staff members.	Administrators and staff members	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015-2016	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus Goals specific for each subgroup will be implemented at the campus using the campus template.	Administrators and staff members	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015-2016	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc	Administrators	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015-2016	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Breakfast tutorials 30 minutes daily using Istation or TTM</p> <p>45 minute Academic interventions for 45 minutes afterschool and Saturday tutorials will be available for students in each subgroup. following each campus -level CBA and Benchmark</p>	<p>Campus administrators, Instructional Coach, and teachers</p>	<p>Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224</p>	<p>August 2015-July 2016</p>	<p>Tutorial Sign-in sheets, Schedules, lesson plans</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1 and #9</p>
<p>Parent Academic Conferences will be conducted following each campus level CBA and Benchmark with parents of students in the identified subgroups to share interventions available</p>	<p>Campus administrators, Instructional Coach, and teachers</p>	<p>Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224</p>	<p>October 2015-2016</p>	<p>PAC sign-in sheets and schedules</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program</p>	<p>M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #6</p>
<p>Provide Lead4Ward training for teachers</p>	<p>Campus administrators and Instructional coach</p>	<p>Title 1 Funds</p>	<p>July 2015-2016</p>	<p>Agendas and Sign-in Sheets</p>	<p>Benchmark scores, student achievement gains</p>	<p>M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #4</p>

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RtI training will be provided for all staff members to address the needs of all students.	RtI District Coordinator RTI Committee Members	Title 1 211	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director, Strategists.	Title III 263	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director, Supervisors	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 principals, assistant principals, and deans on Data Analysis/Differentiated instruction.	Assistant Superintendent for C&I	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Reading/writing curriculum will be implemented through thematic-based instruction and CIF teaching strategies	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	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, TPRI, Voyager, Fluency Check, M-Class, CLI Engaged, Dolch Words	1, 2, 3, 4, 9
Diana Ramirez teachers will attend trainings on TEKS analysis to determine depth and complexity of each student expectation	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	Title 1 211, Local Funds 199	August 2015 and on-going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	Diana Ramirez, Figure 19, Bill McDonald, WFTB, District Timeline, CLC's, Grade Level Meetings,	1, 2, 3, 4, 9
Writing Rubrics will be implemented and used campus wide. Teachers will attend Bill McDonald Trainings.	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	Title 1 211, Local Funds 199	August 2015 and on-going	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	WFTB, Bill McDonald,	1, 2, 3, 4, 9
Depth of Knowledge Questions will be implemented for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	Title 1 211, Local Funds 199	Summer 2015 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
A minimum of 3 compositions per six weeks will be required at each grade level	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Completed composition prompts in Curriculum Documents; walk-throughs, grade books	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, Rubric Assessment,	1, 2, 3, 4, 9
STAAR Literature questions will be implemented for each literary piece/all genres	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
Two aligned CBAs and two district Benchmarks will be administered campus wide	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
Data will be used to address tutorial lessons and to implement spiraled skills	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS, TPRI, Voyager, STAR Report	1, 2, 3, 4, 9
Data will be used to identify students in need of extended learning opportunities	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS, TPRI, Voyager, STAR Report	1, 2, 3, 4, 9

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Mathematics curriculum will be implemented for PreK-5 using CIF strategies	Principal, Assistant Principal, Instructional Coach and Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Think through Math.	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Principal, Assistant Principal, Instructional Coach and Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will receive training on unpacking the math TEKS and analyzing data.	Principal, Assistant Principal, Instructional Coach and Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide	Principal, Assistant Principal, Teachers	Title 1 211, Local Funds 199	October 2015-April 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
Data will be used to inform tutorial lessons and to identify spiraled skills	Assistant Principal, Teachers and Tutors	Title 1 211, Local Funds 199	August 2015-May 2016	Lesson Plans, Enrichment Period, Attendance Sheet	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #9



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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Data will be used to identify students in need of extended learning opportunities	Principal, Assistant Principal, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, #9
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format. Such as IXL, Kamico, Brain pop Jr, Ford Ferrier, Daily Moose, America Math, Fast Focus, Countdown to Math, Istation, Go Math, Manipulatives, Kamico, Wrap-Ups. STAAR Ready.	Principal, Assistant Principal, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Exit tickets will be developed aligned to the skill of the day	Instructional Coach, Classroom Teachers, Paraprofessionals	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans, CIF strategies/Protocols	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAA	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Provide Sharon Wells training on effective teaching strategies for elementary math teachers.  Provide Pearlized Math training for 1 <sup>st</sup> grade teachers	Assistant Superintendent for C&I, Principal, Assistant Principal, Teachers	Title 1 Funds	August 2015-March 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Special Population students with math concepts in native language and reinforce English.	Principal, Assistant Principal, Classroom Teachers, Paraprofessionals	Title 1 Funds	September 2016-April 2016	Lesson Plans, Translation, Workbooks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides and materials needed to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> <li>•Dictionaries, paper, pencils</li> <li>•Nonlinguistic Representation Activities,,laminating machine</li> <li>•Frayer model posters</li> <li>•Interactive Word Walls</li> <li>•Thinking Maps/Instructional Posters, tag paper, colored paper, notebook binders,</li> <li>•Graphic Organizers</li> <li>•Voyager Program</li> <li>•iStation/Learning .com</li> <li>•Motivational Math, I Reading, Science, Writing</li> <li>•Write from the beginning</li> <li>•Texas Treasures/TPRI</li> <li>•Unique Learning RDG/Math</li> <li>•Go Math/library books</li> <li>•Tutoring/Part time Professional Tutors afterschool/Saturday.</li> <li>•Manipulatives for all subjects</li> <li>•Science Fusion materials</li> <li>•Reach Adoption materials</li> <li>•STAAR Ready/Countdown</li> <li>•Think through Math</li> </ul>	<p>Assistant Superintendent for C&amp;I, District Content Coordinators, Bilingual Director, Special Ed Director, Teachers</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>Summer 2015</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBA, BMs, STAAR, TELPAS, STAAR ALT 2, Fluency tests, TPRI/Tejas Lee Strategies, LAS and Pre LAS, M class</p>	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Campus Administration Instructional Coaches, Bilingual Director Special Ed Director and supervisors	Title 1 211, Local Funds 199 Special Ed 224	August 2015- May 2016	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, STAAR ALT 2,	
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress, such as tutoring, Voyager/ Passaporte, SSRW/CDLE Program,	Principals, Special Ed Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 224	August 2015- May 2016	Walk-throughs, ARDs, Accommodations, Lesson Plans, RTI	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principals, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Title III 224	August 2015- May 2016	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principals, Bilingual Director, Instructional Coaches, District Level Administrators, counselors, Special Ed	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2015- May 2016	Tutorial Logs, Counseling logs Participation rates and rosters, RTI.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Principals, Counselor, Teacher , 504 Coordinators,	Title 1 211, Local Funds 199	August 2015- May 2016	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS, STAAR A,	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principals, District Level Administrators, 504 Coordinator,	Title 1 211, Local Funds 199	August 2015- May 2016	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports, ARD	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS, STAAR A,	
8. Provide extended learning and credit recovery opportunities for students not mastering the curriculum through summer school, credit recovery, Saturday academies, tutorials, and enrichment period.	Campus Administrators , Teachers, Attendance Clerk,	SCE Funds	August 2015- August 2016	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	
9. Using data room, administrators will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions. Different test to be reviewed will be <ul style="list-style-type: none"> <li>• Pre-LAS</li> <li>• LAS Link</li> <li>• MClass/ Checklist PK/ TPRI/ Tejas Lee</li> <li>• TELPAS-LEP</li> <li>• State Accountability Reports</li> <li>• District Assessments</li> </ul>	Campus Administrators, Teachers	Title 1 211, Local Funds 199	August 2015- May 2016	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, STAAR A, STAAR ALT 2, MClass,	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Assistant Supt. For Curriculum & Instructinos Central office Instructional Administrators, Principals and Assistant Principals	Local Funds 199	August 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 - #2,4,8,9
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principals, Assistant Principals, Teachers	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 - #2,4,8,9
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principals, Assistant Principal, Instructional Coaches,	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 - #2,4,8,9
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Assistant Supt for C&I, Administrators for instructions, principal, assistant 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 -#2,4,8,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal, Assistant Principal, Teachers. Part time professional tutors	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 - #2,4,8,9

**Campus 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 School wide Components
Parent meetings geared toward knowledge of standardized testing <ul style="list-style-type: none"> <li>• Identify and delineate activities which will maximize involvement of parents.</li> </ul>	Principals, Assistant Principal, Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2015 - May 2016	Sign-in Sheets PowerPoint	Parent Surveys	Summative	Title I- #4, #6
Parent Orientations <ul style="list-style-type: none"> <li>• Hold orientation meetings to inform parents on: Assessments by grade levels</li> <li>1. Parental Involvement Policy</li> <li>2. Parent/Teacher/Student Compact</li> <li>3. STAAR Campus reports</li> <li>4. Attendance on assessment days</li> <li>ARP decision making through intervention programs.</li> <li>5. Monday night reading meetings on assessments</li> </ul>	Teacher, Principal, Assistant Principal, Parental Director, Logistic Specialist, Parent Educators	Title I Funds	August 2015 - May 2016	Sign-in Sheets, Telephone Logs PowerPoint	Parent Surveys	Summative	Title I- #4, #6

**Campus 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
Sponsor after school tutoring sessions for elementary students; ask parents to assist in supervision in library for family reading nights. <ul style="list-style-type: none"> <li>• Morning tutoring 8:00-8:30</li> <li>Saturday Tutoring 8:00 – 12:00</li> <li>• Saturday Science academies</li> <li>• Bring in presentations speakers (material as required by Science Lab instructor or activities)</li> </ul>	Principal, Assistant Principal, Lab Managers, Librarians Instructional coaches	Title I Funds	May 2016	Sign-in Sheets, Telephone Logs Activity product	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9



**Campus Goal 5: Family and Community Involvement**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Modify adult volunteer services program to include students @ all levels <ul style="list-style-type: none"> <li>• Techie club-computer base skills</li> <li>• Earth Club</li> <li>• Choir</li> <li>• Riffle Corps.</li> </ul> (Shirts, transportation, computer tablets, USBS and other related materials for tech)	Principal, Assistant Principal, Parental Director, Logistic Specialist, Music teacher and sponsors	Local Funds, Title I Funds	May 2016	Volunteer sign-in card, products	Tally of Volunteer hours	Summative	Title I- #9

**Campus Goal 5: Family and Community Involvement**

**Objective 4: Increase Parental involvement in secondary campuses**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host at least 2 major events per year at primary campuses <ul style="list-style-type: none"> <li>• Curriculum night</li> <li>• Meet the teacher night</li> <li>• Veterans Day</li> <li>• End of the year ceremony</li> </ul>	Principal, Assistant Principal, Parent educator Parent Educators and teachers	Local Funds, Title I Funds	May 2016	Sign-in Sheets	Parent Surveys		Title I- #6, #10

**Campus Goal 5: Family and Community Involvement**

**Objective 5: Increase average of parents with high school diplomas**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Increase enrollment of adult Literacy Participation by 15% <ul style="list-style-type: none"> <li>• Home visits to raise awareness of our resources</li> <li>• Hosting Donuts for Dad</li> <li>• Muffins for Mom</li> <li>• Grandparent's Day Readings</li> </ul> (paper for fliers, ink, copy machine, reading material, and baked goods)	Principal, Assistant Principal, Parent Educators Librarians CIT Trainings	Local Funds, Title I Funds	May 2016	Classroom attendance sheets	End of year course completion certificates	Summative	Title I- #6, #10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through technology trainings. These trainings will be planned for the proper usage of technology within a classroom setting.</p> <ul style="list-style-type: none"> <li>• Trainings on Promethean Boards, Promethean/ CPS Clickers, Mimios, Mobi, all software programs</li> <li>• Purchase needed instructional softwares edusmart, TTM, Istation</li> </ul>	<p>Principal Assistant Principal Counselor Strategist Librarian Teacher</p>	<ul style="list-style-type: none"> <li>• Title 1</li> <li>• Local Funds</li> </ul>	<p>Ongoing... This will be a yearly expense with additions each year as funds become available August 2015-June 2016.</p>	<p>Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology</p>	<p>Increased student scores. More usage of technology in the classroom.</p>	<p>Budget reviews and monthly campus visits with principals. Feedback from administrators.</p>	<p>Title 1 3 4</p>
<p>District technology personnel provide resources and support for instructional teachers to work directly within our campus to integrate technology into curriculum.</p>	<p>Principal Assistant Principal Counselor Strategist Librarian teacher</p>	<ul style="list-style-type: none"> <li>• Title 1</li> <li>• Local Funds</li> </ul>	<p>Ongoing. This is a yearly expense that will be increased every year as funds are available August 2015- June 2016</p>	<p>Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).</p>	<p>Increased student scores. More usage of technology in the classroom.</p>	<p>Administrative and CIF instructional reviews.</p>	<p>Title 1 3 4</p>
<p>Santos Livas provides technology application skills training. The district also offers courses from the Parental Involvement Department where technology literate personnel conduct these trainings.</p> <ul style="list-style-type: none"> <li>• E-books trainings</li> <li>• Home Connect</li> <li>• Microsoft</li> <li>• Databases</li> </ul>	<p>Principal Assistant Principal Counselor Strategist Librarian Teacher</p>	<ul style="list-style-type: none"> <li>• Title 1</li> <li>• Local Funds</li> </ul>	<p>Ongoing. This is a strategy that is carried out year-round and in the summers August 2015-June 2016.</p>	<p>Sign-in sheets An increase in the number of technology literate and English Proficient parents</p>	<p>Increase in the number of Technology Literate parents, and community members.</p>	<p>Administrative walk through during parent presentations.</p>	<p>Title 1 3 10</p>

**Campus Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The campus technology personnel will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.</p> <ul style="list-style-type: none"> <li>Accelerated Reader Software</li> </ul>	<p>Principal Assistant Principal Counselor Strategist Librarian Teacher</p>	<ul style="list-style-type: none"> <li>Title 1</li> <li>Local Funds</li> </ul>	<p>August 2015-May 2016.</p>	<p>AR reports from schools</p>	<p>Improved scores in reading</p>	<p>Increase in the participation and scores on the AR program</p>	<p>Title 1 3 4</p>
<p>The Technology Department will provide for the delivery of online library/research resources (Destiny Online and MakinVia) 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.</p>	<p>Principal Assistant Principal Counselor Strategist Librarian Teacher</p>	<ul style="list-style-type: none"> <li>Title 1</li> <li>Local Funds</li> </ul>	<p>August 2015-May 2016</p>	<p>Usage reports from the Destiny system.</p>	<p>Increase in the number of students using the Destiny system.</p>	<p>Review of Destiny Reports</p>	<p>Title 1 3 4</p>

**Campus Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Audit the curriculum and integrate technology essential knowledge and skills (TEKS) at the K-5 level and update and create courses for Technology Applications.</p> <ul style="list-style-type: none"> <li>• Weekly access to computer labs and at least 5 working computers per class.</li> <li>• Learning.com</li> <li>• I station Reading Program</li> <li>• Think through Math Program</li> </ul>	<p>Principal, Assistant Principal, Counselor, Teachers, Instructional Coach, Librarian,</p>	<p>Title 1 and Local Funds</p>	<p>This is an ongoing process. This will be done Sept 2016.</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>2</p>
<p>Software Computers Promethean Pens <b>Laptops/IPads</b></p>	<p>Principal, Assistant Principal, Counselor, Teachers, Instructional Coach, Librarian,</p>	<p>Title 1 and Local Funds</p>	<p>Ongoing This will be done by June 2015.</p>	<p>Results of technology benchmarks – Learning.com 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>2</p>

**Campus Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Continue to support computer assisted instruction in computer labs and distributed settings.</p> <ul style="list-style-type: none"> <li>• Black ink cartridges</li> <li>• Colored ink</li> <li>• Data projectors</li> <li>• Document readers</li> <li>• Clickers</li> <li>• Usb's</li> <li>• Cable splitters\</li> <li>• VGH Cords, mounts, Wiring</li> <li>• Light bulbs for projectors</li> <li>• Batteries</li> <li>• Amplification system</li> <li>• CD Players</li> <li>• Radios</li> <li>• Connection cords</li> <li>• Ebooks</li> <li>• Update Licenses for software</li> <li>• Headphones w/mic</li> <li>• Wireless Cards</li> <li>• Poster maker</li> <li>• Promethean pens</li> <li>• Large wide screens</li> </ul>	<p>Principal, Assistant Principal, Counselor, Teachers, Instructional Coaches, Librarian,</p>	<p>Title 1 and Local Funds</p>	<p>Ongoing.</p>	<p>Campus visits to computer labs by Instructional Technology Staff. Learning.Com Program reports (higher TAKS <u>scores</u>).</p>	<p>Increase in student achievement (higher TAKS scores). Higher TA 8<sup>th</sup> Grade Scores</p>	<p>Summative-Reports</p>	<p>2</p>
<p>The campus will mandate that all elementary teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)</p>	<p>Principal, Assistant Principal, Counselor, Teachers, Instructional Coach, Librarian,</p>	<p>Title 1 and Local Funds</p>	<p>2015-2016</p>	<p>LAB usage logs</p>	<p>Increase in student achievement (higher TAKS scores). Higher TA 8<sup>th</sup> Grade Scores</p>	<p>Reports Instructional Technology department campus visits and observations.</p>	<p>2</p>

**Campus 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 school Intranet/Internet to include campus and classroom websites. Staff will use the district's Share Point site to collaborate with other teachers and with students.</p> <ul style="list-style-type: none"> <li>• Purchase and update Wi-Fi components to insure the entire building has access to internet</li> <li>• Wireless usbs</li> <li>• Intenet cords</li> <li>• Modems</li> </ul>	<p>Classroom Teachers Campus Administration Computer Lab Manager Counselor Librarian MIS Department Technology Dep.t</p>	<p>Title 1, local</p>	<p>Aug. 2015-June 2016</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration on curriculum, business and administrative projects.</p>		<p>4,6</p>
<p>Develop and maintain a school website as a resource for instruction and a tool for school to community communication. The school will provide informational updates on the programs and implementation of technology and other projects ongoing in the school as well as up coming projects.</p>	<p>Classroom Teachers Campus Administration Computer Lab Manager Counselor Librarian</p>	<p>Title 1, local</p>	<p>The school already has a web site which is continually being updated and expanded to include more instructional resources and community information. 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>4,6</p>



**Campus Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide internet instruction to all teachers and students. The school will use Learning.com for all K-5 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.</p>	<p>Classroom Teachers Campus Administration Computer Lab Manager Counselor Librarian</p>	<p>Title 1, local</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>4,6</p>

**Campus Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<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 Central Office Staff</p>	<p>Local Technology Budget, and hardware</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs in 2013-2015. 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>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>		

**Campus 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
Attend Training for Administrators ,teachers, students, and parents on student referral protocols, de-escalation and restorative practices	Principal Asst. Principal Counselor	Local Funds	August 2015- June 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#6, 7, 10
Promote the Be Respectful, Responsible and Be Safe Program Emphasize the expectations on posters and banners.	RTI Committee Counselor Teacher Administration	Local Funds	August 2015- June 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#6, 7 ,10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assist campuses with individual student needs ( medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	Nurse	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2015- June 2016	Assistance provided to students as needed	Health Needs Met	Health records Side by side data analysis	Title 1--#10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources	Nurse	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2015- June 2016	Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed	Less asthma related emergencies	Health Records Side by side data analysis	Title 1--#10
Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.	Nurse Director of Health Services	-School based clinics -Local health care providers -Local hospitals	August 2015- June 2016	Live monitoring of uninsured students with dashboards by individual campus and student	Decrease percentage of student without a medical home	Health Records, Side by side data analysis	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Action Steps:                      -Use a common or national outcome measures and/or tool to assess well-being.                      -Develop and disseminate a best-practices document for community providers.                      -Refer children to the appropriate medical services (school based clinics)</p>	<p>Principal                      Assistant Principal                      Counselor                      Staff Members</p>	<p>-School based clinics                      -Local health care providers                      -Local hospitals</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>Provide support services including deterrent of bullying/emotional abuse, suicide risk.                      Action Steps:                      -Continued use of the bullying/suicide box,                      Purchase banners promoting a safe environment</p>	<p>Principal                      Assistant Principal                      Counselor                      Staff Members</p>	<p>-Behavioral Centers                      -PSJA LPC                      Videos</p>	<p>August 2015-                      June 2016</p>	<p>Drills run yearly throughout district</p>	<p>Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>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</p>	<p>Principal                      Assistant Principal                      Counselor                      Staff Members</p>	<p>-Emergency medical services from Pharr, San Juan and Alamo</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>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<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>Principal                      Assistant Principal                      Counselor                      Staff Members</p>	<p>-Texas Tropical                      -Behavioral Centers                      -Police Departments                      Videos</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>Principal                      Assistant Principal                      Counselor                      Staff Members</p>	<p>Coach H. Rios-                      Athletic Department                      -LPC                      Videos</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>

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

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<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"> <li>- Emphasize exercise and nutrition for the development of healthy lifestyle choices in students.</li> <li>-SHAC along with coaches will constantly try to improve amount of physical activity in school setting.</li> <li>-Develop policies that support healthy eating and physical activities.</li> <li>-Become a Healthy USA School and complete the challenge.</li> <li>-Provide public awareness, provide educational materials and appropriate referrals.</li> </ul>	<p>Coaches Nurse -Director of Health Services</p>	<p>-Child nutrition department -Coaching staff -Dietician DHR school based clinic Catch Program FitnessGram Testing</p>	<p>August 2015- June 2016</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis Physical Testing Nutrition Guidelines</p>	<p>Title 1 – #10</p>

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Campus will be getting audited. Implement lock downs and drills. Be Responsible-Be Respectful-Be Safe posters, banners and motivational incentives. Show videos and power points on expected behaviors.	Security and Safety Department	Local Funds	August 2015- June 2016	Security Audits sent to all Principals  Via emails and newsletters	Decrease in security incidents	Side by side data analysis	Title 1--#6, 7, 10
DE-ESCALATION TECHNIQUES= Training all security staff on proper confrontational management techniques	Principal Assistant Counselor	Local Funds	August 2015- June 2016	Less incidents of improper force use by De-escalation Techniques	Decrease in security and safety incidents	Side by side data analysis	Title 1--#6, 7, 10
Training all school staff and students 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--#6, 7, 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	DE-ESCALATION dress professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#6, 7, 10



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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Principal Assistant Principal Clerks Teachers	Local Funds	August 2015- June 2016	<ul style="list-style-type: none"> <li>-Pre-registration campaign</li> <li>-District Expo</li> <li>-Student Choice Transfers</li> <li>-Student Recovery Initiatives</li> <li>-Pre-Countdown to Zero</li> <li>-PEIMS/Leaver Training</li> <li>-Countdown to Zero</li> <li>-Customer Service Training</li> </ul>	<ul style="list-style-type: none"> <li>-District Dashboard Data</li> <li>-eSchool Cognos Reports</li> <li>-Preliminary Enrollment Counts</li> <li>-Sign-In Sheets</li> <li>Public Relations/PEIMS</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing Data Validation</li> <li>Leaver Reviews</li> <li>Semi-annual and Yearly Comparison Reports</li> </ul>	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance. Create large posters with attendance expectations on a poster maker. Create Be Responsible, Be respectful and BE Safe posters for entire campus with expectations outlined	Pupil Accounting Director, Campus Personnel	Local Funds	August 2015- June 2016	<ul style="list-style-type: none"> <li>Correspondence, Emails, TEA letter, PEIMS update annual training</li> <li>Development and Implementation of Truancy and Dropout System Application</li> </ul>	<ul style="list-style-type: none"> <li>Increase of student attendance through daily, six weeks and year report</li> <li>Decrease in discipline and truancy.</li> </ul>	<ul style="list-style-type: none"> <li>Data Analysis Review</li> <li>Updated through corrective measures.</li> </ul>	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review and revise campus monitoring systems to implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> <li>• School messenger</li> <li>• Personal phone calls</li> <li>• ARP attendance committee meetings</li> </ul>	Principal, Assistant Principal Teacher, ARP committee members	Local Funds	August 2015-June 2016	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports  PEIMS end of year report	Texas Academic Report Card	Title 1--#10
Provide consistent student support and guidance through campus personnel to ensure student academic success.	Pupil Accounting Director	Local Funds	August 2015-June 2016	School community Liason Program Personnel E – School Data	Increase in student achievement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10

**Campus Goal 8: Staff Quality, Recruitment, and Retention**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> <li>Competitive Salaries for Teachers, and all District staff</li> <li>Competitive Stipends for Masters and/or certifications that support district initiatives</li> </ul>	HR, Business office	Funds for salaries and stipends	Feb.-Aug.	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> <li>Improvement in student academic scores</li> <li>Improvement in instruction delivery</li> </ul>	Staff Retention reports	
Unique district incentives <ul style="list-style-type: none"> <li>Paying of Local Days</li> <li>District contribution for employee medical plan</li> </ul>	Business Office	Funds to pay days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> <li>Staff retiring from district</li> </ul>	More experience work force	
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> <li>Bilingual/ESL certified</li> <li>Special Education certified</li> <li>Core area certifications</li> <li>Masters degrees</li> <li>CTE certified</li> <li>Advance Placement certified</li> </ul> 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"> <li>Staff hired</li> <li>High teacher retention rate</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms have a HQ teacher that is prepared to deliver instruction</li> <li>Teacher will support student success with content expertise</li> </ul>	<ul style="list-style-type: none"> <li>Screen all applicants for best candidates</li> <li>Hold Invitational Job Fairs</li> </ul>	
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	

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

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