



**Sgt. Leonel Treviño Elementary  
Campus Improvement Plan  
2015-2016**

Board Approved:

## Mission Statement

To prepare all students to be successful in life by providing quality instruction in a motivated educational environment conducive to helping students learn and excel academically in order to be globally competitive.

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

### ***Guiding Principles***

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

## ***What We Want to Accomplish***

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

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

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

## **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

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

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

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

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

## **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

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

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

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

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

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

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

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

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

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

**Title I, Part A**  
**School wide Components:**

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

# Comprehensive Needs Assessment



## Data Resources Reviewed

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

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### Special Education:

The following sources from across the district were used to review the Special Education data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-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: As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Reading, the achievement gap between SpEd and All students 2014-2015 is 35%.
- In Mathematics, the achievement gap between SpEd and All students 2014-2015 is 36%.
- In Writing, the achievement gap between SpEd and All students 2014-2015 is 52%.
- In Science, the achievement gap between SpEd and All students 2014-2015 is 23%.

#### Personnel Needs:

The Special Education Department 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 Special Education Department 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 3<sup>rd</sup> Grade Reading, the passing rate for SpEd students at PSJAISD was 56%, 6 points above the state.
- In STAAR 5<sup>th</sup> Grade Reading, the passing rate for SpEd students at PSJAISD was 56%, 12 points above the state.
- In 5<sup>th</sup> Grade Science, the passing rate was SpEd students at PSJAISD was 66%, 25 points above the state.



# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### English Language Learners (ELL):

The following sources from across the district were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. The BE/DL Department 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 BE/DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

#### Needs:

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

- In Reading, the achievement gap between ELL and All students 2014-2015 is 11%.
- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 16%.
- In Writing, the achievement gap between ELL and All students 2014-2015 is 8%.
- In Science, the achievement gap between ELL and All students 2014-2015 is 11%.
- The Elementary School TELPAS Yearly Progress Indicator was 52% in 2014 and maintained at 52% in 2015.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### English Language Learners (ELL):

##### Strengths:

- The Dual Language Program at PSJAISD serves ELL students in grades K-12 at PSJAISD.

On the STAAR exam:

- 3<sup>rd</sup> grade Reading, passing rate for ELL students at PSJAISD was 74%, 7 points above the state.
- 4<sup>th</sup> grade Reading, passing rate for ELL students at PSJAISD was 64%, 5 points above the state.
- 4<sup>th</sup> grade Writing, passing rate for ELL students at PSJAISD was 70%, 11 points above the state.
- 5<sup>th</sup> grade Reading, passing rate for ELL students at PSJAISD was 84%, 25 points above the state.
- 5<sup>th</sup> grade Science, passing rate for ELL students at PSJAISD was 67%, 15 points above the state.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

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

#### Needs:

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

- In Reading, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Mathematics, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Writing, the achievement gap between Eco Dis and All students 2014-2015 is 1%.
- In Science, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, PSJA earned a score of 37, 3 points below the region and 3 points below the state.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

##### Strengths:

- In 3<sup>rd</sup> grade Reading, the passing rate for Eco Dis students at PSJAISD was 76%, 7 points above the state.
- In 4<sup>th</sup> grade Reading, the passing rate for Eco Dis students at PSJISD was 65%, 1 point above the state.
- In 4<sup>th</sup> grade Writing, the passing rate for Eco Dis students at PSJAISD was 70%, 9 points above the state.
- In 5<sup>th</sup> grade Reading, the passing rate for Eco Dis students at PSJAISD was 85%, 15 points above the state.
- In 5<sup>th</sup> grade Science, the passing rate for Eco Dis students at PSJAISD was 70%, 8 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	<p style="text-align: center;"><b>Index 1: Student Achievement</b></p>	<ul style="list-style-type: none"> <li>• 3rd Grade Math and Reading</li> <li>• 4<sup>th</sup> Grade Writing</li> <li>• 5<sup>th</sup> Grade Math, Reading, and Science</li> </ul> <p style="text-align: center;"><b>Mastery 70% or Higher</b></p>		<p style="text-align: center;"><b>SMART Goal: 60% or Higher</b></p>
2	<p style="text-align: center;"><b>Index 2: Student Progress</b></p>	<p>District Exceeded the State Target for Index 2 of 16% with 39% meeting or exceeding the progress measure.</p>	<ul style="list-style-type: none"> <li>• 61% 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 2014-15 in Reading and Mathematics</li> </ul>
3	<p style="text-align: center;"><b>Index 3: Closing the Achievement Gap</b></p>	<ul style="list-style-type: none"> <li>• Bilingual Ed (BE) STAAR 3-8 Met RI as per PBMAS in Math, Reading and Science</li> </ul>	<ul style="list-style-type: none"> <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 reading, writing, math, science, and social studies.</p>
4	<p style="text-align: center;"><b>Index 4: Post Secondary Readiness</b></p>	<p>The district met the index 4 target of 57 with a score of 67.</p>	<p style="text-align: center;"><b>Mastery at Final Recommended was below 25%.</b></p>	<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 schools</li> <li>• New buildings/renovations</li> <li>• Communication in both English and Spanish</li> <li>• Elementary parent involvement is high</li> <li>• Parent Liaison District level and campus</li> <li>• Parent Centers</li> <li>• Business Partnerships</li> <li>• IHE Partnerships</li> </ul>	<ul style="list-style-type: none"> <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>• Initiate parent academic conferences at all levels</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> </ul>	<ul style="list-style-type: none"> <li>• Provide training on the implementation of technology integration; increase on-line resource 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	SPED/ LEP	MIGRANT	ECD	GT
Number	603	321	282	38	406	0	1	20	39	561	26
Percent	100	53	46	6	67	0	0	3	6	93	4

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	603	596	0	0	6	1
Percent	100	98	0	0	0	0

# CAMPUS DEMOGRAPHICS



Total Enrollment – 32,051

Total Number of Schools – 43

Percent	Sgt. Trevino EL	PSJA ISD	STATEWIDE
Hispanic	98%	98.89%	51.34%
Economically Disadvantaged	93%	89.00%	60.26%
ELL	67%	41.04%	17.04%



# Student Achievement Summary 2015



	Performance Target 2015	State	Region 1	PSJAISD	Sgt. Trevino Elem	Campus Goals 2016
Index 1 Student Performance	60	77	73	66	70	75
Index 2 Progress Measure	20	37	39	35	51	56
Index 3 Closing the Gap	28	40	40	37	38	43
Index 4 Postsecondary Readiness	57	75	81	79	28	33

# Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Sgt. Trevino Elem.	Campus Goals 2016
Reading	60	77	71	64	73	78
Math	60	81	79	70	77	82
Writing	60	72	71	66	62	67
Science	60	78	75	70	70	75

# Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Sgt. Trevino Elem.	Campus Goals 2016
Reading	60	62	59	53	71	76
Math	60	65	64	54	75	80
Writing	60	60	62	58	60	65
Science	60	61	60	59	66	71

# Student Achievement Summary 2015



Special Ed Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Sgt. Trevino Elem.	Campus Goals 2016
Reading	60	43	37	29	50	70
Math	60	45	46	34	*	70
Writing	60	29	22	14	*	70
Science	60	47	46	47	*	70



## Student Achievement Summary 2015

ECO Dis Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Sgt. Trevino Elem.	Campus Goals 2016
Reading	60	70	69	62	71	76
Math	60	75	77	68	76	81
Writing	60	63	69	65	60	70
Science	60	71	73	68	68	75

# 2015-2016 District 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 I	59	8	10	
Phase In 2 Level II	67	18	23	
Phase In 2 Level III	76	14	20	
Final Recommended	83	10	15	
Adv. Level III	91	13	18	

## 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 I	60	13	15	
Phase in 2 Level II	67	12	17	
Phase In 2 Level III	75	13	18	
Final Recommended	81	13	18	
Adv. Level III	90	7	12	

## 5<sup>th</sup> Grade Mathematics

% of Items Needed to Meet State Performance Standard		% Passing State Assessment <i>TARGET: 60%</i>	Goal	
			<i>TARGET: 60%</i>	
		2015	2016	
Phase In 1 Level I Unsatisfactory	54	30		
Phase in 2 Level II Satisfactory	62	70	80	
Adv. Level III	88	7	15	

# 2015-2016 District Goals



## 3<sup>rd</sup> Grade Reading-English

% 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 I	50	6	10
Phase in 2 Level II	58	6	11
Phase in 2 Level III	68	10	15
Final Recommended	75	26	31
Adv. Level III	85	29	34

## 4th Grade Reading-English

% 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 I	52	7	10
Phase in 2 Level II	59	19	24
Phase in 2 Level III	70	5	10
Final Recommended	75	17	22
Adv. Level III	86	21	26

## 5<sup>th</sup> Grade Reading-English

% of Items Needed to Meet State Performance Standard		% Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level I Unsatisfactory	54	20	
Phase in 2 Level II Satisfactory	63	80	90
Adv. Level III	87	18	30

# 2015-2016 District Goals



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

% 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 I	50	3	8	
Phase in 2 Level II	58	7	12	
Phase in 2 Level III	65	14	19	
Final Recommended	73	24	29	
Adv. Level III	83	15	20	

## 4<sup>th</sup> Grade Reading-Spanish

% 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 I	52	7	10	
Phase in 2 Level II	59	21	26	
Phase in 2 Level III	68	7	12	
Final Recommended	75	7	12	
Adv. Level III	86	14	19	

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

% 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 I Unsatisfactory	48	31		
Phase in 2 Level II Satisfactory	54	69	80	
Adv. Level III	85	15	25	



# 2015-2016 District Goals



## 4th Grade Writing-English

% 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 I	52	4	8
Phase in 2 Level II	57	11	16
Phase in 2 Level III	64	9	14
Final Recommended	68	42	45
Level III Adv.	84	4	10

## 4th Grade Writing-Spanish

% 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 I	57	12	15
Phase in 2 Level II	61	12	17
Phase in 2 Level III	68	2	10
Final Recommended	70	23	28
Level III Adv.	84	5	10

# 2015-2016 District Goals



## 5<sup>th</sup> Grade Science-English

% 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 I		81	
Phase in 2 Level II		70	75
Phase in 2 Level III		56	60
Final Recommended		40	50
Level III Adv.		9	15

## 5<sup>th</sup> Grade Science-Spanish

% 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 I		58	
Phase in 2 Level II		44	
Phase in 2 Level III		19	
Final Recommended		13	
Level III Adv.		0	

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

**Objective 1: Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conduct a needs assessment by grade level and meet to analyze results from Data gathered to include: PRE-LAS LAS-O, LAS L/E, LAS Links R/W Texas Primary Reading Inventory (TPRI)/Tejas Lee Checklists Pre-K and Kinder SME Computer Reports TELPAS Reports District Assessments Assessments Reports STAAR Assessment Reports AEIS Reports Campus Based Assessments Voyager/Passports Results Science District Test Rising Star Readers Data GT Testing AR Reports Star Reports Istation Think Through Math EduSmart	Principal Asst. Principal Teachers	Test Scores Data Progress Monitoring Charts	August 2015- May 2016	Data charted for prioritizing & planning instructional needs to improve Student Achievement	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #1, 3

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

**Objective 1: Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards.**

<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>
<p>Identify special population needs and implement instructional programs to meet their needs in all content areas.</p> <p>Strategies Materials Tutorials Incentives Timelines RTI Dual Language/Enrichment Prog. Interventionist Voyager</p> <p>Develop an intervention &amp; acceleration plan to address the needs of Special population groups.</p>	<p>Principal Asst. Principal Teachers</p>	<p>Test Scores/ Data/ Progress Monitoring Charts</p>	<p>August 2015- May 2016</p>	<p>Data charted for prioritizing &amp; planning instructional needs to improve Student Achievement</p>	<p>Benchmark scores, student achievement gains</p>	<p>Mini assessments, CBAs, BMs, STAAR, TELPAS,</p>	<p>Title 1- #2, 4</p>

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

**Objective 1: Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Develop a collaborative plan to increase scores (to include tutoring)</p> <p>Align TEKS activities and materials to meet the needs of all student subgroups in Language Arts, Math, Social Studies and Science.</p> <p>Conduct grade-level Chairperson effectiveness of campus plan implementation</p> <p>Provide incentives, &amp; snacks, which will increase academic success.</p> <p>Provide material &amp; activities that will increase academic success.</p> <ul style="list-style-type: none"> <li>-Headphones for Computers</li> <li>-Paper</li> <li>-Promethean board supplies (lamps and pens)</li> <li>-Ink</li> <li>-Supplies</li> <li>-CLC Meetings</li> </ul>	<p>Principal Asst. Principal Teachers</p>	<p>Local Funds, Title 1 Funds</p>	<p>Aug 2015- May 2016</p>	<p>Data charted for prioritizing &amp; planning instructional needs to improve Student Achievement</p>	<p>Agendas Benchmark results Campus developed Assessments Agendas/Minutes Calendar</p>	<p>Mini assessments, CBAs, BMs, STAAR, TELPAS,</p>	<p>Title 1- #2</p>

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

**Objective 1: Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards.**

<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>
<ul style="list-style-type: none"> <li>-Enhance oral language development through music &amp; P.E.</li> <li>-Provide material that will enhance Oral Language</li> <li>-Utilize activities to promote higher thinking skills</li>   <li>-Provide classroom libraries</li> <li>Big Books</li> <li>Weekly Readers</li> <li>Guided Reading Books</li> <li>Novel Sets</li> <li>Teacher made materials</li> </ul>	Principal Asst. Principal Teachers	Local Funds, Title 1 Funds	Aug 2015- May 2016	Data charted for prioritizing & planning instructional needs to improve Student Achievement	Walkthrough Data	Increased circulation of books in Library.	Title 1- #2, 4
Campus Performance Review sessions (CPRs) will be held at campus following each district level CBA or Benchmark for in-depth analysis of the data	Principal Asst. Principal	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Instructional Coach, Assistant principal and Principal will monitor the implementation of the curriculum at each campus	Principal	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses	District Content Coordinators	Local Funds, Title 1 Funds	June 2015 – May 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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

**Objective 1: Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Implement a continuous monitoring program to ensure continuity and consistency of the curriculum:</p> <ul style="list-style-type: none"> <li>-Have grade level meetings to Disseminate information, ensure adherence to timelines and curriculum standards, sharing of ideas, analyzing student progress, etc.</li> <li>-Use Progress Monitoring forms to chart student progress, etc.</li> <li>-Review grade books and lesson plans</li> </ul> <p>Identify and share effective reading practices through</p> <ul style="list-style-type: none"> <li>• schedule grade level meetings</li> <li>• schedule "cross-grade" level Meetings                             <ul style="list-style-type: none"> <li>*CLC Meetings</li> <li>*CLF Meetings</li> </ul> </li> </ul>	<p>Principal Asst. Principal Teachers</p>	<p>Data Sources</p>	<p>Aug 2015- May 2016</p>	<p>Data charted for prioritizing &amp; planning instructional needs to improve Student Achievement</p>	<p>Walkthrough Data</p>	<p>Agendas/Minutes Sign In Sheets Tracking charts</p> <p>Tracking charts</p> <p>Evaluations Sign In sheets Agenda/Minutes of meeting</p>	<p>Title 1- #2, 4</p>

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

**Objective 2: Assessments** aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2014-15

<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>
Teachers will receive assessment data for their students within 48 hours of the test administration	Principal Asst. Principal	Local Funds, Title 1 Funds	October 2015 November 2015 December 2016 February 2016	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available at each campus for data analysis and monitoring student progress.	Principal Asst. Principal	Local Funds, Title 1 Funds	August 2015- June 2016	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principal Asst. Principal	Local Funds, Title 1 Funds	October 2015 November 2015 December 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8



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

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2014-15 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principals	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principals	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015- June 2016	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

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

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2014-15 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/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	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Campus Principals, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2015 November 2015 January 2016 February 2016	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention daily, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Campus Principal, Asst Prin, Instructional Coach	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	August 2015-July 2016	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available Assessment Progress Reports	Campus Principal, Asst Prin, Instructional Coach	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2015 November 2015 January 2016 February 2016	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Collaborative Learning Communities [CLCs] will be scheduled 3X weekly in elementary schools and daily at the middle and high schools for unpacking the TEKS and lesson plan collaboration	Campus Principal, and Asst. Prin	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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide continuous staff development in: -Data analysis to identify language proficiency levels -ESL strategies/methodologies -Second language acquisition methodologies -Primary language instruction -Region One -Professional Development Consultants such as Diana Ramirez and Bill McDonald, Gretchen Bernabei and Irma Duran	Campus Principal, and Asst. Prin	Title 1 211, Local Funds 199	August 2015- May 2016	Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide staff development in writing to include: -Thinking Maps -Write from the Beginning -STAAR Alignment -Writing Across Content	Campus Principal, and Asst. Prin	Title 1 211, Local Funds 199	August 2015- May 2016	Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

<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 2 compositions per six weeks will be required at each grade level	Principals, Asst. Principals, District ELA Content Coordinators	Title 1 211, Local Funds 199	August 2015-May 2016	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	District ELA Content Coordinators, Campus Principals, Teachers	Title 1 211, Local Funds 199	Summer 2015 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Two aligned CBAs and two district Benchmarks will be administered district-wide	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

**District 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>
Data will be used to inform tutorial lessons and to identify spiraled skills	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8
Data will be used to identify students in need of extended learning opportunities	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p><b>Reading</b> Conduct a Vertical and Horizontal study of Spanish TEKS Standards.</p> <p>Enhance the state adopted reading program to develop reading skills in <u>Spanish</u>.</p> <ul style="list-style-type: none"> <li>-implement Cantar, Deletrear, Leer y Escribir</li> <li>-Accelerated Reading Program</li> <li>-Reading aloud</li> <li>-Phonics Through Music</li> <li>-Cancioneros</li> <li>-Pasaportes</li> </ul> <p>Implement a strong English Oral Lang. Program to ensure a smooth transition into an English curriculum- use chants, songs, stories, REACH</p>	Principal Asst Prin	Local Funds, Title 1 Funds	Aug 2015- May 2016	Walkthroughs, student work	Test Scores, student achievement gains	<p>Walk throughs Paraprofessional Schedule</p> <p>Lesson Plans Student Results Tutoring schedules Charts Progress Monitoring Benchmark/CBA Assessment Data</p>	Title 1 - #1, 2
<p><b>Reading</b> Implement a strong English Oral Lang. Program to ensure a smooth transition into an English curriculum- use chants, songs, stories, REACH, Mc Millan McGraw Books</p> <ul style="list-style-type: none"> <li>-Sing, Spell, Read and Write</li> <li>-Maintain and upgrade Technology to provide/reinforce student success.</li> </ul> <p>Discover English</p> <ul style="list-style-type: none"> <li>-REACH</li> </ul>	Principal Asst Prin	Local Funds, Title 1 Funds	Aug 2015- May 2016	Walkthroughs, student work	Test Scores, student achievement gains	<p>Library Circulation Reports AR Report</p> <p>Lesson Plans Tutoring Schedules Progress Reports</p>	Title 1 - #1, 2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide a literature-rich environment by increasing the number of Spanish Books in classroom and school libraries and make available to LEP students.</p> <p>Provide additional tutoring/reinforcement to students identified at-risk of failing K – 3<sup>rd</sup> grade</p> <p>Voyager group</p>	Principal Asst Prin	Local Funds, Title 1 Funds	Aug 2015- May 2016	Walkthroughs, sign in sheets	Test Scores, student achievement gains	Library Circulation Reports AR Report	Title 1 - #1, 2
<p>Support instructional program in reading through the implementation of:</p> <ul style="list-style-type: none"> <li>-Peer tutoring</li> <li>-Cooperative learning strategies</li> <li>-Reading Intervention Kits</li> <li>-Rising Star Readers</li> <li>-Voyager</li> <li>-Intervention Strategies</li> </ul> <p>Schedule additional computer time before/ after school</p>	Principal Asst Prin	Local Funds, Title 1 Funds	Aug 2015- May 2016	Walkthroughs, sign in sheets	Test Scores, student achievement gains	CBA/Benchmark Assessment Data	Title 1 - #1, 2



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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide additional support to students identified at-risk of failing K-4 <sup>th</sup> grade -Curriculum Nights: meet with parents/provide ideas of how to help study hints -Provide materials -tutoring after school during library time -tutoring during computer time as needed	Principal Asst Prin	Local Funds, Title 1 Funds	Aug 2015- May 2016	Walkthroughs	Test Scores, student achievement gains	CBA/Benchmark Assessment Data	Title 1 - #1, 2

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

**Objective 1: 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>
Identify and share effective math strategies through -grade level meetings -cross-grade level meetings -Chairperson Meeting	Principal Asst Prin Teachers	Local Funds, Title 1 Funds	Aug 2015- May 2016	Agendas Sign Ins	Test Scores, student achievement gains	CBA/Benchmark Assessment Data	Title 1 - #1, 4, 8
Participate in continuous staff development through -CLLs -Grade Level Meetings -Everyday Math -Sharon Wells Trainings	Principal Asst Prin	Local Funds, Title 1 Funds	Aug 2015- May 2016	Agendas Sign Ins	Test Scores, student achievement gains	CBA/Benchmark Assessment Data	Title 1 - #1, 2, 4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
<p><b>WRITING –</b> Provide extra time at the computer lab based on need.</p> <p>Schedule tutoring and/or extended day for 4<sup>th</sup> grade students.</p>	Principal Asst Prin	Local Funds, Title 1 Funds	Aug 2015- May 2016	Agendas Sign Ins	Test Scores, student achievement gains	CBA/Benchmark Assessment Data	Title 1 - #1, 2, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p><b>READING-</b> Provide instruction in a reduced pupil-Teacher ratio to improve language arts. Group rotations.</p> <p>Reading teacher/pupil ratio in the 5<sup>th</sup> grade to improve opportunities for learning.</p> <p>Provide supplemental instruction in reading needed through Accelerated Reading Instruction -Extended Year -Rising Star Readers</p>	Principal Asst Prin	Local Funds, Title 1 Funds	Aug 2015- May 2016	Agendas Sign Ins	Test Scores, student achievement gains	Class rosters Lesson Plans  ADA Reports  Participants Rosters Lesson Plans Attendance Rosters Schedules	Title 1 - #1, 2

**District 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>
Data will be used to inform tutorial lessons and to identify spiraled skills	Principals, Asst. Principal	Title 1 211, Local Funds 199	August 2015-May 2016	Walkthroughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p><b>READING –</b> Implement a quality instructional reading program to meet the needs of all students</p> <p>Provide material that will enhance reading.</p> <p>Conduct a Vertical and Horizontal study of the TEKS Standards for Reading and utilize data to guide instruction and prepare for STAAR.</p> <p>Provide continuous staff development through: -STAAR Alignment Staff Development -Sharon Wells/MATH training -Rising Star Readers-Progress Monitoring -Research-Based Training -Grade-level meetings.</p>	<p>Principal Asst. Principal</p>	<p>Local Funds, title 1 Funds</p>	<p>August 2015-May 2016</p>	<p>Walkthroughs, Sign Ins</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>Data desegregation Charts Agendas Progress monitoring charts Increased number of passing scores on TPRI, Tejas Lee TEKS aligned lesson plans Agendas Sign In Sheets Inclusion of Strategies in lesson plans</p>	<p>Title 1 - #1, 2, 8</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Enhance the state adopted reading program to develop reading skills:                      Provide phonemic awareness instruction                      -Sing, Spell, Read and Write                      Provide phonics instruction                      -Rising Star Readers Strategies                      Fluency instruction                      -Leveled readers                      -Echo, choral, guided, partner Reading                      -Interactive reading                      Enhance/align McMillan McGraw Hill Reading Adoption to STAAR rigor standards.</p>	<p>Principal                      Asst. Principal</p>	<p>Listening Stations                      CDs                        Promethean Boards                      Document Readers                      Laptops                      Speakers                      Connect Ed</p>	<p>August 2015-May 2016</p>	<p>Walkthroughs                      Fluency Checks</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>Grade Level Meeting                        Agendas                      Lesson Plans                      Timelines                      Increased number of passing scores on TPRI, Tejas Lee                        Progress monitoring charts                      Tutoring Schedules                      Benchmark results</p>	<p>Title 1 - #1, 2</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Vocabulary instruction                      -Word walls                      -Academic vocabulary charts                      -Content vocabulary charts                      -STAAR Alignment/Stems</p> <p>Comprehension Instruction                      -Questioning techniques</p> <p>-Passports/Voyager Program                      -Comprehension Strategies                      -Use Accelerated Reading program to increase vocabulary &amp; comprehension                      -Implement a 15 minute Sustained Silent Reading time.                      -Maintain an appropriate # of library books to enhance reading.</p>	<p>Principal                      Asst. Principal</p> <p>Teachers</p>	<p>Local Funds.                      Title 1 Funds</p> <p>Forde Ferrier</p>	<p>August 2015-May 2016</p>	<p>Walkthroughs</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>Reading timelines                      Lesson Plans                      Benchmark results</p> <p>Grade Level meetings                      Agendas</p> <p>Computer Lab                      Schedule                      AR report results</p> <p>Class schedules                      Walk-throughs                      Lesson Plans                      Progress monitoring                      Charts</p>	<p>Title 1 - #1, 2</p>



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

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

<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>
-Enhance oral language development through music & P.E. -Provide material that will enhance Oral Language -Utilize activities to promote higher thinking skills  -Provide classroom libraries Big Books Weekly Readers Guided Reading Books Novel Sets	Principal Asst. Principal  Teachers	Local Funds. Title 1 Funds	August 2015-May 2016	Walkthroughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p><b><u>WRITING –</u></b>                      Implement a quality instructional program to meet the needs of all students.</p> <p>Implement the following writing strategies:                      -Write From the Beginning K-5<sup>th</sup>                      -Mentoring Minds                      -Write Source</p>	Principal Asst. Principal  Teachers	Local Funds. Title 1 Funds	August 2015-May 2016	Walkthroughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
-Thinking Maps -proof reading activities -teacher/student conferencing -grammar and spelling -keep a composition portfolio -writing timelines -daily oral language activities	Principal Asst. Principal  Teachers	Local Funds. Title 1 Funds	August 2015-May 2016	Walkthroughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p><b>WRITING –</b>            Provide extra reinforcement in the area of:</p> <ul style="list-style-type: none"> <li>-elaboration</li> <li>-vocabulary</li> <li>-spelling</li> <li>-grammar</li> <li>-composition</li> <li>-voice</li> <li>-revising &amp; editing</li> </ul> <p>Utilize the following strategies</p> <ul style="list-style-type: none"> <li>-oral language development</li> <li>-read aloud</li> </ul> <p>Expository Stories</p> <ul style="list-style-type: none"> <li>-cooperative learning</li> </ul> <ul style="list-style-type: none"> <li>-skill driven instruction</li> <li>-skill specific bench marks</li> <li>-spiraled bench marks</li> </ul>	<p>Principal            Asst. Principal</p> <p>Teachers</p>	<p>Local Funds.            Title 1 Funds</p>	<p>August 2015-May 2016</p>	<p>Walkthroughs</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1, 2</p>

**District 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>
Data will be used to identify students in need of extended learning opportunities	Principals, Asst Prin, 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, 2
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Exit tickets will be developed aligned to the skill of the day	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p><b>MATH-</b> Implement a comprehensive plan to increase math scores for all students.</p> <p>Utilize Sharon Wells as curriculum</p> <p>Conduct weekly Vertical alignment, grades K – 5<sup>th</sup> Curriculum</p>	<p>Principals, Asst Prin, Teachers</p>	<p>Title 1 211, Local Funds 199</p>	<p>August 2015-May 2016</p>	<p>Walk-throughs, lesson plans</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>Lesson plans Staff Development Calendar Grade Level Activities Timelines Grade Level Agendas/Minutes Sign in sheets</p> <p>CBAs, BMs, STAAR, TELPAS</p> <p>Curriculum aligned meetings</p>	<p>Title 1 - #1, 2</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Enhance math curriculum -utilize Math Sharon Wells Activities & Lessons -Implement Sharon Wells training -Everyday Math -Mentoring Minds -Pearlized Math	Principal Asst. Principal  Teachers	Local Funds. Title 1 Funds	August 2015-May 2016	Walkthroughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Provide manipulative materials to help students with: -problem-solving strategies -graphing skills -basic facts -cooperative learning	Principal Asst. Principal  Teachers	Local Funds. Title 1 Funds	August 2015-May 2016	Walkthroughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Integrate software into the curriculum to reinforce and enhance math skills -computer lab -classroom computers -Ignite -Success Maker	Principal Asst. Principal  Teachers	Local Funds. Title 1 Funds	August 2015-May 2016	Walkthroughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p><b>MATH –</b> Introduce the math concepts in the native language as needed.</p> <p>Provide LEP students additional computer time based on need</p> <p>Provide tutoring/Extended Year Program -before/after school -utilize Bilingual strategies</p> <p>Small group instruction through the use of paraprofessionals. Schedule parent/teacher conferences to discuss student progress.</p>	<p>Principal Asst. Principal  Teachers</p>	<p>Local Funds. Title 1 Funds</p>	<p>August 2015-May 2016</p>	<p>Walkthroughs</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1, 2</p>
<p><b>MATH -</b> Provide instruction with supplemental materials to tutor, reinforce identified students on the priority for services report.</p> <p>Hold teacher/parent meetings to discuss student progress.</p>	<p>Principal Asst. Principal  Teachers</p>	<p>Local Funds. Title 1 Funds</p>	<p>August 2015-May 2016</p>	<p>Walkthroughs</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1, 2</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p><b>MATH –</b> Provide supplemental math instruction &amp; material for identified 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade students</p> <p>Provide students with tutoring and/or Extended year program services before/during/after school.</p> <p>Reinforce teacher’s math instruction in areas of need.</p>	<p>Principal Asst. Principal  Teachers</p>	<p>Local Funds. Title 1 Funds</p>	<p>August 2015-May 2016</p>	<p>Walkthroughs</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1, 2</p>
<p>Provide additional computer time as needed before and after school.</p>	<p>Principal Asst. Principal  Teachers</p>	<p>Local Funds. Title 1 Funds</p>	<p>August 2015-May 2016</p>	<p>Walkthroughs</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1, 2</p>



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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> <li>•Dictionaries</li> <li>•Nonlinguistic Representation Activities</li> <li>•Frayer model</li> <li>•Interactive Word Walls</li> <li>•Thinking Maps</li> <li>•Graphic Organizers</li> <li>•Voyager Program</li> <li>•iStation</li> <li>•Lexia</li> <li>•Think through Math</li> <li>•Agile Minds</li> <li>•TPRI/Tejas LEE Strategies</li> </ul>	<p>Assistant Superintendent for C&amp;I, District Content Coordinators, Bilingual Director, Special Ed Director</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>Summer 2015</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1, 2</p>

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

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

<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>
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principal Asst. Prin		August 2015- May 2016	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal Asst. Prin		August 2015- May 2016	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principal Asst. Prin		August 2015- May 2016	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principal Asst. Prin		August 2015- May 2016	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8

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

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

<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>
6. Review 504 students' performance and progress and provide accommodations and interventions.	Principal Asst. Prin	Title 1 211, Local Funds 199	August 2015- May 2016	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal Asst. Prin	Title 1 211, Local Funds 199	August 2015- May 2016	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8
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.	Principal Asst. Prin	SCE	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	Title 1 - #1, 2, 8
9. Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Principal Asst. Prin	Title 1 211, Local Funds 199	August 2015- May 2016	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8

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

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

<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>
Provide training for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2014 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2014 – May 2015	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators	Local Funds, Title 1 Funds	June 2014-April 2015	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

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

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

<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>
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Asst. Supt for C&I	Local Funds 199	October 2015 (on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principals	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principals	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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

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

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

**District Goal 5: Family and Community Involvement****Objective 1: Opportunities for parents to assist students in preparing for assessments**

<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>
Parent meetings geared toward knowledge of standardized testing	Principals, Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2014 - May 2015	Sign-in Sheets	Parent Surveys		Title I- #4, #6
Parent Orientations	Parental Director, Logistic Specialist, Parent Educators	Title I Funds	August 2014 - May 2015	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6

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

**Objective 2: Tutoring Programs that support students taking assessments**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide additional support to students identified at-risk of failing K-3<sup>rd</sup> grade</p> <ul style="list-style-type: none"> <li>-materials</li> <li>-tutoring after school/before school</li> <li>-tutoring during computer time as needed</li> <li>-Saturday tutorials</li> <li>-parent meeting/provide with ideas &amp; material to provide support at home</li> </ul>	<p>Principals, Asst. Principal</p>	<p>Title 1 211, Local Funds 199</p>	<p>August 2015-May 2016</p>	<p>Walkthroughs</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1, 8</p>
<p>Provide Staff development and continuous support</p> <ul style="list-style-type: none"> <li>-Grade level meetings</li> <li>-Extended planning periods</li> <li>-Cooperative learning strategies</li> <li>-Walk-throughs</li> </ul>	<p>Principals, Asst. Principal</p>	<p>Title 1 211, Local Funds 199</p>	<p>August 2015-May 2016</p>	<p>Walkthroughs</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1, 8</p>



**District Goal 6: Technology****Objective 1: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.**

<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>
Provide internet instruction to all teachers and students. The district will use Learning.com for all K-8 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.	Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators	Learning.com, Atomic Learning, and other online resources.	Aug 15 and ongoing	online campus and classroom web sites	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).		Title 1 - #1, 8

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

**Objective 2: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assist campuses with individual student needs ( medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	-Director of Health Services -Nursing Staff	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2014- June 2015	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources	-Director of Health Services -Nursing Staff	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2014- June 2015	Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed	Less asthma related emergencies	Side by side data analysis	Title 1--#10
Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.	-Director of Health Services -Nursing Staff	-School based clinics -Local health care providers -Local hospitals	August 2014- June 2015	Live monitoring of uninsured students with dashboards by individual campus and student	Decrease percentage of student without a medical home	Side by side data analysis	Title 1--#10

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

**Objective 2: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.**

<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>
Provide support services including deterrent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	-Director of Health Services -Nursing Staff	-Behavioral Centers -PSJA LPC	August 2014- June 2015	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	-Director of Health Services -Nursing Staff	-Emergency medical services from Pharr, San Juan and Alamo	August 2014- June 2015	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10

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

**Objective 2: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.**

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

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

**Objective 2: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Child nutrition department</li> <li>-Coaching staff</li> <li>-Dietician DHR school based clinic</li> </ul>	<p>August 2015- June 2016</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>

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

**Objective 3: Proper training and implementation of all school staff for effective school security and safety.**

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

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

**Objective 4: School attendance/nonattendance improvement initiatives will be monitored effectively to ensure student academic success.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Pupil Accounting Director, Campus Personnel, District Program, Directors (Bilingual, Migrant, Special Education, CTE)	Local Funds	August 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>	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Pupil Accounting Director, Campus Personnel	Local Funds	August 2015- June 2016	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	<p>Increase of student attendance through daily, six weeks and year report</p> <p>Decrease in discipline and truancy.</p>	Data Analysis Review  Updated through corrective measures.	Title 1--#10

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

**Objective 4: School attendance/nonattendance improvement initiatives will be monitored effectively to ensure student academic success.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> <li>School messenger</li> </ul>	Pupil Accounting Director	Local Funds	August 2015-June 2016	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports  PEIMS end of year report  Onpointe data base	Texas Academic Report Card  PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through district personnel to ensure student academic success.	Pupil Accounting Director	Local Funds	August 2015-June 2016	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10



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

**Objective 1: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> <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	Title 1--#5
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	Title 1--#5
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 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>	Title 1--#5
Hire University Student Interns that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	Title 1--#5

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

**Objective 1: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principals training on interviewing , documentation of teachers	HR Admin, 13 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>	Title 1--#5
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds 13 Invest in Innovation funds	August 2014-May 2015	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1--#5
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds 13 Invest in Innovation funds	August 2014-May 2015	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title 1--#5
Instructional coaching support <ul style="list-style-type: none"> <li>New teachers</li> <li>Other teachers needing support</li> </ul>	Director Department Instructional Coaches	Local funds 13 Invest in Innovation funds	August 2014-May 2015	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	Title 1--#5

<b>District Goal 8: Staff Quality, Recruitment, and Retention</b>							
<b>Objective 1: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.</b>							
<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 Mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	August 2015-May 2016	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1--#5
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	Title 1--#5
Monthly professional development meetings for both elementary and secondary level instructional coaches	Director External Coaches	Title One Local Funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1--#5
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One Local Funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1--#5
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	Title 1--#5