

Zeferino Farias Elementary



Zeferino Farias Campus Improvement Plan 2015-2016

Board Approved:

Mission Statement

Zeferino Farias Elementary School's mission is to develop, in collaboration with the home and community, the potential of all learners to become participating and productive members of society. The campus accomplishes this by providing a comprehensive, quality instructional program that is equitable and accessible to all.

What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

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

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

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

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

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

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

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

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

Title I, Part A

School wide Components:

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

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2014-15 STAAR District 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 were used to review the Special Education data by the Campus Leadership Team: 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 NA.
- In Mathematics, the achievement gap between SpEd and All students 2014-2015 is NA.
- In Writing, the achievement gap between SpEd and All students 2014-2015 is NA.
- In Science, the achievement gap between SpEd and All students 2014-2015 is NA.
- In Social Studies, the achievement gap between SpEd and All students 2014-2015 is NA.

Personnel Needs:

The campus must work closely with 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 campus 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 3rd Grade Reading, the passing rate for SpEd students at Farias Elementary was 0%.
- In STAAR 5th Grade Reading, the passing rate for SpEd students at Farias Elementary was 17%.
- In STAAR 5th Grade Science, the passing rate for SpEd students at Farias Elementary was 17%.

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

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following sources used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the Campus Leadership Team: 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 campus works closely with the DL Department DL Department and the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Needs:

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

- In Reading, the achievement gap between ELL and All students 2014-2015 is 9%.
- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 1%.
- In Writing, the achievement gap between ELL and All students 2014-2015 is 6%.
- In Science, the achievement gap between ELL and All students 2014-2015 is 22%.
- The Farias Elementary School TELPAS Yearly Progress Indicator was 57% in 2014 and increased at 64% in 2015.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

- The Dual Language Program at PSJAISD serves 51% of our ELL students in grades Pre- K-5 at Zeferino Farias Elementary.

On the STAAR exam:

- 3rd grade Reading passing rate for ELL students at Zeferino Farias Elementary was 73%, 7 point increase from 2014.
- 4th grade Reading passing rate for ELL students at Zeferino Farias Elementary was 55%, 12 point decrease from 2014.
- 4th grade Writing passing rate for ELL students at Zeferino Farias Elementary was 65%, 9 point decrease from 2014.
- 5th grade Reading passing rate for ELL students at Zeferino Farias Elementary was 67%, 10 point decrease from 2014.
- 5th grade Science passing rate for ELL students at Zeferino Farias Elementary was 61%, 1 point increase from 2014.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources 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 4%.
- In Writing, the achievement gap between Eco Dis and All students 2014-2015 is 4%.
- In Science, the achievement gap between Eco Dis and All students 2014-2015 is 3%.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, Farias Elementary earned a score of 43, equal to 2014 Index 3 score.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- 3rd grade Reading passing rate for Eco Dis students at Zeferino Farias Elementary was 75%, 9 point increase from 2014.
- 4th grade Reading passing rate for Eco Dis students at Zeferino Farias Elementary was 63%, 9 point decrease from 2014.
- 4th grade Writing passing rate for Eco Dis students at Zeferino Farias Elementary was 65%, 9 point decrease from 2014.
- 5th grade Reading passing rate for Eco Dis students at Zeferino Farias Elementary was 75%, 12 point increase from 2014.
- 5th grade Science passing rate for Eco Dis students at Zeferino Farias Elementary was 78%, 17 point increase from 2014.

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;">Index 1: Student Achievement</p>	<ul style="list-style-type: none"> • 3rd Grade Reading • 5th Grade Reading, Math and Science <p style="text-align: center;">Mastery 70% or Higher</p>	<ul style="list-style-type: none"> • 3rd Grade Math • 4th Grade Math • 4th Grade Reading • 4th Grade Writing 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • 3rd Grade Math • 4th Grade Math • 4th Grade Reading • 4th Grade Writing
2	<p style="text-align: center;">Index 2: Student Progress</p>	<ul style="list-style-type: none"> • ZFE Exceeded the State Target for Index 2 of 30% with 37% meeting or exceeding the progress measure. 	<ul style="list-style-type: none"> • 59% of our students did not meet or exceed progress measure. 	<ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2015-16 in Reading and Mathematics
3	<p style="text-align: center;">Index 3: Closing the Achievement Gap</p>	<ul style="list-style-type: none"> • ZFE exceeded Index 3 Target score of 28 by 15 points. • ECOD students increased from 2014 in 3rd and 5th grade 	<ul style="list-style-type: none"> • ECOD students decreased 9 points in 4th grade Reading and Writing. • ELL students decreased in 4th grade Reading and Writing. • ELL students in 5th grade decreased in 5th grade. 	<ul style="list-style-type: none"> • Special population groups will receive additional support and intensive interventions in reading, writing, math and science.
4	<p style="text-align: center;">Index 4: Post Secondary Readiness</p>	<p>ZFE met the index 4 target of 12 with a score of 32.</p>	<ul style="list-style-type: none"> • 3rd Grade Math • 4th Grade Math • 4th Grade Writing 	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course • Revise curriculum • Assess and Monitor frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • Communication in both English and Spanish • Elementary parent involvement is high • Parent Liaison District level and campus • Parent Centers • Business Partnerships 	<ul style="list-style-type: none"> • Recruit more parents to attend PAC meetings • Recruit more parents to take advantage of PSJA Parent Center classes • Increase parental/child engagement • Inform parents of student progress 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels
6	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Collaborative Learning Communities with common planning periods • Increase in student enrollment • Customer Service • College for All Culture 	<ul style="list-style-type: none"> • Low attendance rate 	<ul style="list-style-type: none"> • Build public relations • Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McRel Evaluation Tool 		

CAMPUS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	600	317	283	32	303	1	0	6	22	555	20	0
Percent	100	52.83	47.17	5.33	50.50	0	0	67	3.67	92.5	3.33	0

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	600	600	0	0	0	0
Percent	100	100.0	0	0	0	0

CAMPUS DEMOGRAPHICS



Total Enrollment – 600

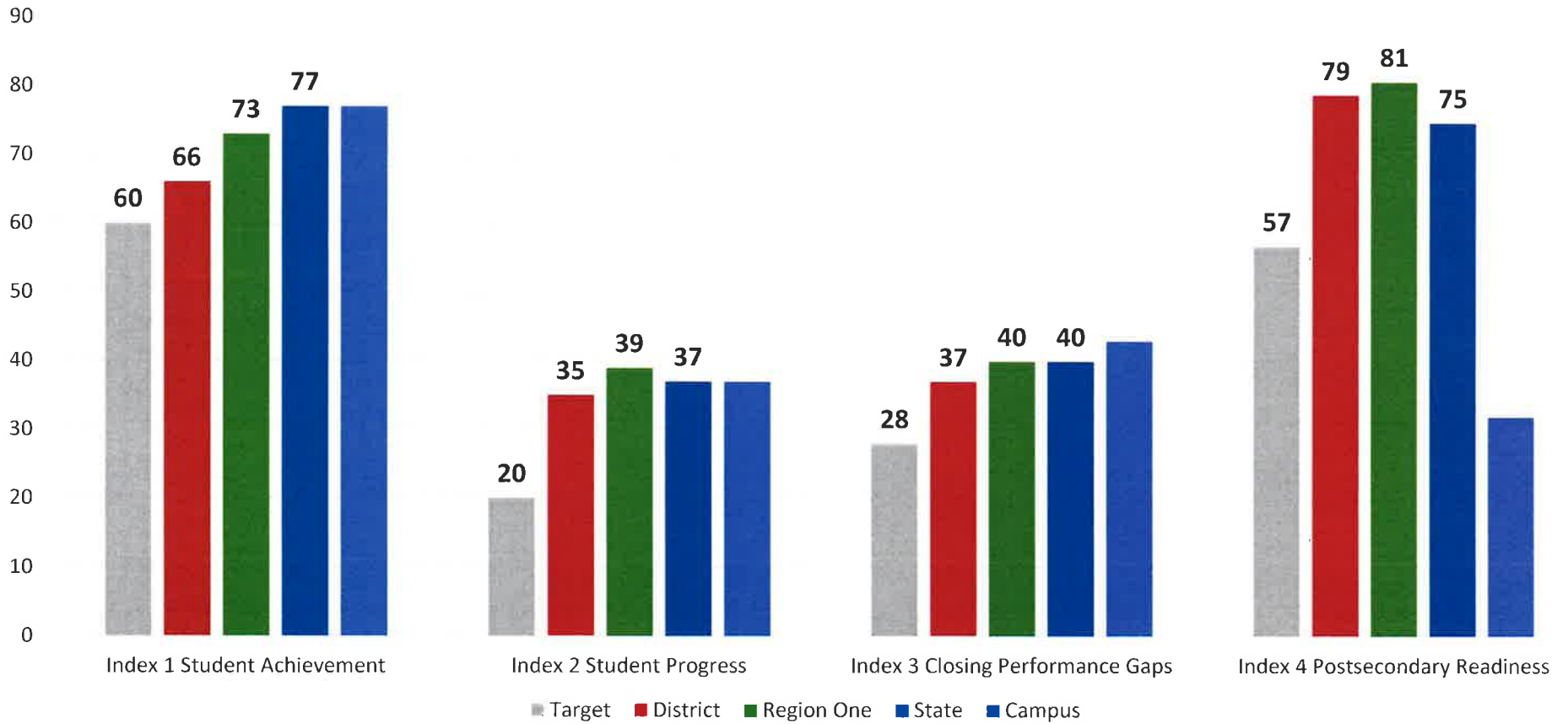
Percent	PSJA ISD	CAMPUS
Hispanic	98.89%	100%
Economically Disadvantaged	92.5%	92.5%
ELL	41.04%	50.5%

Student Achievement Summary 2015



	Performance Target 2015	2012-2013	2013-2014	2014-2015	Goals 2016
Index 1 Student Performance	60	66	74	77	80
Index 2 Progress Measure	30	27	44	37	45
Index 3 Closing the Gap	28	70	43	43	45
Index 4 Postsecondary Readiness	12	NA	30	32	35

State Accountability 2015



Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	Region 1	PSJA ISD/CAMPUS	Goals 2016
Reading	60	77	71	64/78	70
Math	60	81	79	70/NA	75
Writing	60	72	71	66/68	70
Science	60	78	75	70/85	75
Social Studies	NA	NA	NA	NA	NA

Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	PSJAISD/FARIAS	Goals 2016
Reading	60	62	59	53/65	68
Math	60	65	64	54/NA	70
Writing	60	60	62	58/65	70
Science	60	61	60	59/61	64
Social Studies	NA	NA	NA	NA	NA

Student Achievement Summary 2015



Special Ed Performance Rates	Performance Target 2015	State	Region 1	PSJAISD/FARIAS	Goals 2016
Reading	60	43	37	29/NA	35
Math	60	45	46	34/NA	40
Writing	60	29	22	14/NA	20
Science	60	47	46	47/NA	50
Social Studies	NA	NA	NA	NA	NA

Student Achievement Summary 2015



ECO Dis Performance Rates	Performance Target 2015	State	Region 1	PSJAISD/FARIAS	Goals 2016
Reading	60	70	69	62/74	78
Math	60	75	77	68/NA	70
Writing	60	63	69	65/65	70
Science	60	71	73	68/78	80
Social Studies	NA	NA	NA	NA	NA

State System Safeguards 2015



CAMPUS 2015 Results Level 2 Phase 1	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*	% Met for Min Size Req
	Reading	78	*	78	*	*	*			76	*	68
Math (Alg 1 Only)	*	*	*	*	*	*			*	*	*	
Writing	68	*	68	*	*	*			67	*	66	
Science	85	*	85	*	*	*			83	*	71	
Social Studies	NA	NA	NA	NA	NA	NA			NA	NA	NA	
Percent of Eligible Measures Met												100

 Indicates Did Not Meet Minimum Size Requirement
 66% = Met 20 indicators out of 30

SYSTEM SAFEGUARDS 2015



	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
State Target	60	60	60	60	60	60	60	60	60	60	60			
Reading	Y		Y						Y		Y	4	4	
Math												0	0	
Writing	Y		Y						Y		Y	4	4	
Science	Y		Y						Y			3	3	
Social Studies	NA		NA						NA	NA	NA	NA	NA	
Total	3		3						3		2	11	11	100

Post-Secondary Readiness Data Table 2015



All Students	State	Region 1	PSJAISD/FARIAS
2015 STAAR % Meeting Postsecondary Readiness Standard	41	34	28/32
4-Year Graduation Rate Class of 2014	88.3	87.3	90.6/NA
5-Year Extended Graduation Rate Class of 2013	90.4	90.1	94.6/NA
Annual Dropout Rate SY 2013-14	2.2	2.6	0.7/NA
RHSP/DAP Graduates Class of 2014	85.5	92.8	95.7/NA
College Ready Graduates SY 2013-14	78.4	83.3	82.3/NA

Post-Secondary Readiness Data Table 2015



Special Ed	State	Region 1	PSJAISD/FARIAS
2014 STAAR % Meeting Postsecondary Readiness Standard	na	na	NA/NA
4-Year Graduation Rate Class of 2013	77.5	78.2	86.8/NA
5-Year Extended Graduation Rate Class of 2012	82.1	83.0	93.3/NA
Annual Dropout Rate SY 2012-13	3.0	3.2	1.0/NA
RHSP/DAP Graduates Class of 2013	na	na	NA/NA
College Ready Graduates SY 2012-13	na	na	NA/NA

Texas Education Agency 2015 Accountability Reports

Post-Secondary Readiness Data Table 2015



ELL	State	Region 1	PSJAISD/FARIAS
2014 STAAR % Meeting Postsecondary Readiness Standard	na	na	NA/NA
4-Year Graduation Rate Class of 2013	71.5	73.1	79.0/NA
5-Year Extended Graduation Rate Class of 2012	77.5	80.0	89.2/NA
Annual Dropout Rate SY 2012-13	4.8	5.4	1.0/NA
RHSP/DAP Graduates Class of 2013	na	na	NA/NA
College Ready Graduates SY 2012-13	na	na	NA/NA

Texas Education Agency 2015 Accountability Reports

Post-Secondary Readiness Data Table 2015



Eco Dis	State	Region 1	PSJAISD
2014 STAAR % Meeting Postsecondary Readiness Standard	na	na	NA/NA
4-Year Graduation Rate Class of 2014	85.2	87	89.7/NA
5-Year Extended Graduation Rate Class of 2013	88.2	90.1	93.1/NA
Annual Dropout Rate SY 2013-14	na	na	NA/NA
RHSP/DAP Graduates Class of 2013	na	na	NA/NA
College Ready Graduates SY 2012-13	na	na	NA/NA

Texas Education Agency 2015 Accountability Reports

PBMAS REPORT 2015



COLLEGE³
READY. CONNECTED. COMPLETED

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

PBMAS REPORT 2015



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

2015-2016 Campus Goals

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

2015-2016 Campus Goals



3rd Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal
		2015	2016	<i>TARGET: 60%</i>
Phase In 1 Level II	48	77	80	
Phase in 2 Level II	57	65	70	
Final Recommended	74	33	35	
Adv. Level III	89	9	12	

4th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal
		2015	2016	<i>TARGET: 60%</i>
Phase In 1 Level II	48	57	62	
Phase in 2 Level II	56	52	60	
Final Recommended	73	29	34	
Adv. Level III	83	7	12	

5th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal
		2015	2016	<i>TARGET: 60%</i>
Phase In 1 Level II	46	78	83	
Phase in 2 Level II	54	74	78	
Final Recommended	72	51	55	
Adv. Level III	86	14	18	

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 Campus Goals



3 rd Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	50	78	80
Phase in 2 Level II	58	63	65
Final Recommended	75	44	50
Adv. Level III	85	24	30

4 th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	52	66	70
Phase in 2 Level II	59	53	60
Final Recommended	75	31	40
Adv. Level III	86	12	15

5 th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	54	91	92
Phase in 2 Level II	63	68	72
Final Recommended	78	44	50
Adv. Level III	87	17	20

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 Campus Goals



4th Grade Writing

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	52	66	70
Phase in 2 Level II	59	53	60
Final Recommended	70	37	42
Level III Adv.	84	0	10

7th Grade Writing

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	54	59	NA
Phase in 2 Level II	60	45	NA
Final Recommended	69	24	NA
Level III Adv.	83	4	NA

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 Campus Goals



5th Grade Science

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	59	84	86
Phase in 2 Level II	66	62	70
Final Recommended	80	29	35
Adv. Level III	91	8	12

8th Grade Science

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	57	60	NA
Phase in 2 Level II	63	50	NA
Final Recommended	76	28	NA
Adv. Level III	87	11	NA

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 Campus Goals

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be provided and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Principals, Asst. Principals, District Content Coordinators	Local Funds, Title 1 Funds	Aug 2015 – May 2015	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principals, Asst. Principals, CIC, Grade Level Chairs	Local Funds, Title 1 Funds	October 2015 December 2015 February 2016 April 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
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October 2015 December 2016 February 2016 April 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#2,4,8
Campus Instructional Coaches, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principals, Asst. Principals, CIC	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
Implement Dana Center training for selected cohort teachers and principals on the vertical alignment of state standards in math and science.	Assistant Superintendent for C&I, Principals, Asst. Principals, Teachers	Title 1 Funds	August 2015-2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be provided and monitored for each of the HB5 courses	Principals, Asst. Principals, Teachers	Local Funds, Title 1 Funds	August 2015 – May 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teachers will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC	Assistant Supt for C&I, C&I Administrators	Local Funds, Title 1 Funds	August 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar	Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 April 2016	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2015-16.	District Content Coordinators	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 April 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 48 hours of the test administration	Campus Principals, Assistant Principals	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 April 2016	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available for data analysis and monitoring student progress.	Campus Principals, Asst. Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Walkthroughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data	Campus Principals, Asst. Principals	Local Funds, Title 1 Funds	October 2015 December 2015 February 2016 April 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October 2015 December 2015 January 2016 April 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed and shared with each campus principal and staff	Principals Asst. Principal Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015	District Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Principals Asst. Principal Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, 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	Principal Asst. Principal CIC Teachers	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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/accomodations for the special education students in their classroom.	Principals, Asst. Principal, Teachers	Special Ed 224	August 2015-June 2016	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Principals, Asst. Principal, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224,DMAC	October 2015 December 2016 January 2016 April 2016	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for teachers	Principals, Asst. Principal	Local Funds 199, Title 1 Funds 211, DMAC	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention and afterschool tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Campus Principals, Deans, Instructional Coaches	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	Campus Principals, Deans, Instructional Coaches	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2015 November 2015 January 2016 April 2016	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for teachers on differentiated instruction. And data analysis	Campus Principals, Deans, Instructional Coaches	Title 1 Funds	October 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RtI training will be provided for all staff members to address the needs of all students.	RtI Committee	Title 1 211	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Content Strategists	Title III 263	August 2015 and ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education.	Special Ed teachers, Principal, Asst. Principal	Special Ed 224	August 2015 and ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide turn around Lead4Ward training for all teachers on Data Analysis/Differentiated instruction.	Principal. Asst. Principal. CIC	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

Objective 1: Reading/Writing Instruction will be aligned.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement district Reading/writing curriculum using thematic-based instruction and CIF teaching strategies	District ELA/SLA Content Coordinators, Principal, Asst. Principal, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
ELAR/SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Principal, Asst. Principal, CIC	Title 1 211, Local Funds 199	August 2015 and on-going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Writing Rubrics will be developed and used district-wide	District ELA Content Coordinators, Principals, Asst. Principals, Teachers	Title 1 211, Local Funds 199	August 2015 and on-going	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
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	

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

Objective 1: Reading/Writing Instruction will be aligned.

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

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

Objective 2: Math and Science Instruction will be aligned.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be followed for K-12 using CIF strategies	Campus Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	June 2015-May 2016	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will receive training on Math TEKS analysis to determine the depth and complexity of each student expectation	Campus Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will receive training on unpacking the math TEKS, analyzing data	Campus Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered	Campus Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	October 2015 December 2015 January 2016 April 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to	Campus Principals,	Title 1 211, Local	August 2015-May	CLC agendas and	Increased Student	CBAs, BMs, STAAR,	

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

Objective 2: Math Instruction will be aligned.

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	Principals, Asst. Principals, Instructional Coaches, 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	
Daily problems of the day will be used 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	
Exit tickets will be developed aligned to the skill of the day	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	
Provide Sharon Wells training on effective teaching strategies for elementary math teachers.	Assistant Superintendent for C&I	Title 1 Funds	August 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Lexia •Think through Math •Agile Minds •TPRI/Tejas LEE Strategies •Diana Ramirez Reading strategies, Motivation Reading, Forde Ferrier, STAAR Ready, Kamico, 	<p>Campus Principals, Deans, Instructional Coaches, Teachers</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>Aug 2015 – June 2015</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBA, BMs, STAAR, TELPAS</p>	

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Assistant Superintendent for C&I, District Content Coordinators, 504 District Coordinator, Campus Principals, Instructional Coaches, Teachers	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	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee using Esperanza program and Herman Method	Dyslexia Trained Teachers. 504 committees	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	
8. Provide extended learning and credit recovery opportunities for students not mastering the curriculum through summer school, credit recovery, Saturday academies, tutorials, and enrichment period.	Campus Principals, Instructional Coaches, Teachers	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	
9. Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	District Level Administrators, Campus Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2015- May 2016	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitor student's progress CBAs and Benchmarks	Campus Principals, Instructional Coaches, Teachers	Local Funds, Title 1 Funds	2015 (on-going)	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4
Provide training for all staff members (teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Campus Principals, Instructional Coaches, Teachers	Local Funds, Title 1 Funds	September 2015 (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.	Campus Principals, Instructional Coaches, Teachers	Local Funds, Title 1 Funds	August 2015 -- May 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators	Local Funds, Title 1 Funds	Sept 2015-April 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Campus Principals, Instructional Coaches	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, Teachers	Local Funds, Title 1 Funds	October 2015 December 2015 January 2016 April 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, CIC	Local Funds, Title 1 Funds	October 2015 December 2015 January 2016 April 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Assistant Supt for C&I, Administrators, Campus Principals	Local Funds, Title 1 Funds	October 2015 December 2015 January 2016 April 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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

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

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

Campus Goal 5: Family and Community Involvement**Objective 1: Provide opportunities for parents to assist students in preparing for assessments**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing	Principals, AP, Teachers Parent Educators	Local Funds, Title I Funds	August 2015 - May 2016	Sign-in Sheets	Parent Surveys		Title I- #4, #6
Parent Orientations	Parent Educators, Teachers	Title I Funds	August 2015 - May 2016	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6

Campus Goal 5: Family and Community Involvement**Objective 2: Offer tutoring programs that support students taking assessments**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Invite parents to after school tutoring and tutoring camps	Teachers, CIC	Title I Funds	Aug 2015 – May 2016	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9
Provide parent training with material to assist student at home	Parent Educators, Teachers	Title I Funds Folders, paper, brads, rings, brackets	Aug 2015 – May 2016	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR	Title I- #2, #9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration Academy. These academies will be planned for each of the core content areas as well as key electives	Technology Director MIS Coordinator Instructional Technology Coordinator Chief Financial Officer Superintendent of Schools Principal	Instructional Technology Staff and various state, federal, and local budgets	Ongoing... This will be a yearly expense with additions each year as funds become available.	Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology	Increased student scores.	Budget reviews and monthly campus visits with principals	
Provide resources and support for Campus Instructional Technologists to work directly with teachers to integrate technology into curriculum.	Instructional Technology Coordinator Technology Director Principals Campus Instructional Technologists	Software, hardware, and professional development	Ongoing. This is a yearly expense that will be increased every year as funds are available.	Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	

Campus Goal 6: Technology**Objective 1: Provide on-going support for the implementation/integration of technology into the curriculum.**

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

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Audit the curriculum and integrate technology essential knowledge and skills (TEKS) at the K-8 level and update and create courses for Technology Applications in K-5 th Grade	Instructional Technology Coordinator Core area curriculum coordinators Elementary Administrators District Technology Advocacy Committee	Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.	Aug 2015-June 2016	Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the district course offerings and alignment with state course requirements.	
Develop units of practice aligned with the core content curriculum.	Instructional Technology Coordinator CIT Technology Integration Specialist District Technology Trainer	Core content curriculum resources. Learning.com	Aug 2015 – June 2015	Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.	Increased scores on technology benchmarks and state tests.	Instructional Technology department campus visits and observations.	

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Expand distance learning efforts to enhance classroom instruction. The district will join the Region One Distance Learning (Video Conferencing) Consortium.	Instructional Technology Coordinator, Technology Integration Specialist , Core content area coordinators	Video conferencing equipment, online curriculum resources	Aug 2015 – June 2015	Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events.	Increased student enrollment and completion of online classes.		
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist		Aug 2015 – June 2016	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).	Increase in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores		
Teachers will dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, Instructional Technology Labs	Aug 2015 -- Aug 2016	LAB usage logs	Increase in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores		

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide summer computer training opportunities for students (Technology Applications, Web Design, and Video Editing) will be hosted during the summer of 2015- and throughout the year in 2015-2016 .</p>	<p>District Technology Trainer Campus Instructional Technologists</p>	<p>Hardware, software. And Technology Applications Instructors</p>	<p>Summer of 2015 2015-2016 School Year</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>		
<p>Organize and host/campus computer fair to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p>	<p>Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners</p>	<p>Hardware, software, and other technology resources</p>	<p>Spring of 2016</p>	<p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.</p>	<p>Increased use of technology by students and teachers.</p>		

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Maintain campus Intranet/Internet to include campus and classroom websites. The district will subscribe to an online web hosting service which will facilitate updating of intranet/internet sites by teachers and staff. Campus will use the district's Share Point site to collaborate with other departments and with students</p>	<p>Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee</p>	<p>District website, share point/intranet site</p>	<p>Aug 2015 – Aug 2016</p>	<p>online campus and classroom web sites</p>	<p>increased teacher collaboration on curriculum, business and administrative projects.</p>		
<p>Develop and maintain a campus website as a resource for instruction and a tool for school to community communication. The campus will provide informational updates on the programs and implementation of technology and other ongoing projects as well as up coming projects.</p>	<p>Technology Director Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content areas coordinators PSJA Department Directors and Coordinators</p>	<p>District website, Living Tree, and district Intranet</p>	<p>Ongoing</p>	<p>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects.</p>		

Campus Goal 6: Technology

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

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

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Technology Director</p>	<p>Local Technology Budget, and hardware</p>	<p>Ongoing...</p>	<p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p>	<p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p>		
<p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p>	<p>Technology Director Instructional Technology Coordinator, MIS Coordinator</p>			<p>computer inventory counts</p>	<p>Increased teacher collaboration on curriculum projects.</p>		

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for teachers on student referral protocols, de-escalation and restorative practices	Student Services Department	Local Funds	August 2015- June 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department Counselor	Local Funds	August 2015- June 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS	Side by side data analysis	Title 1--#10
Training on implementation of MTSSB, CHAMPS, Covey Foundation: The Leader in ME: Including posters, instructional material, printing at Print Shop and attend TLIM Symposium in San Antonio	Principal, Asst. Principal, Counselor	Title 1 Funds Local Funds	August 2015- June 2016	Agendas, Sign Ins, PEIMS data	Decrease in discipline referrals, ISS, OSS	Side by side analysis	Tutle 1--#10

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Action Steps: -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best-practices document for community providers. -Refer children to the appropriate medical services (school based clinics)</p>	<p>Coach Coach Assistant Administrators</p>	<p>Title 1 Local</p>	<p>Aug 2015- June 2016</p>	<p>Assessment data and logs, student logs</p>	<p>Less absences Increase number of students involved in</p>	<p>Physical Education State Assessment</p>	
<p>Provide support services including deterrent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box</p>	<p>Director of Health Services LPC Counselor Administrators Teachers</p>	<p>Title 1 Local</p>	<p>August 2015- June 2016</p>	<p>Drills run yearly throughout district</p>	<p>Feedback from team after drill is completed Successful use of actual plan implemented for emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place</p>	<p>-Director of Health Services LPC -Nursing Staff Administrators</p>	<p>Title 1 Local</p>	<p>August 2015- June 2016</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide a school environment free of drugs and violence. Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Pupils shall develop a positive view of self and learn to use effective interpersonal skills through:</p> <ul style="list-style-type: none"> • Steven Covey Foundation: The Leader in Me • MTSSB • CHAMPS • Spirit Monkey 	Principal Asst. Principal Counselor Nurse Teachers Staff	Title 1 Local	August 2015- June 2016	Nurses and/or counselor conduct assessment as needed.	Decrease in student referrals	Side by side data analysis	Title 1--#10
<p>Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship through:</p> <ul style="list-style-type: none"> • Steven Covey Foundation: The Leader in Me <p>-Encourage the participation rate in extracurricular activities</p>	Principal Asst. Principal Counselor Nurse Teachers Staff	Title 1 Local	August 2015- June 2016	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Decrease in discipline referrals Increased number of student involved in extra-curricular activities	Side by side data analysis	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers. Action Steps: - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along with coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals.</p>	<p>Coach Nurse</p>	<p>-Child nutrition department -Coaching staff -Dietician DHR school based clinic</p>	<p>August 2015- June 2016</p>	<p>Let's get fit initiative Referrals for abnormal BMI Continue assessing and referring for Acanthosis Nigracans Host parent sessions throughout school years</p>	<p>Verbal knowledge of community 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>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conducting daily security/safety audits 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 staff on proper confrontational management techniques	Security Director Campus principals	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	Campus Safety Chairperson	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
Train all staff to always be professional and courteous to all students and staff using PSJA Customer Service Training	Campus Principals	Local Funds	August 2015- June 2016	Staff dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10

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

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

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

Campus Goal 7: Create a Safe School Culture and Climate.							
Objective 4: Monitor school attendance initiatives to ensure student academic success.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review and revise campus monitoring systems to implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> • School messenger • Parent conferences 	Campus Principals	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 campus personnel to ensure student academic success.	Campus Principals Counselors	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

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> Competitive Salaries for Teachers, and all District staff Competitive Stipends for Masters and/or certifications that support district initiatives 	HR, Business office	Funds for salaries and stipends	Aug 2015.- ongoing	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery 	Staff Retention reports	
Unique district incentives <ul style="list-style-type: none"> Paying of Local Days District contribution for employee medical plan Incentive Pay 	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> Staff retiring from district 	More experience work force	
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified A passion for students, and commitment to excellence	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> Staff hired High teacher retention rate 	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

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

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

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