

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2015-2016

PSJA MEMORIAL EARLY COLLEGE HIGH SCHOOL

Campus Mission Statement

All students who graduate from PSJA Memorial Early College High School will successfully continue post-secondary studies in a college, university, and/or a vocation of their choice, fully prepared with adequate knowledge, skills and experiences.

Campus Vision

"All students College Ready, Connected and Complete"

PSJA MEMORIAL EARLY COLLEGE HIGH SCHOOL

What We Believe In: We believe in every student graduating prepared to succeed in institutions of higher education and/or a career of their choice.

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.

PSJA Memorial Early College High School Comprehensive Needs Assessment



Data Resources Reviewed

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

PSJA Memorial Early College High School Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from PSJA Memorial ECHS were used to review the Special Education data by the Campus Improvement Committee: State of Texas Assessments of Academic Readiness (STAAR) results and Performance Based Monitoring Assessment System (PBMAS) to determine strengths and needs of our Special Education students. Coordinated with the Curriculum and Instruction Department, regular education teachers and special education teachers receive the same Professional Development training to ensure that all general education teachers are well versed in best practices that support the learning of 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.

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 31%.
- In Mathematics, the achievement gap between SpEd and All students 2014-2015 is 36%.
- In Science, the achievement gap between SpEd and All students 2014-2015 is 27%.
- In Social Studies, the achievement gap between SpEd and All students 2014-2015 is 47%.

Professional Development Needs:

The Special Education Department must work closely with teachers and provide PD in the area of co-teaching to implement the inclusion model effectively.

PSJA Memorial Early College High School Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

Strengths:

- The 4-Year Graduate Rate for SpEd students at PSJA Memorial ECHS was 87.8%, 9.6 points above the Region, and 10.3 points above the state.
- The 5-Year Extended Graduation Rate for SpEd students at PSJA Memorial ECHS was 93.5%, 10.5 points above the Region, and 11.4 points above the state.
- The Annual Dropout Rate for ELL students at PSJA Memorial ECHS was 0 %, 3.2 points below the Region and 3.0 points below the state.

PSJA Memorial Early College High School Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following sources were used to review the ELLs: 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. A 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 23%.
- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 12%.
- In Science, the achievement gap between ELL and All students 2014-2015 is 20%.
- In Social Studies, the achievement gap between ELL and All students 2014-2015 is 27%

Professional Development Needs:

The Dual Language Department must work closely with campuses and teachers to provide a refresher/update training on ELPS and ESL strategies..

PSJA Memorial Early College High School Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

- PSJA Memorial ECHS TELPAS Yearly Progress Indicator was 39% in 2014 and increased to 47% in 2015.
- The 4-Year Graduate Rate for ELL students at PSJA Memorial ECHS was 92.3%, 9.2 points above the Region, and 20.8 points above the state.
- The 5-Year Extended Graduation Rate for ELL students at PSJA Memorial ECHS was 98.1%, 18.1 points above the Region, and 20.6 points above the state.
- The Annual Dropout Rate for ELL students at PSJA Memorial ECHS was 1.2%, 4.4 points below the Region and 3.8 points below the state.

PSJA Memorial Early College High School Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from were used to review the Economically Disadvantaged data by the Campus Improvement Committee: 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 1%.
- In Science, the achievement gap between Eco Dis and All students 2014-2015 is 1%.
- In Social Studies, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, PSJA Memorial ECHS earned a score of 36, 3 points below the region and 3 points below the state.

PSJA Memorial Early College High School Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- The 4-Year Graduate Rate for Eco Dis students at PSJA Memorial ECHS was 95.9%, 8.9 points above the Region, and 10.7 points above the state.
- The 5-Year Extended Graduation Rate for Eco Dis students at PSJA Memorial ECHS was 97.9%, 7.8 points above the Region, and 9.7 points above the state.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p style="text-align: center;">Index 1: Student Achievement</p>	<ul style="list-style-type: none"> • Biology • U.S. History <p style="text-align: center;">Mastery 70% or Higher</p>	<ul style="list-style-type: none"> • Algebra I • English I • English II <p style="text-align: center;">Mastery 69% or Lower</p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • English I • English II <p style="text-align: center;">Goal: 60% or Higher</p>
2	<p style="text-align: center;">Index 2: Student Progress</p>	<ul style="list-style-type: none"> • Campus exceeded the State Target for Index 2 of 15% with 20% meeting or exceeding the progress measure. • Reading – All students 46% 	<ul style="list-style-type: none"> • 80% of our students did not meet or exceed progress measure. • Math – All students 28% 	<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>	<p>Eco Dis:</p> <ul style="list-style-type: none"> • Science - 74% • Social Studies -75% • Advanced Level: Social Studies - 13% 	<p>Eco Dis:</p> <ul style="list-style-type: none"> • Math – 68% • Reading – 49% • Advanced Level: Reading - 1% 	<ul style="list-style-type: none"> • Special population groups will receive additional support and intensive interventions in reading, writing,
4	<p style="text-align: center;">Index 4: Post Secondary Readiness</p>	<ul style="list-style-type: none"> • The campus met the index 4 target of 57 with a score of 74. • High graduation rates and completion rates - 95.9% • High rate of RHSP/DAP - 95.3% 	<ul style="list-style-type: none"> • College and Career Readiness rate – 72.2% 	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood schools • Communication in both English and Spanish • Parent Liaison at campus level • IHE Partnerships 	<ul style="list-style-type: none"> • Campus parent involvement is low. • Increase number of parent volunteers. • Improve communication between parent and school. • Have more curriculum/academic meetings. 	<ul style="list-style-type: none"> • 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 • Increase inventory of desktop and laptop computers for staff • Technology training for teachers 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use • Purchase of computers
7	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture 	<ul style="list-style-type: none"> • Increase daily attendance • Decrease in student enrollment and student discipline referrals. 	<ul style="list-style-type: none"> • Improve student retention, daily attendance, and student behavior.
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McRell Evaluation Tool 		

PSJA MEMORIAL ECHS DEMOGRAPHICS



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	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	1,917	1,004	913	119	521	30	16	61	163	1723	201	1,917
Percent	100	52.4	47.6	6.2	27.2	1.6	0.8	3.2	8.5	89.9	10.5	100

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	1,917	1,908	0	2	7	0
Percent	100	99.5	0	0.1	0.4	0

PSJA MEMORIAL ECHS DEMOGRAPHICS



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Total Enrollment – 1,917

Percent	Campus	PSJA ISD	Statewide
Hispanic	99.4%	98.89%	51.34%
Economically Disadvantaged	89.9%	89.00%	60.26%
ELL	27.2%	41.04%	17.04%

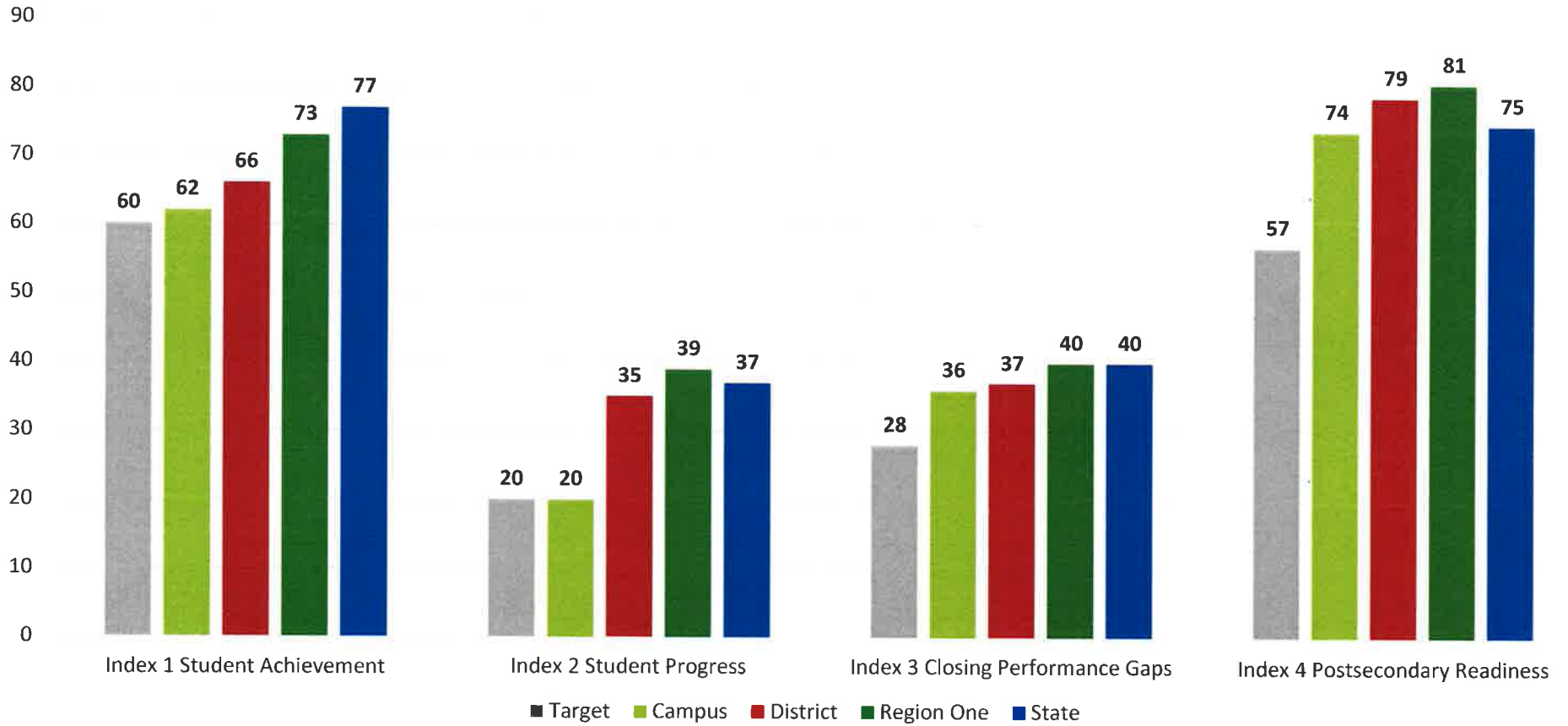
Student Achievement Summary 2015



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	Performance Target 2015	State	Region 1	PSJAISD	Campus	Goals 2016
Index 1 Student Performance	60	77	73	66	62	70
Index 2 Progress Measure	20	37	39	35	20	27
Index 3 Closing the Gap	28	40	40	37	36	45
Index 4 Postsecondary Readiness	57	75	81	79	74	81

State Accountability 2015



Student Achievement Summary 2015



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All Students Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Campus	Goals 2016
Reading	60	77	71	64	50	70
Math	60	81	79	70	69	80
Science	60	78	75	70	75	87
Social Studies	60	78	72	63	77	90

Student Achievement Summary 2015



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ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Campus	Goals 2016
Reading	60	62	59	53	27	50
Math	60	65	64	54	57	67
Science	60	61	60	59	55	65
Social Studies	60	49	47	38	50	60

Student Achievement Summary 2015



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Special Ed Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Campus	Goals 2016
Reading	60	43	37	29	19	50
Math	60	45	46	34	33	50
Science	60	47	46	47	48	60
Social Studies	60	46	41	35	30	50

Student Achievement Summary 2015



ECO Dis Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Campus	Goals 2016
Reading	60	70	69	62	48	70
Math	60	75	77	68	68	80
Science	60	71	73	68	74	85
Social Studies	60	69	69	61	75	85

System Safeguards 2015



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	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			
ELA	N		N						N	N	N	0	5	0
Math	Y		Y						Y		N	3	4	75
Science	Y		Y						Y		N	3	4	75
Social Studies	Y		Y						Y	N	N	3	5	60
Total												9	18	50

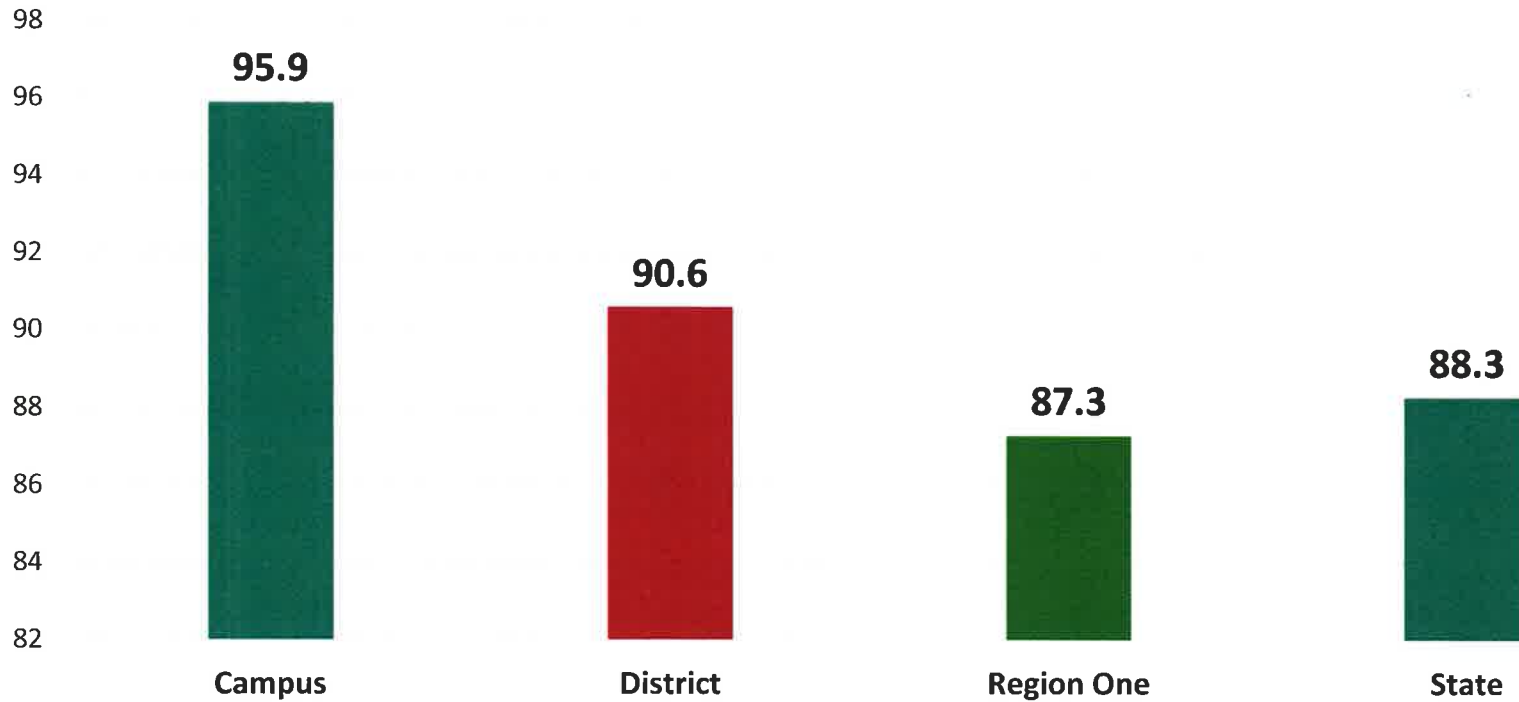
Post-Secondary Readiness Data Table 2015



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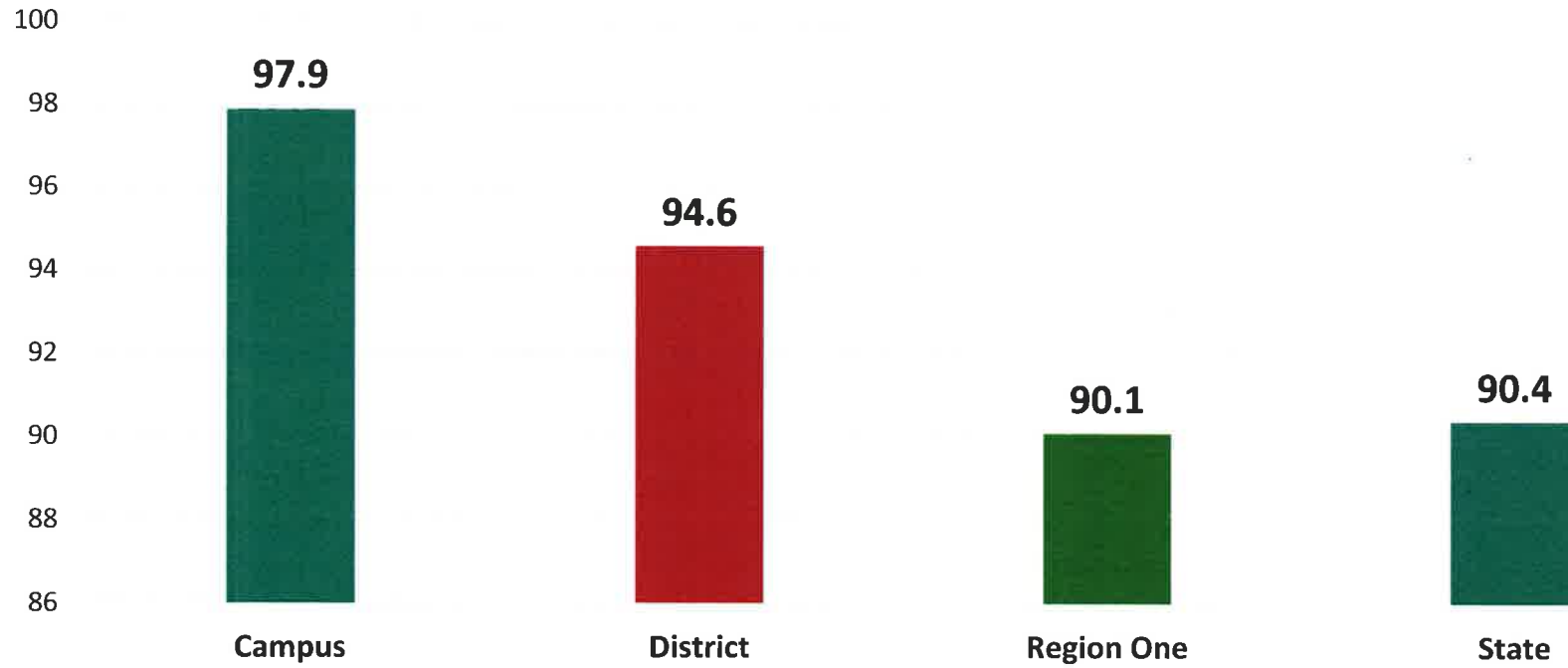
All Students	State	Region 1	PSJAISD	Campus
2015 STAAR % Meeting Postsecondary Readiness Standard	41	34	28	31
4-Year Graduation Rate Class of 2014	88.3	87.3	90.6	95.9
5-Year Extended Graduation Rate Class of 2013	90.4	90.1	94.6	97.9
Annual Dropout Rate SY 2013-14	2.2	2.6	0.7	0.7
RHSP/DAP Graduates Class of 2014	85.5	92.8	95.7	95
College Ready Graduates SY 2013-14	78.4	83.3	82.3	72.2

4 Year Graduation Rate



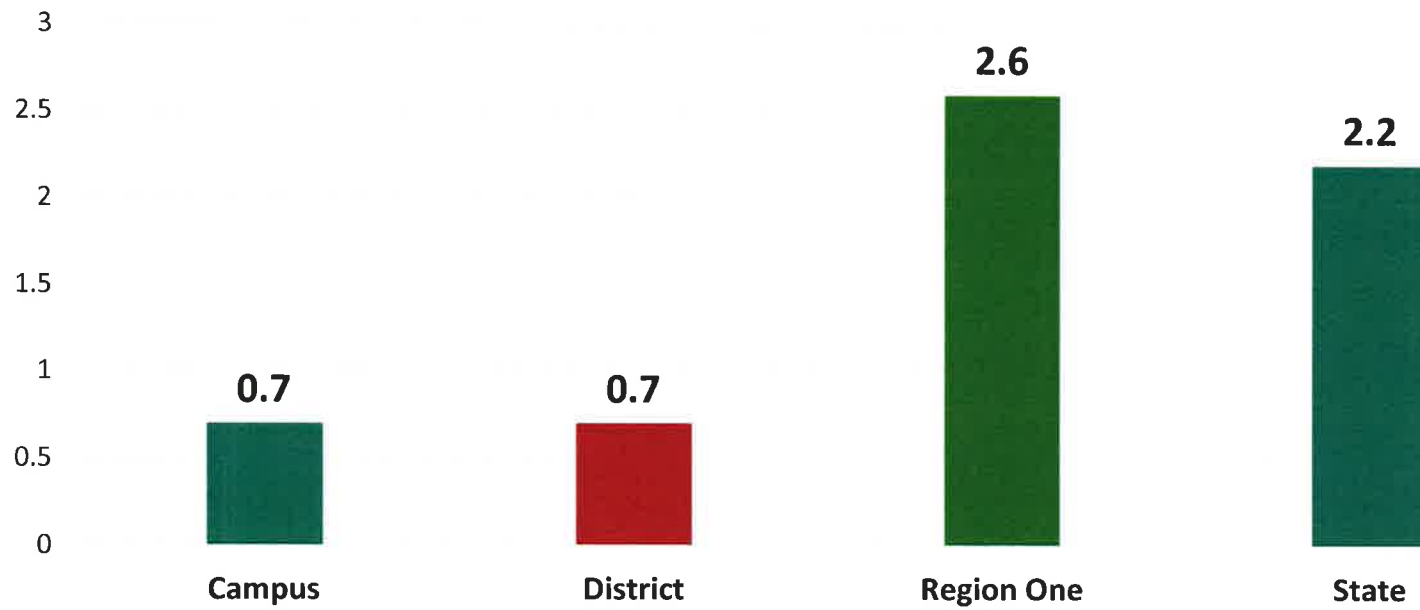
Source:
2015 TEA Accountability Reports

5 Year Graduation Rate



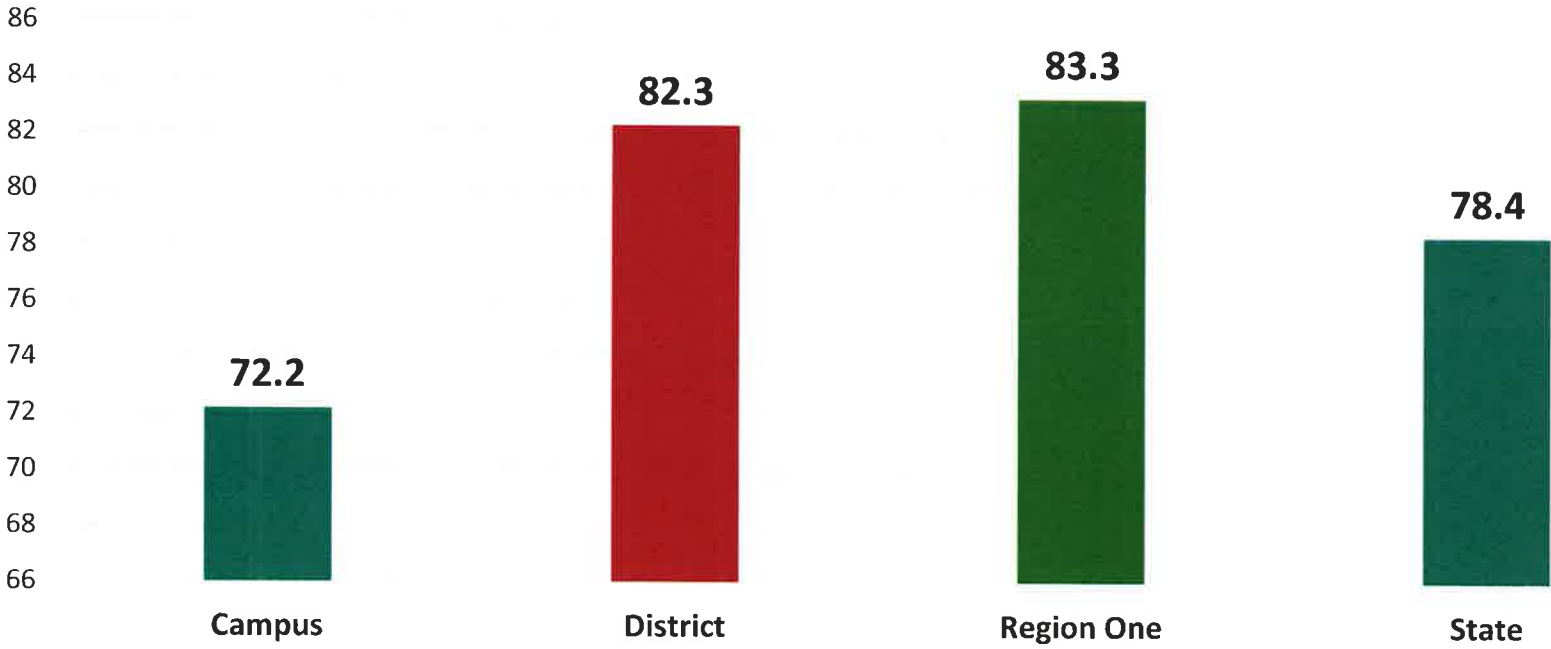
Source:
2015 TEA Accountability Reports

Drop Out Rate



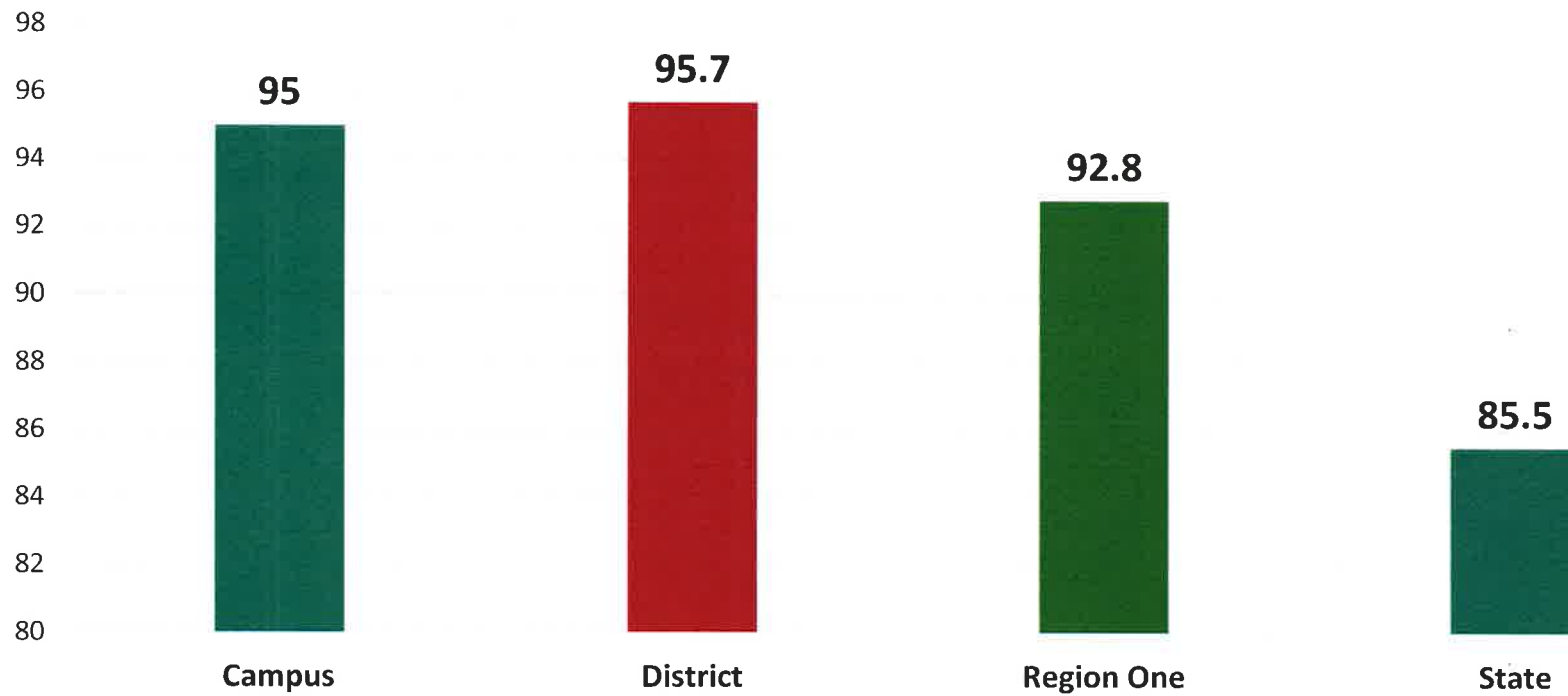
Source:
2015 TEA Accountability Reports

College & Career Readiness



Source:
2015 TEA Accountability Reports

RHSP/DAP Graduates



Source:
2015 TEA Accountability Reports

Post-Secondary Readiness Data Table 2015



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Special Ed	State	Region 1	PSJAISD	Campus
2014 STAAR % Meeting Postsecondary Readiness Standard	na	na	na	Na
4-Year Graduation Rate Class of 2013	77.5	78.2	86.8	87.8
5-Year Extended Graduation Rate Class of 2012	82.1	83.0	93.3	93.5
Annual Dropout Rate SY 2012-13	3.0	3.2	1.0	0
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



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ELL	State	Region 1	PSJAISD	Campus
2014 STAAR % Meeting Postsecondary Readiness Standard	na	na	na	Na
4-Year Graduation Rate Class of 2013	71.5	73.1	79.0	92.3
5-Year Extended Graduation Rate Class of 2012	77.5	80.0	89.2	98.1
Annual Dropout Rate SY 2012-13	4.8	5.4	1.0	1.2
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	Campus
2014 STAAR % Meeting Postsecondary Readiness Standard	na	na	na	Na
4-Year Graduation Rate Class of 2014	85.2	87	89.7	95.9
5-Year Extended Graduation Rate Class of 2013	88.2	90.1	93.1	97.9
Annual Dropout Rate SY 2013-14	na	na	na	0.7
RHSP/DAP Graduates Class of 2013	na	na	na	95
College Ready Graduates SY 2012-13	na	na	na	72.2

Texas Education Agency 2015 Accountability Reports

2015-2016 PSJA Memorial ECHS Goals



Algebra 1

% 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	37	65	70
Phase in 2 Level II	44	46	70
Final Recommended	63	18	28
Adv. Level III	78	4	10

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 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 PSJA Memorial ECHS Goals



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English 1			
% 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	55	33	70
Phase in 2 Level II	58	30	60
Final Recommended	64	19	29
Level III Adv.	83	1	5

English II			
% 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	39	70
Phase in 2 Level II	60	31	60
Final Recommended	66	20	30
Level III Adv.	87	0	5

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 PSJA Memorial ECHS Goals



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Biology

% 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	35	75	85
Phase in 2 Level II	43	60	70
Final Recommended	61	24	34
Level III Adv.	83	4	12

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 PSJA Memorial ECHS Goals



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U.S. History

% 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	41	77	90
Phase in 2 Level II	49	66	80
Final Recommended	63	39	49
Level III Adv.	79	14	23

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 -subgroups
- 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

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

Objective 1: Curriculum: Establish a curriculum that is focused and aligned to TEKS/STAAR End Of Course (English I & II and US History)for the 2015-2016 school year.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement the state and district Core curriculum as outlined by the district curriculum team.	Principal, Assistant Principal, Teachers, and Instructional Coach.	Local Funds, Title 1 Funds, State Adopted Textbooks,	August 2015 – May 2016	Completed Curriculum Documents, Lesson Plans	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1 - #2, 4
Provide resources for the use of Spring Board English Curriculum, State Adopted Textbook, Thinking Maps, Write for the Future, Laying the Foundations and other supplemental resources to ensure intentional and focused delivery of instruction.	Principals, Assistant Principals, IC, and Department Heads	Local Funds, Title 1 Funds, State Adopted Textbooks, District Written Curriculum, Spring Board, general supplies and resources	August 2015 – May 2016	Lesson Plans, Walk-through documentation, McRel Observations	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Provide and utilize the American Reading Program to enhance the district curriculum or where appropriate as an RTI resource	Principal, Assistant Principal, Teachers,	Local Funds, Title 1 Funds	August 2015 – May 2016	Lesson Plans, Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3

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

Objective 1: Curriculum: Establish a curriculum that is focused and aligned to TEKS/STAAR End Of Course (Algebra I and Biology)for the 2015-2016 school year.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement the state and district Core curriculum as outlined by the district curriculum team.	Principal, Assistant Principal, Teachers, and Instructional Coach.	Local Funds, Title 1 Funds, State Adopted Textbooks,	August 2015 – May 2016	Completed Curriculum Documents, Lesson Plans	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1 - #2, 4
Implementation of web-based program, Agilemind as part of the district curriculum to enhance student learning in math and science	Assistant Principals Teachers	Local funds Title 1 Funds	August 2015-2016	Completed Curriculum Documents, Lesson Plans	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2, 4
Provide Dana Center training for selected cohort teachers on the vertical alignment of state standards in math and science.	Assistant 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

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

Objective 1: Curriculum: Establish a curriculum that is focused and aligned to TEKS/STAAR (End Of Course) courses in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitor the implementation of the curriculum, delivery of instruction, district initiatives, and all programs in each classroom.	Principals, Assistant principals, IC, and Department Heads	Local Funds, Title 1 Funds, State Adopted Textbooks, District Written Curriculum.	August 2015 – May 2016	Lesson Plans, Walk-through documentation, McRel Observations	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Implement the use of curriculum documents that include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Principal, Assistant Principal, Teachers, and Instructional Coach.	Local Funds, Title 1 Funds, State Comp SpEd	August 2015 – May 2016	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Monitor to make sure that Academic Calendars, written for all courses, are followed. (timelines written for all HB5 courses)	Principal, Assistant Principal,	Local Funds, Title 1 Funds	August 2015 – May 2016	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

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

Objective 1: Curriculum: Establish a curriculum that is focused and aligned to TEKS/STAAR (End Of Course) courses in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide Extended Day Instruction through hands on activities for students who are at risk of failing, to increase and provide mastery of STAAR concepts: <ul style="list-style-type: none"> • Before/During/After School • Saturdays • Optional Extended Year (Summer School) 	Principal, Assistant Principal, Teachers, and Instructional Coach, Dean of Instruction	Local Funds, Title 1 Funds, High School Allotment funds General supplies	August 2015 – May 2016	Lesson Plans, Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Implementation of best practice instructional strategies/activities to enhance student learning: <ul style="list-style-type: none"> • CIF strategies • Kagan strategies • Cornell note taking • Composition portfolios • Foldables • Use of rubrics • Sheltered instruction • Marzano’s high yield strategies • Interactive notebooks • Thinking maps • Labs 	Principal, Assistant Principal, Teachers, and Instructional Coach, Dean of Instruction	Local Funds, Title 1 Funds, High School Allotment funds General supplies	August 2015 – May 2016	Lesson Plans, Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Principal. Asst. Principals Teachers Instructional Coach	Local Funds, Title 1 Funds	August 2015-June 2016	Completed Formative and Summative Assessments	Benchmark scores, student achievement gains	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	Principal. Asst. Principals Department Heads	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 January 2016 February 2016	Agendas Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Monitor the implementation of the curriculum and assessments on campus	Principal. Asst. Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2015-2016	Principal. Asst. Principals Testing Coordinator	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 January 2016 February 2016	DMAC Reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 48 hours of the test administration	Principal. Asst. Principals Inst. Coach DH	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 January 2016 February 2016	DMAC Reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available at campus for data analysis and monitoring of student progress.	Principals Asst. Principals Teachers Inst. Coach	Local Funds, Title 1 Funds	August 2015-June 2016	Walk-throughs	Benchmark scores and student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Data analysis will guide instruction and provide additional student support based on strengths and weaknesses	Principal, Assistant Principals, Teachers, and Instructional Coach.	Local Funds, Title 1 Funds,	August 2015-June 2016	Walk-throughs	Benchmark scores, CBA scores, TELPAS	CBAs, BMs, STAAR, TELPAS,	Title 1 - #2, 8
Professional Development Training will be held to analyze and interpret data then utilize to make instructional decisions and set goals.	Principal, Assistant Principals, Teachers, Instructional Coach. Department Heads	Local Funds, Title 1 Funds, Irma Duran	October 2015 November 2015 December 2015 January 2016 February 2016	Agendas and Sign- in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, ,	Title 1 - #2, 4, 8

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

Objective 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
District will provide Curriculum Based Assessments (CBAs) and District-level Benchmarks aligned to the curriculum, for each of the HB5 courses	District Content Coordinators	Local Funds, Title 1 Funds	June 2015 – May 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Campus will monitor the progress of subpopulation of students immediately following each CBA and BM: <ul style="list-style-type: none"> • migrant • ELL • SpEd • EcoDis 	Principal, Assistant Principals, SpEd Teachers, Migrant Teacher	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 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 administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language and ESL Director, Principals	Migrant Funds, Special Ed Funds, Title III Funds	September 2015- June 2016	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8
Create individual student profiles to help measure student achievement and track their academic growth.	Principal, APs, Inst. Coach, Teachers	Local funds Title I funds	September 2015 – June 2016	Profile tracking sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Ensure that all ELL students develop academic skills and vocabulary to increase language acquisition by implementing: <ul style="list-style-type: none"> • TELPAS Action Plans • CIF Strategies • ESL strategies • Reading and writing activities 	Principal, APs, Inst. Coach, Teachers	Title III Funds, Training from District Coordinators, Dual Language/ESL Director,	September 2015 – June 2016	Plans created, Sign-Ins trainings forms Walk throughs, Observations	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Ensure that all migrant students receive support from the Migrant staff.	Principals, APs, Migrant Teacher, Teachers	Migrant Funds 212	September 2015 – June 2016	Classwork from Migrant Teacher, Lesson Plans from Migrant Teacher	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Provide resources to implement interventions, tutorials, and pull-out programs for at-risk/re-tester students to meet their specific academic needs.	Principal, APs, Teachers Inst. Coach	Local funds	September 2015- June 2016	Lesson Plans, Report Cards, Walk Throughs, Observations	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8
Ensure that all Economically Disadvantaged students are provided with supplies and instruction to develop academic vocabulary and skills.	Principal, APs, Teachers	Title III Funds	September 2015- June 2016	Lesson Plans, Report Cards, walk Throughs, Observations	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications and/or accommodations for the special education students in their classroom.	Principals, APS, Teachers	Special Ed funds	August 2014-June 2015	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, Aps, Teachers	Local Funds Title 1 Funds State Comp, Title III SpEd	October 2015 November 2015 January 2016 February 2016	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Ensure that Sped Ed students receive in class support from classroom teacher and co-teacher/paraprofessional.	Principals, Assistant Principal/Testing Coordinator, SpEd Teacher, 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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide pull-out academies instruction for Sped Ed students who are at risk of failing.	Principal, APs, Sped Ed Teachers	Local funds, Sped Ed funds	2015-2016	Lesson Plans Tutorial Sign-in sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
Professional development training on data analysis will be provided for campus administrators at the high school levels	C&I Administrators	Local Funds 199, Title 1 Funds 211	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Academic afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	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 February 2016	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for all principals, assistant principals, and deans on differentiated instruction. And data analysis	Assistant Superintendent for C&I	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Principal, Assist. Principals, Department heads, Inst. Coach	Local Funds 199	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5	Asst Supt for C&I, C&I Administrators, District Content Coordinators	Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled 3X weekly for unpacking the TEKS and lesson plan collaboration	Campus Principals, and Deans	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
Administrators and teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Principal, Assist. Principals, Teachers, Inst. Coach	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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
Rtl training will be provided for all staff members to address the needs of all students.	Rtl District Coordinator	Title 1 211	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
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director	Title III 263	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
Inclusion, supplemental aids, modified instruction, and Rtl training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director	Special Ed 224	Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote professional development through national, state, regional, and district conferences that include best practices , classroom management, and enhance instruction.	Principal, Assistant Principal, Dept. Heads	Title 1 Funds	August 2015 – May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #4 Title 1 - #8 Title 1 - #9
Use consultant to train and address specific campus needs: Irma Duran	Principal, Assistant Principals	Title 1 Funds	September 2015 - May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #4 Title 1 - #8 Title 1 - #9
Provide training on differentiated instruction to meet the needs of all students.	Principal, Assistant Principal, Dept. Heads	Title 1 Funds	Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Lead4Ward training for all principals, assistant principals, and deans on Data Analysis/Differentiated instruction.	Assistant Superintendent for C&I	Title 1 Funds	July 2014 January 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies	Principal, Assist. Principals, Teachers, District ELA Content Coordinators, Inst. Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8, 9
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Principal, Assist. Principals, Teachers, District ELA Content Coordinators, Inst. Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8, 9
Writing Rubrics will be developed and used district-wide	Principal, Assist. Principals, Teachers, District ELA Content Coordinators, Inst. Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8, 9
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principal, Assist. Principals, Teachers, District ELA Content Coordinators, Inst. Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8, 9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per six weeks will be required at each grade level	Principals, Deans, Assist. Principals, Teachers, District Content Coordinators, Inst. Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8, 9
STAAR Literature questions will be written for each literary piece/all genres	Principals, Deans, Assist. Principals, Teachers, District Content Coordinators, Inst. Coach	Title 1 211, Local Funds 199	August 2015-May 2016	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8, 9
Two aligned CBAs and two district Benchmarks will be administered district-wide	Principals, Deans, Assist. Principals, Teachers, District Content Coordinators, Inst. Coach	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8, 9
Data will be used to inform tutorial lessons and to identify spiraled skills. Also to identify students in need of extended learning opportunities.	Principals, Deans, Assist. Principals, Teachers, District Content Coordinators, Inst. Coach	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8, 9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be developed for K-12 using CIF strategies	District Content Coordinators, Principals, Deans, APs, Teachers, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs and curriculum documents for Math, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8, 9
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	District Content Coordinators, Principals, Deans, APs, Teachers, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8, 9
Teachers will receive training on unpacking the math TEKS, analyzing data	District Content Coordinators, Principals, Deans, APs, Teachers, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8, 9
Two aligned CBAs and two district Benchmarks will be administered district-wide	District Content Coordinators, Principals, Deans, APs, Teachers, Instructional Coaches	Title 1 211, Local Funds 199	October 2015 November 2015 December 2015 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8, 9
Data will be used to inform tutorial lessons and to identify spiraled skills. Also to identify students in need of extended learning opportunities.	District Content Coordinators, Principals, Deans, APs, Teachers, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8, 9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 9
Exit tickets will be developed aligned to the skill of the day	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 9
Provide Agile Mind training on effective teaching strategies for secondary math and science teachers.	Assistant Superintendent for C&I	Title 1 Funds	August 2015-ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: <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 	Principal, Assist. Principals, Dean, District Content Coordinators, Inst. Coach	Title 1 211, Local Funds 199 Title III 263, Special Ed 224	Summer 2014	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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, APs, Bilingual Director, Instructional Coach, District Content Coordinators	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	Title 1 - #2, 9
Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principals, Deans, Special Ed Director, Instructional Coaches, District Content Coordinators	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	Title 1 - #2, 9
Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principals, Deans, 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	Title 1 - #2, 9
Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principals, Deans, Bilingual Director, Instructional Coach, counselors, District Content Coordinators	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	Title 1 - #2, 9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review 504 students' performance and progress and provide accommodations and interventions.	Assistant Superintendent for C&I, District Content Coordinators, 504 District Coordinator	Title 1 211, Local Funds 199	August 2015- May 2016	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 9
Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal, Dean, District Dyslexia Coordinator, Instructional Coache, District Level Administrator	Title 1 211, Local Funds 199	August 2015- May 2016	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 9
Provide extended learning and credit recovery opportunities for students not mastering the curriculum through summer school, credit recovery, Saturday academies, tutorials, and enrichment period.	Principals, APs, Counselors	SCE	August 2015- May 2016	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	Title 1 - #2, 9
Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Assistant Superintendent of C&I, District Level Administrators	Title 1 211, Local Funds 199	August 2015- May 2016	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Revise all curriculum documents for HB5 STAAR courses.	Assistant Superintendent for C&I	Local Funds, Title 1 Funds	Summer 2015 (on-going)	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4
Provide training for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 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.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 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	June 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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Attend trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Principal, Assist. Principals, Teachers	Local Funds 199	October 2015 (on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal, Assist. Principals, Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data.	Principal, Assist. Principals, Teachers	Local Funds, Title 1 Funds	October 2014 November 2014 January 2015 February 2015	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
Provide opportunities for Gifted and Talented Students to accelerate in areas of strength and opportunities to earn high school credits	Principal, APs, IC, Teachers, and Counselors	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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

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

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

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

Objective 2: Increase the number of students that complete their core courses and receive their Associates degree or certificate of completion before high school graduation

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide comprehensive advisement for students.	College Readiness, College Advisors, Transitional Specialists, CTE Dept.	High School Allotment funds	August 2015 – May 2016	Degree Plans, advisement, sequence of course, STC Degree Works	Number of students who receive AS degrees, number of students who complete core, certificates of completion	Number of students who have followed a career pathway.	
Provide academic support services to increase retention	College Readiness Principal, Partner IHE College Transition Specialists	High School Allotment funds	August 2015- May 2016	Student sign-in sheets, Center for Learning Excellent log in	An increase in the number of student retained in college courses	Number of students who successfully complete their college courses.	
Provide opportunities for all students to participate in AP/DC program and/or Dual Enrollment/Concurrent Enrollment courses.	College Readiness Principal, Partner IHE College Transition Specialists	High School Allotment funds	August 2015- May 2016	Student sign-in sheets, Center for Learning Excellent log in	An increase in the number of student retained in college courses	Number of students who successfully complete their college courses.	
Offer classes/courses for certifications	Principal, Partner IHE College Transition Specialists	High School Allotment funds	August 2015- May 2016	Student sign-in sheets,	An increase in the number of student acquiring certifications	Number of students who successfully complete their college courses.	

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

Objective 3: Increase the number of student who successfully pass the Texas Success Initiative (TSI) College Readiness assessment.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide TSI tutorial sessions that prepare students to pass the assessment	College Readiness Principal Assigned TSI Teacher		August 2015 – May 2016	Tutorial Sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	
Provide TSI Summer Bridge Program for preparation of students who have not mastered TSI assessment	College Readiness, Principal, Assigned TSI Teacher		June 2015- August 2015	Tutorial sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	
Provide non-credit bearing course for preparation of students to pass	College Readiness, Principal, IHE	Local funds	January 2016- May 2016	Class rosters	An increase in the number of students who pass the assessment	The number of students who successfully complete the course	

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

Objective 4: Increase the number of students who transition into a two-year community college or four-year university

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assist students with all college transition processes	College Transition Specialists Financial Aid Officers IHEs College Advisors	High School Allotment funds	August 2015 – August 2016	FAFSA applications, College Applications	The increase in number of students who complete all college-related documents	The number of students who enroll in college.	
Provide registration support through the College Transition Specialists	College Transition Specialists PSJA College Advisors Financial Aid Officers	High School Allotment funds	August 2015 – August 2016	Advisement Forms, Registration schedule, payment receipt , College Orientation sign in sheet	The number of students who successfully register to attend college	The number of students who register in a college.	

District Goal 5: Family and Community Involvement

Objective 1: Increase and promote a strong partnership with parents.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host at least 2 major events per year	Administrators, Counselors, Parent Educators	Local Funds, Title I Funds	2015-2016	Sign-in Sheets	Parent Surveys		Title I- #6, #10
Conduct a graduation requirements seminar for all high school parents	Administrators, Counselors, Parent Educators	Local Funds, Title I Funds	2015-2016	Sign-in Sheets, Registration forms	Parent Surveys		Title I- #6, #10
Develop a Parental Calendar to disseminate information such as: <ul style="list-style-type: none"> • State and Federal Accountability Reports • University Financial Aid Information • Income Tax information sessions • Title-I Compliance Meetings • Parent Volunteer Committee 	Administrators, Counselors, Parent Educators, Financial Aid Officers	Local Funds, Title I Funds	2015-2016	Parent Notices Sign-in Sheet Teacher-Parent Contact Log	Parent Surveys	Analysis of number of parents attending meetings compared to prior year	Title I- #6, #10
Network with local agencies to provide family support: <ul style="list-style-type: none"> • Human Resource Workforce Solutions • <i>Mujeres Unidas</i>, MHMR, CHIPS County /City Officials 	Administrators, Counselors, Parent Educators,	Local Funds, Title I Funds	2015-2016	Parent Notices Sign-in Sheet	Parent Surveys		Title I- #6, #10

District Goal 5: Family and Community Involvement

Objective 1: Increase and promote a strong partnership with parents.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conduct a Parent Survey to obtain parent perception of campus parent meetings, NCLB, Bilingual Programs, Federal and State accountability, and instructional programs.	Administrators, Counselors, Parent Educators	Local Funds, Title I Funds	2015-2016	Sign-in Sheets	Parent Surveys		Title I- #6, #10
Conduct Parent Meetings to promote collaboration between home/school with a focus on topics such as: <ul style="list-style-type: none"> • Attendance/Truancy • Accountability Systems • Academic Responsibilities • Campus Goals • DC/AP courses • Presentations on Special Populations <ul style="list-style-type: none"> At-Risk Migrant ELL Special Education 	Administrators, Counselors, Parent Educators	Local Funds, Title I Funds	2015-2016	Sign-in Sheets, Registration forms	Parent Surveys		Title I- #6, #10

District Goal 5: Family and Community Involvement

Objective 2: 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 – STAAR EOC Assessments	Administrators Counselors Parent Educator	Local Funds, Title I Funds	August 2015 - May 2016	Sign-in Sheets Telephone Logs	Parent Surveys		Title I- #4, #6
Conduct parent session on: <ul style="list-style-type: none"> • literacy development • test taking strategies • tutorial academies 	Administrators Counselors Parent Educator	Title I Funds	August 2015 - May 2016	Sign-in Sheets Telephone Logs	Benchmark Scores CBA	STAAR/EOC, TELPAS Benchmark tests	Title I- #2, #9

District Goal 5: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Modify adult volunteer services program to include students @ all level	Parental Liaison,	Local Funds, Title I Funds	2015-2016	Volunteer sign-in card	Tally of Volunteer hours		Title I- #9
Partner National Honors Society Programs to engage students in community service projects	Teachers Parent Educators	Local Funds, Title I Funds	2015-2016	Registration forms, Projects Participation Forms	Tally of volunteer hours On a monthly basis		Title I- #9
Provide a IHE Partnership and partner with colleges, universities, and businesses for student job shadowing experiences		Local Funds, Title I Funds	2015-2016	Registration forms Participation forms	Sign-in logs Time sheets		

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide 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 Instructional Technology Coordinator	Instructional Technology Staff and various state, federal, and local budgets	2015-2016	Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase number of students using technology	Increased student scores.	Budget reviews and monthly campus visits	Title 1- #3, 4
Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Principal APs Campus Instructional Technologists	Software, hardware, and professional development	2015-2016	Increased technology training session being held at the campus. Increase number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title 1- #3, 4
Provide technology resource (online GradePoint Software) to facilitate credit recovery for all students.	Instructional Technology Coordinator Counselors	Credit Recovery Software, adequate bandwidth, and adequate hardware	2014-2015	Reports	Improved scores	Participation and scores	Title 1- #3, 4

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Accelerated Reader Software, adequate bandwidth, and adequate hardware	2014-2015	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	Destiny Software, adequate bandwidth, and adequate hardware	2014-2015	usage reports from the Destiny system.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Update and create courses for Technology Applications at the high school level.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum coordinators Technology Applications Review committee for (HS) Area Administrators District Technology	Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.	This is an ongoing process. However, a committee will be formed to specifically address the secondary Technology applications courses at the High School level.	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 Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer	Core content curriculum resources. Learning.com	Ongoing	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.	

District Goal 6: Technology							
Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Expand distance learning efforts to enhance classroom instruction. The district will join the Region One Distance Learning (Video Conferencing) Consortium.	Instructional Technology Coordinator, Technology Integration Specialist , Core content area coordinators	Video conferencing equipment, online curriculum resources	Aug 2016	Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events.	Increased student enrollment and completion of online classes.		
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist		Ongoing. This is a regular service that is provided to all campuses.	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for campus computer labs which are using computer assisted instruction. Increase in student achievement	Increase in student achievement		

District Goal 6: Technology

Objective 4: 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 Atomic Learning. 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>Atomic Learning, and other online resources.</p>	<p>Ongoing -- 2015-2016</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>		

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

Objective 1: Discipline protocols will be applied consistently and fairly throughout the campus.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Train all staff on student referral protocols, de-escalation and restorative practices	Principal Asst. Principals Counselors	Local Funds	August 2015- June 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Train Faculty and Staff on student sexual abuse and neglect, bullying, suicide, violence and drug prevention.	Principal Asst. Principals Counselors	Local Funds	August 2015- June 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Improve discipline, increase attendance and academic achievement through: <ul style="list-style-type: none"> • Implementation of Safe and Civil School Policies • Acknowledging appropriate behavior • Distribution of Student Code of Conduct booklet to students and parents and collecting acknowledgement forms 	Principal Asst. Principals Counselors	Local Funds	August 2015- June 2016	Sign-In Sheets, Code of Conduct forms,	Decrease in discipline referrals, ISS, OSS	Side by side data analysis	Title 1--#10

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

Objective 2: Provide a positive, motivating learning environment for all students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement and monitor a plan for year-round activities to include the following for 9 th thru 12 th grade: <ul style="list-style-type: none"> • Red Ribbon Week • Great American Smoke Out • Career Day • Classroom Presentations • Motivational Speakers • Public Schools Week • College/Scholarship Applications • College/University Fieldtrips • Military Personnel Recruiters • Financial Aid Night • Awards Assembly • Lessons on responsibility 	Counselor Teachers Administrators	Local Funds	2015-2016	Observations by all staff	Decrease in number of discipline referrals	Data analysis	Title 1 - #10

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

Objective 3: Provide a school environment that promotes wellness for its students in a variety of areas that will 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 individual student needs medical, dental, vision and hearing services.</p> <p>Coordinate with social services agencies and 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 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>
<p>Provide a school environment free of drugs and violence.</p> <p>Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Texas Tropical Centers -Behavioral Centers -Police Departments</p>	<p>August 2015- June 2016</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

Objective 3: Provide a school environment that promotes wellness for its students in a variety of areas that will yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide support services including deterrent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	-Director of Health Services -Nursing Staff	-Behavioral Centers -PSJA LPC	August 2015- June 2016	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	-Director of Health Services -Nursing Staff	-Emergency medical services from Pharr, San Juan and Alamo	August 2015- June 2016	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.	-Director of Health Services -Nursing Staff	-Athletic Department -LPC	August 2015- June 2016	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis	Title 1--#10

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

Objective 3: Provide a school environment that promotes wellness for its students in a variety of areas that will yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along with coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Child nutrition department -Coaching staff -Dietician DHR school based clinic 	<p>August 2015- June 2016</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>

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

Objective 4: Monitor campus 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, Principal, Aps, Teachers Counselors	Local Funds	August 2015 June 2016	-Pre-registration campaign -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Administration	Local Funds	August 2015- June 2016	Correspondence, Emails, TEA letter, PEIMS data	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10
Ensure implementation of Dropout Prevention Strategies and: <ul style="list-style-type: none"> • Monitor grades/transcripts to make sure students graduate on time • Schedule time for students to recover lost credits 	Administration Counselors	Local Funds	August 2015- June 2016	Correspondence, Emails, Campus Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance	Title 1--#10

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

Objective 4: Monitor campus 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
Monitor student attendance and utilize contact system for staff to maintain constant communication with parents about student attendance and parental involvement meetings	Administration Liaison Attendance Committee	Local Funds	August 2015- June 2016	Correspondence, Emails, TEA letter,	eSchool Cognos Reports PEIMS /attendance reports	Texas Academic Report Card PBM District improvement Accountability	Title 1--#10
Monitor student attendance and tardies daily to ensure students make-up time through the Attendance Recovery Program and/or court for truancy.	Administration Liaison Attendance Committee	Local Funds	August 2015- June 2016		Attendance Reports	Increased attendance Decrease number of referrals	Title 1--#10
Provide consistent student support and guidance through campus personnel to ensure student academic success.	Principal Aps Teachers Counselors	Local Funds	August 2015- June 2016	Teacher/student rapport	Increase in student achieve through EOC Improvement in student behavior	Data analysis	Title 1--#10

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

Objective 5: 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 security/safety audits of campuses	Administration Security Department	Local Funds	August 2015- June 2016	Security Audits	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all security staff on proper confrontational management techniques	Security Director	Local Funds	August 2015- June 2016	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis	Title 1--#10
Provide training for all school staff on how to handle themselves during crisis situation: <ul style="list-style-type: none"> • Fire drills • Lockdown • Bomb threats • Crisis drills 	Administration Security Department	Local Funds	August 2015- June 2016	Practice drills	School prepared for emergency situations	Side by side data analysis	Title 1--#10
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds	August 2015- June 2016	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10

District Goal 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	Feb.-Aug.	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery 	Staff Retention reports	Title 1 -#5
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	Principals APs	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> Staff hired High teacher retention rate 	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	Title 1 -#5
Hire University Student Interns that have demonstrated excellence in the classroom	Principals APs	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	Title 1 -#5

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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	Title I - #3, 4,
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds I3 Grant funds	August 2015-May 2016	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title I - #3, 4,
Instructional coaching support • New teachers • Other teachers needing support	Principal Aps Instructional Coach	Local funds I3 Grant	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 Observations Walk-throughs	Title I - #3, 4, 5
On-going professional development: • Sexual harassment • Classroom management • McRI Evaluation Tool	Principal APs	Local funds	August 2015-May 2016	Sign-In Sheets	student achievement	student achievement	

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	Aug. 2015 –May 2016	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McREL Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1 - #3, 4
Implement an effective instructional coaching system with on-going professional development	Director Campus Principals	Title One Local Funds	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 - #3, 4
Monthly professional development meetings for 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	