

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Sonia M. Sotomayor Early College High School Campus Improvement Plan 2015-2016

Board Approved:

Mission Statement

PSJA Sonia M. Sotomayor Early College High School is committed to the success of teen mothers by providing an opportunity to acquire a high school diploma, industry certificates, as well as a college associates. We are prepared to help students reach their fullest potential by supporting an effective, educational and collegiate environment.



What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

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

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

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

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

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

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

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

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

Title I, Part A

School wide Components:

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

Comprehensive Needs Assessment



COLLEGE
READY. CONNECTED. COMPLETE. ³

Data Resources Reviewed

1. 2014-15 STAAR Campus Summary Report

2. 2014-15 Attendance

3. Discipline Referrals

4. PEIMS Demographics

5. Walk-through Data

6. Parental Involvement Data

7. McRel Teacher Evaluations

8. Professional Development Plan

9. Teacher Certifications

10. TELPAS Scores

11. Technology Inventories

12. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

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

Needs:

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

- Not enough data to analyze. The school had a small percentage of special education students. Too small to analyze.

Personnel Needs:

The Principal will work closely with the human resource department to ensure that a highly qualified teacher and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Professional Development Needs:

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

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

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

Needs:

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

- In Reading, the achievement gap between ELL and All students 2014-2015 is 4%.
- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 6%.
- In Science, the achievement gap between ELL and All students 2014-2015 is +10%. At Sonia M. Sotomayor ECHS, our ELL students outperformed our ALL student population.
- In Social Studies, the achievement gap between ELL and All students 2014-2015 is 15%

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

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

- In Reading, the achievement gap between Eco Dis and All students 2014-2015 is +1%. Our Eco Dis population outperformed our ALL student population by one.
- In Mathematics, the achievement gap between Eco Dis and All students 2014-2015 is 0%.
- In Science, the achievement gap between Eco Dis and All students 2014-2015 is 0%.
- In Social Studies, the achievement gap between Eco Dis and All students 2014-2015 is 1%.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, Sonia M. Sotomayor ECHS earned a score of 27, 16 points above the target.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- The 4-Year Graduate Rate for Eco Dis students at Sonia M. Sotomayor Early College High School was 73.8%
- The 5-Year Extended Graduation Rate for Eco Dis students at Sonia M. Sotomayor Early College High School was 76.1%.

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"> • Social Studies • Biology • Mathematics <p style="text-align: center;">Mastery 50% or Higher</p>	<ul style="list-style-type: none"> • English I • English II <p style="text-align: center;">Mastery 43% or Lower</p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • Social Studies • English I • English II <p>SMART Goal: 50% or Higher</p>
2	<p style="text-align: center;">Index 2: Student Progress</p>	<p>Campus Exceeded the State Target for Index 2 of 7% with 16% meeting or exceeding the progress measure.</p> <ul style="list-style-type: none"> • Campus exceeded state target for Index 3 of 11 with a 27. 	<ul style="list-style-type: none"> • More students did not meet or exceed progress measure. 	<ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2014-15 in Reading and Mathematics
3	<p style="text-align: center;">Index 3: Closing the Achievement Gap</p>	<p>The campus met the index 4 target of 33 with a score of 100. 5 year graduation rates and completion rates (92.3%) High rate of RHSP/DAP (90.9%) College and Career Readiness (63.6%)</p>	<ul style="list-style-type: none"> • LEP students not served failed to meet the PBMAS standard in Reading, Science, and Writing • TELPAS ratings for students in U.S. Schools multiple years are at BEG/INT. levels • Special Education students did not meet PBMAS Standards in Science, Social Studies, and Writing • Migrant students did not meet PBMAS standard in Social Studies, Writing, and Reading 	<p>Special population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies.</p>
4	<p style="text-align: center;">Index 4: Post Secondary Readiness</p>	<p>The campus met the index 4 target of 33 with a score of 100. 5 year graduation rates and completion rates (92.3%) High rate of RHSP/DAP (90.9%) College and Career Readiness (63.6%)</p>	<p>More students needed to pass STAAR at the Final Recommended level. We need to prepare more students to be college ready.</p>	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor • Provide EOC/STAAR/TSI enrichment programs • Revise curriculum • Assess and Monitor frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood schools • New buildings/renovations • Communication in both English and Spanish • Parent Liaison District level and campus • Parent Centers • Business Partnerships • IHE Partnerships 	<ul style="list-style-type: none"> • Secondary parent involvement is low • Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education
6	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> • Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture 	<ul style="list-style-type: none"> • Increase Student Attendance 	<ul style="list-style-type: none"> • Build public relations • Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McRel Evaluation Tool • On-Site Instructional Coach • TIF Grant 	<ul style="list-style-type: none"> • Increase the number of teachers with a masters in their content. 	<ul style="list-style-type: none"> • Recruit and retain highly qualified teachers with a master's degree. • Create a partnership with South Texas College to hire and train staff.

Campus DEMOGRAPHICS



COLLEGE
READY. CONNECTED. COMPLETE.

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	At Risk	MIGRANT	ECD	GT	CTE
Number	117	0	117	5	48	5	8	117	12	115	0	102
Percent	100	0	100	4.3	41.0	4.3	6.8	100	10.3	98.3	0	87.1

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	112	111	0	0	1	0
Percent	100	99.06	0	0	.94	0

Student Achievement Summary 2015



	Performance Target 2015 (Alternative Std.)	State	Campus	PSJAISD	Campus Goals 2016
Index 1 Student Performance	35	77	52	66	55
Index 2 Progress Measure	7	37	16	35	19
Index 3 Closing the Gap	11	40	27	37	30
Index 4 Postsecondary Readiness	33	75	100	79	100



SYSTEM SAFEGUARDS 2015

COLLEGE
READY. CONNECTED. COMPLETE.

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
State Target	60	60	60	60	60	60	60	60	60	60	60			
Reading	N		N						N		N	0	4	0
Math	N		N						N		*	0	3	0
Writing												0	0	
Science	Y		Y						Y		*	3	3	100
Social Studies	Y		Y						Y		*	3	3	100
Total												6	13	46

Post-Secondary Readiness Data Table 2015



All Students	State	Campus	PSJAISD
2015 STAAR % Meeting Postsecondary Readiness Standard	41	7	28
4-Year Graduation Rate Class of 2014	88.3	92.7	90.6
5-Year Extended Graduation Rate Class of 2013	90.4	92.3	94.6
Annual Dropout Rate SY 2013-14	2.2	3.5	0.7
RHSP/DAP Graduates Class of 2014	85.5	90.9	95.7
College Ready Graduates SY 2013-14	78.4	63.6	82.3

2015-2016 Campus Goals



STAAR EOC High School Passing Rates for MATH

Algebra 1 Campus

% of Items Needed to Meet State Performance Alternative Standard	% of Students Passing State Assessment <i>TARGET: 35%</i>		Goal
	2015	2016	
Phase In 1 Level II	37	54	60
Phase in 2 Level II	44		
Final Recommended	63		
Adv. Level III	78		

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



English 1		% of Students Passing State Assessment <i>TARGET: 35%</i>	Goal <i>TARGET: 35%</i>
% of Items Needed to Meet State Performance Alternative Standard		2015	2016
Phase In 1 Level II	55	43	50
Phase in 2 Level II	58		
Final Recommended	64		
Level III Adv.	83		

English II		% of Students Passing State Assessment <i>TARGET: 35%</i>	Goal <i>TARGET: 35%</i>
% of Items Needed to Meet State Performance Alternative Standard		2015	2016
Phase In 1 Level II	57	43	50
Phase in 2 Level II	60		
Final Recommended	66		
Level III Adv.	87		

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 U), 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



COLLEGE³
READY. CONNECTED. COMPLETE.

Biology		
% of Items Needed to Meet State Performance Alternative Standard	% of Students Passing State Assessment <i>TARGET: 35%</i>	Goal <i>TARGET: 35%</i>
	2015	2016
Phase In 1 Level II	35	65
Phase in 2 Level II	43	
Final Recommended	61	
Level III Adv.	83	

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.



COLLEGE
ASSET-DRIVEN, EFFECTIVE, COMPLETE™

2015-2016 Campus Goals

U.S. History

% of Items Needed to Meet State Performance Alternative Standard	% of Students Passing State Assessment <i>TARGET: 35%</i>	Goal <i>TARGET: 35%</i>
	2015	2016
Phase In 1 Level II	62	65
Phase in 2 Level II		
Final Recommended		
Level III Adv.		

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

2015-2016 Campus Goals

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Summer Curriculum Writing sessions for all of the four-core subjects assessed will be scheduled in May-June [2015 & 2016]. All other courses in August of each school year.	Assistant Superintendent for C&I, Core Content Coordinators and Coaches, Principal	Local Funds, Title 1 Funds	Summers of 2015 and 2016	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Teacher representatives from all district campuses will be selected to write/revise the district curriculum	HS, MS, ES Administrators, Core Content Coordinators and Coaches, Principal	Local Funds, Title 1 Funds	May of 2015 and 2016	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Curriculum writers will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Assistant Supt for C&I, Principal	Local Funds, Title 1 Funds	June of 2015 and 2016	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Bilingual Director, Special Ed Director, Assistant Supt for C&I, Principal	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	2015-16	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1, 2
Academic Calendars will be written/ revised for all courses. (Instructional timelines will be written/ revised for all HB5 courses)	Assistant Supt for C&I, Administrators, Principal, Asst. Principal, Dept. Head	Local Funds, Title 1 Funds	Summers of 2015 and 2016	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses	District Content Coordinators Principals, Asst. Principal, CLLs, CLFs	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
Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC	Assistant Supt for C&I, C&I Administrators, Campus Administration	Local Funds, Title 1 Funds	June 2015– May 2016	Agenda and Sign-in Sheets, CLC agendas	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar	District Content Coordinators, Principals, Asst. Principal, CLLs, CLFs	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Sign-in Sheets, Timeline, Schedule of review session, Sign-in sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2015-16.	C&I Department, District Content Coordinators, Campus Testing Coordinator	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Principals, Asst. Principal, Migrant Counselor	Migrant Funds 212	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM	Principals, Asst. Principal, Special Ed. personnel	Special Ed Funds 224	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Principals, Asst. Principal, LPAC Committee	Title III 263	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Dana Center training for cohorted teachers on creating formative assessments will be sustained.	Principals, Asst. Principal	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed and shared with each teacher and staff	Campus Principals	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2014	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Principals, Asst. Principal	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2014	Campus Goal Templates Sign-in agendas CLC	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Dept. Head Teachers 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	Principals, Asst. Principal, CLLs, CLFs, Dept. Head Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2014- June 2015	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30/60/90 minute Academic Interventions, during the school day, afterschool tutorials and/or Saturday tutorials will be available for students in each subgroup following each district-level CBA, Benchmark, STAAR Exam, State Exam, TSI Assessment	Campus Principals, Deans, Instructional Coaches, Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224, Priority and Focus Grant	August 2015-July 2016	Tutorial Sign-in sheets, Schedules, Targeted Tutorials, Intervention Plans	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, Teachers, Special Pops Personnel	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
Lead4Ward training will be provided for all principals, assistant principals, and deans on differentiated instruction and data analysis.	Assistant Superintendent for C&I	Title 1 Funds, Priority and Focus Grant	August 2015-July 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

Objective 4: Professional development specific to the state assessed curriculum will be provided for all 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.	Campus Principals, Deans, Assistant principal, IC	Local Funds 199	August 2015- July 2016	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, Principal	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 2X weekly in high schools for unpacking the TEKS and lesson plan collaboration	Campus Principals, Deans, Assistant principal, IC	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 Power of Seven Reports to assess progress toward meeting state passing standards on each index per student/per subpopulation group	Asst. Supt for C&I, C&I Administrators, District Content Coordinators, Campus Administration	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Instructional Coaches	Title 1 211, Local Funds 199	August 2015 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RtI training will be provided for all staff members to address the needs of all students.	RtI District Coordinator, Campus Counselor, Campus Administration	Title 1 211	2015-2016	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, ELD Coaches, Campus Administration	Title III 263	2015-2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director and special education personnel, Campus Administration	Special Ed 224	2015-2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Lead4Ward training will be provided for all principals, assistant principals, deans and teachers on data analysis/differentiated instruction.	Assistant Superintendent for C&I Campus Administration	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The reading/writing curriculum will be developed/ revised using thematic-based instruction and CIF teaching strategies	C&I Dept. - District ELA/ SLA Content Coordinators, Campus Administration, CLLs, CLFs	Title 1 211, Local Funds 199	August 2015-July 2016	Completed Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
ELAR/ SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Assistant Superintendent for C&I, Administrators in C&I, Campus Administrators	Title 1 211, Local Funds 199	August 2015 and on-going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Writing Rubrics will be developed/ revised district-wide for open-ended and compositions	C&I Dept. - District ELA/ SLA Content Coordinators, Campus Administration, CLLs, CLFs	Title 1 211, Local Funds 199	August 2015 and on-going	Walk-throughs, Lesson Plans, SLOs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8, 9
Depth of Knowledge Questions [DOK] will be written for each literary selection [all genres] during Collaborative Learning Communities (CLCs)	C&I Dept. - District ELA/ SLA Content Coordinators, Campus Principals, Teachers, CLLs, CLFs	Title 1 211, Local Funds 199	Summer 2015 and on-going	Completed DOK questions in the curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8, 9

Campus 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
Building Rigorous Readers activities will be developed using Close Reading strategies for all contents	Principals, Deans, CLLs, CLFs	Title 1 211, Local Funds 199	Summer 2015 - May 2016	Completed Close Reading Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
A minimum of 2 compositions per six weeks will be required at each grade level	Principals, Deans, District ELA/ SLA Content Coordinators	Title 1 211, Local Funds 199	August 2015-May 2016	Completed composition prompts in Curriculum Documents; Walkthroughs, gradebooks, Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
STAAR Connected questions will be developed/ revised for all literary selections [all genres]	Principals, Deans, CLLs, CLFs	Title 1 211, Local Funds 199	Summer 2015-May 2016	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
Two aligned CBAs and two district Benchmarks will be administered district-wide	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC data reports, Data Rooms	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9

Campus 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
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	C&I Dept. - Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans, Tutorial Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title 1 - #8, 9
CBA and Benchmark data will be used to identify students in need of extended learning opportunities	C&I Dept. - Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans, Tutorial Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title 1 - #8, 9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be developed/ revised for K-12 using CLF strategies	C&I Dept. - Assistant Superintendent for C&I, Campus Principals, Instructional Coaches, CLFs	Title 1.211, Local Funds 199	June 2015-May 2016	Completed Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	C&I Dept. - Assistant Superintendent for C&I, Campus Principals, Instructional Coaches, CLFs	Title 1.211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Teachers will receive training on unpacking the math TEKS, analyzing data during CLCs	C&I Dept. - Assistant Superintendent for C&I, Campus Principals, Instructional Coaches, CLFs	Title 1.211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Two aligned CBAs and two district Benchmarks will be administered district-wide	C&I Dept. - Assistant Superintendent for C&I, Campus Principals, Instructional Coaches, CLFs	Title 1.211, Local Funds 199	October 2015 November 2015 December 2015 February 2016	Walk-throughs, DMAC data reports, Data Rooms	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	C&I Dept. - District Content Coordinators, Principals, Deans, 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, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	C&I Dept. - District Content Coordinators, Principals, Deans, 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, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
CBA & Benchmark Data will be used to identify students in need of extended learning opportunities	C&I Dept. - District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
Daily problems of the day will be developed/ revised as spiraled activities in STAAR format	C&I Dept. - District Content Coordinators, Principals, Deans, Instructional Coaches	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, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Exit tickets will be developed/revised and aligned to the skill of the day	C&I Dept. - District Content Coordinators, Principals, Deans, Instructional Coaches	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, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide Professional Development on effective teaching strategies for teachers. (Think Through Math, etc.)	Principals, Deans	Title 1 Funds	August 2015-May 2016	Agendas and Sign-in Sheets	CBA Benchmark, STAAR scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Professional Development on effective teaching strategies for secondary math and science teachers. (AgileMind)	Principals, Deans	Title 1 Funds	August 2015-May 2016	Agendas and Sign-in Sheets	CBA Benchmark, STAAR scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 3: Close the student achievement gap among all populations. (Index 3)							
Objective 1: Decrease the student achievement gap among all subgroups (Index 3).							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>To meet the needs of our ELL students, ELPs strategies will be included in all lessons such as:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program • iStation •Think through Math •Agile Minds •TPRI/Tejas LEE Strategies •CIF Strategies •SIOP Model •Close reading strategies •Differentiated instruction •Integrated literacy across the content area •Collaborative learning community •RTI Plans •LEP Strategic Plan •ELPS •Personal Graduation Plans 	<p>Assistant Superintendent for C&I, District Content Coordinators, Bilingual Director, Special Ed Director Campus Personnel District Support Staff</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>2015 -2016</p>	<p>Strategies embedded in the district curriculum guides. Lesson plans, walkthroughs, intervention plans, Progress Monitoring</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1: #2,3,4,9</p>

Campus Goal 3: Close the student achievement gap among all populations. (Index 3)									
Objective 1: Decrease the student achievement gap among all subgroups (Index 3).									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components		
The progress of all student sub-groups will be monitored through district formative assessments and campus-wide initiatives such as: --cold calling questions --Close reading strategies --DOK questions --frequent small group purposeful talk, etc.	Principals, Deans, Directors, Instructional Coaches, District Level Administrators Campus Staff	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 Progress Monitoring Data Reports, Walkthrough Reports	Narrowing of the student achievement gap among all student populations.	CBA's, BMs, STAAR, TELPAS	Title 1: #2, 3,9		
Campuses will be monitored for implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principals, Deans, Special Ed Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 224	August 2015-May 2016	Walk-throughs, ARDs, Accommodations, Lesson Plans Monitoring of the IEP	Narrowing of the student achievement gap among all student populations.	CBA's, BMs, STAAR, TELPAS	Title 1: #2,8,9		
The implementation of ELPs strategies to accelerate the progress of ELLs will be monitored.	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.	CBA's, BMs, STAAR, TELPAS	Title 1: #2,8,9		
The academic and social needs of all sub-groups will be monitored through tutorials, counselling services, extracurricular and school organizations.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators, counselors, School Psychologist, Social Workers	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.	CBA's, BMs, STAAR, TELPAS	Title 1: #1,2,10		

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
504 students' performance and progress will be monitored and accommodations and interventions will be provided.	Assistant Superintendent for C&I, District Content Coordinators, 504 District Coordinator	Title 1 211, Local Funds 199	August 2015- May 2016	504 accommodation plans, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1: #1,2,9
Dyslexia services will be provided (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principals, Deans, District Dyslexia Coordinator, Instructional Coaches, District Level Administrators, Teacher, Campus Dyslexia Contacts	Title 1 211, Local Funds 199	August 2015- May 2016	Dyslexia progress monitoring data, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1: #2,8,10
Extended learning and credit recovery opportunities for students not mastering the curriculum will be provided through summer school, credit recovery, Saturday academies, tutorials, and enrichment period.	District and Campus Administrators	SCE	August 2015- August 2016	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	Title 1: #6,9
Using data rooms, 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, Campus 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: #8,9

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

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and 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
Curriculum documents for all HB5 STAAR courses [middle and high school] will be written/ revised each summer.	Assistant Superintendent for C&I, Central Office Adm. for Elem. , MS, HS, District Content Coaches, Campus Administration, and teachers	Local Funds, Title 1 Funds, Title III Funds, State Compensatory Education Funds, Focus & Priority Funds	2015-2016	Completed Curriculum Documents, Scope and Sequence, Year at a Glance, Mini-Assessments, Six Weeks Exams, Content Based Assessments, Benchmarks	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, Increased District Graduation Rates, Increased the number of students graduating under the Distinguished Achievement Program, Increased number of Distinctions earned at the campuses	CBAs, BMs, STAAR, TELPAS Mini-Assessments, Six Weeks Exams,	Title 1- #2, 4
Professional development will be provided 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, Central Office Adm. for Elem. , MS, HS, District Content Coaches , District Directors, Campus Administrators	Local Funds, Title 1 Funds, Title III Funds, State Compensatory Education Funds, Focus & Priority Funds	2015-2016	Agenda and Sign-in Sheets, Lesson Plans, Walkthroughs	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR Increase District Graduation Rates, Increase the number of students graduating under the Distinguished Achievement Program, Increase the number of Distinctions earned at the campuses	CBAs, BMs, STAAR, TELPAS, Mini-Assessments, Six Weeks Exams,	Title 1 - #4, 8

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

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and 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
Professional development will be provided on in-depth study of STAAR released test items to define rigor of the lesson.	Assistant Supt for C&I District Content Coaches, SLD Coach, ELD Coach, Principal, Asst. Principal, CLLs, CLFs	Local Funds, Title 1 Funds	June 2014 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, increased number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4,8
Two aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators, Campus Testing Coordinator	Local Funds, Title 1 Funds	June 2014-April 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, increased number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinction Awards and the Systems Safeguards are calculated.	Asst. Supt for C&I , District Administrators, Content Coaches, ELD Coach, SLD Coach, Principals, Assistant Principals, CLLs, CLFs	Local Funds 199 Title I Funds, SCE Funds, Priority & Focus Grant	2015-2016	Agendas and Sign-in Sheets,	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principals, Assistant Principals, Instructional Coaches, SLD Coach, ELD Coach, CLL, CLFs, Teacher Leaders, Dept. Chairs,	Local Funds, Title 1 Funds Title I Funds, SCE Funds, Priority & Focus Grant	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8, 9
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principals, Assistant Principals, Dept. Chairs, Grade Level Chairs	Local Funds, Title 1 Funds , SCE Funds, Priority & Focus Grant	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
Campus Review Sessions (CRSs) will be held at the campus level to review CBA and Benchmark data with the principal and to plan next steps.	Principals, Assistant Principals, Dept. Chairs, Grade Level Chairs	Local Funds, Title 1 Funds SCE Funds, Priority & Focus Grant	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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Focused and targeted tutorials will be provided for all student groups in each phase of accountability to ensure they improve their scores to the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.</p>	<p>Principals, Assistant Principals, Instructional Coaches, CLL, CLFs, Teachers</p>	<p>Local Funds, Title 1 Funds/ SCE , Funds SCE Funds, Priority & Focus Grant</p>	<p>June 2015 to May 2016</p>	<p>Tutorial logs (Student Sign-in Sheets & Schedules), Lesson Plans, Walk-Through Documentation, Phone Logs</p>	<p>Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.</p>	<p>CBAs, BMs, STAAR, TELPAS,</p>	<p>Title 1 - #2,4,8</p>

Campus 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
TSI class instruction will be provided in 8 th – 12 th grade level courses that prepares students for the assessment	College Readiness Middle School Principals		August 2015 – July 2016	Attendance Sheets	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.	Title 1: #9
TSI tutorial sessions will be provided at the high schools that prepare students to pass the assessment	College Readiness High School Principals 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.	Title 1: #9
TSI Summer Bridge Program will be available for preparation of students who have not mastered TSI assessment	College Readiness, High School Principals, Assigned TSI Teacher		June 2015- August 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.	Title 1: #9
Non-credit bearing courses will be provided for preparation of students to pass	College Readiness, HS Principal, IHE	Local funds	August 2015- May 2016	Class rosters	An increase in the number of students who pass the assessment	The number of students who successfully complete the course	Title 1: #9

Campus 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
Students will be provided with all college transition processes	College Transition Specialists Financial Aid Officers IHEs College Advisors Campus Administration		2015-2016	FAFSA applications, College Applications	The increase in number of students who complete all college-related documents	The number of students who enroll in college.	Title 1: #1, 2, 8, 9
Registration support will be provided through the College Transition Specialists	College Transition Specialists PSJA College Advisors Financial Aid Officers Campus Administration		2015-2016	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.	Title 1: #
Specialized training will be provided to campus counselors	College Readiness, CTE, Local IHE	Local, CTE funds, Title I	2015-2016	Training dates, sign in sheets	Increase in the number of students who successfully register to attend college	Number of students who register in a college	Title 1: #4

Campus Goal 5: Family and Community Involvement

Objective 1: Provide opportunities for parents to assist students in preparing for assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing will be held (STAAR, TELPAS, EOC)	Principals Parental Director Parental Coordinator Logistic Specialist Parent Educators	Local Funds, Title I Funds	2015-2016	Sign-in Sheets Agendas Minutes	Parent Surveys Monthly Attendance Summary	STAAR Results Participation Performance	Title I - #2, #6
Parent meetings providing examples of state testing assessment items and state score levels of mastery will be held.	Principals Parental Director Parental Coordinator Logistic Specialist Parent Educators	Local Funds, Title I Funds	September 2015 - May 2016	Sign-in Sheets, Telephone Logs Agendas Minutes	Parent Surveys	STAAR Results Participation Performance	Title I - #2, #4, #6
Presentations for parents will be provided on healthy meals and test tips/reminders	Principals Parental Director Parental Coordinator Logistic Specialist Parent Educators	Local Funds, Title I Funds	September 2015 - May 2016	Sign-in Sheets, Telephone Logs Agendas Minutes	Parent Surveys	STAAR Results Participation Performance	Title I - #2, #4, #10
Parent training meetings will be held at Parent Community Education Center.	Principals Parental Director Parental Coordinator Logistic Specialist Parent Educators Site Managers Community Partners	Computer Copier PRE-GED GED ESL, Books, Work Sheets	September 2015 - May 2016	Sign-in Sheets, Telephone Logs Agendas Minutes	Monthly Attendance Summary	STAAR Results Participation Performance	Title I - #1, #6

Campus Goal 5: Family and Community Involvement

Objective 2: Offer tutoring programs that support students taking assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent Tutorials will be held at the Parent/Community Education Center	Parental Director Volunteers Site Managers Parental Coordinator	Computers, Consumable ,and Non-consumable resources	October 2015- April 2016	Sign-in Sheets, Telephone Logs	Monthly Attendance Summary Benchmark, CBA, and STAAR Scores	STAAR Increase in Participation and Performance	Title I- #2, #9
All campuses will receive support in increasing their tutorial academies via telephone contacts, etc.	Principal Parent Educators	Tutorial Filers and Telephone Logs	October 2015- April 2016	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR Increase in Participation and Performance	Title I- #2, #9
Motivational campus presentations will be scheduled for At-Risk Students focused on STAAR personal growth.	Principal Parental Director Parental Coordinator Presentational Speaker	Cartoon Character Outfit, Bag with Educational Materials	October 2015- April 2016	Number of Campus Engagement Activities	Monthly Attendance Summary	STAAR Increase in Participation and Performance	Title I- #2, #9

Campus 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
Adult volunteer services program will be provided to support all students at all grade levels.	Parental Director, Parental Coordinator, Logistic Specialist, Campus Administrator, Parent Educators	Local Funds, Title I Funds	December 2015 and May 2016	Volunteer sign-in card	Tally of Volunteer hours	STAAR Increase Participation and Performance	Title I- #6,#9
Community service projects will be provided to increase parent/children projects	Parental Director, Parental Coordinator, Logistic Specialist, Campus Administrator, Parent Educators	Local Funds, Title I Funds	September 2015- May 2016	Community Service Projects Sign in Sheets	Tally of Volunteer hours	STAAR Increase Participation and Performance	Title I- #6,#9
Parent/community education centers will recognize parents ' with accomplishments each year	Parental Director, Parental Coordinator, Logistic Specialist, Campus Administrator, Parent Educators	Local Funds, Title I Funds	December 2015 March 2016	Sign-in sheets Parent Phone call logs Invitations	Attendance	STAAR Increase Participation and Performance	Title I- #6,#9
Community service projects will be partnered with DAEP and National Honor Society Programs to engage students in community projects.	Parental Director, Parental Coordinator, Logistic Specialist, Campus Administrator, Parent Educators, Social Worker	Local Funds, Title I Funds	September 2015 May 2016	Registration forms, MOU'S, Projects Participation Forms	Measure DAEP recidivism rate, Tally of volunteer hours On a monthly basis	STAAR Increase Participation and Performance	Title I- #9, #10

Campus Goal 5: Family and Community Involvement

Objective 4: Increase Parental involvement in secondary campuses

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Two major parent events will be hosted at each secondary campus.	Parental Director, Parental Coordinator, School Administrator, Logistic Specialist, Parent Educators	School/District Brochures, Computer, Copiers, Event Filers	September 2015- May 2016	Parent Surveys	Attendance		Title I- #6
A monthly recruitment campaign will be held with specific goals.	Parental Director, Parental Coordinator, School Administrator, Logistic Specialist, Parent Educators	School Brochures, School District Media Sources	September 2015- May 2016	Sign-in Sheets	Monthly Reports		Title I- #6

Campus Goal 5: Family and Community Involvement

Objective 5: Increase average of parents with high school diplomas

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Numerous adult literacy opportunities for parents will be available each year.	Principal Parental Director, Parental Coordinator, Logistic Specialist, Parent Educators	Statistic Charts District creative brochures, Region I, STC	September 2015- August 2016	Program Certificates	End of year course completion	STAAR Participation and Performance	Title I- #6, #10
Two more Parent Community Education Centers will be added to the parent program.	Principal Parental Director, Parental Coordinator, Logistic Specialist, Parent Educators	Facilities, furniture and fixtures	September 2015- August 2016	Enrollment	Attendance	STAAR Participation and Performance	Title I- #6, #10
Flexible schedules during the day, evening, and Saturdays will be considered to recruit parents.	Principal Parental Director, Parental Coordinator, Logistic Specialist, Parent Educators	Parent Registration Forms	September 2015- August 2016	Registration Forms	Course Completion	STAAR Participation and Performance	Title I- #6, #10
A college awareness night for parents will be held at community centers.	Principal Parental Director, Parental Coordinator, Logistic Specialist, Parent Educators	College Presenters from local colleges	September 2015- August 2016	Sign in sheets	Session Attendance	STAAR Participation and Performance	Title I- #6, #10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Financial and physical resource support will be provided for instructional staff through Technology Integration Academies to effectively integrate technology into the curriculum.	Technology Director Technology Integration Specialists Chief Financial Officer Superintendent of Schools	Instructional Technology Staff and various state, federal, and local budgets	Ongoing... This will be a yearly expense with additions each year as funds become available.	Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology	Increased student scores.	Budget reviews and monthly campus visits with principals	Title I - # 9, 10
Resources and support will be provided for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools	Software, hardware, and professional development	Ongoing... This is a yearly expense that will be increased every year as funds are available.	Increased technology training sessions being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title I - # 9, 10
PSJA ISD will provide adult literacy and technology application skills training to parents via the Parental Involvement Department.	Principal Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development	Ongoing... This is a strategy that is carried out year-round and in the summers.	Sign-in sheets An increase in the number of technology literate and English Proficient parents	Increase in the number of Technology Literate parents, and community members.		Title I - # 6

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students including ELLs and Special Education students.</p>	<p>Technology Director Library Coordinator Technology Integration Specialist</p>	<p>Accelerated Reader Software, adequate bandwidth, and adequate hardware Read-Write Program</p>	<p>2015-2016</p>	<p>AR reports from schools</p>	<p>Improved scores in reading</p>	<p>Increase in the participation and scores on the AR program</p>	<p>Title I- # 3, 9, 10</p>
<p>The Technology Department will provide the delivery of online library/research resources (Destiny Online, Office 365) to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.</p>	<p>Technology Director Library Coordinator Technology Integration Specialist</p>	<p>Destiny Software, Library Media COOP Resources, adequate bandwidth, and adequate hardware, Microsoft Office 365</p>	<p>2015-2016</p>	<p>Usage reports from the Destiny system and Office 365.</p>	<p>Increase in the number of students using the Destiny system.</p>	<p>Review of Destiny Reports</p>	<p>Title I- # 3, 9, 10</p>

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The curriculum will be audited for the integration of technology's essential knowledge and skills (TEKS) at the K-8 level and update and create courses for Technology Applications at the secondary level.</p>	<p>Technology Director, Assistant Supt. for C&I, Curriculum coordinators, Elementary Administrator for Technology Applications, Review committee for (HS),</p>	<p>Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.</p>	<p>2015-2016</p>	<p>1. Time lines for core curriculum areas 2. Scope and sequence for core curriculum areas 3. Teacher lesson plans with integrated technology skills 4. Reports from the online Technology Applications Curriculum System.</p>	<p>Gains in the Texas Campus Star Charts</p>	<p>Ongoing review of the district course offerings and alignment with state course requirements.</p>	<p>Title 1 - # 1, 10</p>
<p>The technology department will create a database of lesson plans that are aligned with the core content curriculum and that are integrated with technology.</p>	<p>Technology Director Core content area coordinators Technology Integration Specialist</p>	<p>Core content curriculum resources. Learning.com</p>	<p>2015-2016</p>	<p>Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.</p>	<p>Increased scores on technology benchmarks and state tests.</p>	<p>Instructional Technology department campus visits and observations.</p>	<p>Title 1 - # 3, 10</p>

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The campus will join the Region One Distance Learning (Video Conferencing) Consortium to expand distance learning efforts in the classroom.	Principal, Technology Director, 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.		Title I - #9,10
The campus will utilize Think Through Math and ISTATION to support computer assisted instruction in labs and distributed settings.	Principal, Technology Director ILS Support Specialist Campus Lab Managers Campus Instructional Technologist		2015-2016	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).	Increased scores in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores	8th Grade Technology Applications Test	Title I - # 9,10
The district/campus will mandate that all teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Principal, Technology Director ILS Support Specialist Campus Lab Managers Campus Instructional Technologist, CLLs, CLFs	Learning.com, Instructional Technology Labs	2015-2016	LAB usage logs	Increased scores in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores	8th Grade Technology Applications Test	Title I - #9,10

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
<p>24 computer technology camps (Technology Applications /Microsoft Academy, Computer Coding/Programming) will be hosted during the summer of 2016- and throughout the year in 2016-2017. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2016 2016-2017 School Year</p>	<p>Technology Director Technology Integration Specialist ILS Support Specialist Campus Instructional Technologists Parental involvement staff which will be trained by the Technology Center Staff.</p>	<p>Hardware, software, And Technology Applications Instructors.</p>	<p>Summer of 2016 2016-2017 School Year</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>	<p>Survey results from Summer Camp Participants</p>	<p>Title I- # 3, 4</p>

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The district & campus will subscribe to an online web hosting service which will facilitate updating of intranet/internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with teachers.</p>	<p>Technology Director Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee</p>	<p>District website, share point/intranet site</p>	<p>June 2016</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration on curriculum, business and administrative projects.</p>		<p>Title I - # 9</p>
<p>A district & campus website will be updated as a resource for instruction and a tool for school to community communication.</p> <p>The district & campus will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as up coming projects.</p>	<p>Technology Director Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content areas coordinators PSIA Department Directors and Coordinators</p>	<p>District website, Living Tree, and district Intranet</p>	<p>2015-2016</p>	<p>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects.</p>	<p>Web site visit reports</p>	<p>Title I - # 6, 9, 10</p>

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The district & campus will use Learning.com for all K-8 students and Atomic Learning for all others.</p> <p>Teachers will receive training on new internet resources and online initiatives every year because these resources are constantly changing.</p> <p>The district will leverage a BYOD Initiative to utilize Internet resources to enhance student learning.</p>	<p>District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>Aug 2015-June 2016 and Aug 2016 June 2017</p>	<p>campus and classroom web sites</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>		<p>Title I - # 2, 9, 10</p>

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Technology Director</p>	<p>Local Technology Budget, and hardware</p>	<p>2015-2016 (and ongoing)</p>	<p>Computer Inventory</p>	<p>All lab computers will be under warranty as long as they are in a lab setting.</p>		<p>Title I - #1,9,10</p>
<p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p>	<p>Technology Director MIS Coordinator</p>		<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>Computer Inventory counts</p>	<p>Increased teacher collaboration on curriculum projects.</p>		<p>Title I - # 1,9,10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training will be provided for Administrators and Teachers on student referral protocols, de-escalation and restorative practices	Student Services Department, Principal	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
Training will be provided for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department, Principal	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
A Back on Track Committee will be in place for DAEP students returning to home campus	Buell, Home Campus, Student Services Department	Local Funds, Title I	August 2015- June 2016	Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
A Discipline Diversion Plan will be developed for first time offenders	Student Services Department, Buell Staff	Local Funds, Title I	August 2015- June 2016	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
Training will be provided for selected secondary campuses on the Safe and Civil Initiative and procedures	Student Services Department	Department of Justice Grant	August 2015- June 2018	Agendas, Sign-In Sheets, PEIMS, Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Training will be provided for selected Elementary Campuses on the Multi-Tiered System of Support-Behavior	Student Services Department	Department of Education Study Grant	August 2015- June 2017	Agendas, Sign-In Sheets, PEIMS, Discipline Data	Decrease in discipline referrals and OSS	Side by side data analysis	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Campuses will receive assistance with individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services</p>	<p>-Director of Health Services -Nursing Staff -Student Liaison</p>	<p>-SCE and T1, School based clinic NCV, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP, Local Healthcare Providers</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>The district and campus will improve the management, attendance, education and care of children with asthma through.... -Increased use of national clinical guidelines for asthma by health care providers. -Improved communication between schools, clinics and parents. -Ensuring that all staff is trained about asthma symptoms, triggers and resources</p>	<p>-Director of Health Services -Nursing Staff -Student Liaison</p>	<p>-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers</p>	<p>August 2015- June 2016</p>	<p>Created hotspot map of students with asthma to determine congestion of illness, Peak flow meters available for all asthmatic by health services, Assist with all medical asthmatic needs when needed, Asthma Action Plans</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Adolescents' general well-being will be improved through increased knowledge and access to medical and mental health care through the following strategies:</p>	<p>-Director of Health Services -Nursing Staff -Student Liaison</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>Decreased percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> -Use a common or national outcome measures and/or tool to assess well-being. -Development and dissemination of a best-practices document for community providers. -Referrals of children to the appropriate medical services (school based clinics) 							
<ul style="list-style-type: none"> Support services will be provided including deterrent of bullying/emotional abuse, suicide risk through: -Continued use of the bullying/suicide box 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Behavioral Centers -PSJA District Counselor -Emergency Procedure manual 	<ul style="list-style-type: none"> August 2015- June 2016 	<ul style="list-style-type: none"> Training of PSJA employees existing and new 	<ul style="list-style-type: none"> Successful use of actual plan implemented for emergencies 	<ul style="list-style-type: none"> Side by side data analysis 	<ul style="list-style-type: none"> Title 1--#10
<ul style="list-style-type: none"> -Increased the safety of all students and staff Action Steps: -An updated Emergency Response Plan/Team -Training for staff on managing students while emergency is taking place 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Emergency medical services from Pharr, San Juan and Alamo 	<ul style="list-style-type: none"> August 2015- June 2016 	<ul style="list-style-type: none"> Drills run yearly throughout school district. 	<ul style="list-style-type: none"> Feedback from Emergency Response Team after drill is completed, successful use of actual plan implemented for emergencies 	<ul style="list-style-type: none"> Side by side data analysis 	<ul style="list-style-type: none"> Title 1--#10
<ul style="list-style-type: none"> The district will ensure the development of each student as a whole person by: -Strengthening personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encouraging the participation rate in extracurricular activities. 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Athletic Department -LPC 	<ul style="list-style-type: none"> August 2015- June 2016 	<ul style="list-style-type: none"> Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student. 	<ul style="list-style-type: none"> Clinic visits 	<ul style="list-style-type: none"> Side by side data analysis 	<ul style="list-style-type: none"> Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The district will provide a school environment free of drugs and violence through:</p> <ul style="list-style-type: none"> -Development of partnerships with parents to establish the responsibilities of each including resource referrals to programs that deal with pupils at risk -training students on how to develop a positive view of self and learn to use effective interpersonal skills. 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Texas Tropical Behavioral Health Centers -Police Departments 	<p>August 2015- June 2016</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1-#10</p>
<p>The district will 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 will 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 Referrals for abnormal BMI Continue assessing and referring for Acanthosis Nigricans Host parent sessions throughout school years</p>	<p>Verbal knowledge of community Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 -#10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Daily security/safety audits will be conducted at all district campuses	Security and Safety Department	Local Funds	August 2015- June 2016	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training will be provided for all security staff on proper confrontational management techniques	Security Director	Local Funds	August 2015- June 2016	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis	Title 1--#10
Training will be provided for all school staff on lockdown procedures	Security Director	Local Funds	August 2015- June 2016	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Training will be provided for 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
A safe and secure school environment will be provided by utilizing the ID Scanner "Raptor" System	Safety Department Elementary Campuses Middle School Campuses	Local Funds	August 2015	All visitors in the building have a Sticker Picture ID	Safer School Environment	Side by side data analysis	Title 1 - #10

Campus Goal 7: Create a Safe School Culture and Climate

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>A consistent admission/enrollment plan will be promoted to ensure student engagement and quality data.</p> <ul style="list-style-type: none"> Collaborate with Student Data Center to improve On-line Registration. Assure Compliance with Federal, State and District requirements. 	<p>Student Services Pupil Accounting Director, Attendance Recovery Personnel School Community Liaisons Campus Personnel, District Program Directors (Bilingual, Migrant, Special Education, CTE, At Risk)</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<ul style="list-style-type: none"> Pre-registration campaign District Expo Student Choice Transfers Initiatives Student Recovery Pre-Countdown to Zero PEIMS/Leaver Training Countdown to Zero Customer Service Training 	<ul style="list-style-type: none"> District Dashboard Data School Cognos Reports Preliminary Enrollment Counts Sign-In Sheets Public Relations/PEIMS 	<p>Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports</p>	<p>Title 1--#10</p>
<p>Attendance/Non-attendance guidelines and Truancy Prevention Measures will be implemented at all campuses that include:</p> <ul style="list-style-type: none"> Parent Notices every year. Utilize eSchool Messenger Parent/Student Handbook Staff Development Implement and follow-up with attendance improvement timeline. 	<p>Student Services Pupil Accounting Director, Attendance Recovery Personnel Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training Implementation of Truancy and Dropout System Application</p>	<p>Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.</p>	<p>Data Analysis Review Updated through corrective measures.</p>	<p>Title 1--#10</p>
<p>Ensure implementation of Attendance and Dropout Prevention Recovery Strategies that include:</p> <ul style="list-style-type: none"> Implementation of an Attendance Recovery Program. A Campus Attendance Committee District School Attendance Prevention Measures and Truancy Procedures. Dropout strategies to ensure ongoing prevention. Attendance and Dropout Prevention monitoring 	<p>Pupil Accounting Director, Attendance Recovery Personnel School Community Liaison Personnel Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card Review of attendance, attendance recovery participants, minutes and completion.</p>	<p>Maintain attendance accountability in compliance with State Student Attendance Accounting statutes. Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Ongoing Data Validation District Attendance Daily, Six Weeks, Yearly Reports. Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance</p>	<p>Title 1--#10</p>

Campus Goal 7: Create a Safe School Culture and Climate

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Program effectiveness measures will be taken to ensure implementation of accountability measures of attendance improvement and dropout prevention.</p> <ul style="list-style-type: none"> Attendance Recovery Program monitoring weekly. Campus Attendance and Leaver Audits every six weeks. Campus feedback and monitor improvement. Best practices shared for District wide school attendance improvement. 	<p>Student Services Pupil Accounting Director Attendance Recovery/Dropout Personnel Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015-June 2016</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training</p>	<p>eSchool Cognos Reports PEIMS end of year report Onpoint data base software</p>	<p>Texas Academic Report Card PBMAS District Improvement DVM Accountability</p>	<p>Title 1--#10</p>
<p>Consistent student support and administrative guidance will be provided through district personnel to ensure student academic success.</p> <ul style="list-style-type: none"> Develop Student Attendance Behavior Intervention Plans Provide School-Based support services Offer existing MOU's and Community-Based Program services Provide District level attendance recognition banners and incentives to promote student attendance. 	<p>Student Services Pupil Accounting Director Attendance Recovery/Dropout Personnel</p>	<p>Local Funds</p>	<p>August 2015-June 2016</p>	<p>School Community Liaison Program Personnel eSchool Data</p>	<p>Increase in student achieve through EOC Improvement in student attendance and behavior Procedures manual/handbook</p>	<p>Community Resources Collaborative partnerships</p>	<p>Title 1--#10</p>

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> The district will offer competitive Salaries for Teachers, and all District staff Competitive Stipends for Masters and/or certifications that support district initiatives Teacher performance Base and compensation 	HR, Business office,	Funds for salaries and stipends TIF/Local Funds	2015-2016	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> Improvement in instruction delivery Improvement in student academic scores Increase of Performance Base and Compensation 	Staff Retention reports Performance Base and Compensation Report	Title 1 #3 & 5
District will consider unique district incentives <ul style="list-style-type: none"> Paying of Local Days District contribution for employee medical plan Medical Clinic Stipends 	Business Office Human Resource	Funds to pay days at retirement and contribute to medical plans	On going	Staff retention Increase in staff credentials	<ul style="list-style-type: none"> Staff retiring from district Large applicant pool 	More experience work force	Title 1 #3 & 5
A plan for teacher selection and retention will be implemented: <ul style="list-style-type: none"> Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified A passion for students, and commitment to excellence	HRS Admin. Bilingual/Special Education/CTE Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	Staff hired High teacher retention rate Increase of fully certified teachers	<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 Reevaluation of Probationary Certificate 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	Title 1 #3 & 5
University Student Interns will be hired that have demonstrated	Principals recommend to HR	UTRGV, Texas A&M	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Higher retention rate of new teachers	Title #3 & 5

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principals will receive training on interviewing and documentation of teachers	HR Admin, Instructional Coaching Staff	Documentation Handbook	All year	Better selection of staff <ul style="list-style-type: none"> Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers Improve student learning 	<ul style="list-style-type: none"> Hiring of more effective teachers Appropriate documentation of staff performance standards 	Title 1 #3 & 5
Professional Development will be provided for New Teachers in all areas of need	Principals and Assistant Principals Instructional Coaches	Local 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 1 #3 & 5
Professional development will be provided in the area of curriculum and instruction through the District C&I Department	Instructional Coaches	Local funds	August 2015 -May 2016	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title 1 #3 & 5
Instructional coaching support will be provided for: <ul style="list-style-type: none"> New teachers Other teachers needing support 	Director Department Instructional Coaches	Local funds	August 2015 -May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Effective, of Highly Effective	CBAs, BMs, STAAR, TELPAS	Title 1 #3 & 5

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The campus will provide all new teachers with a teacher mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	On going	Mentor Logs	Increase in teacher satisfaction and morale Improvement in student performance	McREL Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1 #3 & 5
An effective instructional coaching system will be provided 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 Effective and High Effective	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5
Monthly professional development meetings for both elementary and secondary level instructional coaches will be provided	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 Effective and Highly Effective	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5
Monthly Collaborative Instructional Review, i.e. Instructional Rounds will be provided and 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 Effective and Highly Effective	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5
Monthly progress monitoring campus visits and instructional rounds will be provided	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 Effective and Highly Effective	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5