

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Elvis J. Ballew Early College High School Campus Improvement Plan 2015-2016

Board Approved:

Mission Statement

PSJA Elvis J. Ballew Early College High School is a place committed to the success of each student by having an annual 10% increase of graduates as well as the issuance of certificates that prepares them for college and/or the workforce. We will assist in reducing the district dropout rate by aligning the curriculum to college standards, employing relevant, engaging instruction, rigorous classroom work, and demonstrating mutual respect.



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



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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 16%.
- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 0%.
- In Science, the achievement gap between ELL and All students 2014-2015 is 0%.
- In Social Studies, the achievement gap between ELL and All students 2014-2015 is 9%

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 0%.
- 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 0%.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, Elvis J. Ballew ECHS earned a score of 21, 11 points above the target.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- The 4-Year Graduate Rate for Eco Dis students at PSJAISD was 89.7%, 2.7 points above the Region, and 4.5 points above the state.
- The 5-Year Extended Graduation Rate for Eco Dis students at PSJAISD was 93.1%, 3 points above the Region, and 4.9 points above the state.
- Economically Disadvantaged students at Elvis J. Ballew ECHS are not behind the All Student group in any subject tested.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> Algebra Biology <p>Mastery 40% or Higher</p>	<ul style="list-style-type: none"> Social Studies English I English II <p>Mastery 38% 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	Index 2: Student Progress	<p>Campus Exceeded the State Target for Index 2 of 7% with 13% meeting or exceeding the progress measure.</p>	<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	Index 3: Closing the Achievement Gap	<ul style="list-style-type: none"> Campus exceeded state target for Index 3 of 11 with a 21. 	<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	Index 4: Post Secondary Readiness	<p>The campus met the index 4 target of 33 with a score of 98. 4 year graduation rates and completion rates (90.7%) High rate of RHSP/DAP (84.5%)</p>	<p>More students needed to pass STAAR at the Final Recommended level. Campus was below 25%.</p>	<ul style="list-style-type: none"> Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course Revise curriculum Assess and Monitor frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • 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 		

Campus DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	At Risk	MIGRANT	ECD	GT	CTE
Number	241	155	86	11	126	2	0	237	22	231	0	210
Percent	100	64.3	35.7	4.6	52.3	0.8	0	97	9.1	95.9	0	87.1

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	241	240	0	0	1	0
Percent	100	99.06	0	0	0.4	0

Student Achievement Summary 2015



	Performance Target 2015 (Alternative Std.)	State	Campus	PSJAISD	Campus Goals 2016
Index 1 Student Performance	35	77	37	66	55
Index 2 Progress Measure	7	37	13	35	19
Index 3 Closing the Gap	11	40	21	37	30
Index 4 Postsecondary Readiness	33	75	98	79	100



SYSTEM SAFEGUARDS 2015

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	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
State Target	60	60	60	60	60	60	60	60	60	60	60			
Reading	N		N						N		N	0	4	
Math	N		N						N		N	0	4	
Writing														
Science	N		N						N		N	0	4	
Social Studies	N		N						N		N	0	4	
Total												0	16	0

Post-Secondary Readiness Data Table 2015



All Students	State	Campus	PSJAISD
2015 STAAR % Meeting Postsecondary Readiness Standard	41	3	28
4-Year Graduation Rate Class of 2014	88.3	90.7	90.6
5-Year Extended Graduation Rate Class of 2013	90.4	82.9	94.6
Annual Dropout Rate SY 2013-14	2.2	4.8	0.7
RHSP/DAP Graduates Class of 2014	85.5	78.8	95.7
College Ready Graduates SY 2013-14	78.4	50	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	56	62
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



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English 1		
% 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	29	47
Phase in 2 Level II		
Final Recommended	64	
Level III Adv.	83	

English II		
% 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	29	47
Phase in 2 Level II		
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 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



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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	44	58
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.



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	41	37	53
Phase in 2 Level II	49		
Final Recommended	63		
Level III Adv.	79		

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 English 1 and English 2.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principals	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Instructional Coaches, Deans, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principals	Local Funds, Title 1 Funds, PFS	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
READING AT-RISK Implement a quality instructional reading program that is TEKS and Concept-Based and that addresses the needs of all learners.	Principals	Local Funds, Title 1 Funds, PFS	August 2015- May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Formative: Student performance on District Benchmarks, Progress Reports; quality of curriculum reflected in administrative walkthroughs of teacher classrooms. Summative: Student performance on STAAR tests, semester grades; Teacher performance on McRel evaluation instrument.	Title 1 - #3
Integrate technology into the curriculum to reinforce & enhance reading skills. •United Streaming •STAR Program	Principals	Local Funds, Title 1 Funds, PFS	August 2015- May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Formative: Performance student data folders/evidence of use through administrative walkthroughs; performance on classroom assessments Summative: Student performance on STAAR test, final grades	Title 1 - #3

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

Objective 1: Curriculum will be horizontally aligned in 2015-2016 in English 1 and English 2.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Integrate strategies and training into the curriculum that will address the needs of ELL students.</p> <ul style="list-style-type: none"> •SIOP •ELPS •Writing Camps with consultants •DMAC •STAAR Coach •Spring Board •Star Program •Student Data Folders •Classroom Instruction that works •Mindset: The New Psychology of Success •Crunchtime: Lessons to Help Students Blow the Roof off Writing Tests and Become Better Writers in the Process •Fun-Size Academic Writing for Serious Learning: 101 Lessons & Mentor Texts- Narrative, Opinion/Argument & Informative/Explanatory •Grammar Keepers Lessons that Tackle Students' Most Persistent Problems Once and for All, Grades 4-12 •Story of My Thinking: Expository Writing Activities for 13 Teaching Situations 	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Student performance on TELPAS and student grades	Title 1 - #2,4,8
<p>Writing: All Students (At-Risk) Implement a continuous monitoring program to ensure continuity and consistency of the curriculum:</p> <ul style="list-style-type: none"> • Conduct team/dept meetings to disseminate information, assure adherence to timelines and curriculum standards, share ideas, analyze student progress, etc. • Use student profile forms to chart student progress • Review grade books, lesson plans, disaggregated test data and syllabi. 	Principals	Local Funds, Title 1 Funds, PFS	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	<p><u>Formative:</u> Daily Work Quizzes Tests Report Cards</p> <p><u>Summative:</u> STAAR TELPAS</p>	Title 1 - #3

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

Objective 1: Curriculum will be horizontally aligned in 2015-2016 in English 1 and English 2.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide staff development in writing to include:</p> <ul style="list-style-type: none"> • Effective Writing Practices • Response to Reading • Gretchen Barnabi Writing at STAAR • Spring Board • Use District Curriculum designed to improve instruction • Thinking Maps 	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	<p>Formative: STAAR ELA benchmark open-ended responses, essays, daily journals, student portfolios</p> <p>Summative: ELA STAAR TELPAS</p>	Title 1 - #2,4,8
<p>Enhance the ELA Curriculum with Reading and Writing materials:</p> <ul style="list-style-type: none"> • Fiction • Non-Fiction • Newspapers • Periodicals • Dictionaries, tabbed by students • Electronic Dictionaries • Laser presentation clicker for student presentations, • Thesaurus • Different colored highlighters to show strategies when reading passages. • Have students use hanging folders with matching file folders in various colors to organize different lessons to help in sorting material by lessons. Place in Folder cart. 	Principals	Local Funds, Title 1 Funds, PFS	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	<p>Formative: Daily Work Tests Report Cards Aligned scope & sequence</p> <p>Formative: Daily Grades</p> <p>Summative: STAAR ELA Test</p>	Title 1 - #3

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

Objective 1: Curriculum will be horizontally aligned in 2015-2016 in English 1 and English 2.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Conduct a vertical and horizontal study of TEKS standards for writing. Integrate technology into the curriculum to reinforce & enhance reading and writing skills.</p> <ul style="list-style-type: none"> • A+ Lab • NOVANET • Promethian boards • Mimio device 	Principals	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Formative: Daily Grades, Quizzes Summative: STAAR ELA Test	Title 1 - #2,4,8
<p>Implement ELA STAAR Academy and After School STAAR Tutoring, Summer School</p> <p>CTE students *Teachers will provide additional core related information that correlated to the content being taught to bridge the curriculum</p>	Principals	Local Funds, Title 1 Funds, PFS	August 2015 -- May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Improved STAAR Scores Improved Attendance and Improved STAAR Scores	Title 1 - #3

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
<p>Implement a quality instructional mathematics program to meet the needs of all students.</p>	Principals	Local Funds, Title 1 Funds, PFS	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	<p><u>Formative:</u> Student Performance on District Benchmarks, Progress Reports; quality of curriculum reflected in administrative walkthroughs of teacher classrooms.</p> <p><u>Summative:</u> Student performance on STAAR tests, semester grades; Teacher performance on McREL evaluation system.</p>	Title 1 - #3
<p>Enhance mathematics curriculum.</p> <ul style="list-style-type: none"> • District scope and sequence • Curriculum Writing • Accelerated Math • Agile Mind • TAKS/STAAR Academy • STAAR Tutoring, Summer School • STAAR Coach • Pearson • DMAC • Robotics • Measure-Up Mathematics • Think Through Math(TTM) • Periodicals for numeracy • Mindset: The New Psychology of Success • Triumph TAKS Math Ext Level • Pearson STAAR Practice Assessment • Closing the Distance: A Flexible Tutorial, Algebra 1, Teacher Ed. • Electronic Dictionaries 	Principals	Local Funds, Title 1 Funds, PFS	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	<p><u>Formative:</u> Performance on program diagnostics; evidence of use through administrative walkthroughs</p> <p><u>Summative:</u> Student performance on STAAR test, final grades.</p>	Title 1 - #3

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Hire and use tutors effectively to provide supplemental instruction in the classroom	Principals	Local Funds, Title 1 Funds, PFS	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Increased academic achievement in mathematics courses, benchmarks, and STAAR scores	Title 1 - #3
Provide after school tutoring and intensive STAAR preparation academies	Principals	Local Funds, Title 1 Funds, PFS	August 2015 – May 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Increased academic achievement in mathematics courses, benchmarks, and STAAR scores; Tutoring and academy schedules	Title 1 - #3
Provide manipulative materials to help students with: <ul style="list-style-type: none"> • Problem-solving strategies • Graphing skills • Computation • Cooperative learning • SIOP • Thinking Maps 	Principals	Local Funds, Title 1 Funds, PFS	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Improved mathematics scores on benchmarks, mathematics course, and STAAR test	Title 1 - #3

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement a continuous monitoring program to ensure continuity and consistency of the curriculum: <ul style="list-style-type: none"> • Conduct department meetings to disseminate information, assure adherence to timelines and curriculum standards, share ideas, analyze student progress, etc. • Use student profile forms to chart student progress • Review grade books, lesson plans, disaggregated test data 	Principals	Local Funds, Title 1 Funds, PFS	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Monthly team meeting reports, turning in STAAR Profile Sheets, Lesson Plans, Grade Books.	Title 1 - #3
Integrate technology into the curriculum to reinforce and enhance math skills <ul style="list-style-type: none"> • A+ • Novanet • Document Camera • Data Projector • Promethian Board • Agile Mind • Clickers • Mimio • Additional Updated Math Software • Graphing Calculators • Long Length Stapler to create Calculator Booklets • Presentation folders to create calculator skills activities to help with STAAR problems. 	Principals	Local Funds, Title 1 Funds, PFS	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Improved STAAR Scores and Improved Attendance	Title 1 - #3

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>CTE students *Teachers will provide additional core related information that correlated to the content being taught to bridge the curriculum</p>	<p>Principals</p>	<p>Local Funds, Title 1 Funds, PFS</p>	<p>August 2015 – May 2016</p>	<p>Walk-through documentation</p>	<p>Benchmark scores, student achievement gains</p>	<p>Improved STAAR Scores and Improved Attendance</p>	<p>Title 1 - #3</p>
<p>Provide opportunities for teachers to attend professional development: *Dana Center *PBS (Problem Based Science) *TI-INSPIRE Training *CAMT Conference</p>	<p>Principals</p>	<p>Local Funds, Title 1 Funds, PFS</p>	<p>August 2015 – May 2016</p>	<p>Agendas and Sign-in Sheets, Data Analysis Documents</p>	<p>Benchmark scores, student achievement gains</p>	<p>Improved STAAR Scores and Improved Attendance</p>	<p>Title 1 - #3</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement a quality instructional science program to meet the needs of all students.	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Formative: Benchmark Testing Daily work Quizzes Align to district scope & sequence Progress Reports Summative: Science/STAAR Biology Results Report Cards	Title 1 - #2,4,8
Identify, select and implement instructional programs to meet the needs of all population groups in all areas. <ul style="list-style-type: none"> •SIOP •Thinking Maps •United Streaming •Agile Mind •Vernier for Science •Ignite •Classroom Instruction that works •Mindset: The New Psychology of Success •Triumph STAAR Science Exit Level •Peoples Education Biology Resources •Supporting STAAR Achievement in Science: Biology 	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Formative: Student profiles Benchmark Testing Daily work Quizzes Progress Reports Summative: Science/STAAR Biology Results Report Card	Title 1 - #2,4,8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Implement a continuous monitoring program to ensure continuity and consistency of the curriculum:</p> <ul style="list-style-type: none"> • Department meetings • Timelines and curriculum • Analyzing student progress • Region I consortium • Use student profile sheets • Review grade books and lesson plans • Accelerated Curriculum • STAAR Academy • STAAR Tutoring, Summer School • CAST • Rio Grande Valley SA Conference 	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	<p><u>Formative:</u> Benchmark Testing Daily work Quizzes Align to district scope & sequence Progress Reports</p> <p><u>Summative:</u> Science/STAAR Biology Results Report Cards</p>	Title 1 - #2,4,8
<p>Conduct a Vertical and Horizontal study of the TEKS Standards for Science</p>	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Benchmark scores, student achievement gains; Agendas and Sign-in Sheets,	Benchmark scores, student achievement gains	<p><u>Formative:</u> Student profiles Benchmark Testing Daily work Quizzes Progress Reports</p> <p><u>Summative:</u> Science/STAAR Biology Results Report Card</p>	Title 1 - #2,4,8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Establish continuous professional staff development in identified areas of need.</p> <ul style="list-style-type: none"> ● Lesson plans ● Graphic Organizers ● Thematic Units ● Thinking Maps Training ● Safety Laboratory Training ● TESCC ● Accelerated Curriculum ● SIOP ● Science Manipulatives ● ELPS (English Language Proficiency Standards) 	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Agendas and Sign-in Sheets,	Benchmark scores, student achievement gains	<p><u>Formative:</u> Benchmark Testing Daily work Quizzes Align to district scope & sequence Progress Reports</p> <p><u>Summative:</u> Science/STAAR Biology Results Report Cards</p>	Title 1 - #2,4,8
<p>Hire tutors to assist with instruction</p> <p>CTE students</p> <p>*Teachers will provide additional core related information that correlated to the content being taught to bridge the curriculum</p>	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	<p><u>Formative:</u> Student profiles Benchmark Testing Daily work Quizzes Progress Reports</p> <p><u>Summative:</u> Science/STAAR Biology Results Report Card</p>	Title 1 - #2,4,8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide opportunities for teacher to attend:</p> <ul style="list-style-type: none"> *DANA Center *PBS (Problem Based Science) *T-INSPIRE Training *National Science Conference 	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Agendas and Sign-in Sheets,	Benchmark scores, student achievement gains	Improved STAAR Scores and Improved Attendance	Title 1 - #2,4,8
<p>Enhance the curriculum through the inclusion of technology tools software programs and equipment</p> <ul style="list-style-type: none"> • Computer Labs • Classroom computers • Internet access in all classroom for research • New Leaf essential Words • Maranon Science Word • Electronic Dictionaries • Laser presentation clicker for student presentations, • List • Accelerated Science (Region 4) • Promethian Boards • Airliners • Easel Stand, self-sticking chart paper, multi colored easel paper for student presentations • Supplies to separate lessons and various sized labels to label them • Document Readers 	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Improved Science and Math Scores and increased student engagement and participation.	Title 1 - #2,4,8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Enhance the curriculum through the inclusion of technology tools software programs and equipment(cont)</p> <ul style="list-style-type: none"> • Mimio Teach • Interactive Reader • Journaling using spiral notebooks • Inspiration • Microscopes • Telescopes • Complete Chemistry Lab Equipment • Consumable Chemicals and supplies for experiments such as slides, pipettes, etc. • Genetic Code Wheel Game for understanding of genetic mutation and division. • Dissection equipment and lab specimens • WBL Academy • Science Academy • Index cards and rings to create study guides for students. • Different colored cardstock to represent different biomolecules for better understanding. 	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Improved Science and Math Scores and Increased student engagement and participation.	Title 1 - #2,4,8

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

Objective 1: Curriculum will be horizontally aligned in 2015-2016 in US History.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Implement a quality instructional social studies program to meet the needs of all students.</p>	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	<p><u>Formative:</u> Daily work, quizzes, teacher made tests, Benchmarks</p> <p><u>Summative:</u> STAAR Social Studies, grades, exams, quizzes, benchmarks</p>	Title 1 - #2,4,8
<p>Enhance Social Studies curriculum with reading and writing:</p> <ul style="list-style-type: none"> •Biographies (non-fiction) •Current events •Periodicals •History based readings •V.A.D. •Newspapers •Electronic Dictionaries •CIF •Classroom Instruction that works •Mindset: The New Psychology of Success •Writing to Learn •Inferences/Predictions 	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	<p><u>Formative:</u> Student profiles Benchmark Testing Daily work Quizzes Progress Reports</p> <p><u>Summative:</u> Science/STAAR Biology Results Report Card</p>	Title 1 - #2,4,8

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

Objective 1: Curriculum will be horizontally aligned in 2015-2016 in US History.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide manipulatives, graphs, maps, and globes to:</p> <ul style="list-style-type: none"> • Integrate maps and social studies skills with reading and technology • Improve Problem-solving • Improve Decision-making • Improve Comprehension • Apply reason • Synthesize and Evaluate • Integrate Technology into the Curriculum • Use Thinking Maps as a note taking strategy • Incorporate Foldables to facilitate the understanding of abstract ideas, information and concepts. 	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	<p>Formative: Daily work, quizzes, teacher made tests, Benchmarks</p> <p>Summative: STAAR Social Studies, grades</p>	Title 1 - #2,4,8
<p>Enhance the state-adopted Social Studies program to develop geographic skills by providing:</p> <ul style="list-style-type: none"> • Maps and globe skills integration with technology • TEKS-based instruction and performance-based assessment 	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	<p>Formative: Unit tests Foldables Daily work Posters Charts Student projects Quizzes</p> <p>Summative: Social Studies /US History STAAR results</p>	Title 1 - #2,4,8

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

Objective 1: Curriculum will be horizontally aligned in 2015-2016 in US History.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide manipulatives, graphs, maps, and globes to: <ul style="list-style-type: none"> • Integrate maps and social studies skills with reading and technology • Improve Problem-solving • Improve Decision-making • Improve Comprehension • Apply reason • Synthesize and Evaluate • Integrate Technology into the Curriculum • Use Thinking Maps as a note taking strategy • Incorporate Foldables to facilitate the understanding of abstract ideas, information and concepts. 	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Formative: Daily work, quizzes, teacher made tests, Benchmarks Summative: STAAR Social Studies, grades	Title 1 - #2,4,8
Conduct a Vertical and Horizontal study of the TEKS standard for Social Studies STAAR Academies; Tutoring, Summer School CTE students *Teachers will provide additional core related information that correlated to the content being taught to bridge the curriculum	Principals	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Formative: Aligned scope & sequence Summative: Report Cards	Title 1 - #2,4,8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 48 hours of the test administration	Campus Principals and Deans	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available at each campus for data analysis and monitoring student progress.	Campus Principals and Deans	Local Funds, Title 1 Funds	August 2014- June 2016	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Campus Principals and Deans	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Campus Principals, Deans, Instructional Coaches	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	August 2015-July 2016	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBA's, BM's, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Campus Principals, Deans, Instructional Coaches	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2015 November 2015 January 2016 February 2016	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBA's, BM's, STAAR, TELPAS	Title 1 - #6

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
Collaborative Learning Communities [CLCs] will be scheduled 3X weekly in elementary schools and daily at the middle and high schools for unpacking the TEKS and lesson plan collaboration	Campus Principals, and Deans	Title 1 211, Local Funds 199	August 2015- May 2016	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBA's, BM's, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Campus Principals, and Deans	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBA's, BM's, 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 2014 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBA's, BM's, 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	Title 1 211	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director	Title III 263	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director	Special Ed 224	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Staff development to address the needs of the four core areas in English, Social Studies, Science and Mathematics through Vertical Alignment for STAAR. <ul style="list-style-type: none"> Vertical Academic Teaming Region I 	Teachers	Local Funds, Title 1 Funds, PFS	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	Summative: Increased STAAR scores in Mathematics, Social Studies, ELA, Science	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
Provide Staff development to address the following instructional needs <ul style="list-style-type: none"> ● Response to Reading ● Write for the Future ● Thinking Maps ● Accelerated Math ● Accelerated Science ● Holistic Scoring ● Technology ● Agile Mind ● TOP Rating ● AR 	Principal	Local Funds, Title 1 Funds, PFS	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	Summative: Increased STAAR scores in Mathematics, Social Studies, ELA, Science	Title 1 - #4
Provide Staff Development to address safety in schools <ul style="list-style-type: none"> ● Discipline Management Plan ● Sexual Harassment ● Crisis Prevention Intervention ● Bullying ● Conflict Resolution 	Principal	Local Funds, Title 1 Funds, PFS	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	Summative: Decrease in discipline referrals Decrease in suspensions	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
<p>Provide Staff Development to address dept. needs in:</p> <ul style="list-style-type: none"> • Assessment/Evaluation, Instructional strategies: • Inclusion • 504 Programs • Dyslexia Programs • Student Assistance Teams • Mainstreaming • STAAR Accommodated • STAAR Alt • Drug Awareness • Suicide Interventions • Student Code of conduct • PLC • International Center for Leadership in Education, Dr. John Harrisson • APSI Advanced • Irma Duran Consultant for School Improvement • Placement Summer Institute • Discover Grant Award Training • TAAE: Accountability, Testing, and the Law! • ESC 18 TIF Principals Balanced Leadership Conference • William MacDonald, May the Fours be with you 	Principal	Local Funds, Title 1 Funds, PFS	August 2015- May2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	Summative: Increased STAAR scores in Mathematics, Social Studies, ELA, Science	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
Provide Staff Development to address the needs in Science <ul style="list-style-type: none"> ● Thinking Maps ● Technology ● United Streaming ● TESCC 	Principal	Local Funds, Title 1 Funds, PFS	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	Summative: Science STAAR scores	Title 1 - #4
Provide Staff Development to address the needs in Social Studies <ul style="list-style-type: none"> ● United Streaming ● A+ ● Thinking Maps ● TESCC 	Principal	Local Funds, Title 1 Funds, PFS	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	Summative: Social Studies STAAR scores	Title 1 - #4
Conduct a Comprehensive needs assessment survey	Principal	Local Funds, Title 1 Funds, PFS	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	Completed Survey	Title 1 - #4
Provide Staff Development to address the needs in Math <ul style="list-style-type: none"> ● Thinking Maps ● SIOP/ELPS ● Connected Math ● Curriculum Alignment ● A+ Training 	Principal	Local Funds, Title 1 Funds, PFS	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	Formative: # of teachers trained Summative: STAAR scores, Report Cards	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
<p>Provide Staff Development to address department needs in Technology</p> <ul style="list-style-type: none"> • Teacher Access Center • DMAC • Data disaggregation • Benchmark testing • STAR technology survey 	Principal	Local Funds, Title 1 Funds, PFS	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	Formative: # of teachers trained Summative: STAAR scores, Report Cards	Title 1 - #4
<p>Provide staff development to align curriculum for the at-risk population</p> <ul style="list-style-type: none"> *Develop testing calendar aligned to campus needs *Develop three weeks spiraled mini-assessments 	Principal	Local Funds, Title 1 Funds, PFS	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	Increased student engagement, participation and improved STAAR scores	Title 1 - #4
<ul style="list-style-type: none"> *Develop Benchmark based on campus needs *Provide opportunities for teachers to attend Professional development sessions • CAST • DANA Center • PBS (Problem Based Science) • TI-INSPIRE Training • CAMT Conference • International Center for Leadership in Education Model Schools Conference 	Principal	Local Funds, Title 1 Funds, PFS	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	Increased student engagement, participation and improved STAAR scores	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
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies	District ELA Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Assistant Superintendent for C&I	Title 1 211, Local Funds 199	August 2014 and on-going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Writing Rubrics will be developed and used district-wide	District ELA Content Coordinators	Title 1 211, Local Funds 199	August 2014 and on-going	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	District ELA Content Coordinators, Campus Principals, Teachers	Title 1 211, Local Funds 199	Summer 2014 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #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
A minimum of 2 compositions per six weeks will be required at each grade level	Principals, Deans, District ELA Content Coordinators	Title 1 211, Local Funds 199	August 2015-May 2016	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide	Campus Principals	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Data will be used to inform tutorial lessons and to identify spiraled skills	Campus Principals	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Data will be used to identify students in need of extended learning opportunities	Campus Principals	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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 teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Assistant Superintendent for C&I	Title 1 211, Local Funds 199	August 2014 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will receive training on unpacking the math TEKS, analyzing data	Assistant Superintendent for C&I	Title 1 211, Local Funds 199	August 2014 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide	Assistant Superintendent for C&I, District Administrators	Title 1 211, Local Funds 199	October 2015 November 2015 December 2015 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Data will be used to inform tutorial lessons and to identify spiraled skills	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	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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
Data will be used to identify students in need of extended learning opportunities	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Exit tickets will be developed aligned to the skill of the day	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Agile Mind training on effective teaching strategies for secondary math and science teachers.	Assistant Superintendent for C&I	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Lexia •Think through Math •Agile Minds •TPRI/Tejas LEE Strategies 	<p>Assistant Superintendent for C&I, District Content Coordinators, Bilingual Director, Special Ed Director</p>	<p>Title I 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>Summer 2015</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBA's, BM's, STAAR, TELPAS</p>	<p>Title 1 - #4</p>

Campus Goal 3: Close the student achievement gap among all populations. (Index 3)								
Objective 1: Decrease the student achievement gap among all subgroups (Index 3).								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components	
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 224	August 2015- May 2016	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #9	
3. Monitor campus 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	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #9	
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Title III 224	August 2015- May 2016	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #9	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators, counselors	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2015- May 2016	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #9	

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

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

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

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

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

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

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

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

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

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.							
Objective 2: Increase the number of students that complete their core courses and receive their Associates degree or certificate of completion before high school graduation							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide comprehensive advisement to students	College Readiness, College Advisors, Transitional Specialists, CTE Dept.	Local Funds, Title 1 Funds/ SCE	August 2015 – May 2016	Degree Plans, advisement, sequence of course, STC Degree Works	Number of students who receive AS degrees, number of students who complete core, certificates of completion	Number of students who have followed a career pathway.	
Provide academic support services to increase retention and completion	College Readiness Principals Partner IHE College Transition Specialists	Local Funds, Title 1 Funds/ SCE	August 2015- May 2016	Student sign-in sheets, Center for Learning Excellent log in	An increase in the number of student retained in college courses	Number of students who successfully complete their college courses.	
Implement a college-ready and college-connected guidance program for all students that will require the collaboration of administration and the counselor.	College Readiness Principals Partner IHE College Transition Specialists Counselor	Local Funds, Title 1 Funds/ SCE	August 2015- May 2016	Student sign-in sheets, Center for Learning Excellent log in	An increase in the number of student retained in college courses	Increase the number of students enrolled at STC..	
Implement a plan to guide students into more career and technology classes.	College Readiness Principals Partner IHE College Transition Specialists Counselor	Local Funds, Title 1 Funds/ SCE	August 2015- May 2016	Student sign-in sheets, Center for Learning Excellent log in	An increase in the number of student retained in college courses	Increase the number of students enrolled in CATE	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Eliminate barriers to educational success for all students by facilitating access to:</p> <ul style="list-style-type: none"> • Assessment information • Recruitment • Placement • Resources • Support services for each student's needs • College Entrance Exams—TSI, ACT, SAT, etc. • Transcripts/Diplomas • College Transitional Specialist • Financial Aid Counselor 	<p>College Readiness, College Advisors, Transitional Specialists, CTE Dept.</p>	<p>Local Funds, Title 1 Funds/ SCE</p>	<p>August 2015 – May 2016</p>	<p>Degree Plans, advisement, sequence of course, STC Degree Works</p>	<p>Number of students who receive AS degrees, number of students who complete core, certificates of completion</p>	<p>Sign in rosters, TSI Results, FAFSA Applications, Apply TX Applications</p>	
<p>Provide students and parents with information about current and emerging careers and CATE programs available through:</p> <ul style="list-style-type: none"> • Career Day • College Admissions • Texas Grant Program • Bridges Career Program • Admission Requirements • University Field Trips • College Recruiters • Dual Enrollment Courses 	<p>College Readiness, College Advisors, Transitional Specialists, CTE Dept.</p>	<p>Local Funds, Title 1 Funds/ SCE</p>	<p>August 2015 – May 2016</p>	<p>Degree Plans, advisement, sequence of course, STC Degree Works</p>	<p>Number of students who receive AS degrees, number of students who complete core, certificates of completion</p>	<p>Grades, Progress Reports, Report Cards, # of credits earned, Credit Checks, STC Transcripts</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
Provide TSI tutorial sessions at the high schools that prepare students to pass the assessment	College Readiness High School Principals Assigned TSI Teacher	HS Allotment	August 2014 – May 2015	Tutorial Sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	
Provide TSI Summer Bridge Program for preparation of students who have not mastered TSI assessment	College Readiness, High School Principals, Assigned TSI Teacher	HS Allotment	June 2015- August 2015	Tutorial sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	
Provide non-credit bearing course for preparation of students to pass	College Readiness, HS Principal, JHE	Local funds	January 2015- May 2015	Class rosters	An increase in the number of students who pass the assessment	The number of students who successfully complete the course	

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
Assist students with all college transition processes	College Transition Specialists Financial Aid Officers IHEs College Advisors	Local funds	August 2014 – August 2015	FAFSA applications, College Applications	The increase in number of students who complete all college-related documents	The number of students who enroll in college.
Provide registration support through the College Transition Specialists	College Transition Specialists PSJA College Advisors Financial Aid Officers	Local funds	August 2014 – August 2015	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 Schoolwide Components

Campus Goal 5: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing	Principals, Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2015 - May 2016	Sign-in Sheets	Parent Surveys	Higher student and parent engagement	Title I - #4, #6
Parent Orientations	Parental Director, Logistic Specialist, Parent Educators	Title I Funds	August 2015 - May 2016	Sign-in Sheets, Telephone Logs	Parent Surveys	Higher student and parent engagement	Title I - #4, #6
Select Parental Advisory Committee (PAC) members <ul style="list-style-type: none"> The parent educator will hold an orientation with parents to provide detailed information on the Student Code of Conduct and Home/School Compact. Throughout the school year, the Parent Educator will arrange monthly meetings with all PAC members 	Parental Director, Logistic Specialist, Parent Educators	Title I Funds	August 2015 - May 2016	Sign-in Sheets, Telephone Logs	# of parents/students informed on Student Code of Conduct	Higher student and parent engagement	Title I - #4, #6
Distribute brochures: <ul style="list-style-type: none"> Family framework Special Education Building Bridges Program (Migrant) Crime Prevention Drug Education The Literacy Program Title I Part-A Program Planned Parenthood 	Parental Director, Logistic Specialist, Parent Educators	Title I Funds	August 2015 - May 2016	Sign-in Sheets, Telephone Logs	Parent Sign in Sheets	Higher student and parent engagement	Title I - #4, #6

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
<p>Increase communication between teachers and parents regarding the academic performance and development of students:</p> <ul style="list-style-type: none"> ● Progress reports ● Report cards ● Open House ● Meet the Teacher Night ● Phone calls ● Meetings/programs ● Parent conferences 	Principals, Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2015 - May 2016	Sign-in Sheets	Increase communication with parents	Higher student and parent engagement	Title I- #4, #6
<p>Provide educational programs that strengthen parenting skills. Seminars on parenting skills and family relationships</p> <ul style="list-style-type: none"> ● Train parents on literacy skills to assist their children at home. ● Provide information emphasizing the importance of the TAKS/STAAR 	Parental Director, Logistic Specialist, Parent Educators	Title I Funds	August 2015 - May 2016	Sign-in Sheets, Telephone Logs	Increase communication with parents	Higher student and parent engagement	Title I- #4, #6
<p>Provide Parent Educator with parent center & necessary resources</p> <p>Assess the impact of parental involvement in the classroom.</p> <p>Review survey information to assess parent/community involvement programs</p> <p>Review Home/School Compact as to the responsibilities of school and home pertaining to students.</p>	Parental Director, Logistic Specialist, Parent Educators	Title I Funds	August 2015 - May 2016	Sign-in Sheets, Telephone Logs	Improve awareness of faculty, staff, parents and student body responsibilities. Increase of Parental involvement volunteers	Higher student and parent engagement	Title I- #4, #6

Campus Goal 5: Family and Community Involvement

Objective 2: Offer tutoring programs that support students taking assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assist Secondary Campuses increase their tutorial academies via telephone contacts, etc.	Parent Educators	Title I Funds	May 2015	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR	Title I - #2, #9

Campus Goal 5: Family and Community Involvement

Objective 4: Increase Parental involvement in secondary campuses

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host at least 2 major events per year at secondary campuses	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2016	Sign-in Sheets	Parent Surveys	Higher student and parent engagement	Title I- #6, #10
Host one (1) graduation requirements seminar at secondary campus for all secondary parents	Parental Director, Logistic Specialist, Parent Educators, Financial Aid Officers	Local Funds, Title I Funds	May 2016	Sign-in Sheets, Registration forms	Parent Surveys	Higher student and parent engagement	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
Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Instructional Technology Coordinator 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 session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title I - #2, #4
Train every teacher, paraprofessional and student on the Internet. Use desktop computers for data analysis and classroom instruction	Instructional Technology Coordinator 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 session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Teacher sign-in sheets Evaluation forms Increase percentage of students using computers Walkthrough Observations	Title I - #2, #4
To incorporate effective use of the A+ credit and NOVANET recovery labs with the objectives and the academic needs of all student populations	Instructional Technology Coordinator 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 session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Teacher sign-in sheets Evaluation forms Increase percentage of students using computers Walkthrough Observations	Title I - #2, #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Classroom Integration of Technology (CIT) to continue & promote professional growth for staff on a monthly basis</p> <p>How to use: Document Cameras, Data Projectors, Lap Tops, Smart Boards, Mimio, Interwrite Mobile Devices, Digital Cameras, Laptop Bags, Color Printers, etc.</p> <ul style="list-style-type: none"> •Poster maker, ink, and poster paper to enhance collaborative work in the classroom 	<p>Instructional Technology Coordinator Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools</p>	<p>Software, hardware, and professional development</p>	<p>Ongoing. This is a yearly expense that will be increased every year as funds are available.</p>	<p>Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).</p>	<p>Increased student scores. More technology projects in core classes.</p>	<p>Instructional Technology Department reviews.</p>	<p>Title I- #2, #4</p>
<p>To implement an equitable program providing accessibility to a computer per classroom so students can save their powerpoint presentations</p> <ul style="list-style-type: none"> •Create a mini lab with Apple laptops to introduce a different operating system to students to broaden their technology knowledge. 	<p>Instructional Technology Coordinator Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools</p>	<p>Software, hardware, and professional development</p>	<p>Ongoing. This is a yearly expense that will be increased every year as funds are available.</p>	<p>Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).</p>	<p>Increased student scores. More technology projects in core classes.</p>	<p>Instructional Technology Department reviews.</p>	<p>Title I- #2, #4</p>

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.</p>	<p>Instructional Technology Coordinator Library Coordinator Technology Integration Specialist</p>	<p>Accelerated Reader Software, adequate bandwidth, and adequate hardware</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- #2, #4</p>
<p>To implement the effective use of A+, NOVANET, STAR Reading, STAR Math</p> <ul style="list-style-type: none"> •Attend Technology Conferences •Austin •South Padre Island 	<p>Principals Campus Instructional Technologists</p>	<p>Software, hardware, and professional development</p>	<p>2015-2016</p>	<p>Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).</p>	<p>Increased student scores. More technology projects in core classes.</p>	<p>Evaluation forms Increase percentage of students using computers Walkthrough Observations</p>	<p>Title I- #2, #4</p>

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Local funds	Ongoing. This is a regular service that is provided to all campuses.	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).	Increase in student achievement (higher STAAR scores).	Increase percentage of students test scores	

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Maintain and update district Intranet/Internet to include campus and classroom websites. The district will subscribe to an online web hosting service which will facilitate updating of intranet/Internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with students.</p>	<p>Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee</p>	<p>District website, share point/intranet site</p>	<p>June 2016</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration on curriculum, business and administrative projects.</p>	<p>Higher student engagement</p>	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for Administrators on student referral protocols, de-escalation and restorative practices	Student Services Department	Local Funds	August 2015- June 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department	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
Back on Track Committee 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
Discipline Diversion Plan 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

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
Physical Education to address: <ul style="list-style-type: none"> ● Attitudes ● Self-esteem ● Violence & drug prevention ● Nutrition ● Personal Fitness ● Personal Hygiene 	Student Services Department	Local Funds	August 2015- June 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Summative: Improved fitness and diet and increase physical wellness	Title 1--#10
Continue with social services efforts to address: <ul style="list-style-type: none"> ● Anger-management ● Life skills ● Violence & drug prevention ● Self esteem ● STD Awareness ● AIDS Awareness ● CPR ● Alcoholism and tobacco awareness ● MHMR Referrals and services ● Teen Guidance ● Crisis Prevention ● Fire Drill & Lock-Down Procedures 	Student Services Department	Local Funds	August 2015- June 2016	Sign-in Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Summative: Decrease in gang violence Increase physical wellness Increase knowledge of Life Saving Skills	Title 1--#10
Create a safe school environment Student ID's Two-way radios Supervision in common areas: Restrooms, Halls, Cafeteria, Library, Front Office, Gym Supervising from the Power Zone during transition periods.	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)	Summative: Decrease in gang violence Increase physical wellness Increase knowledge of Life Saving Skills	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>Assist campuses with individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP</p>	<p>August 2015- June 2016</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers</p>	<p>August 2015- June 2016</p>	<p>Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-School based clinics -Local health care providers -Local hospitals</p>	<p>August 2015- June 2016</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decrease percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Action Steps:</p> <ul style="list-style-type: none"> -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best-practices document for community providers. -Refer children to the appropriate medical services (school based clinics) <p>Provide support services including deterrent of bullying/emotional abuse, suicide risk.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -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 LPC 	<p>August 2015- June 2016</p>	<p>Drills run yearly throughout district</p>	<p>Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Increase the safety of all students and staff</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -The Emergency Response Plan/Team will be revised and modified annually -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 	<p>August 2015- June 2016</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</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</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 –#10</p>

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
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds	August 2015- June 2016	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1—#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Implement an effective and efficient system for daily monitoring of attendance at classroom level</p> <ul style="list-style-type: none"> • Accurate daily attendance recorded in classrooms every period • Awareness of students not in classroom but on campus with responsible adult • Tardies marked correctly, not as absences • Caution in making sure students are in assigned classrooms (not skipping). Check with security guard or front office. • Immediately report any skipping to principal or assistant principal 	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card</p>	<p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Improved ADA (goal for year is 91%) Attendance Sheets Weekly and daily attendance reports</p>	<p>Title 1--#10</p>
<p>Develop and implement a strong parental involvement component to address attendance</p> <ul style="list-style-type: none"> • Hold monthly parent meetings to educate parents on importance of attendance, truancy law 	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card</p>	<p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Parent Meeting Logs Home Visit Logs Parent Volunteer Rosters</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 Schoolwide Components
<p>Ensure implementation of Dropout Prevention Strategies</p>	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card</p>	<p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance</p>	<p>Title 1--#10</p>
<p>Implement an effective and efficient system for daily monitoring of attendance at classroom level</p> <ul style="list-style-type: none"> • Accurate daily attendance recorded in classrooms every period • Awareness of students not in classroom but on campus with responsible adult • Tardies marked correctly, not as absences • Caution in making sure students are in assigned classrooms (not skipping). Check with security guard or front office. • Immediately report any skipping to principal or assistant principal 	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card</p>	<p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Improved ADA (goal for year is 91%) Attendance Sheets Weekly and daily attendance reports</p>	<p>Title 1--#10</p>
<p>Develop and implement a strong parental involvement component to address attendance</p> <ul style="list-style-type: none"> • Hold monthly parent meetings to educate parents on importance of attendance, truancy law 	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card</p>	<p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Parent Meeting Logs Home Visit Logs Parent Volunteer Rosters</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 Schoolwide Components
<p>Develop and implement an intake/registration process that includes an attendance contract and a warning letter for truancy purposes; stress the importance of attendance for student success</p>	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card</p>	<p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Intake/Registration Packet Signed Contract Attendance Warning Letter</p>	<p>Title 1--#10</p>
<p>Effective use of community liaison</p> <ul style="list-style-type: none"> • Issue district warning letters at intake • Coordinate with teachers to identify "red flag" students • Make home visits for students with three or more absences (have parents & student sign reminder of warning letter on file, as well as contract to improve attendance) • Make work visits and coordinate with work managers to contact working students • File truancy charges when necessary and follow up to ensure compliance; file contempt charges as needed. 	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card</p>	<p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Home Visit Logs Truancy court documents Mileage Logs</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 Schoolwide Components
<p>Effective use of community liaison (cont)</p> <ul style="list-style-type: none"> • Recommend mandatory parenting sessions through district "Second Chance" program at hearing in lieu of fine or other penalties • Referrals made to appropriate outside agencies. • Document all interventions 	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card</p>	<p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Home Visit Logs Truancy court documents Mileage Logs</p>	<p>Title 1--#10</p>
<p>Develop and implement effective interventions to deal with "skippers"</p> <ul style="list-style-type: none"> • Teachers will admit to class only those students on their roster for that particular period. • Skippers will be reported immediately to principal, assistant principal or counselor • Parents of skippers will be contacted and parent conferences will be held when necessary 	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card</p>	<p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Home Visit Logs Truancy court documents Mileage Logs</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 Schoolwide Components
Develop and implement a program of incentives to improve student attendance by rewarding those students with good attendance <ul style="list-style-type: none"> •Tangible incentives (Nachos, Raffle Items of Restaurants Gift Cards) •Academic incentives (participation grade, extra credit) 	Pupil Accounting Director, Campus Personnel	Local Funds	August 2015- June 2016	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Weekly attendance reports 6 weeks attendance reports Semester attendance reports	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel	Local Funds	August 2015- June 2016	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance	Title 1--#10
Provide night classes for district high school students & offer self-paced instruction	Pupil Accounting Director, Campus Personnel	Local Funds	August 2015- June 2016	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Formative: Report Cards, Summative: Increase # of At-Risk students attaining credit.	Title 1--#10
Provide Credit by Exam opportunities to all students	Pupil Accounting Director, Campus Personnel	Local Funds	August 2015- June 2016	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Summative: Credit by exam	Title 1--#10
Identify & provide support services for At-Risk population. <ul style="list-style-type: none"> •Counseling •Staffing to redirect behavior and build relationships •Day Care 	Pupil Accounting Director, Campus Personnel	Local Funds	August 2015- June 2016	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Increase # of At-Risk students graduating	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Effective use of community liaison to reduce the dropout rate</p> <ul style="list-style-type: none"> • Home visits • Phone calls • File truancy • Countdown to Zero Campaign • Provide Daycare 	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card</p>	<p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Summative: Increase % of students graduating with diploma.</p>	<p>Title 1--#10</p>
<p>Implement a flexible instructional program to recover dropouts who are unable to attend school on a regular schedule</p> <p>Effective strategies to encourage students to stay in school:</p> <ul style="list-style-type: none"> • Flexible Scheduling • Personal Graduation Plans (PGP) • A+ Credit Recovery • Novanet/Grad Point • STAAR Academies • Evening Program • College Night • Career Fair • Financial Aid Night • Credit Checks • Graduation Ceremony and Lunch 	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card</p>	<p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p><u>More Graduates.</u></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
<p>Teachers who are considered highly qualified will meet all of the following requirements:</p> <ul style="list-style-type: none"> • State certification • Bachelor's degree or higher • Demonstrated competency 	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> • Staff hired High teacher retention rate 	<ul style="list-style-type: none"> • All classrooms have a HQ teacher that is prepared to deliver instruction • Teacher will support student success with content expertise 	<ul style="list-style-type: none"> • Screen all applicants for best candidates • Hold Invitational Job Fairs 	Title 1--#5
<p>Implement a plan for teacher selection and retention</p> <ul style="list-style-type: none"> • Bilingual/ESL certified • Special Education certified • Core area certifications • Masters degrees • CTE certified • Advance Placement certified <p>A passion for students, and commitment to excellence</p>	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> • Staff hired High teacher retention rate 	<ul style="list-style-type: none"> • All classrooms have a HQ teacher that is prepared to deliver instruction • Teacher will support student success with content expertise 	<ul style="list-style-type: none"> • Screen all applicants for best candidates • Hold Invitational Job Fairs 	Title 1--#5
Hire University Student Interns that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	Title 1--#5

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principals training on interviewing, documentation of teachers	HR Admin, I3 dept. staff	Documentation Handbook	Nov.-March	<ul style="list-style-type: none"> Better selection of staff Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards 	Title 1--#5
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-in Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1--#5
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-in sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title 1--#5
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-in Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	Title 1--#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
Campus Mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	August 2015- May 2016	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McREL Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1--#5
Implement an effective instructional coaching system with on-going professional development	Director Campus Principals	Title One Local Funds	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1--#5
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One Local Funds	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1--#5
Monthly progress monitoring campus visits and instructional rounds	Director Campus Instructional Coaches	Title One Local Funds	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations RRR	Title 1--#5