PSJA Thomas Jefferson T-STEM Campus Improvement Plan 2015-2016

Board Approved:

Mission Statement

The staff of PSJA Thomas Jefferson T-STEM ECHS shall provide advanced educational opportunities with an emphasis on Science, Technology, Engineering, and Mathematics for all students so that they may graduate within a four year period with an Associate Degree or college credit; thus instilling the immediate desire for further post-secondary education to produce well-rounded community leaders.

What We Value

Guiding Principles

- Safety

- Respect

- Responsibility

Motto

Powerful Teaching, Powerful Learning

Coherent College Preparation

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A
School wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.

3. Instruction by highly qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. Strategies to attract high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Comprehensive Needs Assessment

Data Resources Reviewed

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

Comprehensive Needs Assessment

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Demographics

Demographics Summary

Special Education:

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

Needs:

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

- In Reading, the achievement gap between SpEd and All students 2014-2015 is 35%.

- In Mathematics, the achievement gap between SpEd and All students 2014-2015 is 36%.

- In Science, the achievement gap between SpEd and All students 2014-2015 is 23%.

- In Social Studies, the achievement gap between SpEd and All students 2014-2015 is 28%.

Personnel Needs:

The Special Education Department must work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Professional Development Needs:

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Special Education:

Strengths:

- The 4-Year Graduate Rate for SpEd students at PSJAISD was 86.8%, 8.6 points above the Region, and 9.3 points above the state.
- The 5-Year Extended Graduation Rate for SpEd students at PSJAISD was 93.3%, 10.3 points above the Region, and 11.2 points above the state.
- The Annual Dropout Rate for ELL students at PSJAISD was 1.0 %, 2.2 points below the Region and 2.0 points below the state.

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

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 11%.

- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 16%.

- In Science, the achievement gap between ELL and All students 2014-2015 is 11%.

- In Social Studies, the achievement gap between ELL and All students 2014-2015 is 25%

Comprehensive Needs Assessment

Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

- The High School TELPAS Yearly Progress Indicator was 41% in 2014 and increased to 44% in 2015.

- The 4-Year Graduate Rate for ELL students at PSJAISD was 79.0%, 6 points above the Region, and 7.5 points above the state.

- The 5-Year Extended Graduation Rate for ELL students at PSJAISD was 89.2%, 9.2 points above the Region, and 11.7 points above the state.

- The Annual Dropout Rate for ELL students at PSJAISD was 1.0 %, 4.4 points below the Region and 3.8 points below the state.

- The Dual Language Program at PSJAISD serves 61% of our ELL students in grades Pre- K-12 at PSJAISD.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

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

- In Reading, the achievement gap between Eco Dis and All students 2014-2015 is 2%.

- In Mathematics, the achievement gap between Eco Dis and All students 2014-2015 is 2%.

- In Science, the achievement gap between Eco Dis and All students 2014-2015 is 2%.

- In Social Studies, the achievement gap between Eco Dis and All students 2014-2015 is 2%.

- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, PSJA earned a score of 37, 3 points below the region and 3 points below the state.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- 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.

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	• Biology • U.S. History **Mastery 70% or Higher**	• English I • English II **Mastery 55% or Lower**	Improve student learning outcomes in : • English I • English II **SMART Goal: 60% or Higher**
2	Index 2: Student Progress	District Exceeded the State Target for Index 2 of 16% with 39% meeting or exceeding the progress measure.	• 61% of our students did not meet or exceed progress measure.	• 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		• 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	Special population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies.
4	Index 4: Post Secondary Readiness	The district met the index 4 target of 57 with a score of 67. High graduation rates and completion rates (91.7%) High rate of RHSP/DAP (94.7%)	• Algebra 1 • English 1 • English II **Mastery at Final Recommended was below 25%.**	• 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	• Neighborhood schools • New buildings/renovations • Communication in both English and Spanish • Elementary parent involvement is high • Parent Liaison District level and campus • Parent Centers • Business Parternships • IHE Partnerships	• **Secondary parent involvement is low** • **Low Average of parents with high school diplomas and/or postsecondary education**	• Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels
6	Technology	• Availability of technology resources for students and teachers, and staff.	• Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor	• Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	• Good student attendance • 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	• Decrease in student enrollment	• Build public relations • Improve student retention
8	Staff Quality, Recruitment, and Retention	• Highly Qualified Staff • New Teacher Academy • McRell Evaluation Tool		

SCHOOL DEMOGRAPHICS

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	**605**	286	320	11	64	10	5	2	10	454	117	592
Percent	100	47.2	53	1.8	10.6	1.7	0.8	0.3	1.7	74.9	19.3	97.7

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	605	594	5	0	5	1
Percent	100	98.2	0.8	0	0.8	0.2

DISTRICT DEMOGRAPHICS

Total Enrollment – 605

Percent	T-STEM	PSJA ISD	STATE
Hispanic	98%	98.89%	51.34%
Economically Disadvantaged	75%	89.00%	60.26%
ELL	11%	41.04%	17.04%

Student Achievement Summary 2015

	Performance Target 2015	State	Region 1	PSJAISD	T-STEM	Goals 2016
Index 1 Student Performance	60	77	73	66	89	92
Index 2 Progress Measure	20	37	39	35	32	35
Index 3 Closing the Gap	28	40	40	37	51	54
Index 4 Postsecondary Readiness	57	75	81	79	90	93

State Accountability 2015

Index 1 Student Achievement: Target 60, District 66, Region One 73, State 77
Index 2 Student Progress: Target 20, District 35, Region One 39, State 37
Index 3 Closing Performance Gaps: Target 28, District 37, Region One 40, State 40
Index 4 Postsecondary Readiness: Target 57, District 79, Region One 81, State 75

■ Target ■ District ■ Region One ■ State
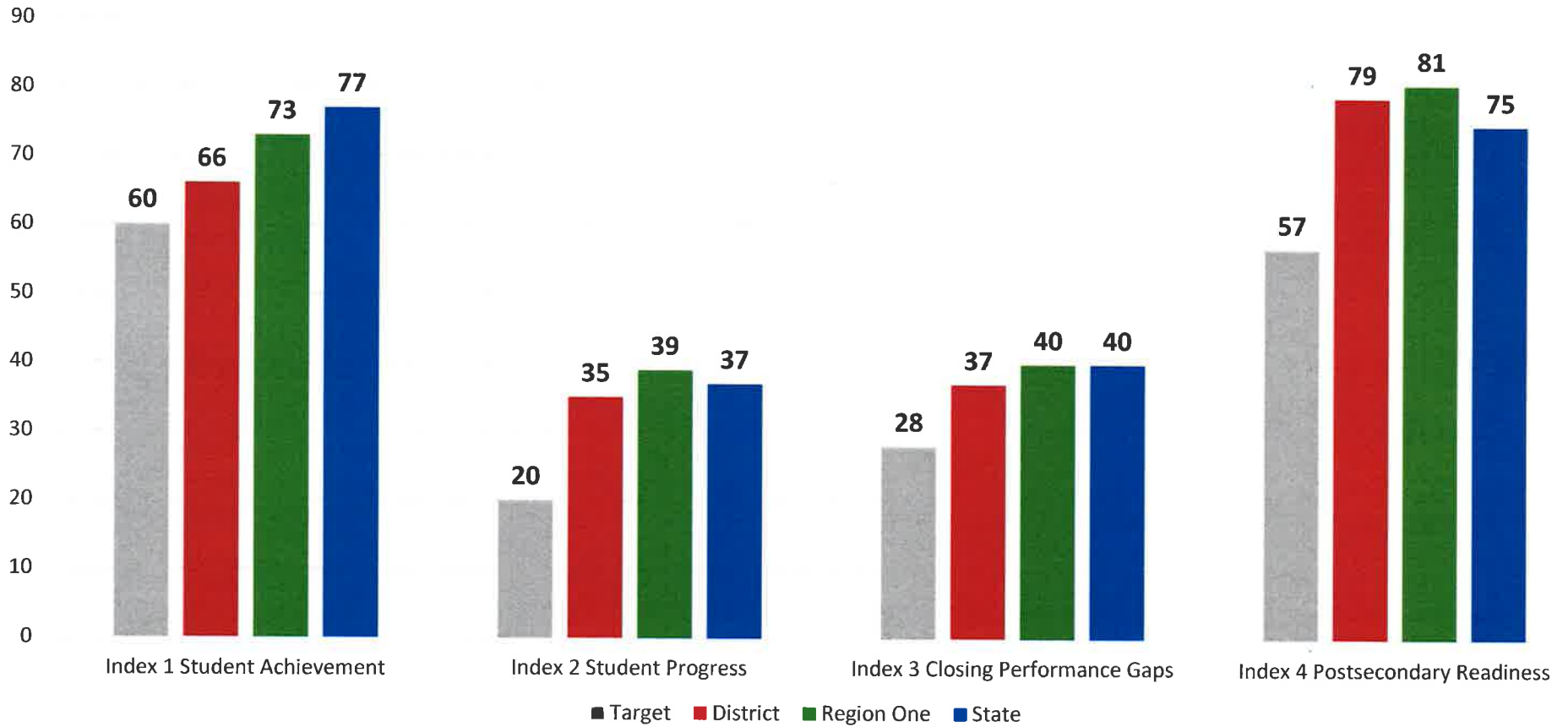
Student Achievement Summary 2015

All Students Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	T-STEM	Goals 2016
Reading/ELA	60	77	71	64	84	89
Math	60	81	79	70	95	95
Science	60	78	75	70	97	100
Social Studies	60	78	72	63	89	94

Student Achievement Summary 2015

ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	T-STEM	Goals 2016
Reading	60	62	59	53		58
Math	60	65	64	54		59
Writing	60	60	62	58		63
Science	60	61	60	59		64
Social Studies	60	49	47	38		43

Student Achievement Summary 2015

Special Ed Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	T-STEM	Goals 2016
Reading	60	43	37	29		35
Math	60	45	46	34		40
Writing	60	29	22	14		20
Science	60	47	46	47		50
Social Studies	60	46	41	35		40

Student Achievement Summary 2015

ECO Dis Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	T-STEM	Goals 2016
Reading	60	70	69	62		65
Math	60	75	77	68		70
Writing	60	63	69	65		70
Science	60	71	73	68		70
Social Studies	60	69	69	61		65

State System Safeguards 2015

District 2015 Results Level 2 Phase 1	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*	% Met for Min Size Req
Reading	64	92	64	73	57	85			62	29	53	
Math (Alg 1 Only)	70	75	69	76		75			68	34	54	
Writing	66	100	66	83	0	100			65	14	58	
Science	70	78	70	68		75			68	47	59	
Social Studies	63	100	63	71	0	83			61	35	38	
Percent of Eliigible Measures Met												66

Indicates Did Not Meet Minimum Size Requirement

66% =   Met 20 indicators out of 30
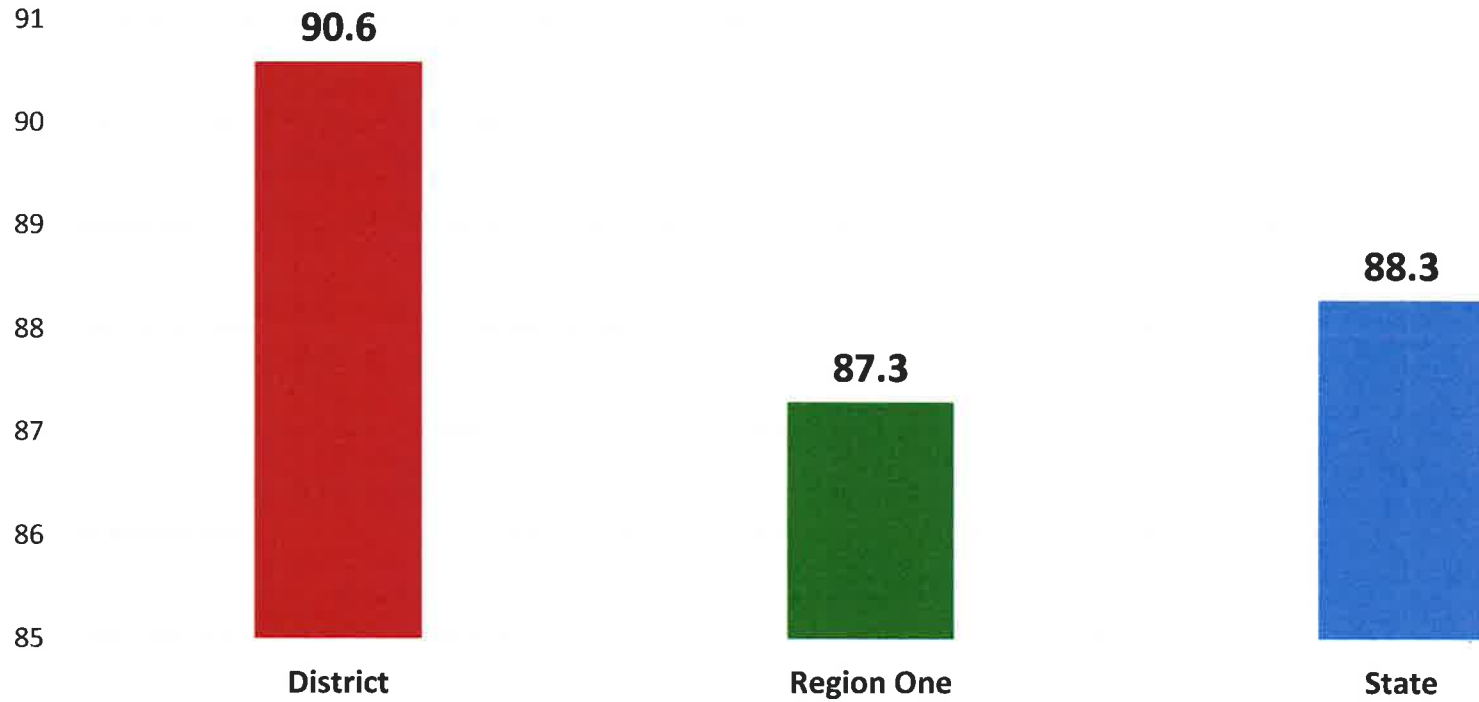
SYSTEM SAFEGUARDS 2015

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
State Target	60	60	60	60	60	60	60	60	60	60	60			
Reading	Y	Y	Y	Y		Y			Y	N	N	6	8	
Math	Y		Y						Y	N	N	3	5	
Writing	Y		Y						Y	N	N	3	5	
Science	Y		Y	Y					Y	N	N	4	6	
Social Studies	Y		Y	Y					Y	N	N	4	6	
Total												20	30	66

Post-Secondary Readiness Data Table 2015

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

Texas Education Agency 2015 Accountability Reports

4 Year Graduation Rate

	District	Region One	State
	90.6	87.3	88.3

Source:
2015 TEA Accountability Reports

5 Year Graduation Rate

Chart showing 5 Year Graduation Rate with y-axis from 87 to 95:
- District: 94.6
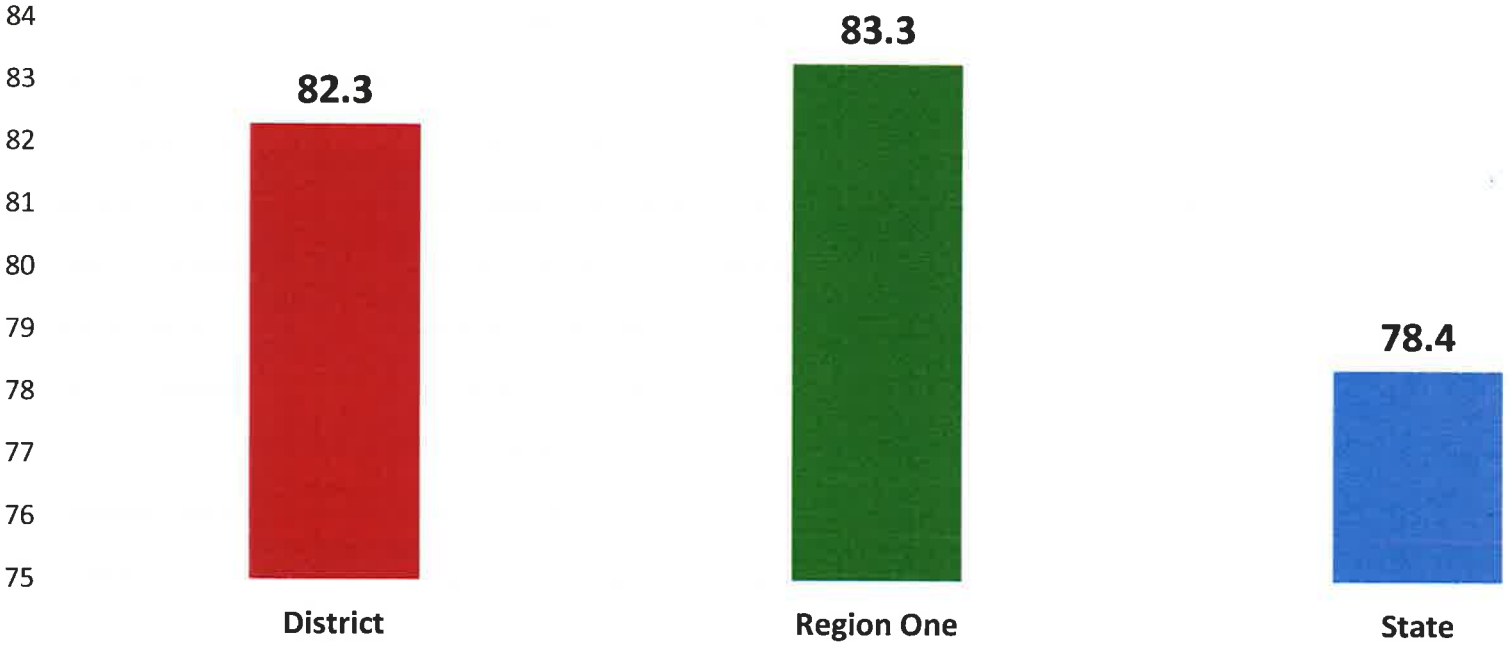- Region One: 90.1
- State: 90.4
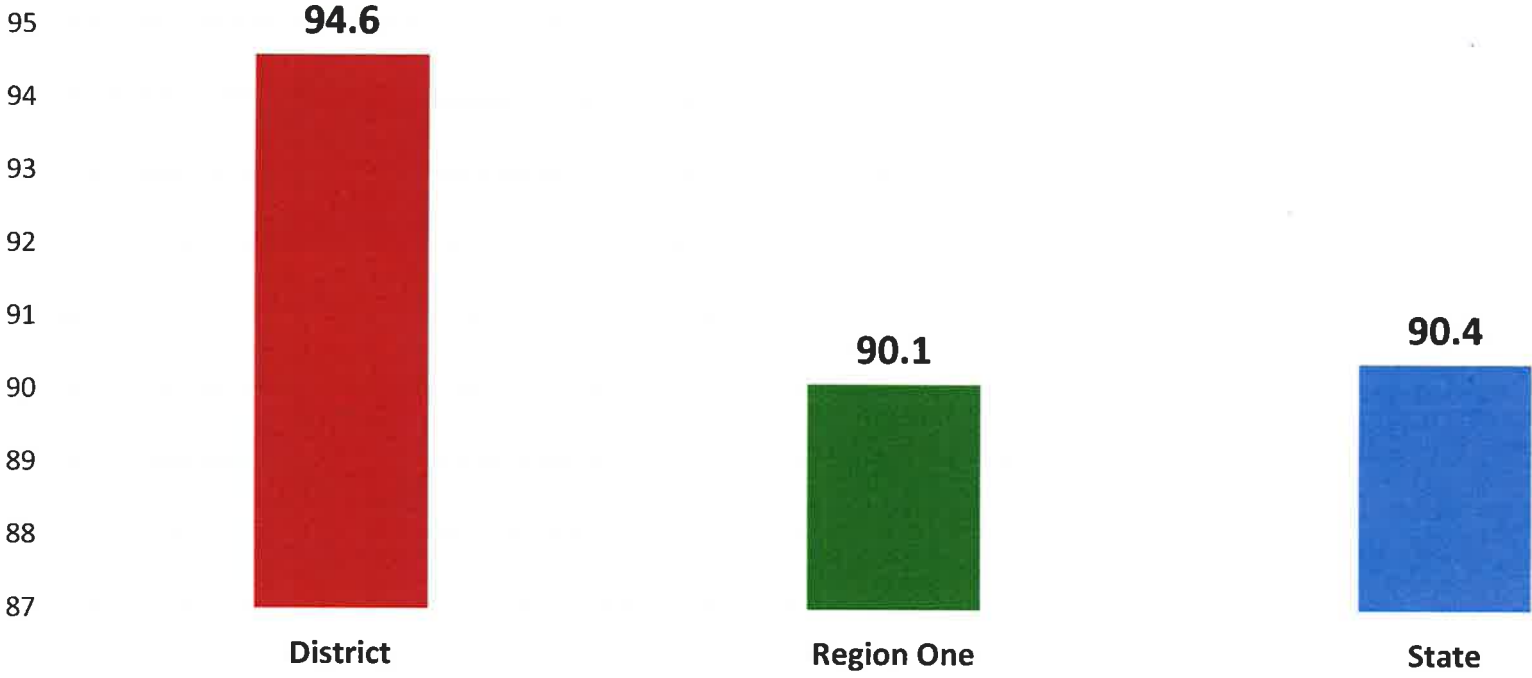
Source:
2015 TEA Accountability Reports

Drop Out Rate
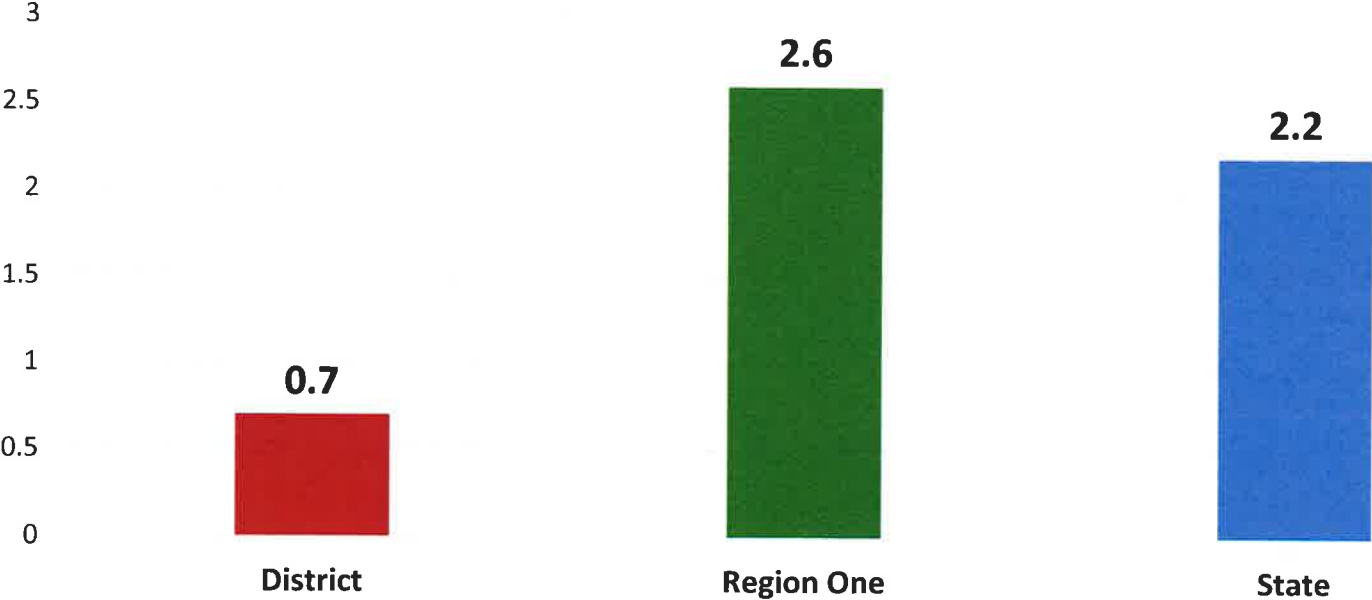
Source:
2015 TEA Accountability Reports

College & Career Readiness

84
83
82
81
80
79
78
77
76
75

82.3 — District

83.3 — Region One

78.4 — State

Source:
2015 TEA Accountability Reports

RHSP/DAP Graduates
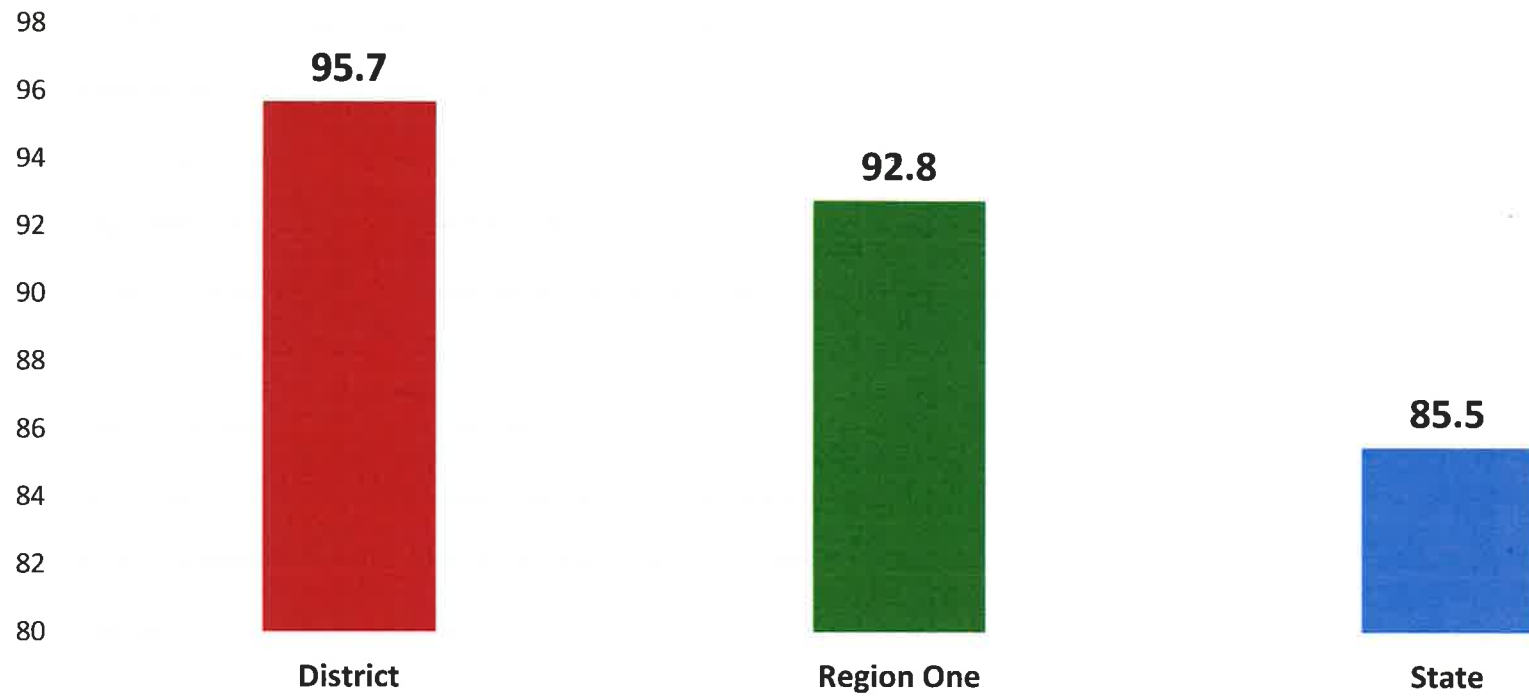
Source:
2015 TEA Accountability Reports

Post-Secondary Readiness Data Table 2015

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

Texas Education Agency 2015 Accountability Reports

Post-Secondary Readiness Data Table 2015

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

Texas Education Agency 2015 Accountability Reports

Post-Secondary Readiness Data Table 2015

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

Texas Education Agency 2015 Accountability Reports

PBMAS REPORT 2015

STAAR 3-8 PASSING RATE	BE/ESL				CTE				NCLB		SPED	
	BE	ESL	LEP NOT SERVED	LEP YAE	ALL	LEP	ED	SPED	TITLE 1 PART A	MIGRANT	ALL	YAE
MATH 70	0	3	1	0					1	1	3	1
READING 70	0	3	1	0					1	2	3	2
SCIENCE 65	0	3	1	0					0	1	3	1
SOCIAL STUDIES 65	2	3	NA	NA					2	3	4	NA
WRITING 70	1	3	2	0					1	2	4	NA
STAAR EOC PASSING RATE			LEP									
MATH 60			2		0	2	0	4	0	1	3	
SCIENCE 60			1		0	1	0	2	0	1	1	
Social Studies 60			2		0	2	0	3	0	0	2	
ELA			Report Only		Report Only	Report Only	Report Only	Report Only	Report Only	Report Only	Report Only	

PBMAS REPORT 2015

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

PBMAS REPORT 2015

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

2015-2016 District Goals

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

- This will allow us to analyze our needs and set attainable goals for the 2015-2016 school year.

- End of Course data includes first time testers as well as retesters.

2015-2016 District Goals

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STAAR EOC High School Passing Rates for MATH

Algebra 1			
% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2015	**2016**
Phase In 1 Level II	37		
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 District Goals

English 1

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment TARGET: 60%	Goal TARGET: 60%
		2015	2016
Phase In 1 Level II	55	44	
Phase in 2 Level II	58		
Final Recommended	64		
Level III Adv.	83		

English II

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment TARGET: 60%	Goal TARGET: 60%
		2015	2016
Phase In 1 Level II	57	45	
Phase in 2 Level II	60		
Final Recommended	66		
Level III Adv.	87		

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR 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 District Goals

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Biology District

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment TARGET: 60%	Goal TARGET: 60%
		2015	**2016**
Phase In 1 Level II	35	68	
Phase in 2 Level II	43	46	
Final Recommended	61	20	
Level III Adv.	83	4	

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 District Goals

U.S. History

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2015	**2016**
Phase In 1 Level II	41	72	
Phase in 2 Level II	49	54	
Final Recommended	63	31	
Level III Adv.	79	10	

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

2015-2016 District 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.

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Summer Curriculum Writing sessions for all of the four-core subjects assessed on HB5 will be scheduled in May-June [2014]. All other courses in 2015.	Dean of Instruction	Local Funds, Title 1 Funds	Summer 2014	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Teacher representatives from all district campuses will be selected to write the district curriculum	Administrators	Local Funds, Title 1 Funds	May 2014	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Curriculum writers will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2014	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Assistant Principal	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Summer 2014	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Academic Calendars will be written for all courses. (timelines will be written for all HB5 courses)	Administrator	Local Funds, Title 1 Funds	Summer 2014	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	District Content Coordinators	Local Funds, Title 1 Funds	June 2014-April 2015	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principal	Local Funds, Title 1 Funds	October 2014 November 2014 January 2015 February 2015	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Administrators	Local Funds, Title 1 Funds	October 2014 November 2014 January 2015 February 2015	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	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	Principal	Local Funds, Title 1 Funds	August 2014 – May 2015	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Provide Dana Center training for selected cohort teachers and principals on the vertical alignment of state standards in math and science.	Assistant Superintendent for C&I	Title 1 Funds	August 2014-2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses	District Content Coordinators	Local Funds, Title 1 Funds	June 2014 – May 2015	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC	Assistant Supt for C&I, C&I Administrators	Local Funds, Title 1 Funds	June 2014 – May 2015	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar	District Content Coordinators	Local Funds, Title 1 Funds	October 2014 November 2014 December 2014 February 2015	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2014-15.	District Content Coordinators	Local Funds, Title 1 Funds	October 2014 November 2014 December 2014 February 2015	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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

Objective 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 2014 November 2014 December 2014 February 2015	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 2015	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 2014 November 2014 December 2014 February 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October 2014 November 2014 January 2015 February 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
District level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Migrant Director, Administrator for Student Success	Migrant Funds 212	October 2014 November 2014 January 2015 February 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of special education students will be done immediately following each CBA and BM	Special Education Director, Administrator for Student Success	Special Ed Funds 224	October 2014 November 2014 January 2015 February 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Dual Language/ESL Director, Administrator for Student Success	Title III 263	October 2014 November 2014 January 2015 February 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Provide Dana Center training for cohorted science teachers on creating formative assessments.	Assistant Superintendent for C&I	Title 1 Funds	August 2014- May 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

Objective 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
District Goals specific for each subgroup will be developed and shared with each campus principal and staff	Migrant Director, Special Ed Director, Dual Language/ESL Director, Administrator for Student Success	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2014	District Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principals	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2014	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principals	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2014- June 2015	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

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

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 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 2014-June 2015	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Campus Principals, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2014 November 2014 January 2015 February 2015	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for campus administrators at the elementary, middle and high school levels	C&I Administrators	Local Funds 199, Title 1 Funds 211	October 2014	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic invervention, 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 2014-July 2015	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Campus Principals, Deans, Instructional Coaches	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2014 November 2014 January 2015 February 2015	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for all principals, assistant principals, and deans on differentiated instruction. And data analysis	Assistant Superintendent for C&I	Title 1 Funds	July 2014 January 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Asst Supt for C&I	Local Funds 199	October 2014	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5	Asst Supt for C&I, C&I Administrators, District Content Coordinators	Local Funds 199	August 2014 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled 3X weekly in elementary schools and daily at the middle and high schools for unpacking the TEKS and lesson plan collaboration	Campus Principals, and Deans	Title 1 211, Local Funds 199	August 2014- May 2015	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Asset Supt for C&I, C&I Administrators, District Content Coordinators	Title 1 211, Local Funds 199	August 2014 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Instructional Coaches	Title 1 211, Local Funds 199	August 2014 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RtI training will be provided for all staff members to address the needs of all students.	RtI District Coordinator	Title 1 211	August 2014	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 2014	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 2014	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Lead4Ward training for all principals, assistant principals, and deans on Data Analysis/Differentiated instruction.	Assistant Superintendent for C&I	Title 1 Funds	July 2014 January 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies	District ELA Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2014-May 2015	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
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	
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	
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	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per six weeks will be required at each grade level	Principals, Deans, District ELA Content Coordinators	Title 1 211, Local Funds 199	August 2014-May 2015	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
STAAR Literature questions will be written for each literary piece/all genres	District ELA Content Coordinators	Title 1 211, Local Funds 199	Summer 2014-May 2015	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered district-wide	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	October 2014 November 2014 January 2015 February 2015	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to inform tutorial lessons and to identify spiraled skills	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2014-May 2015	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	
Data will be used to	Assistant Superintendent	Title 1 211, Local	August 2014-May	DMAC reports, CLC	Increased Student	CBAs, BMs, STAAR,	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be developed for K-12 using CIF strategies	Assistant Superintendent for C&I, Instructional Coaches	Title 1 211, Local Funds 199	June 2014-May 2015	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
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	
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	
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 2014 November 2014 December 2014 February 2015	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to	District Content	Title 1 211, Local	August 2014-May	CLC agendas and	Increased Student	CBAs, BMs, STAAR,	

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

Objective 2: Math Instruction will be aligned 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 2014-May 2015	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2014-May 2015	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Exit tickets will be developed aligned to the skill of the day	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2014-May 2015	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Provide Sharon Wells training on effective teaching strategies for elementary math teachers.	Assistant Superintendent for C&I	Title 1 Funds	July 2014 January 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	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 2014 January 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: •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	Assistant Superintendent for C&I, District Content Coordinators, Bilingual Director, Special Ed Director	Title 1 211, Local Funds 199 Title III 263, Special Ed 224	Summer 2014	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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 2014- May 2015	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principals, Deans, Special Ed Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 224	August 2014- May 2015	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Title III 224	August 2014- May 2015	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators, counselors	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2014- May 2015	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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 2014-May 2015	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principals, Deans, District Dyslexia Coordinator, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199	August 2014-May 2015	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	
8. Provide extended learning and credit recovery opportunities for students not mastering the curriculum through summer school, credit recovery, Saturday academies, tutorials, and enrichment period.	Principals	SCE	August 2014-August 2015	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	
9. Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Assistant Superintendent of C&I, District Level Administrators	Title 1 211, Local Funds 199	August 2014-May 2015	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	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Revise all curriculum documents for HB5 STAAR courses.	Assistant Superintendent for C&I	Local Funds, Title 1 Funds	Summer 2014 (on-going)	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1- #2, 4
Provide training for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2014 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2014 – May 2015	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators	Local Funds, Title 1 Funds	June 2014-April 2015	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

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

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

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 2014 November 2014 January 2015 February 2015	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 2014 November 2014 January 2015 February 2015	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October 2014 November 2014 January 2015 February 2015	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#2,4,8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principals	Local Funds, Title 1 Funds/ SCE	August 2014-May 2015	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide comprehensive advisement to students	College Readiness, College Advisors, Transitional Specialists, CTE Dept.		August 2014 – May 2015	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		August 2014- May 2015	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.	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide TSI class instruction in 8th grade level courses that prepares students for the assessment	College Readiness Middle School Principals		August 2014 – May 2015	Attendance Sheets	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	
Provide TSI tutorial sessions at the high schools that prepare students to pass the assessment	College Readiness High School Principals Assigned TSI Teacher		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		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, IHE	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	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assist students with all college transition processes	College Transition Specialists Financial Aid Officers IHEs College Advisors		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		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.	

District 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 2014 - May 2015	Sign-in Sheets	Parent Surveys		Title I- #4, #6
Parent Orientations	Parental Director, Logistic Specialist, Parent Educators	Title I Funds	August 2014 - May 2015	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6

District Goal 5: Family and Community Involvement

Objective 2: 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
Sponsor after school tutoring camps @ Parental Education Centers throughout District for Elementary & Secondary Campuses	Parental Director, Logistic Specialist, Site Managers	Title I Funds	May 2015	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9
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

District Goal 5: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Modify adult volunteer services program to include students @ all level	Parental Director, Logistic Specialist	Local Funds, Title I Funds	May 2015	Volunteer sign-in card	Tally of Volunteer hours		Title I- #9
Partner with DAEP and National Honors Society Programs to engage students in community service projects	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2015	Registration forms, MOU'S, Projects Participation Forms	Measure DAEP recidivism rate, Tally of volunteer hours On a monthly basis		Title I- #9

District 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 2015	Sign-in Sheets	Parent Surveys		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 2015	Sign-in Sheets, Registration forms	Parent Surveys		Title I- #6, #10

District Goal 5: Family and Community Involvement

Objective 5: Increase average of parents with high school diplomas

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Increase enrollment of adult Literacy Participation by 15%	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2015	Classroom attendance sheets	End of year course completion certificates		Title I- #6, #10
Open 2 more Parent Community Education Centers	Parental Director	Title I Funds	December 2014	Attendance sheets	End of year course completion certificates		Title I- #6, #10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration Academy. These academies will be planned for each of the core content areas as well as key electives	Technology Director MIS Coordinator Instructional Technology Coordinator Chief Financial Officer Superintendent of Schools	Instructional Technology Staff and various state, federal, and local budgets	Ongoing... This will be a yearly expense with additions each year as funds become available.	Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology	Increased student scores.	Budget reviews and monthly campus visits with principals	
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.	
PSJA ISD provides adult literacy and technology application skills training to its' parents via the Parental Involvement Department. The Parental Involvement Department gets technology literate teachers from the Bilingual/ESL Department to conduct these trainings. These training take place on a monthly basis throughout the year. The department is in essence its own adult literacy provider.	Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development	ongoing. This is a strategy that is carried out year-round and in the summers.	Sign-in sheets An increase in the number of technology literate and English Proficient parents	Increase in the number of Technology Literate parents, and community members.		

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Accelerated Reader Software, adequate bandwidth, and adequate hardware	2014-2015	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	
The Technology Department will provide for the delivery of online library/research resources (Destiny Online)so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Destiny Software, adequate bandwidth, and adequate hardware	2014-2015	usage reports from the Destiny system.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Audit the curriculum and integrate technology essential knowledge and skills (TEKS) at the K-8 level and update and create courses for Technology Applications at the secondary level.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum coordinators Elementary Administrator Technology Applications Review committee for (HS) Area Administrators Superintendent of Schools District Technology Advocacy Committee	Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.	This is an ongoing process. However, a committee will be formed to specifically address the secondary Technology applications courses at the High School level. This will be done Sept 2015.	Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the district course offerings and alignment with state course requirements.	
Develop units of practice aligned with the core content curriculum.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer	Core content curriculum resources. Learning.com	ongoing This will be done by June 2014.	Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.	Increased scores on technology benchmarks and state tests.	Instructional Technology department campus visits and observations.	

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Expand distance learning efforts to enhance classroom instruction. The district will join the Region One Distance Learning (Video Conferencing) Consortium.	Instructional Technology Coordinator, Technology Integration Specialist , Core content area coordinators	Video conferencing equipment, online curriculum resources	Aug 2016	Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events.	Increased student enrollment and completion of online classes.		
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist		Ongoing. This is a regular service that is provided to all campuses.	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).	Increase in student achievement (higher TAKS scores). Higher TA 8th Grade Scores		
The district will mandate that all elementary teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, Instructional Technology Labs	2014-2015	LAB usage logs	Increase in student achievement (higher TAKS scores). Higher TA 8th Grade Scores		

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reestablish summer computer training opportunities for students. 19 computer technology camps (Technology Applications, Web Design, and Video Editing)will be hosted during the summer of 2013- and throughout the year in 2013-2014. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2013 2013-2014 School Year	Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists Parental Involvement staff which will be trained by the Technology Center Staff.	Hardware, software. And Technology Applications Instructors.	Summer of 2015 2015-2016 School Year	Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.	Increased involvement in school technology programs by students. Student evaluations of summer technology camps.		
Organize and host/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.	Technology Director MIS Coordinator Instructional Technology Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners	Hardware, software, and other technology resources	By Spring of 2015. Campuses will have at least one technology fair a year. By 2015 the district will designate a PSJA Technology Day.	Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.	Increased us of technology by students and teachers.		

District 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
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.	Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee	District website, share point/intranet site	June 2015	online campus and classroom web sites	Increased teacher collaboration on curriculum, business and administrative projects.		
Develop and maintain a district website as a resource for instruction and a tool for school to community communication. The district will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as up coming projects.	Technology Director Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content areas coordinators PSJA Department Directors and Coordinators	District website, Living Tree, and district Intranet	The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.	Teacher lesson plans Student feedback Community feedback Web site usage reports.	Increased teacher collaboration on curriculum projects.		

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide internet instruction to all teachers and students. The district will use Learning.com for all K-8 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.	Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator	Learning.com, Atomic Learning, and other online resources.	ongoing. Aug 2012-June 2013 and Aug 2013-June 2014 Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.	online campus and classroom web sites	Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).		

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.	Technology Director	Local Technology Budget, and hardware	Ongoing... all of the campuses received replacement computers for their instructional labs in 2013-2014. They will receive new computers in 2016-2017.	computers at each campus instructional lab will be no more than 3 years old at any given time.	This means that no lab computer will be out of warranty as long as it is in the lab setting.		
In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.	Technology Director Instructional Technology Coordinator, MIS Coordinator		The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.	computer inventory counts	Increased teacher collaboration on curriculum projects.		

District 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 2014-June 2015	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 2014-June 2015	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 2014-June 2015	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 2014-June 2015	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10

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

District Goal 7: Create a Safe School Culture and Climate.							
Objective 2: 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**
Action Steps: -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best-practices document for community providers. -Refer children to the appropriate medical services (school based clinics)							
Provide support services including determent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	-Director of Health Services -Nursing Staff	-Behavioral Centers -PSJA LPC	August 2014-June 2015	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	-Director of Health Services -Nursing Staff	-Emergency medical services from Pharr, San Juan and Alamo	August 2014-June 2015	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10

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

Objective 2: 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
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.	-Director of Health Services -Nursing Staff	-Texas Tropical -Behavioral Centers -Police Departments	August 2014-June 2015	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.	-Director of Health Services -Nursing Staff	-Athletic Department -LPC	August 2014-June 2015	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Vists	Side by side data analysis	Title 1--#10

District 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
Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers. Action Steps: - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along 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.	-Director of Health Services -Nursing Staff	-Child nutrition department -Coaching staff -Dietician DHR school based clinic	August 2014- June 2015	Let's get fit initiative Referrals for abnormal BMI Continue assessing and referring for Acanthosis Nigracans Host parent sessions throughout school years	Verbal knowledge of community Evidence of returned referral of visits to nutritionist, dieticians, and health care providers	Side by side data analysis	Title 1 – #10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conducting daily security/safety audits of all district campuses	Security and Safety Department	Local Funds	August 2014- June 2015	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all security staff on proper confrontational management techniques	Security Director	Local Funds	August 2014- June 2015	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures	Security Director	Local Funds	August 2014- June 2015	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds	August 2014- June 2015	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Pupil Accounting Director, Campus Personnel, District Program, Directors (Bilingual, Migrant, Special Education, CTE)	Local Funds	August 2014- June 2015	-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Pupil Accounting Director, Campus Personnel	Local Funds	August 2014- June 2015	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10
Ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel	Local Funds	August 2014- June 2015	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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation • School messenger	Pupil Accounting Director	Local Funds	August 2014-June 2015	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report Onpointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through district personnel to ensure student academic success.	Pupil Accounting Director	Local Funds	August 2014-June 2015	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
• Competitive Salaries for Teachers, and all District staff • Competitive Stipends for Masters and/or certifications that support district initiatives	HR, Business office	Funds for salaries and stipends	Feb.-Aug.	Greater Retention Rate of district staff Higher staff moral	• Improvement in student academic scores • Improvement in instruction delivery	Staff Retention reports	
Unique district incentives • Paying of Local Days • District contribution for employee medical plan	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	• Staff retiring from district	More experience work force	
Implement a plan for teacher selection and retention • Bilingual/ESL certified • Special Education certified • Core area certifications • Masters degrees • CTE certified • Advance Placement certified A passion for students, and commitment to excellence	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	• Staff hired High teacher retention rate	• All classrooms have a HQ teacher that is prepared to deliver instruction • Teacher will support student success with content expertise	• Screen all applicants for best candidates • Hold Invitational Job Fairs	
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	

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principals training on interviewing , documentation of teachers	HR Admin, I3 dept. staff	Documentation Handbook	Nov.-March	• Better selection of staff • Improvement of documentation of staff	• Improve the quality of teachers therefore improving student learning	• Hiring of better teachers • Better documentation of staff not meeting performance standards	
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2014-May 2015	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2014-May 2015	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support • New teachers • Other teachers needing support	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2014-May 2015	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	Aug. 2014 –May 2015	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	
Implement an effective instructional coaching system with on-going professional development	Director Campus Principals	Title One Local Funds	August 2014- May 2015	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	
Monthly professional development meetings for both elementary and secondary level instructional coaches	Director External Coaches	Title One Local Funds	August 2014- May 2015	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One Local Funds	August 2014- May 2015	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	
Monthly progress monitoring campus visits and Instructional rounds	Director Campus Instructional Coaches	Title One Local Funds	August 2014- May 2015	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	