

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Alamo Middle School
Campus Improvement Plan
2015-2016**

Board Approved:

Mission Statement

Our mission is to provide a safe learning environment that will meet the educational and social needs of all students. By providing quality instruction through a rigorous curriculum that focuses on college readiness skills, students will be prepared to be productive members of society. .



What We Believe In

Guiding Principles

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

What We Want to Accomplish

Every student will leave our school with college readiness skills and experience a college going culture.

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

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources were used to review the Special Education data by the Campus Needs Assessment Committees: 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 6-8 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 instructional leaders 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, Mathematics, Science and Social Studies, the achievement gap between SpEd and All students 2014-2015 is not available due to small numbers; scores were masked to protect student confidentiality.

Personnel Needs:

The Special Education Department must work closely with the principal 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 team and provide professional development in the area of co-teaching to implement the inclusion model effectively.

Strengths:

Campus had 100% participation of all students.

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

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

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

Needs:

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

- In Reading, the achievement gap between ELL and All students 2014-2015 is 16%.
- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 0%. Only Algebra I eight grade students were accounted for.
- In Writing, the achievement gap between ELL and All students 2014-2015 is 19%.
- In Science, the achievement gap between ELL and All students 2014-2015 is 18%.
- In Social Studies, the achievement gap between ELL and All students 2014-2015 is 24%.
- The school TELPAS Yearly Progress indicator was an average of 35.33% in 2015.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from campus was used to review the Economically Disadvantaged data by the Campus Needs Assessment Committee: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

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

- In Reading, the achievement gap between Eco Dis and All students 2014-2015 is 1%.
- In Mathematics(Alg. 1 only), the achievement gap between Eco Dis and All students 2014-2015 is -3%.
- In Writing, the achievement gap between Eco Dis and All students 2014-2015 is 1%.
- In Science, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Social Studies, the achievement gap between Eco Dis and All students 2014-2015 is 3%.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, Alamo earned a score of 37, 10 points above the target score.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> 8th Grade Reading Mastery 57% or Higher 	<ul style="list-style-type: none"> 7th Grade Math and Writing 8th Grade Science and Social Studies <p style="text-align: center;">Mastery 63% or Lower</p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> 7th Grade Math and Writing 8th Grade Science and Social Studies <p>SMART Goal: 60% or Higher</p>
2	Index 2: Student Progress	12% Exceeded the State Target for Index 2 with 47% meeting or exceeding the progress measure.	<ul style="list-style-type: none"> 53% of our students did not meet or exceed progress measure. 	<ul style="list-style-type: none"> Address the needs of identified students to meet the progress measure in 2014-15 in Reading and Mathematics
3	Index 3: Closing the Achievement Gap	The campus exceed the target of 27% by 10% points.	<ul style="list-style-type: none"> Social Studies is a high area of need closing the gap for only 41% of students. Writing as closed the achievement gap for only 56% of our students ESL Middle School did not meet PBMAS Standard in Math, Reading, Science, Writing, and Social Studies 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 	<ul style="list-style-type: none"> 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 campus met the index 4 target of 13 with a score of 19.	<ul style="list-style-type: none"> 6th grade reading and math 7th grade math and writing 8th grade math and Social Studies <p>Mastery at Final Recommended was below 12%.</p>	<ul style="list-style-type: none"> Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course Revise curriculum Assess and Monitor frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood schools • New buildings/renovations • Communication in both English and Spanish • Increase in parent involvement from prior year • Parent Liaison District level and campus • Parent Centers • Business Partnerships • IHE Partnerships 	<ul style="list-style-type: none"> • Secondary parent involvement is low • Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels
6	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture 	<ul style="list-style-type: none"> • Decrease in student enrollment • Teacher attendance 	<ul style="list-style-type: none"> • Build public relations • Improve student retention • Increase teacher attendance
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McReil Evaluation Tool 	<ul style="list-style-type: none"> • Retain quality teachers in the seventh grade content areas. 	<ul style="list-style-type: none"> • Teacher retention
9	Campus Organization	<ul style="list-style-type: none"> • Response to Intervention 	<ul style="list-style-type: none"> • Discipline • Wellness • Re-ignite the passion for teaching from 100% of teachers and staff 	<ul style="list-style-type: none"> • Discipline

CAMPUS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	100	358	334	45	281	41	13	23	55	647	60	128
Percent	100	51.7	48.3	6.5	40.6	5.9	1.9	3.3	7.9	93.5	8.7	18.5

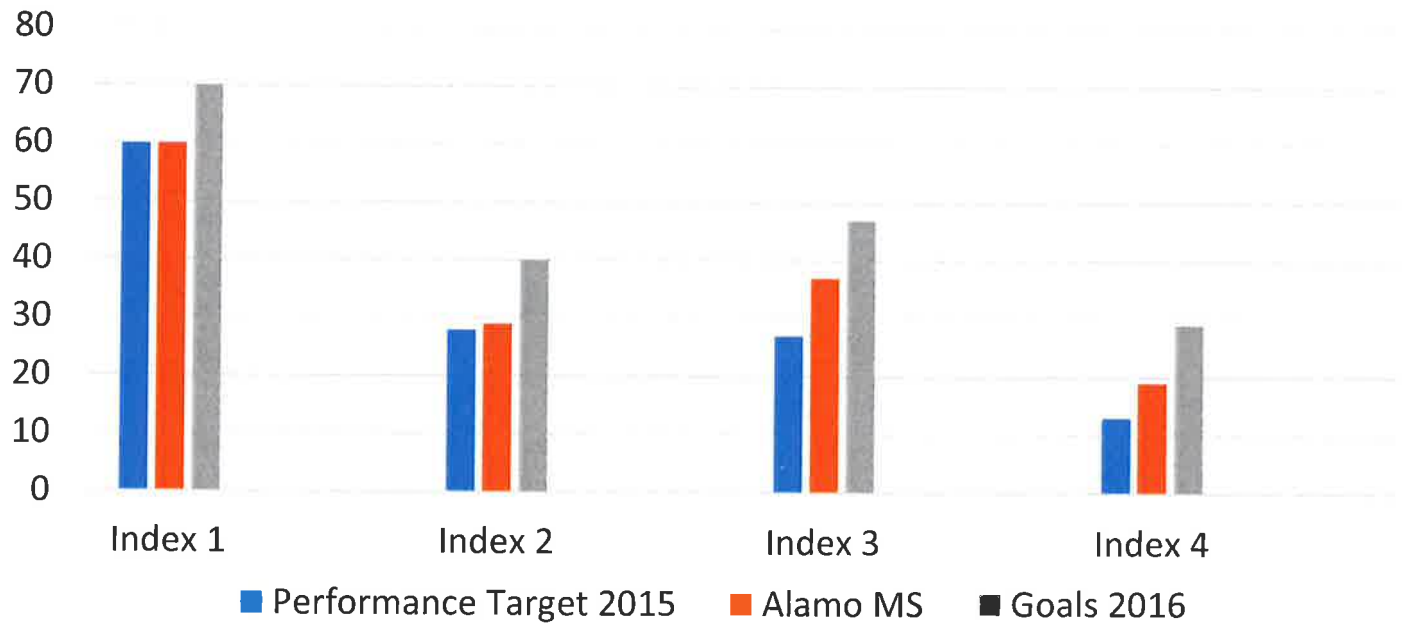
	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	692	688	2	2	0	0
Percent	100	99.42	0.02	0.02	0	0

Student Achievement Summary 2015



	Performance Target 2015	Alamo MS	Goals 2016
Index 1 Student Performance	60	60	70
Index 2 Progress Measure	28	29	40
Index 3 Closing the Gap	27	37	45
Index 4 Postsecondary Readiness	13	19	30

State Accountability 2015



Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	Alamo Middle School 2015	Goals 2016
Reading	60	65	75
Math (Alg. I Only)	60	94	75
Writing	60	56	70
Science	60	59	70
Social Studies	60	45	60

Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	Alamo Middle School 2015	Goals 2016
Reading	60	49	65
Math(Alg. I)	60	100	65
Writing	60	37	60
Science	60	41	60
Social Studies	60	24	45

Student Achievement Summary 2015



Special Ed Performance Rates	Performance Target 2015	Alamo Middle School 2015	Goals 2016
Reading	60	Masked due to small numbers	50
Math	60	Masked due to small numbers	50
Writing	60	Masked due to small numbers	50
Science	60	Masked due to small numbers	50
Social Studies	60	Masked due to small numbers	50

Student Achievement Summary 2015



ECO Dis Performance Rates	Performance Target 2015	Alamo Middle School 2015	Goals 2016
Reading	60	64	75
Math	60	97	75
Writing	60	55	70
Science	60	57	75
Social Studies	60	41	70

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	65		65						64		49
Math (Alg 1 Only)	94		94						97		100	
Writing	56		56						55		37	
Science	59		59						57		41	
Social Studies	45		45=4						41		24	
Percent of Eligible Measures Met												32



32% =

Indicates Did Not Meet Minimum Size Requirement
Met 6 indicators out of 19

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	*	N	3	4	
Math	Y		Y						Y	*		3	3	
Writing	N		N						N	*	N		4	
Science	N		N						N	*	N		4	
Social Studies	N		N						N	8	N		4	
Total	2		2						2			6	19	32

Post-Secondary Readiness Data Table 2015



All Students	PSJAISD
2015 STAAR % Meeting Postsecondary Readiness Standard	19
4-Year Graduation Rate Class of 2014	NA
5-Year Extended Graduation Rate Class of 2013	NA
Annual Dropout Rate SY 2013-14	NA
RHSP/DAP Graduates Class of 2014	NA
College Ready Graduates SY 2013-14	NA

PBMAS REPORT 2015



COLLEGE³
READY. CONNECTED. COMPLETED.

	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 Campus Goals

- The following charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 6-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 6-8 were excluded.
- This will allow us to analyze our needs and set attainable goals for the 2015-2016 school year.
- STAAR data includes first time testers as well as retesters.

2015-2016 Campus Goals



6th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	20	68	NA
Phase in 2 Level II	22	51	55
Final Recommended	31	26	30
Adv. Level III	42	4	5

7th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	24	50	NA
Phase in 2 Level II	24	33	50
Final Recommended	33	8	20
Adv. Level III	43	1	5

8th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	20	67	NA
Phase in 2 Level II	28	54	60
Final Recommended	36	31	35
Adv. Level III	48	3	5

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

2015-2016 Campus Goals



6 th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	26	68	NA
Phase in 2 Level II	30	51	60
Final Recommended	37	26	30
Adv. Level III	42	4	10

7 th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	27	57	NA
Phase in 2 Level II	30	46	60
Final Recommended	38	18	25
Adv. Level III	43	5	10

8 th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	28	58	NA
Phase in 2 Level II	30	49	60
Final Recommended	40	23	25
Adv. Level III	45	12	20

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

2015-2016 Campus Goals



7 th Grade Writing			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	39	58	NA
Phase in 2 Level II	43	45	60
Final Recommended	50	24	30
Level III Adv.	60	4	10

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

2015-2016 District Goals



8th Grade Science

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	31	59	NA
Phase in 2 Level II	34	47	60
Final Recommended	41	22	25
Adv. Level III	47	11	15

8th Grade U.S. History District

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	28	45	NA
Phase in 2 Level II	33	30	50
Final Recommended	43	6	15
Level III Adv.	54	2	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.

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Summer Curriculum Writing sessions for all of the four-core subjects assessed on HB5 will be scheduled in May-June [2014]. All other courses in 2015.	Principal Campus Administrators Campus Leadership	Local Funds, Title 1 Funds	Summer 2016	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Teacher representatives from all content areas will be selected to write the district curriculum	Principal Administrators Campus Leadership	Local Funds, Title 1 Funds	August 2015 – July 2016	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Curriculum writers will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Assist. Supt for C&I District C&I MS Team	Local Funds, Title 1 Funds	June 2016	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Bilingual Director, Special Ed Director, Assistant Supt for C&I Campus Leadership	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Summer 2016	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.	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	Summer 2016	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

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

Objective 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 2015-April 2016	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 following each district level CBA or Benchmark for in-depth analysis of the data	Principal Administrators Campus Leadership	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&I, Administrators Campus Leaders	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#2,4,8
Campus Instructional Coaches, Deans, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principal Administrators Campus Leadership	Local Funds, Title 1 Funds	August 2015 – July 2016	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 Principal Administrators	Title 1 Funds	August 2015 – July 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

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

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

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

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

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

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

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed and shared with each staff	Principal Administrators Campus Leadership	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015	District Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Principal Administrators Campus Leadership	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc	Principal Administrators Campus Leadership	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015- June 2016	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Principal Administrators Campus Leadership Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	August 2015 - July 2016	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Principal Administrators Campus Leadership Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2015 November 2015 January 2016 February 2016	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for all principals, assistant principals, and deans on differentiated instruction. And data analysis	Assistant Superintendent for C&I	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Asst Supt for C&I Principal Administrators Campus Leadership Teachers	Local Funds 199	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5	Asst Supt for C&I, C&I Administrators, District Content Coordinators	Local Funds 199	August 2015 – July 2016	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	Principal Administrators Campus Leadership Teachers	Title 1 211, Local Funds 199	August 2015 – July 2016	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Principal Administrators Campus Leadership Teachers	Title 1 211, Local Funds 199	August 2015 – July 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Instructional Coach	Title 1 211, Local Funds 199	August 2015 – July 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Rti training will be provided for all staff members to address the needs of all students.	RtI District Coordinator	Title 1 211	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director Principal	Title III 263	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and Rti training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Dept Head Diagnostician	Special Ed 224	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Lead4Ward training for all principals, assistant principals, and deans on Data Analysis/Differentiated instruction.	Assistant Superintendent for C&I	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

Objective 1: Reading/Writing Instruction will be aligned campus-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 Dean	Title 1 211, Local Funds 199	August 2015 - June 2016	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Assistant Superintendent for C&I Dean	Title 1 211, Local Funds 199	August 2015 - June 2016	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Writing Rubrics will be developed	District ELA Content Coordinators ELA Dept. Head	Title 1 211, Local Funds 199	August 2015 - June 2016	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 Principal Teachers	Title 1 211, Local Funds 199	August 2015 - June 2016	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

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

Objective 1: Reading/Writing Instruction will be aligned campus-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	Principal Dean District ELA Content Coordinator	Title 1 211, Local Funds 199	August 2015 - June 2016	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
STAAR Literature questions will be written for each literary piece/all genres	District ELA Content Coordinators Campus Leadership	Title 1 211, Local Funds 199	August 2015 - June 2016	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered district-wide	Assistant Superintendent for C&I District Content Coordinators Principal	Title 1 211, Local Funds 199	October 5-9 2015 November 16-20 2015 January 11-15 2016 January 25-28 2016 February 16-17 2016 April 4-8 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to inform tutorial lessons and to identify spiraled skills	Assistant Superintendent for C&I District Content Coordinators Principal	Title 1 211, Local Funds 199	August 2015 - June 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to identify students in need of extended learning opportunities	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2015 - June 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

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

Objective 2: Math Instruction will be aligned campus-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 6-8 using CIF strategies	Principal Administrators Campus Leadership Teachers	Title 1 211, Local Funds 199	August 2015 – July 2016	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Principal Administrators Campus Leadership Teachers	Title 1 211, Local Funds 199	August 2015 – July 2016	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will receive training on unpacking the math TEKS, analyzing data	Principal Administrators Campus Leadership Teachers	Title 1 211, Local Funds 199	August 2015 – July 2016	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered district-wide	Principal Administrators Campus Leadership Teachers	Title 1 211, Local Funds 199	October 5-9 2015 November 16-20 2015 January 11-15 2016 January 25-28 2016 February 16-17 2016 April 4-8 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to inform tutorial lessons and to identify spiraled skills	District Content Coordinators, Principal Administrators Campus Leadership Teachers	Title 1 211, Local Funds 199	August 2015 – July 2016	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

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

Objective 2: Math Instruction will be aligned campus-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	Principal Administrators Campus Leadership Teachers	Title 1 211, Local Funds 199	August 2015 - July 2016	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	Principal Administrators Campus Leadership Teachers	Title 1 211, Local Funds 199	August 2015 - July 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Exit tickets will be developed aligned to the skill of the day	Principal Administrators Campus Leadership Teachers	Title 1 211, Local Funds 199	August 2015 - July 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Provide Agile Mind training on effective teaching strategies for Algebra I teacher.	Principal Administrators Campus Leadership Teachers	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Lexia •Think through Math •Agile Minds •TPRI/Tejas LEE Strategies 	<p>Campus Leadership Teams</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>Spring 2015 August 2015 – May 2016</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principal, Dean, Assistant Principals, Bilingual Director, Instructional Coaches, District Level Administrators Counselors	Title 1 211, Local Funds 199 Special Ed 224	August 2015 - June 2016	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during	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.	Principal, Dean, Assistant Principals, Special Ed Director, Instructional Coaches, Diagnostician, Assistant Principals, Counselors	Title 1 211, Local Funds 199 Special Ed 224	August 2015 - June 2016	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principal, Dean, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Title III 224	August 2015 - June 2016	Walk-throughs. LPAC notes, Lesson Plans, LEP, Strategic 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.	Principal, Dean, Instructional Coach, counselors, coaches, sponsors	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2015 - June 2016	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	504 campus Coordinator, Counselors, Assistant principal	Title 1 211, Local Funds 199	August 2015 - June 2016	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal, Dean, District Dyslexia Coordinator, Counselors, Dyslexia Teacher	Title 1 211, Local Funds 199	August 2015 - June 2016	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	
8. Provide extended learning opportunities for students not mastering the curriculum through summer school, Saturday academies, tutorials, and enrichment period.	Principal, Dean of Instruction, Assistant Principals, Department Heads	SCE	August 2015 - June 2016	Summer school 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, principal and campus leadership team will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Principal, Assistant Principals, Dean of Instruction, Department Heads	Title 1 211, Local Funds 199	August 2015 - June 2016	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Analyze all curriculum documents for HB5 STAAR courses.	Leadership team Department heads Teachers	Local Funds, Title 1 Funds	Summer 2015 & 2016 (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.	Campus Leadership teams	Local Funds, Title 1 Funds	August 2015 - July 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Assistant Principal Dean	Local Funds, Title 1 Funds	August 2015 - July 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide.	Campus Testing Coordinator	Local Funds, Title 1 Funds	June 2015 - April 2016	DMAC reports by campus teachers, Students.	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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.	Principal Administrators Campus Leadership Teachers	Local Funds 199	October 2015 (on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal Administrators Campus Leadership Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2015 April 2016	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principal Administrators Campus Leadership Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016 April 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Review Sessions will be held at the to review CBA and Benchmark data with the department heads and to plan next steps.	Principal Administrators Campus Leadership Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016 April 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#2,4,8

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

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

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

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

Objective 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 8 th grade level courses that prepares students for the assessment	ELA Assistant Principal TSI Teacher	College Board	August 2015 - June 2016	Attendance Sheets	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Sponsor after school tutoring camps @ Parental Education Centers throughout District for Elementary & Secondary Campuses	Parental Director, Logistic Specialist, Site Manager	Title I Funds	August 2015 - July 2016	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 Educator	Title I Funds	August 2015 - July 2016	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR	Title I- #2, #9

Campus Goal 5: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Modify adult volunteer services program to include students @ all level	Parental Director, Logistic Specialist	Local Funds, Title I Funds	August 2015 - July 2016	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	August 2015 - July 2016	Registration forms, MOU'S, Projects Participation Forms	Measure DAEP recidivism rate, Tally of volunteer hours On a monthly basis		Title I- #9

Campus Goal 5: Family and Community Involvement**Objective 4: Increase Parental involvement in secondary campuses**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host at least 2 major events per year	Parental Director, Parent Educators	Local Funds, Title I Funds	August 2015 - July 2016	Sign-in Sheets	Parent Surveys		Title I- #6, #10
Host one (1) graduation requirements seminar at secondary campus for all secondary parents	Parental Director, Parent Educators, Counselor	Local Funds; Title I Funds	August 2015 - July 2016	Sign-in Sheets, Registration forms	Parent Surveys		Title I- #6, #10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration assessment. This assessment will be planned for all core areas as well as key electives.</p>	<p>Campus Instructional Technologist Technology Director MIS Coordinator Instructional Technology Coordinator Chief Financial Officer Superintendent of Schools</p>	<p>Instructional Technology Staff and various state, federal, and local budgets</p>	<p>August 2015 - July 2016</p>	<p>Increased number of teachers using technology Increase in the number of participants in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology</p>	<p>Increased student scores.</p>	<p>Budget reviews and monthly campus visits with principals, Principal and Teacher routine follow-ups at the end of every six weeks</p>	
<p>Provide resources and support for Campus Instructional Technologists to work directly with campus staff to integrate technology into curriculum.</p>	<p>Campus Instructional Technologist Instructional Technology Coordinator Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools</p>	<p>Software, hardware, and professional development and assessments.</p>	<p>August 2015 - July 2016</p>	<p>Increased technology training session being held at the campus level. Involving all core areas and electives to participate in renewal of technology education.</p>	<p>Increased student scores. More technology projects and software implementation in core and computer classes.</p>	<p>Instructional Technology Administration and Technology Department reviews.</p>	
<p>Alamo Middle School provides adult literacy and technology application skills training to its' parents via the Parental Involvement Department and the Migrant Counselor. The Parental Involvement Department gets technology literate teachers from the Bilingual/ESL Department to conduct these trainings. These training take place every six weeks basis throughout the year. The Bilingual/ESL department is in essence its own adult literacy provider.</p>	<p>Computer Instructional Technologist Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers</p>	<p>Software, hardware, and professional development in Technology and Instructional development.</p>	<p>August 2015 - July 2016</p>	<p>Sign-in sheets An increase in the number of technology literate and English Proficient parents and an increase in parental involvement.</p>	<p>Increase in the number of Technology Literate parents, and community members.</p>	<p>Increase in parent population and involvement from beginning of year to the end of physical year.</p>	

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Technology Department and Computer Applications Teachers will provide technology resources (online Accelerated Reading Software, Study Island, Learning.com, Atomic Learning, Office 365, I station, Star fall, Think Through Math, Brain Pop, Discovery Education, Ebsco K-12, Britannica, Liberty Kids, Ignite Torch, Arts onia, Pinterest, Living Tree, Teacher Channel, STEM Academy (Pitsco), TSI) to facilitate reading development for all students.</p>	<p>Campus Instructional Technologists Instructional Technology Coordinator Library Coordinator Technology Integration Specialist</p>	<p>Accelerated Reader Software, adequate bandwidth, and adequate hardware, Refer to Strategies and Action Steps for details.</p>	<p>August 2015 - July 2016</p>	<p>AR reports from schools, Classroom observations.</p>	<p>Improved scores in reading.</p>	<p>Increase in the participation and scores on the AR program.</p>	
<p>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.</p>	<p>Campus Instructional Technologists Instructional Technology Coordinator Library Coordinator Technology Integration Specialist</p>	<p>Destiny Software, adequate bandwidth, and adequate hardware</p>	<p>August 2015 - July 2016</p>	<p>usage reports from the Destiny system.</p>	<p>Increase in the number of students using the Destiny system.</p>	<p>Review of Destiny Reports</p>	

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Audit the curriculum and integrate technology essential knowledge and skills (TEKS) at the 6-8 level and update and create courses for Technology Applications . Incorporate the use of Computer Labs to students and provide them with the adequate resources to help them improve and gain knowledge to apply towards the Core and Elective classes.</p>	<p>Campus Instructional Technologist Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum coordinators Middle School Administrator Technology Applications Review committee for (Middle School) Area Administrators Superintendent of Schools District Technology Advocacy Committee</p>	<p>Core content curriculum resources and Electives, Computer Apps., Computer Labs, (online Accelerated Reading Software, Study Island, Learning.com, Atomic Learning, Office 365, I station, Star fall, Think Through Math, Brain Pop, Discovery Education, Ebsco K-12, Britannica, Liberty Kids, Ignite Torch, Art Sonia, Pinterest, Living Tree, Teacher Channel, Stem Academy) State guidelines for required technology courses.</p>	<p>This is an ongoing process throughout the year, However, the district will mandate the use of technology in the classroom specifically addressed toward the secondary Technology applications courses at the Middle School level. This will be done 2015 - 2016.</p>	<p>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.</p>	<p>Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.</p>	<p>Ongoing review of the district course offerings and alignment with state course requirements, TEKS.</p>	
<p>Develop units of practice aligned with the core content curriculum. Assign the classes with weekly lab meetings so every student can have an allotted time practicing the instructional software in the computer labs.</p>	<p>Campus Instructional Technologist Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer</p>	<p>Core content curriculum resources and Computer Applications curriculum resources, (online Accelerated Reading Software, Study Island, Learning.com, Atomic Learning, Office 365, I station, Star fall, Think Through Math, Brain Pop, Discovery Education, Ebsco K-12, Britannica, Liberty Kids, Ignite Torch, Art Sonia, Pinterest, Living Tree, Teacher Channel, Stem Academy)</p>	<p>ongoing process throughout the year 2015 – 2016.</p>	<p>Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.</p>	<p>Increased scores on technology benchmarks and state tests.</p>	<p>Campus and District Instructional Technology campus visits and observations.</p>	

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Expand distance learning efforts to enhance classroom instruction, Alamo Middle School will join Region One Distance Learning (Video Conferencing) Consortium.	Campus Instructional Technologist Instructional Technology Coordinator, Technology Integration Specialist , Core content area coordinators and District Technology Department.	Video conferencing equipment, online curriculum resources	August 2015 - July 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, Student Progress on STARR Test.		
Continue to support computer assisted instruction in computer labs and distributed settings.	Campus Instructional Technologist Instructional Technology Coordinator ILS Support Specialist Computer Applications Lab.	(online Accelerated Reading Software, Study Island, Learning.com, Atomic Learning, Office 365, Istation, Starfall, Think Through Math, Brain Pop, Discovery Education, Ebsco K-12, Britannica, Liberty Kids, IgniteTorch, Artsonia, Pinterest, Living Tree, Teacher Channel, TSI)	August 2015 - July 2016	Campus visits to computer labs by Instructional Technology Staff, SME usage reports, Learning.com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).	Increase student achievement (higher TEKS scores), Higher TA 8 th Grade Scores,	Instructional Technology Department Campus visit and observations.	
Middle school computer lab teachers will dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, STEM Academy (Pitsco), TSI. Instructional Technology Labs	August 2015 - July 2016	Teacher Lesson Plans with integrated technology skills. Reports from the online technology, Application Curriculum System, LAB Reports.	Increase in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores		

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reestablish summer computer training opportunities for students. Computer technology camps (Technology Applications, Web Design, and Video Editing) will be hosted during the summer of 2016 and throughout the year in 2015-2016. The campus and District will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2016 2015-2016 School Year</p>	<p>Campus Instructional Technologist 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.</p>	<p>Hardware, software, And Technology Applications Instructors.</p>	<p>August 2015 - July 2016</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>		
<p>Organize and host/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p>	<p>Campus Instructional Technologist 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</p>	<p>Hardware, software, and Technology Applications Instructors and technology resources.</p>	<p>By Spring of 2016, Campuses will have at least one technology fair a year. By 2016 the District and Campus will designate a PSJA Technology Day.</p>	<p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events. Computer Fair projects will be demonstrated on the District and Campus web pages.</p>	<p>Increase the involvement of school technology programs demonstrated in the Computer Labs by students and teachers.</p>		

Campus Goal 6: Technology

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

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

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide internet instruction to all teachers and students. The district will use Learning.com, Teacher Channel, Living Tree for all 6-8 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.</p>	<p>Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator</p>	<p>(online Accelerated Reading Software, Study Island, Learning.com, Atomic Learning, Office 365, I station, Star fall, Think Through Math, Brain Pop, Discovery Education, Ebsco K-12, Britannica, Liberty Kids, Ignite Torch, Arts onia, Pinterest, Living Tree, Teacher Channel, STEM Academy (Pltsco), TSI)</p>	<p>August 2015 - July 2016</p>	<p>Online campus and classroom web sites implementation and use of all computer lab and internet resources.</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>		

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Campus Instructional Technologist Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee</p>	<p>Local and District Technology Budget, and hardware.</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs in 2015 -2016. They will receive new computers in 2018-2019.</p>	<p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p>	<p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p>		
<p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p>	<p>Campus Instructional Technologist Instructional Technology Coordinator Technology Director Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee Technology Director Instructional Technology Coordinator, MIS Coordinator</p>		<p>August 2015 - June 2016</p>	<p>computer inventory counts</p>	<p>Increased teacher and Administration collaboration on curriculum projects.</p>		

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Training for Administrators on student referral protocols, de-escalation and restorative practices	Student Services Dpt. Administrators	Local Funds	August 2015 - July 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Campus Administration	Local Funds	August 2015 - July 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Back on Track Committee for DAEP students returning to home campus	Campus Administration Campus Leadership	Local Funds, Title I	August 2015 - July 2016	Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
Discipline Diversion Plan for first time offenders	Campus Administration Campus Leadership	Local Funds, Title I	August 2015 - July 2016	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10

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

Objective 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 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 Campus Administration Campus Leadership	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2015 - July 2016	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 Campus Administration Campus Leadership	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2015 - July 2016	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 Campus Administration Campus Leadership	-School based clinics -Local health care providers -Local hospitals	August 2015 - July 2016	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

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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 Campus Administration Campus Leadership	-Texas Tropical -Behavioral Centers -Police Departments	August 2015 - July 2016	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.	-Director of Health Services -Nursing Staff Campus Administration Campus Leadership	-Athletic Department -LPC	August 2015 - July 2016	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

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conducting daily safety audits on campus	Security and Safety Department Campus Administration Campus Leadership	Local Funds	August 2015 - July 2016	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all security staff, teachers and administrators on proper confrontational management techniques	Security Director Campus Administration Campus Leadership	Local Funds	August 2015 - July 2016	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures	Security Director Campus Administration Campus Leadership	Local Funds	August 2015 - July 2016	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department Campus Administration Campus Leadership	Local Funds	August 2015 - July 2016	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Pupil Accounting Director, Campus Personnel, District Program Directors (Bilingual, Migrant, Special Education, CTE) Campus Administration Campus Leadership	Local Funds	August 2015 - July 2016	-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 Campus Administration Campus Leadership	Local Funds	August 2015 - July 2016	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10
Ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel Campus Administration Campus Leadership	Local Funds	August 2015 - July 2016	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> School messenger 	Pupil Accounting Director Campus Administration Campus Leadership	Local Funds	August 2015 - July 2016	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report Onpointe data base	Texas Academic Report Card PBM District Improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through district personnel to ensure student academic success.	Pupil Accounting Director Campus Administration Campus Leadership	Local Funds	August 2015 - July 2016	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> Provide all staff the opportunity to attain a stipend if possible Competitive Stipends for Masters and/or certifications that support district initiatives 	HR, Business office	Funds for salaries and stipends	August 2015 - July 2016	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery 	Staff Retention reports	
<ul style="list-style-type: none"> Unique district incentives Paying of Local Days District contribution for employee medical plan 	Business Office	Funds to pay days at retirement and contribute to medical plans	August 2015 - July 2016	Staff retention	<ul style="list-style-type: none"> Staff retiring from district 	More experience work force	
<ul style="list-style-type: none"> Implement a plan for teacher selection and retention Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified <p>A passion for students success, and commitment to excellence</p>	HRS Admin. Bilingual/Special Education Directors Principals District Content Coordinator Dean of Instruction Department Head Instructional Coaches	Staffing needs projections	August 2015 - July 2016	<ul style="list-style-type: none"> Staff hired High teacher retention rate 	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	
Hire University Student Interns that have demonstrated excellence in the classroom in all subjects areas	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville South Texas College	August 2015 - July 2016	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principals training on interviewing, documentation of teachers	HR Admin, 13 dept. staff, site based team	Documentation Handbook Staff Development	August 2015 - July 2016	<ul style="list-style-type: none"> Better selection of staff Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards 	
New teacher Professional Development and Instructional coaching support for those in need to improve delivery of classroom instruction.	Mentor Department Head Instructional Coaches Dean of Instruction Campus Principal District Content Coordinator	Local funds 13 Invest in Innovation funds	August 2015 - July 2016	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
On-going professional development of District Curriculum	District Content Coordinator Content Core Team Campus Principal Department Heads Instructional Coaches	Local funds 13 Invest in Innovation funds	August 2015 - July 2016	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	District Content Coordinator Department Heads Instructional Coaches	Local funds 13 Invest in Innovation funds	August 2015 - July 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

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

Campus Goal 9: Campus Organization

Objective 1: Improve the Campus environment and provide a safe and organized culture for students and staff members.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Discipline Committees	Principal Administrators Campus Leadership Teachers	Campus/District Policies and Plan	August 2015 - July 2016	Sign-in Sheets	<ul style="list-style-type: none"> • Decrease in discipline referrals • Decrease number of student sin the halls during instructional time 	Discipline Committee Reviews	
Safety	Principal Administrators Campus Leadership Teachers	Safety Training	August 2015 - July 2016	Safety Audits	<ul style="list-style-type: none"> • Decrease in employee accidents 	Safety Audits	
Campus Wellness	Principal Administrators Campus Leadership Teachers Wellness Committee	CLC Model	August 2015 - July 2016	Sing-in Sheets	<ul style="list-style-type: none"> • Improved staff attendance 	Survey	