

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



# LBJ MS IMPROVEMENT PLAN 2015-2016

Board Approved:



# CAMPUS PERFORMANCE OBJECTIVE COUNCIL MEMBERS 2015-2016

## Meeting of September 30, 2015

Administration	Print Name	Signature
Principal	Linda Soto	
Dean of Instruction	Erica Rodriguez	
Assistant Principal	Leticia Rodriguez	
<b>Teachers</b>		
Instructional Coach	Mario Gonzalez	
Math	Nora Bonilla	
Science	Georgina Medina	
Social Studies	Yvette Garza	
SPED	Diana Parrao	
ESL	Guadalupe De Leon	
ELA	Veronica Rodriguez	
Electives	Yadira Pena	
<b>Non-Teaching Professionals</b>		
Counselor	Iris Suarez	
Counselor	Belinda Lizcano	
Attendance Liasion	Ignacio Lopez	
SPED Diagnostician	Erika Pena	
<b>Non Professional</b>		
Head Custodian	Mr. Roman	
Parent	Sandra Escobedo	
Community Member		

# Mission Statement

## Beliefs and Mission

We, the staff at Lyndon B. Johnson Middle School, promote a partnership between students, educators, parents, and community to achieve our goal of academic excellence. We are committed in providing a quality learning environment that promotes cognitive, personal and social development. We seek to empower students to be independent life-long learners and contributors in a changing society.

Our mission is to commit:  
to prepare our students for future academic success;  
to encourage them to think and communicate logically, creatively, and independently;  
to develop pride, respect, values, goals, and traditions for themselves, their school and for their community.

As a result, each student will reach the pinnacle of his/her academic success.

## Vision

Learning and growing together to inspire tomorrows global leaders.

***What We Believe In***  
***Guiding Principles***

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

***What We Want to Accomplish***

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



## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

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

## **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

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

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

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

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

## **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

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

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

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

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

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

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

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

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

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

**Title I, Part A**  
**School wide Components:**

- 1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).**
- 2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.**
- 3. Instruction by highly qualified teachers.**
- 4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.**
- 5. Strategies to attract high-quality teachers to high-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy 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.**

# LBJ MS Comprehensive Needs Assessment

## Data Sources Examined

2015 STAAR Results  
 2015 TELPAS Results  
 2015 Accountability Summary Reports  
 2015 System Safeguards  
 PEIMS Data  
 -attendance records  
 -discipline records  
 -grades  
 CBA's District Assessments

## Prioritized Needs

Needs	Data Source
To increase performance of our Economically Disadvantaged student, in Writing and Social Studies	2015 STAAR Results, 2015 Accountability Summary Reports, 2015 System Safeguards, PEIMS Data, CBA's District Assessments
To decrease the performance GAP between our ELL's and the rest of the student group in ALL content areas	2015 STAAR Results, 2015 TELPAS Results, 2015 Accountability Summary Reports, 2015 System Safeguards, CBA's District Assessment, PEIMS Data; -attendance records-discipline records-grades
To decrease the performance GAP between our Sp. Ed. and the rest of the student group in ALL content areas	2015 STAAR Results, 2015 TELPAS Results, 2015 Accountability Summary Reports, 2015 System Safeguards, CBA's District Assessment, PEIMS Data; -attendance records-discipline records-grades
To increase our Student Progress for all students in the math, reading, science, and social studies	2015 STAAR Results, 2015 TELPAS Results, 2015 Accountability Summary Reports, 2015 System Safeguards, CBA's District Assessment, PEIMS Data; -attendance records-discipline records-grades
To continue to reduce our course failure rate every six weeks	CBA's District Assessment, PEIMS Data; -attendance records-discipline records-grades(PR, RC)

# Comprehensive Needs Assessment



## Data Resources Reviewed

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



# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### Special Education:

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

#### Needs:

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

- In Reading, the achievement gap between SpEd and All students 2014-2015 is 47%.
- In Mathematics, the achievement gap between SpEd and All students 2014-2015 is N/A.
- In Writing, the achievement gap between SpEd and All students 2014-2015 is N/A..
- In Science, the achievement gap between SpEd and All students 2014-2015 is N/A..
- In Social Studies, the achievement gap between SpEd and All students 2014-2015 is N/A.

#### Personnel Needs:

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

#### Professional Development Needs:

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

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### Special Education:

#### Strengths:

- The 4-Year Graduate Rate for SpEd students at PSJAISD was 86.8%, 8.6 points above the Region, and 9.3 points above the state.
- The 5-Year Extended Graduation Rate for SpEd students at PSJAISD was 93.3%, 10.3 points above the Region, and 11.2 points above the state.
- The Annual Dropout Rate for ELL students at PSJAISD was 1.0 %, 2.2 points below the Region and 2.0 points below the state.
- In STAAR 3<sup>rd</sup> Grade Reading, the passing rate for SpEd students at PSJAISD was 56%, 6 points above the state.\*
- In STAAR 5<sup>th</sup> Grade Reading, the passing rate for SpEd students at PSJAISD was 56%, 12 points above the state.\*
- In STAAR 5<sup>th</sup> Grade Science, the passing rate was SpEd students at PSJAISD was 66%, 25 points above the state\*.

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

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### English Language Learners (ELL):

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

#### Needs:

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

- In Reading, the achievement gap between ELL and All students 2014-2015 is 11%.
- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 16%.
- In Writing, the achievement gap between ELL and All students 2014-2015 is 8%.
- In Science, the achievement gap between ELL and All students 2014-2015 is 11%.
- In Social Studies, the achievement gap between ELL and All students 2014-2015 is 25%
- The Elementary School TELPAS Yearly Progress Indicator was 52% in 2014 and maintained at 52% in 2015.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### English Language Learners (ELL):

##### Strengths:

- The Middle School TELPAS Yearly Progress Indicator was 43% in 2014 and increased to 50% in 2015.
- The High School TELPAS Yearly Progress Indicator was 41% in 2014 and increased to 44% in 2015.
- The 4-Year Graduate Rate for ELL students at PSJAISD was 79.0%, 6 points above the Region, and 7.5 points above the state.
- The 5-Year Extended Graduation Rate for ELL students at PSJAISD was 89.2%, 9.2 points above the Region, and 11.7 points above the state.
- The Annual Dropout Rate for ELL students at PSJAISD was 1.0 %, 4.4 points below the Region and 3.8 points below the state.
- The Dual Language Program at PSJAISD serves 61% of our ELL students in grades Pre- K-12 at PSJAISD.

##### On the STAAR exam:

- 3<sup>rd</sup> grade Reading passing rate for ELL students at PSJAISD was 74%, 7 points above the state.
- 4<sup>th</sup> grade Reading passing rate for ELL students at PSJAISD was 64%, 5 points above the state.
- 4<sup>th</sup> grade Writing passing rate for ELL students at PSJAISD was 70%, 11 points above the state.
- 5<sup>th</sup> grade Reading passing rate for ELL students at PSJAISD was 84%, 25 points above the state.
- 5<sup>th</sup> grade Science passing rate for ELL students at PSJAISD was 67%, 15 points above the state.
- 6<sup>th</sup> grade Reading passing rate for ELL students at PSJAISD was 53%, 7 points above the state.
- 7<sup>th</sup> Grade Reading passing rate for ELL students at PSJAISD was 39%, 3 points above the state.
- 8<sup>th</sup> Grade Reading passing rate for ELL students at PSJAISD was 47%, 8 points above the state.
- 8<sup>th</sup> Grade Science passing rate for ELL students at PSJAISD was 45%, 7 points above the state.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

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

#### Needs:

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

- In Reading, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Mathematics, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In 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 2%.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, PSJA earned a score of 37, 3 points below the region and 3 points below the state.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

##### Strengths:

- The 4-Year Graduate Rate for Eco Dis students at PSJAISD was 89.7%, 2.7 points above the Region, and 4.5 points above the state.
- The 5-Year Extended Graduation Rate for Eco Dis students at PSJAISD was 93.1%, 3 points above the Region, and 4.9 points above the state.
- 3<sup>rd</sup> grade Reading passing rate for Eco Dis students at PSJAISD was 76%, 7 points above the state.
- 4<sup>th</sup> grade Reading passing rate for Eco Dis students at PSJAISD was 65%, 1 point above the state.
- 4<sup>th</sup> grade Writing passing rate for Eco Dis students at PSJAISD was 70%, 9 points above the state.
- 5<sup>th</sup> grade Reading passing rate for Eco Dis students at PSJAISD was 85%, 15 points above the state.
- 5<sup>th</sup> grade Science passing rate for Eco Dis students at PSJAISD was 70%, 8 points above the state.
- 8<sup>th</sup> grade Reading passing rate for Eco Dis students at PSJAISD was 72%, 2 points above the state.
- 8<sup>th</sup> grade Science passing rate for Eco Dis students at PSJAISD was 62%, 1 point above the state.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p style="text-align: center;"><b>Index 1: Student Achievement</b></p>	<ul style="list-style-type: none"> <li>• 3rd Grade Math and Reading</li> <li>• 4th Grade Writing</li> <li>• 5th Grade Math, Reading, and Science</li> <li>• 8th Grade Reading</li> <li>• Biology</li> <li>• U.S. History</li> </ul> <p style="text-align: center;"><b>Mastery 70% or Higher</b></p>	<ul style="list-style-type: none"> <li>• 7th Grade Math and Writing</li> <li>• 8th Grade Science and Social Studies</li> <li>• English I</li> <li>• English II</li> </ul> <p style="text-align: center;"><b>Mastery 55% or Lower</b></p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> <li>• 7th Grade Math and Writing</li> <li>• 8th Grade Science and Social Studies</li> <li>• English I</li> <li>• English II</li> </ul> <p><b>SMART Goal: 60% or Higher</b></p>
2	<p style="text-align: center;"><b>Index 2: Student Progress</b></p>	<p>District Exceeded the State Target for Index 2 of 16% with 39% meeting or exceeding the progress measure.</p>	<ul style="list-style-type: none"> <li>• 61% of our students did not meet or exceed progress measure.</li> </ul>	<ul style="list-style-type: none"> <li>• Address the needs of identified students to meet the progress measure in 2014-15 in Reading and Mathematics</li> </ul>
3	<p style="text-align: center;"><b>Index 3: Closing the Achievement Gap</b></p>	<ul style="list-style-type: none"> <li>• Bilingual Ed (BE) STAAR 3-8 Met RI as per PBMAS in Math, Reading and Science</li> </ul>	<ul style="list-style-type: none"> <li>• BE STAAR 3-8 did not meet PBMAS Standard in Writing</li> <li>• ESL Middle School did not meet PBMAS Standard in Math, Reading, Science, Writing, and Social Studies</li> <li>• LEP students not served failed to meet the PBMAS standard in Reading, Science, and Writing</li> <li>• TELPAS ratings for students in U.S. Schools multiple years are at BEG/INT. levels</li> <li>• Special Education students did not meet PBMAS Standards in Science, Social Studies, and Writing</li> <li>• Migrant students did not meet PBMAS standard in Social Studies, Writing, and Reading</li> </ul>	<p>Special population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies.</p>
4	<p style="text-align: center;"><b>Index 4: Post Secondary Readiness</b></p>	<p>The district met the index 4 target of 57 with a score of 67. High graduation rates and completion rates (91.7%) High rate of RHSP/DAP (94.7%)</p>	<ul style="list-style-type: none"> <li>• 7th grade math and writing</li> <li>• 8th grade math and Social Studies</li> <li>• Algebra 1</li> <li>• English 1</li> <li>• English II</li> </ul> <p><b>Mastery at Final Recommended was below 25%.</b></p>	<ul style="list-style-type: none"> <li>• Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course</li> <li>• Revise curriculum</li> <li>• Assess and Monitor frequently through common formative assessments</li> </ul>

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>• Neighborhood schools</li> <li>• New buildings/renovations</li> <li>• Communication in both English and Spanish</li> <li>• Elementary parent involvement is high</li> <li>• Parent Liaison District level and campus</li> <li>• Parent Centers</li> <li>• Business Partnerships</li> <li>• IHE Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Secondary parent involvement is low</b></li> <li>• <b>Low Average of parents with high school diplomas and/or postsecondary education</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for parents to receive postsecondary training/education</li> <li>• Initiate parent academic conferences at all levels</li> </ul>
6	Technology	<ul style="list-style-type: none"> <li>• Availability of technology resources for students and teachers, and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on the implementation of technology integration; increase on-line resource use</li> </ul>
7	School Culture and Climate	<ul style="list-style-type: none"> <li>• Good student attendance</li> <li>• Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline</li> <li>• Collaborative Learning Communities with common planning periods</li> <li>• Customer Service</li> <li>• College for All Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in student enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Build public relations</li> <li>• Improve student retention</li> </ul>
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy</li> <li>• McRell Evaluation Tool</li> </ul>		



# LBJ MS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	<b>1024</b>	528	496	80	318	35	11		28	867	159	168
Percent	100	51.6	48.4	7.8	31.1	3.4	1.1		2.7	84.7	15.5	16.4

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	1024	1016	4	2	1	1
Percent	100	99.22	.4	.2	.10	

# LBJ MS DEMOGRAPHICS

Total Enrollment – 1,024



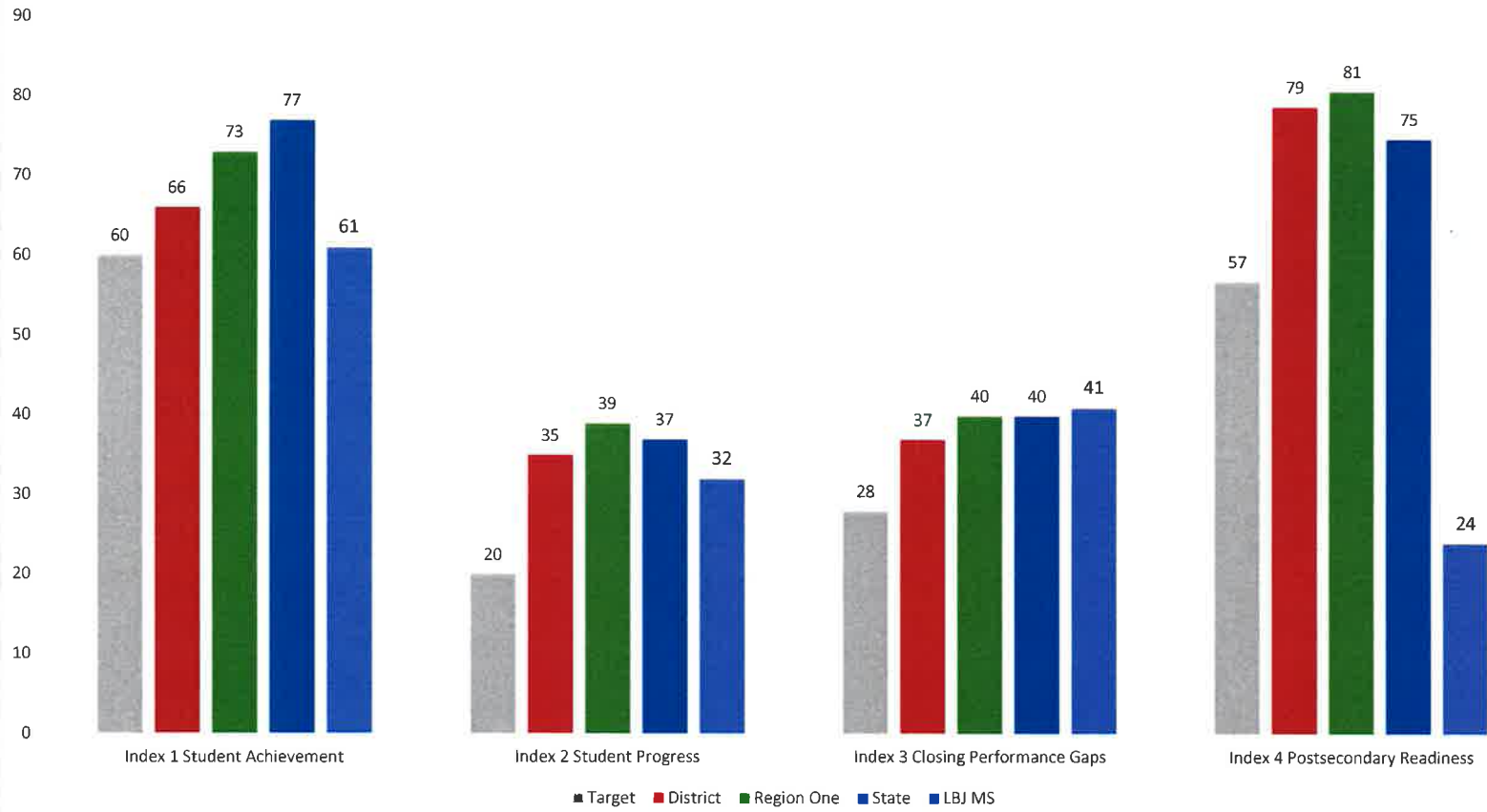
Percent	District	STATEWIDE	LBJ MS
Hispanic	98.89%	51.34%	99.22
Economically Disadvantaged	89.00%	60.26%	84.7
ELL	41.04%	17.04%	31.1

# Student Achievement Summary 2015



	Performance Target 2015	State	Region 1	PSJAISD	LBJ MS	Goals 2016
Index 1 Student Performance	60	77	73	66	61	70
Index 2 Progress Measure	20	37	39	35	32	40
Index 3 Closing the Gap	28	40	40	37	41	42
Index 4 Postsecondary Readiness	57	75	81	79	24	81

### State Accountability 2015



# Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	LBJ MS	Goals 2016
Reading	60	77	71	64	61	70
Math	60	81	79	70	100	75
Writing	60	72	71	66	61	70
Science	60	78	75	70	62	75
Social Studies	60	78	72	63	39	68

# Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	LBJ MS	Goals 2016
Reading	60	62	59	53	40	58
Math	60	65	64	54	-	59
Writing	60	60	62	58	33	63
Science	60	61	60	59	32	64
Social Studies	60	49	47	38	11	43

# Student Achievement Summary 2015



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

# Student Achievement Summary 2015




ECO Dis Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	LBJ MS	Goals 2016
Reading	60	70	69	62	65	65
Math	60	75	77	68	100	70
Writing	60	63	69	65	58	70
Science	60	71	73	68	59	70
Social Studies	60	69	69	61	37	65



# State System Safeguards LBM MS 2015



LBJ 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	67		67	75					65	20	50	
Math (Alg 1 Only)	100		100						100			
Writing	61		61						58		43	
Science	62		62						59		36	
Social Studies	39		39						37		13	
Percent of Eligible Measures Met												

 Indicates Did Not Meet Minimum Size Requirement  
 66% = Met \_\_ indicators out of \_\_

# LBJ MS SYSTEM SAFEGUARDS 2015



**COLLEGE<sup>3</sup>**  
 READY. CONNECTED. COMPLETE.

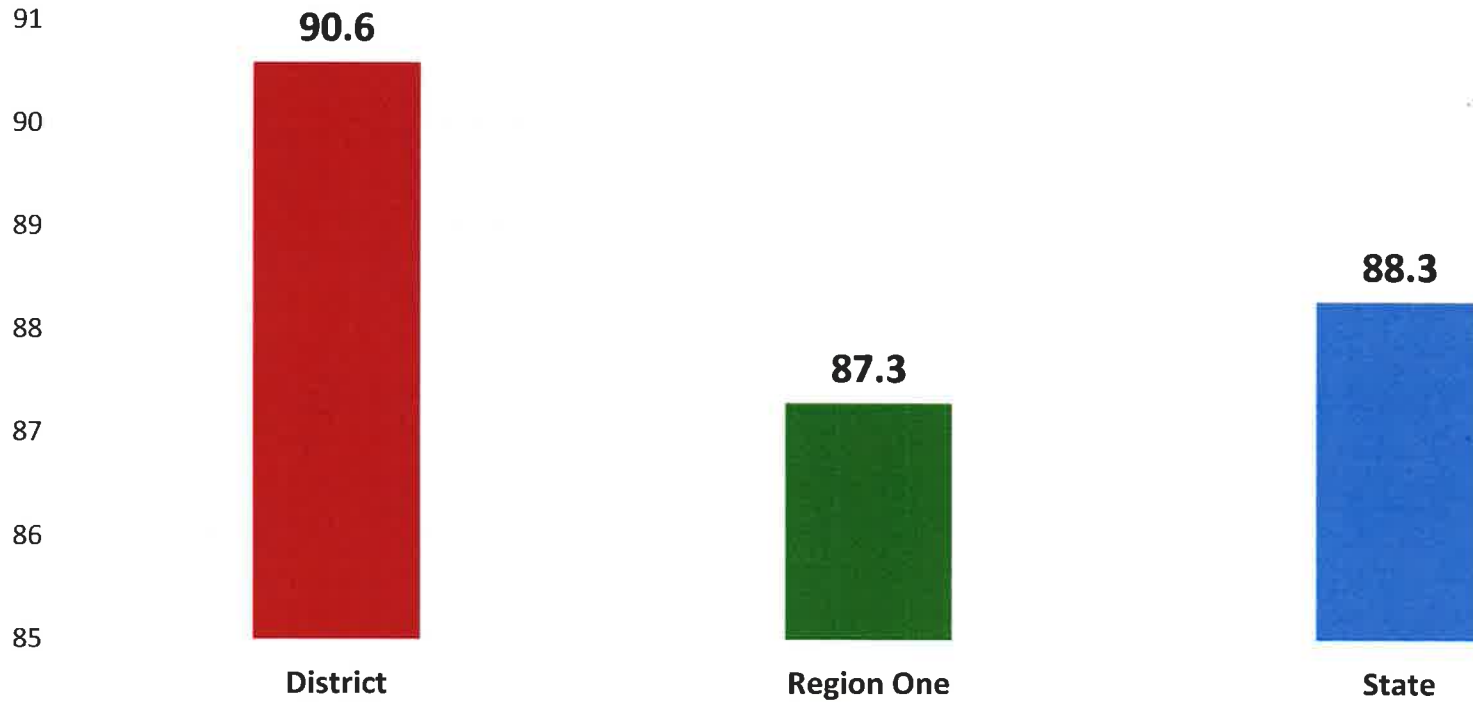
	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
<b>State Target</b>	60	60	60	60	60	60	60	60	60	60	60			
Reading	Y		Y	Y		Y			Y	N	N	3	5	60
Math	Y		Y									2	2	100
Writing	Y		Y						N		N	2	4	50
Science	Y		Y						N		N	2	4	50
Social Studies	N		N						N		N	0	4	0
<b>Total</b>												9	19	47

# Post-Secondary Readiness Data Table 2015



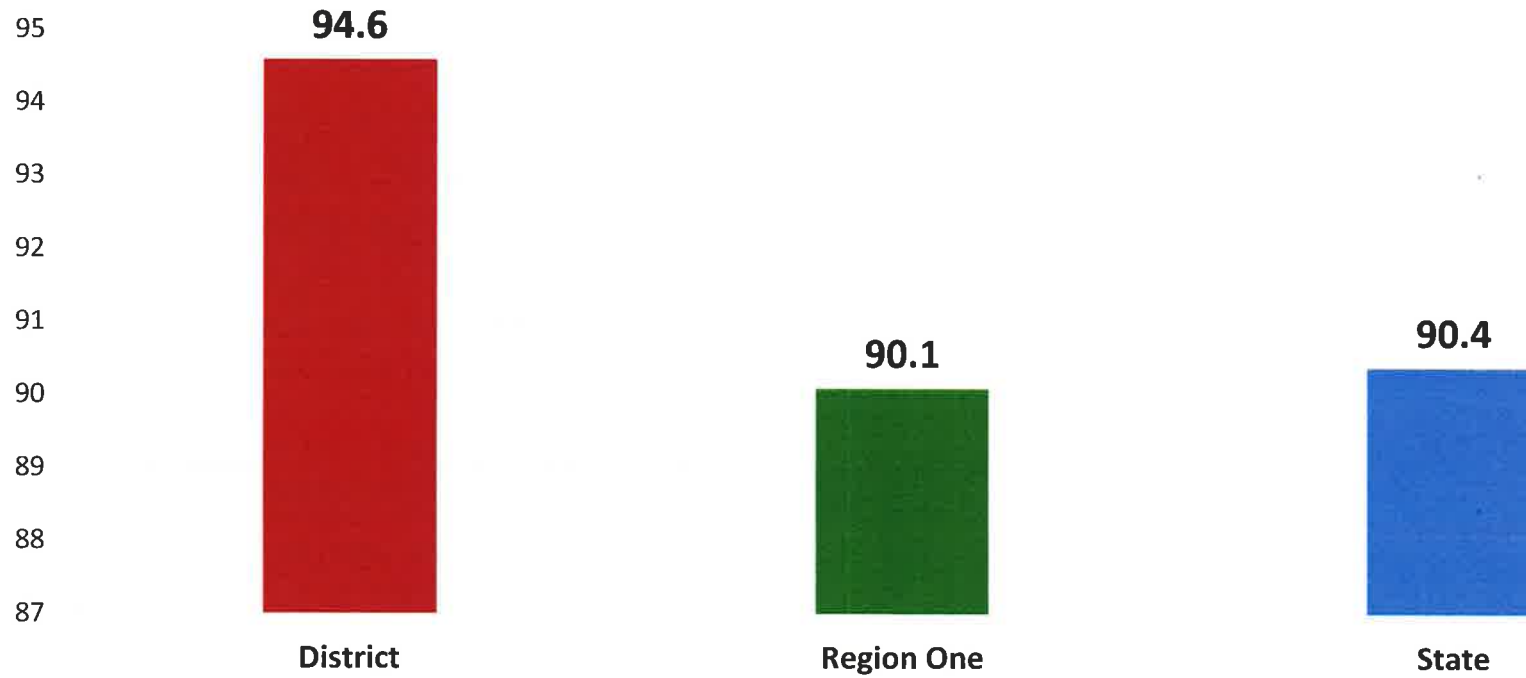
All Students	State	Region 1	PSJAISD	LBJ MS
2015 STAAR % Meeting Postsecondary Readiness Standard	41	34	28	24
4-Year Graduation Rate Class of 2014	88.3	87.3	90.6	-
5-Year Extended Graduation Rate Class of 2013	90.4	90.1	94.6	-
Annual Dropout Rate SY 2013-14	2.2	2.6	0.7	-
RHSP/DAP Graduates Class of 2014	85.5	92.8	95.7	-
College Ready Graduates SY 2013-14	78.4	83.3	82.3	-

## 4 Year Graduation Rate



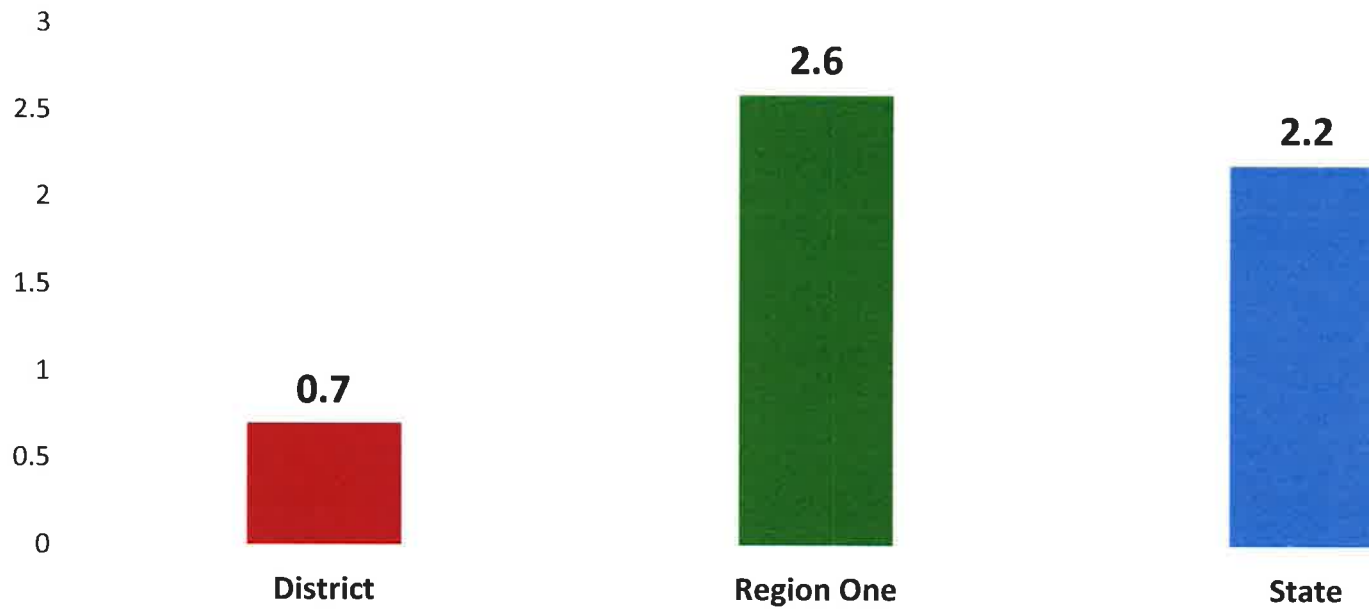
Source:  
2015 TEA Accountability Reports

## 5 Year Graduation Rate



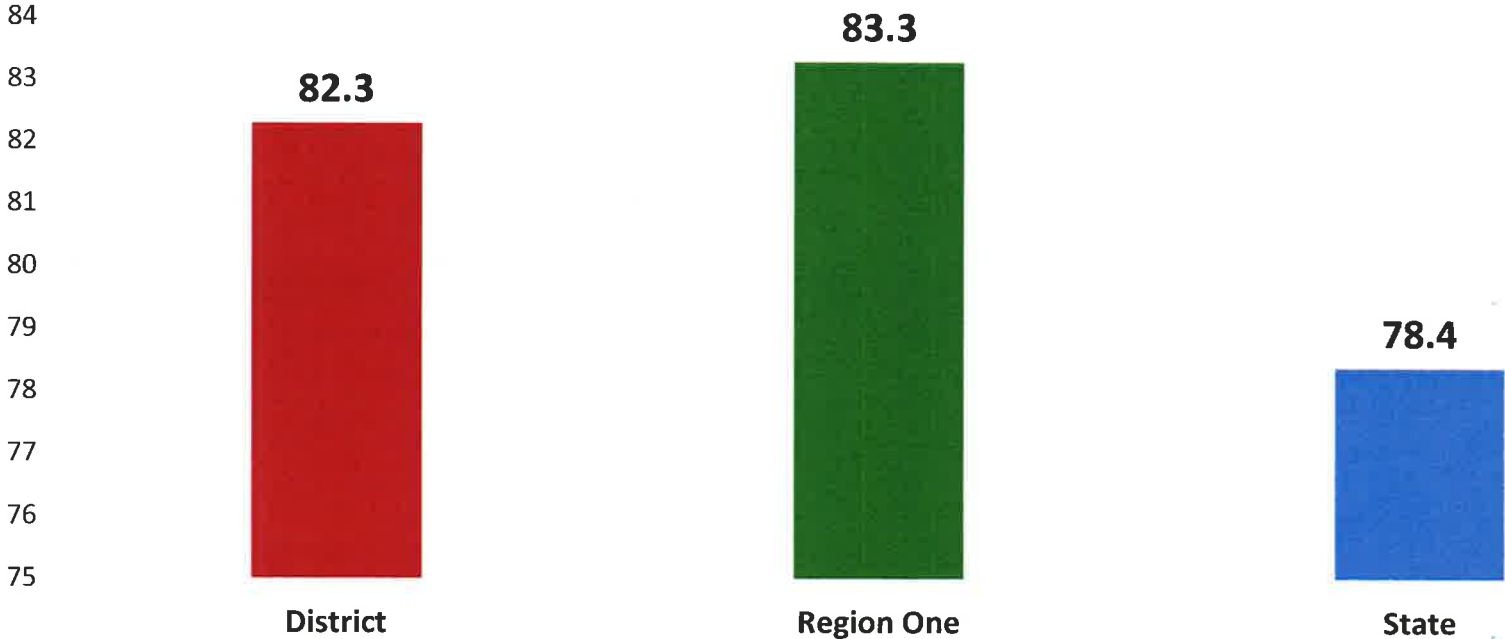
Source:  
2015 TEA Accountability Reports

## Drop Out Rate



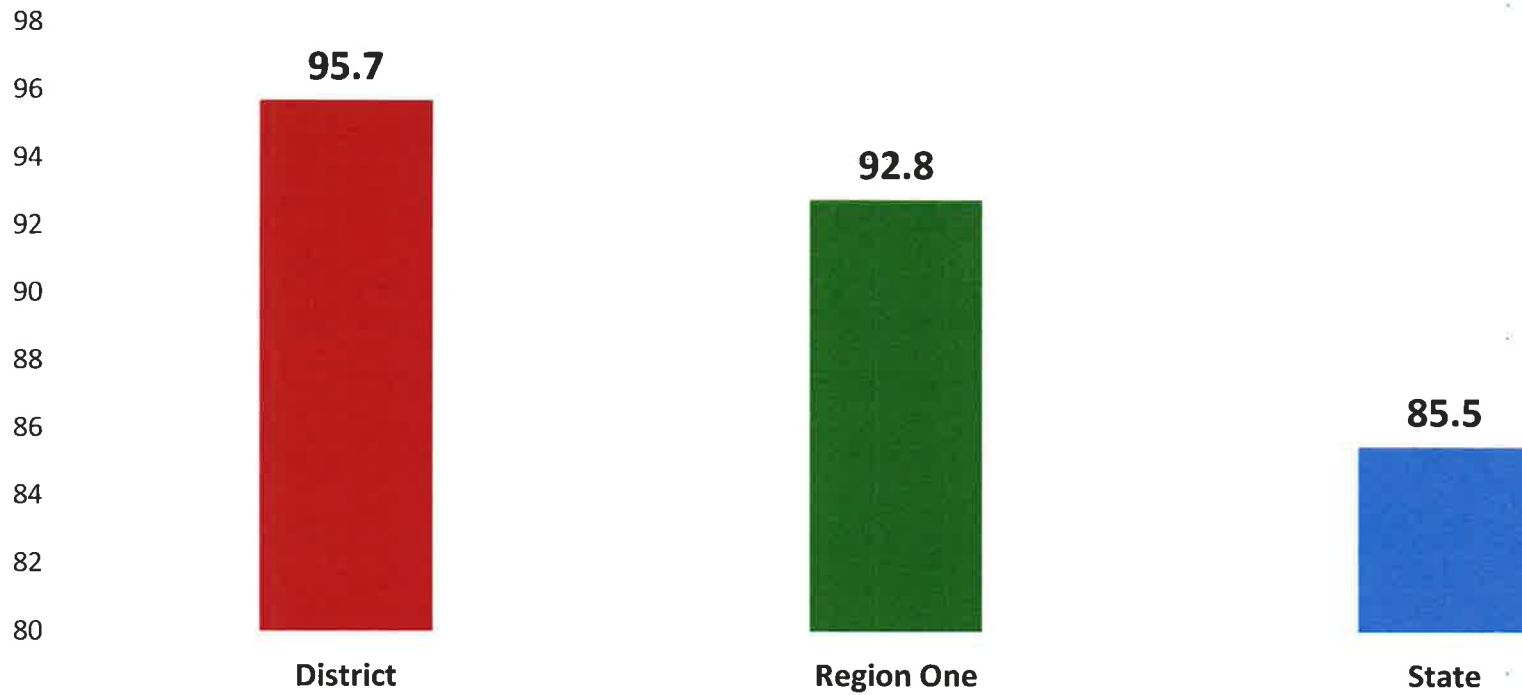
Source:  
2015 TEA Accountability Reports

# College & Career Readiness



Source:  
2015 TEA Accountability Reports

## RHSP/DAP Graduates



Source:  
2015 TEA Accountability Reports



# Post-Secondary Readiness Data Table 2015



## Texas Education Agency 2015 Accountability Reports

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

# Post-Secondary Readiness Data Table 2015



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

# Post-Secondary Readiness Data Table 2015



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



# PBMAS REPORT 2015



**COLLEGE<sup>3</sup>**  
READY. CONNECTED. COMPLETED.

	BE/ESL				CTE				NCLB			
	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 LBJ MS Goals

- The following charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.
- This will allow us to analyze our needs and set attainable goals for the 2015-2016 school year.
- End of Course data includes first time testers as well as retesters.

# 2015-2016 LBJ MS Goals



## 6<sup>th</sup> 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	35	60	70
Phase in 2 Level II	42	44	54
Final Recommended	60	20	50
Adv. Level III	81	4	50

## 7<sup>th</sup> 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	37	51	70
Phase in 2 Level II	44	36	50
Final Recommended	61	14	50
Adv. Level III	80	2	50

## 8<sup>th</sup> 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	43	61	80
Phase in 2 Level II	50	47	60
Final Recommended	64	23	50
Adv. Level III	86	3	50

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 LBJ MS Goals



## STAAR EOC High School Passing Rates for **MATH**

<b>Algebra 1 District</b>				
% of <b>Items</b> Needed to Meet State Performance Standard		% of <b>Students</b> Passing State Assessment <i>TARGET: 60%</i>		Goal
		2015	2016	<i>TARGET: 60%</i>
Phase In 1 Level II	37	61	80	
Phase in 2 Level II	44	40	60	
Final Recommended	63	21	50	
Adv. Level III	78	9	50	

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 LBJ MS Goals



## 6<sup>th</sup> 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	2016
Phase In 1 Level II	54	57	70	70
Phase in 2 Level II	63	44	60	60
Final Recommended	77	23	60	60
Adv. Level III	88	8	50	50

## 7<sup>th</sup> 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	2016
Phase In 1 Level II	54	55	70	70
Phase in 2 Level II	60	45	60	60
Final Recommended	76	21	60	60
Adv. Level III	86	9	50	50

## 8<sup>th</sup> 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	2016
Phase In 1 Level II	54	73	80	80
Phase in 2 Level II	62	55	60	60
Final Recommended	77	26	50	50
Adv. Level III	87	12	60	60

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 LBJ MS Goals



7 <sup>th</sup> 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	54	59		70	
Phase in 2 Level II	60	45		60	
Final Recommended	69	24		50	
Level III Adv.	83	4		50	

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 LBJ MS Goals



## 8<sup>th</sup> Grade U.S. History District

% of <b>Items</b> Needed to Meet State Performance Standard		% of <b>Students</b> Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		<b>2015</b>	<b>2016</b>
Phase In 1 Level II	50	45	60
Phase in 2 Level II	58	30	50
Final Recommended	73	10	50
Level III Adv.	83	4	50

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 were excluded.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016  
 GOAL AREA: Student Achievement at LBJ Middle School

FIVE YEAR GOAL: By 2017-2018, LBJ Middle School will enhance curriculum and instructional programs that will increase student performance to 100%.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to achieve satisfactory in the STAAR Tests and ALL subgroups will be above state averages.

Pg. 1

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION/ MONITORING		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
				FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Formulate Strategies to Address: <ul style="list-style-type: none"> <li>• Student Achievement</li> <li>• Definition Short/Long Term Goals</li> <li>• Quality Instruction</li> <li>• Common Instructional Framework</li> <li>• Springboard Math/Reading</li> <li>• Science Curriculum</li> <li>• Social Studies Curriculum</li> <li>• School Climate</li> <li>• Curriculum Alignment</li> <li>• Assessment Alignment</li> <li>• Technology</li> <li>• Excellence and Equity</li> <li>• ESL programs</li> <li>• Resources to Support Curriculum</li> <li>• Anatomy of Effective Teams</li> <li>• Mentoring and Induction Programs</li> <li>• CBA's, Benchmarks, Pre/post</li> <li>• Prime Time Program</li> <li>• After School Programs</li> <li>• Extended Optional Year Program/ENCORE Summer Camps</li> <li>• Healthy and Safe Environment</li> <li>• Teamwork to Improve Student Learning</li> <li>• Professional Development</li> <li>• Integration of Curriculum into the Community</li> <li>• Development of Curriculum Based on Standards</li> <li>• Design of Instruction to Improve Teaching and Learning</li> <li>• Technology as a Resource for Instruction</li> <li>• Instruction of Reading Across Curriculum</li> <li>• Writing Cross-curricular</li> <li>• Maintaining Focus on Improving Learning</li> <li>• Induction and Mentoring of New Teachers</li> <li>• Provide staff development for proper implementation and use of iPads</li> </ul>	All Students 6 <sup>th</sup> 330 7 <sup>th</sup> 321 8 <sup>th</sup> 297	Administration Dept., Chairs Instructional Coaches Teachers	Administration Dept., Chairs Teachers	Prof'l. 91 Inst'l. Support Personnel 17 Café. Staff 8 Custodial Staff 8	Academic Teams Administration District Coordinators Region I ESC Consultants Incentives Honor Roll Celebrations Perfect Attendance Incentives Copy Paper Instructional Material iPads	Title I, Title II, Local, SC, Sp. Ed.	Aug. 15	May 16	Attained Student Achievement State Achievement Designation Reward Attained Levels of Excellence Recognize Student Achievement School's Rating Status – Exemplary Quality Instruction School Pride Recruitment of Quality Professionals

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2013-2014

GOAL AREA: Student Achievement LBJ Middle School Special Education

FIVE YEAR GOAL: By 2018 - 2019, LBJ Middle School will have 100% of students with disabilities passing the STAAR, STAAR-M or STAAR ALT.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunities to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Special Education <ul style="list-style-type: none"> <li>• TEKS</li> <li>• Align Curriculum with IEPs</li> <li>• Lesson Plans</li> <li>• Modifications/Accommodations</li> <li>• Hands on Activities</li> </ul> (LRE) Least Restrictive Environment <ul style="list-style-type: none"> <li>• As per ARD Recommendation</li> <li>• Low Teacher/Student Ratio</li> </ul> Staff Development <ul style="list-style-type: none"> <li>• Laws</li> <li>• CIF</li> <li>• Updates</li> <li>• Special Education</li> <li>• Testing</li> <li>• RTI/504 Updates</li> <li>• Modifications</li> </ul> Curriculum Supplements/Enrichment <ul style="list-style-type: none"> <li>• Faces</li> <li>• Sharon Wells</li> <li>• Lexia</li> <li>• Read 180</li> <li>• V-math</li> </ul> Related Services <ul style="list-style-type: none"> <li>• OT</li> <li>• PT</li> <li>• Speech</li> </ul> Extended Day Tutoring Summer School Prime Time Saturday Academies In Class Support	Special Education 6-30 7-23 8 <sup>th</sup> -27	Inclusion Teachers Classroom Teachers Resource Teachers Instructional Asst.  Diagnostician  All Teachers  All Teachers  Special Ed. Teachers Instructional Asst.	Special Ed. Director Diagnostician Administration Counselors  Administration Diagnostician Counselors  Dept. Chair Special Ed. Director Diagnostician  Special Ed. Teachers Inclusion Teacher Diagnostician Special Ed. Director Administration Counselors  Counselors	6 teachers 4 self- contained 1 inclusion para	Regular and Special Education Resources	Title I, Local  TTIPS Grant	Aug. 2015	May 2016	Observations  ARD/IEP Documents <ul style="list-style-type: none"> <li>○ IEP Progress</li> <li>○ Coordination Form</li> <li>○ Benchmark Tests</li> <li>○ CBA's</li> <li>○ STAAR</li> </ul> Growth Plans  Bi-weekly Test  CBA's  Six Weeks Test Progress Reports  Report Cards  Student Portfolio  Attendance

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement LBJ Middle School Special Education

FIVE YEAR GOAL: By 2018 – 2019 LBJ Middle School will have 100%of students with disabilities passing the STAAR, STAAR-M OR STAAR ALT.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state’s average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Increase the Number of Teachers Participating in Inclusion Situations to Support the Placement of Students with Disabilities in the Least Restrictive Environment (LRE)-  Co teaching	Special Ed- as per ARD recommendation	Diagnostician Special Education Inclusion Teachers 6 <sup>th</sup> – 8 <sup>th</sup> Instructional Assistants	Administration  Special Education Specialist  District Coordinator	8 teachers  1 Diag	Regular and Special Education Resources	Sp. Ed.	Aug. 2015	May 2016	Students' Progress  Progress Reports  Report Cards  ARD Recommendations  IEPS  Observations  ARD/IEP Documents  <ul style="list-style-type: none"> <li>○ IEP Progress</li> <li>○ Reports</li> <li>○ TAKS, M, ALT, ACC.</li> <li>○ Benchmark Tests</li> <li>○ Coordination Forms</li> <li>○ Student Portfolio</li> </ul>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Staff Development

FIVE YEAR GOAL: By 2018- 2019, LBJ Middle School teachers will acquire professional academic training which will impact student achievement increasing STAAR percentage passing to 100%.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
				FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Provide Continuous Opportunities to Refine and Perfect Teacher Skills in Given Area:</p> <ul style="list-style-type: none"> <li>• TEKS Understanding</li> <li>• STAAR Strategies</li> <li>• Holistic Scoring</li> <li>• Effective Writing Strategies</li> <li>• Learning Styles</li> <li>• Critical Thinking</li> <li>• Effective Teacher Questioning</li> <li>• Teaching Strategies: All Content Areas</li> <li>• District Professional Development for All Content Areas</li> <li>• Provide Professional Staff Development to address the needs of Instructional Strategies in unpacking the TEKS Content and Curriculum planning for ALL Content Areas</li> <li>• Common Instructional Framework</li> <li>• Thinking Skills Across the Curriculum</li> <li>• Literacy Across the Curriculum</li> <li>• Student Assistance Team (SAT-pre-referral team)</li> <li>• Students with Special Needs:</li> <li>• Accommodations</li> <li>• Supplementary Aids</li> <li>• Common Instructional Framework</li> <li>• Services to Promote LRE</li> <li>• Requirements for Related services</li> <li>• Transition Requirements for students ages 14/16/Inclusion</li> <li>• Region 1 Inclusion Conf.</li> <li>• State Conference</li> <li>• District and Region One Staff development</li> <li>• iPad Training</li> <li>• SIRCS Training</li> <li>• Jobs of the Future</li> <li>• High Yield Strategies for Classroom Instruction</li> <li>• For all content areas/Interdisciplinary Intervention</li> <li>• Triumph Learning for ELAScience Gateway</li> <li>• Herff Jones for Social Studies</li> <li>• SIOP Sheltered Instruction</li> <li>• Garland</li> <li>• DANA Center</li> <li>• Rigor and Relevance Strategies</li> </ul> <p style="padding-left: 40px;">Hire and train instructional coaches to employ and improve instructional strategies while given the ability to monitor classroom instruction and feedback.</p>	<p>All Students</p> <p>6<sup>th</sup> 364</p> <p>7<sup>th</sup> 321</p> <p>8<sup>th</sup> 334</p>	<p>Principal</p> <p>Dean of Instruction</p> <p>Instructional Coaches</p> <p>Teachers</p> <p>Dept. Chairs</p> <p>Supervisors</p> <p>Consultants</p> <p>District Coordinators</p>	<p>Administration</p> <p>Teachers</p> <p>Dept. Chairs</p> <p>Consultants</p> <p>District Coordinators</p>		<p>District Directives</p> <p>District Coordinators</p> <p>Campus Administrators</p> <p>Region I, ESC</p> <p>In-Services</p> <p>Handouts</p> <p>Manuals</p> <p>Supplemental Materials</p> <p>Resource Materials</p> <p>iPad</p>	<p>PFS Grant</p> <p>Title I</p> <p>PFS</p>	<p>Aug. 15</p>	<p>May 16</p>	<p>Lesson Plans</p> <p>Quality Instruction</p> <p>Teacher Enthusiasm</p> <p>Student Attained Levels of Excellence</p> <p>PDAS</p> <p>Formal/Informal Evaluations</p> <p>Classroom Observations</p> <p>Walk-throughs</p> <p>Exemplary Rating</p>



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Staff Development

FIVE YEAR GOAL: By 2018- 2019, LBJ Middle School will acquire professional training which will impact student achievement increasing STAAR passing percentage to 100%.

OBJECTIVES: By May 2015, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	
<ul style="list-style-type: none"> <li>• Thematic Units</li> <li>• Classroom Management</li> <li>• Mentoring New Teachers</li> <li>• Curriculum Alignment</li> <li>• Gifted and Talented Training</li> <li>• ESL/Bilingual Training</li> <li>• CIF strategies</li> <li>• Algebra Mentor</li> <li>• Thinking Maps</li> <li>• FOSS Kits Training</li> <li>• Vertical Teaming</li> <li>• Conflict Resolution</li> <li>• Professional Book Study</li> <li>• Pre A.P. Training               <ul style="list-style-type: none"> <li>-Math</li> <li>-Language Arts</li> <li>-Science</li> <li>-Social Studies</li> </ul> </li> </ul> <p>Springboard</p> <p>STEMSCOPES Training</p> <p>Technology Training (Adobe, White Boards, Smart Boards, TI Navigators, Promethean Boards)</p> <p>Career Investigations</p> <p>Core Area Academies</p> <p>Teaching strategies for health/PE</p> <p>Local, state, national</p> <p>AVID Trainings and WICR</p>	<p>Staff development will impact all students.</p> <p>6<sup>th</sup>-330</p> <p>7<sup>th</sup>-321</p> <p>8<sup>th</sup>-297</p>	<p>Dean Of Instruction</p> <p>Instructional Coaches</p> <p>Inclusion Teachers</p> <p>Teachers</p> <p>Dept. Chairs</p> <p>Supervisors</p> <p>Consultants</p> <p>Region One Specialists</p>	<p>Administration</p> <p>Teachers</p> <p>Dept. Chairs</p> <p>Supervisors</p> <p>Consultants</p>		<p>District Directives</p> <p>District Coordinators</p> <p>Campus Administrators</p> <p>Region I, ESC Inclusion Works!</p> <p>Conference In-Services</p> <p>Manuals</p> <p>Supplemental Materials</p> <p>Book: RIGOR in your school</p> <p>Book: Rigor is Not a Four Letter word</p> <p>Resource Materials</p> <p>State Assessment Conference</p> <p>Summer Institute for Site team</p>	<p>Title I</p> <p>PFS</p>	<p>Aug. 13</p> <p>May 14</p>	<p>Lesson Plans</p> <p>Quality Instruction</p> <p>Teacher Enthusiasm</p> <p>Student Attained</p> <p>Levels of Excellence</p> <p>PDAS</p> <p>Formal/Informal</p> <p>Evaluations</p> <p>Classroom Observations</p> <p>Walk-throughs</p> <p>Exemplary Rating</p> <p>Student Achievement</p> <p>Improved Learning Community</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Staff Development

FIVE YEAR GOAL: By 2018 - 2019, LBJ Middle School will enhance curriculum and instructional programs that will increase student STAAR performance to 100% passing.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		RESOURCES NEEDED FTE'S RESOURCES BUDGET			TIMELINE BEGINNING ENDING		EVALUATION/ MEASUREMENT
Inform Staff of Additional Professional development: <ul style="list-style-type: none"> <li>• Inclusion Works Conference</li> <li>• HOLY COW</li> <li>• Science Gateway</li> <li>• Model School Conference</li> <li>• Science CAST</li> <li>• Social Studies TCSS</li> <li>• G/T TAGT</li> <li>• Math TATM</li> <li>• ELA TCTELA</li> <li>• Dual/Bil. TABE</li> <li>• Texas School Social Workers Conference</li> <li>• Parental Involvement Conference</li> <li>• Sp. Ed. TEDA&amp;HOUMET</li> <li>• National Conferences</li> <li>• Region 4 Science Gateway PD</li> <li>• State Conferences                             <ul style="list-style-type: none"> <li>• Middle School Conferences</li> <li>• Regional Conferences</li> </ul> </li> <li>• Texas Computers Educators Association</li> <li>• Region I. ESC Technology Conference</li> <li>• Pat Jacoby</li> <li>• Garland Math PD</li> <li>• Holy Cow Science Training</li> <li>• TeachScape PD</li> <li>• PD 360</li> <li>• Common Instructional Framework</li> <li>• Gateway to Science</li> <li>• International Center for Leadership In Education Model Schools Conference</li> <li>• AP Summer Institutes</li> <li>• TAIS Texas Accountability Intervention System</li> </ul>	<ul style="list-style-type: none"> <li>• Region I. ESC                             <ul style="list-style-type: none"> <li>• Mentor Program New Teachers</li> <li>• Technologies</li> <li>• Academies:                                     <ul style="list-style-type: none"> <li>○ ELA/ESL</li> <li>○ Science</li> <li>○ Social Studies</li> <li>○ Math</li> <li>○ Writing</li> </ul> </li> <li>• Aerospace Training</li> <li>• Gifted and Talented</li> <li>• Pre-Advancement Placement:                                     <ul style="list-style-type: none"> <li>○ Math</li> <li>○ English LA</li> <li>○ History</li> <li>○ Science</li> <li>○ Robotics Training</li> <li>○ STEM Training</li> </ul> </li> </ul> </li> <li>• III. District                             <ul style="list-style-type: none"> <li>• STAAR Strategies</li> <li>• TEKS Initiatives</li> <li>• Vertical Articulation</li> <li>• Vertical Alignment</li> <li>• Technology</li> <li>• G/T Strategies</li> <li>• ESL/Bilingual Strategies</li> <li>• Effective Writing Strategies</li> <li>• Holistic Scoring</li> <li>• Algebra Mentor</li> <li>• FOSS Kits Training</li> <li>• Sharon Wells 6<sup>th</sup> grade</li> <li>• Sp. Education Training</li> <li>• James Durham "Big Muscles"</li> <li>• Response to Reading</li> <li>• Write for The Future</li> <li>• Connective Math</li> <li>• Garland Training</li> </ul> </li> </ul>	Impacts all student learning 6 <sup>th</sup> 312 7 <sup>th</sup> 309 8 <sup>th</sup> 315	Administration Dept. Chairs Instructional Coaches Team Leaders Supervisors District Coordinators Consultants Consultants Teachers	District Directors District Coordinators Campus Administration Region I.ESC Region 4, ESC Handouts Manuals Supplemental Materials Resource Material	TITLE I PFS Priority and Focus Grant	Aug. 14 May 15	Lesson Plans Quality Instruction Teacher Enthusiasm Student Attained Levels of Excellence PDAS Formal/Informal Evaluations Classroom Observations Walk-throughs Improved Learning Community Exemplary Rating Student Achievement Participation rate		

LBJ Middle School  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: STUDENT ATTENDANCE

FIVE YEAR GOAL: By 2018-2019 LBJ Middle School will improve student attendance to 98%.

OBJECTIVES: By May 2016 LBJ Middle School will meet the district attendance goal of 97%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Formulate an Attendance Committee to Strategize and Address: <ul style="list-style-type: none"> <li>• Targets for Growth</li> <li>• Bridging School Community with Home Community</li> <li>• Remediation Recommendations</li> <li>• Avenues of Communication</li> <li>• Recommendation to Refine New Tardy Policy</li> <li>• Incentives</li> <li>•</li> </ul> Six weeks perfect attendance recognition Phone Logs Establish Attendance Protocols Home Visits Liaison Conference w/parents ARP Program	All Students 6 <sup>th</sup> 364 7 <sup>th</sup> 321 8 <sup>th</sup> 334	Administration  Teachers  Attendance Committee  Community Liaison  Social Worker  Parent Educator  Counselors  Nurse  Police Officers	Administration  Teachers  Attendance Committee  Community Liaison  Social Worker  Parent Educator  Counselor  Nurse  Police Officers	4		PFS	Aug. 13	May 14	High Attendance Rate  Higher Student Achievement  Increased School Pride  Increased Student Participation  Exemplary Status  Increased Synergism  PEIMS Documentation  Parental Contact  Parental Communiques  Home Visits  Documentation on File  Admin/parent Conference

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015 - 2016

GOAL AREA: Dropout Reduction Rate

FIVE YEAR GOAL: By 2018- 2019, LBJ Middle School will implement specific strategies to reduce the drop out rate to 0%.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to curtail the dropout rate to 0%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Appoint a Committee to Include: <ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• Community Leaders</li> </ul> To Develop a Campus Dropout Prevention/ Recovery Plan <ul style="list-style-type: none"> <li>• Count-Down-To-Zero</li> <li>• Community Walks</li> </ul> Attendance Specialists Will Identify Potential Dropout Students: <ul style="list-style-type: none"> <li>• All Students</li> <li>• Hispanic</li> <li>• White</li> <li>• African</li> <li>• Economically Disadvantaged</li> <li>• Migrant</li> <li>• LEP</li> <li>• Special Education</li> </ul> Maintain Channels of Communication <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Student</li> <li>• Parents</li> <li>• Community Leaders</li> </ul> Provide Counseling: <ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Personal Accountability</li> <li>• Self-Discipline</li> <li>• Character Education</li> <li>• Respect</li> <li>• Problem Solving</li> <li>• Educational Awareness</li> <li>• Self-Love</li> </ul>	All Students 6 <sup>th</sup> 364 7 <sup>th</sup> 321 8 <sup>th</sup> 334	Campus Council  School Committee  Attendance Specialists  Counselors  Teachers  Community   Counselors  Teachers Police Officers	Administration           Counselors  Teachers  Police Officers	1	ADA  Withdrawal Forms  List of At-Risk Students  Guest Speakers  Field Trips		Aug. 13           May 14	Prevention/ Recovery Action Plan  Reduction Dropout Rate  Documentation Showing Increase/Drop-Out Rate           Maintain Open Channels of Communication  Increase Student Attendance Increase Student Achievement Decrease Student Absenteeism Decrease Student Dropout Rate Improve Quality of Student Behavior/ Attitude	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Safe Environment

FIVE YEAR GOAL: LBJ Middle School will enhance the school community making it conducive to learning, increasing STAAR performance to 100% passing.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Organize a committee to promote the general welfare and safety of school to include: <ul style="list-style-type: none"> <li>• Safe Environment</li> <li>• Student Safety</li> <li>• Manicured grounds</li> <li>• Heightened Student Security</li> <li>• Maintained daily operational functions</li> <li>• Classroom Management and Discipline</li> <li>• Development of Common Expectations for All Students' Behavior</li> <li>• Consistency Management and Cooperative Discipline</li> <li>• Promotion of Positive Relations</li> <li>• Health Services</li> </ul> Counseling Sessions <ul style="list-style-type: none"> <li>• Counselors</li> <li>• Social Worker</li> <li>• PENA Counseling Services</li> <li>• 2<sup>nd</sup> Annual Leadership Conference</li> </ul> School Ambassador Program Discipline Protocols	All Students	Custodial Staff	Custodial Staff		Student Code of Conduct	PFS	Aug. 13	May 14	Foster An Environment Conducive to Learning
	6 <sup>th</sup> 364	Teachers	Teachers		Dress Code	Title I			Create a Safe School Community
	7 <sup>th</sup> 321	Administration	Administration		Classroom Rules/Procedures				Foster a Love of Learning
	8 <sup>th</sup> 334	Team Leaders	Team Leaders		Health Codes				Foster a Positive Learning Environment
		Parent Educator	Parent Educator		District Policies				Maintained Clean Environment
		Dept, Chairs	Dept. Chairs		District Directives				Maintained Landscaping
		School Nurse	School Nurse		Student Activity Fund				Maintained Clean School Community
			Social Worker		(Incentives for Positive Student Reinforcement)				Access to Health Services
			Security Guards						
			Police Officer						

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement L-PAC

FIVE YEAR GOAL: By 2018 – 2019, LBJ Middle School will enhance curriculum and instructional programs that will increase student performance to 100% passing STAAR.

OBJECTIVES: By May 2016, students will increase scholastic achievement to meet increase STAAR passing percentage to 90%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Student Achievement L-PAC Defined as a Language Proficiency Assessment Committee that will:  <ul style="list-style-type: none"> <li>Design Short/Long Range Plans to Collect Data</li> <li>Establish Systematic Method for Analyzing and Reporting Data</li> <li>Make Recommendations</li> <li>Share Data between Middle School and High School</li> </ul>	LEP Students	Administration	Administration	4	STAAR Scores	PFS	Aug. 13	May 14	Committee Recommendations  Six Wks. Interventions  STAAR Scores  Six Weeks Assessments  Benchmarks  TELPAS SCORES
	6 <sup>th</sup> -141	Counselors	Counselors	3	LAS Scores	Title I			
	7 <sup>th</sup> -91	Teachers	Teachers		PEIMS				
	8 <sup>th</sup> -81		Parents		TELPAS Teacher Recommendation				

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement ESL

FIVE YEAR GOAL: By the year 2018 - 2019, LBJ Middle School will have 100% of ESL students passing STAAR tests,

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<ul style="list-style-type: none"> <li>• Enhance Oral Language Through Discussions</li> <li>• Utilize Activities to promote higher learning thinking skills</li> <li>• Vocabulary Enrichment</li> <li>• Oral Reports</li> <li>• Classroom Projects</li> <li>• ELPS</li> <li>• Tap in Cultural background</li> <li>• STAAR Strategies</li> <li>• CALP</li> <li>• SIOP</li> <li>• AUDIO BOOKS</li> <li>• Rossetta Stone</li> <li>• ACC, READER</li> <li>• FLUENCY ACTIVITIES</li> <li>• LANGUAGE SKILLS ACTIVITIES</li> <li>• STAFF DEVELOPMENT ON ESL STRATEGIES</li> </ul> <p>Implement a Positive Behavior Intervention and Supports (PBIS) systems to improve student discipline. Provide opportunities for all students to join extracurricular, clubs and organizations.</p>	<p>6<sup>th</sup>-38 7<sup>th</sup>-70 8<sup>th</sup>-57</p> <p>CALP Classes 6<sup>th</sup> - 6 7<sup>th</sup> - 10 8<sup>th</sup> - 3</p>	<p>Teacher</p> <p>Administration</p>	<p>Administration</p> <p>Teacher</p> <p>Bilingual Strategist</p>	<p>1 teacher</p> <p>1 Para</p>	<p>Curricular Guides</p> <p>Inside Curriculum</p> <p>Spn./Eng. Dictionaries</p> <p>English and Spanish and Bilingual Thesaurus</p> <p>District Promotion/Reten tion Guidelines</p> <p>Video Tapes</p> <p>Rosetta Stone</p> <p>Bilingual Books</p> <p>Audio Equipment</p> <p>Whisper Phone</p> <p>Staff Development</p> <p>Supplemental material</p> <p>Incentives</p>	<p>Title I</p> <p>Title I</p>	<p>Aug. 13</p>	<p>May 14</p>	<p>Student Participation</p> <p>Projects</p> <p>Work Sheets</p> <p>Progress Reports</p> <p>Student Growth</p> <p>Student Progress</p> <p>TELPAS</p> <p>LAS-O</p> <p>Rosetta Stone</p> <p>Six-Weeks Tests</p> <p>Grades</p> <p>Benchmarks</p> <p>Presentations</p> <p>Accelerated Reading</p> <p>Documents on file</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement – Parent Contact

FIVE YEAR GOAL: 2018- 2019, LBJ Middle School will create a sound bridge of communication that will instill greater awareness, commitment, and pride in school achievement and 100% student success in STAAR.

OBJECTIVES: LBJ Middle School will have implemented programs to provide and create a bridge of communication between school and home community that will enhance parental awareness and a sense of commitment in their child’s success increasing passing percentage to 100%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Formulate Strategies to Bridge the School Community to the Home Community and the Community at Large, Community Walks by Staff Parent Sessions Maintain Communication With the Home and the Community.  <ul style="list-style-type: none"> <li>• Phone Calls Logs</li> <li>• Home visits</li> <li>• Progress Reports</li> <li>• Correspondence</li> <li>• Report Cards</li> <li>• Parent Conferences</li> <li>• Teacher Conferences</li> <li>• Team Conferences</li> <li>• School Announcements</li> <li>• Newsletters/Press Releases</li> <li>• Meet the Teacher Night</li> <li>• Open House</li> <li>• Special Programs</li> <li>• Honor Roll Teas</li> <li>• Awards Banquet</li> <li>• Honor Banquet</li> <li>• Web Page</li> </ul>	All Students 6 <sup>th</sup> 364 7 <sup>th</sup> 321 8 <sup>th</sup> 334	Teachers	Administration		Office of Parent Educator	TTIPS Grant	AUG. 13	May 14	Improve Communication
		Counselors			Academic Teams				
		Dept. Chairs			Teachers				Increased Parental Involvement
		Administration			Counselors				Increased Parental Support
		Public Relations Office			Dept. Chairs				Strengthened Child/ Parent Bond
		Web Master			Web Master				Foster Intrinsic Motivation
		Community Liaisons			Administration				Recognition of Student Excellence
		Parent Educator			Parent Educator			Oct/March	Recognition of Student Scholarship
					Community Leaders				
					Public Relations Office			May 14 May 14	



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015 - 2016

GOAL AREA: Parental Involvement

FIVE YEAR GOAL: By 2018 – 2019 LBJ Middle School will increase parental involvement within the school by 20%.

OBJECTIVES: Formulate and implement a comprehensive parental involvement plan increasing parental involvement by 10%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
Form a PAC Committee Defined as Parental Advisory Committee Community Walks by Staff Parent Educator will Session Monthly Meetings to Distribute Pertinent Information Addressing: <ul style="list-style-type: none"> <li>• School, Family and Community</li> <li>• Family Framework</li> <li>• Even Start Program</li> <li>• Gifted and Talented</li> <li>• Special Education</li> <li>• Building Bridges Program</li> <li>• Teenage Pregnancy Program</li> <li>• Adult Education Program</li> <li>• After School Programs</li> <li>• Out of School Learning</li> <li>• <u>Monitoring Student Work</u></li> <li>• Effective Parent-School Relations</li> <li>• Collaboration</li> <li>• Volunteering</li> <li>• Communication</li> <li>• Parenting</li> <li>• Transition Fair</li> <li>• Conferences</li> <li>• Title I. Program</li> <li>• Literacy Program</li> <li>• Crime Stoppers</li> <li>• Crime Prevention Program</li> <li>• Central High School</li> <li>• Resources (Books)</li> </ul> Rosseta Stone Mother Daughter Program ENCORE Parent Session Create partnerships with community based organizations that will address social emotional and health needs of parents and children.	6 <sup>th</sup> -364 7 <sup>th</sup> -321 8 <sup>th</sup> -334	Administration  Parent Educator  Parent Education Office  PAC Members	Administration  Parent Educator  Parent Education Office  PAC Members	1	PSJA ISD Parental Involvement Handbook  Code of Conduct  Campus Compact Plan  Supplies for meetings (cups, paper plates, napkins, forks, cookies, sodas, cream, coffee, and water)  Water cooler, coffee maker, microwave, refrigerator	Title 1  SCE Title I Funding \$6,053  ARRA Title 1 (285 61)	Aug 14  May 15	10 % Increase in parental involvement  As evidenced by participants' signatures on sign-in sheets for meetings throughout the year  Agendas  Itemized Lists	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Technology (Keyboarding, Computer Literacy, Computer Applications)

FIVE YEAR GOAL: By 2018 -2019 LBJ Middle School will have 100% of students being computer literate.

OBJECTIVES: By May 2016, LBJ Middle School will provide a technology class to students.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Technology will include: <ul style="list-style-type: none"> <li>• Campus Technology Specialist</li> <li>• Integration Classes of Computer APPS</li> <li>• Video Conferencing</li> <li>• Pentamation (Administrative)</li> <li>• PD360</li> <li>• STAR Chart</li> <li>• Staff Development Local/State/National</li> <li>• Region One Academies</li> <li>• Technology Conference</li> <li>• IPAD</li> <li>• Training of Trainers               <ul style="list-style-type: none"> <li>○ Multimedia</li> <li>○ Plato</li> <li>○ Web Authoring</li> <li>○ Desktop Publishing</li> <li>○ Internet Training</li> <li>○ Networking</li> <li>○ Power Point</li> <li>○ Downloading</li> <li>○ Digital Camera</li> <li>○ Digital Video Camera</li> <li>○ Scanning</li> <li>○ File Transfers</li> <li>○ Basic Literacy</li> <li>○ Computer Terminology</li> <li>○ Star Chart</li> <li>○ United Streaming</li> <li>○ Ignite</li> <li>○ Headphones</li> <li>○ Digital Knowledge Center</li> <li>○ Study Island</li> <li>○ Imagination</li> <li>○ Read 180</li> <li>○ Digital Software</li> <li>○ Data Projector</li> <li>○ iPads / hardcovers/insurance</li> </ul> </li> </ul>	All Students  6th Grade Computer Applications	Teacher  Campus Instructional Technology Specialist	Administration  Campus Instructional Technology Specialist	1	Campus Instructional Specialist  Availability of Technology  Printers  Computers  IPADS  INK  Poster Maker  Poster Maker materials	Title I, Local  PFS Priority and Focus School Grant	Aug. 14  May 15	Quality Instruction  Empowered Learning Community  Computer Literate Learning Community  <u>Student Achievement</u>  Student Participation  Student Progress  TEA Rating	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Transition (Middle School)

FIVE YEAR GOAL: By 2018 - 2019, LBJ Middle School will enhance curriculum and instructional programs that will increase student performance to 100% passing.

OBJECTIVES: By May 2016, will have a plan in place to provide a smooth transition for elementary students entering the middle school and for middle school students entering high school.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Summer Bridge Program Orientation Community Events Pre-Registration Visits to Elementary/High School Campuses Parent Meetings Tour to Middle School/High School Elective teachers visit Elementary/Middle to Recruit Principals visit campuses to inform students about expected changes and welcome students Strategies for getting along with Peers Communicating Needs Champs Curriculum for expected behavior Counselors to explain high school credits and graduation requirements Implement a Response the Intervention (RTI) model to Create support systems to address the different needs of all learners	Incoming 6 <sup>th</sup> and outgoing 8 <sup>th</sup> graders           Incoming 6 <sup>th</sup> grade Outgoing 8 <sup>th</sup> grade	Counselors Teachers           Middle school counselors High school counselors	Administration	2			Aug. 13	May 14	Logs  Number of students preregistering in Aug.  Sign in with Elementary Principals  Sign-In /Agendas



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: MIGRANT STUDENT ACHIEVEMENT THROUGH POSITIVE SCHOOL CLIMATE

FIVE YEAR GOAL: By the end of the 2015-2016 school year, LBJ Middle School will enhance the school community making it conducive to learning.

OBJECTIVES: By the end of the 2015-2016 LBJ Middle School will continue to provide an environment which is safe, orderly and conducive to learning.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT	
				FTE'S	BUDGET	BEGINNING	ENDING		
<b>Special Services for Migrant Students</b>									
Provide migrant students with instructional supplies and other items as needed.	Migrant 6-8	Migrant Counselor Guidance Assoc.	Principal Asst. Principal Migrant Director/ Coordinator		T-1 District Migrant Funds		Aug. 2015	May 2016	Student sign in forms
Recruit migrant students Provide migrant students the opportunity to attend university and college field trips.					T-1 District Migrant Funds				COE forms Phone Contact Mail Outs Posters Early/Withdraw Report
Provide migrant students the opportunity to attend educational field trips. (Museums, HESTEC, etc.)	Migrant 6-8	Migrant Counselor Guidance Assoc.	Principal Asst. Principal Migrant Director/ Coordinator		T-1 District Migrant Funds				Student Sign in Forms
Provide positive relationships, career awareness and study skills through the GEMS club.	Migrant 6-8	Migrant Counselor Guidance Assoc.	Principal Asst. Principal Migrant Director/ Coordinator		T-1 District Migrant Funds				Agenda Student Sign in forms
Provide student counseling opportunities including: EDGE and various motivational speakers	Migrant 6-8	Migrant Counselor Guidance Assoc.	Principal Asst. Principal Migrant Director/ Coordinator		T-1 District Migrant Funds				Agenda Student Sign in Form
Provide training/staff development to middle school teachers and staff about the migrant program.	Migrant 6-8	Migrant Counselor Guidance Assoc.	Principal Asst. Principal Migrant Director/ Coordinator		T-1 District Migrant Funds				Agenda Student Sign in Forms
Provide monthly migrant parent meetings.	Migrant 6-8	Migrant Counselor Guidance Assoc.	Principal Asst. Principal Migrant Director/ Coordinator		T-1 District Migrant Funds				Agenda Student Sign in Forms
	Migrant 6-8	Migrant Counselor	Principal Asst. Principal Migrant Director/ Coordinator						Agenda Student Sign in Forms
	Migrant 6-8	Migrant Strategist Migrant Counselor							Agenda Student Sign in Forms

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement-College for Every Student

FIVE YEAR GOAL: 2018- 2019, LBJ Middle School will have all students prepared for the rigors of college by utilizing preparatory skills through

OBJECTIVES: LBJ Middle School will have implemented programs to provide students with college experiences and skills necessary.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Implement the 3 core areas:  College and Career Pathways Leadership Through Service Mentoring	All Students  8 <sup>th</sup>	Teachers  Counselors  Dept. Chairs  Administration	Administration		Office of Parent Educator  Academic Teams  Teachers  Counselors  Dept. Chairs  Web Master  Administration  Parent Educator  Community Leaders  Public Relations Office	Title I  CFES	AUG. 13	May 14          Oct/March   May 14 May 14	Improve Communication  Build a Bridge of Trust  Increased Parental Involvement  Increased Parental Support  Foster Intrinsic Motivation  Recognition of Student Excellence  Recognition of Student Scholarship  College awareness  Mentoring

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Language Arts All Students

FIVE YEAR GOAL: By 2018 - 2019, LBJ Middle School will provide curriculum and instructional programs that will increase STAAR student passing percentage to 100%.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students the opportunity to pass the Reading and Writing STAAR Tests by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED		TIMELINE		EVALUATION/MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	
I. Analyze and Disaggregate 2010-2011TAKS Data for Reading and Writing • Determine Strengths and Weaknesses • Establish Grade Level Goals • Align Curriculum Across Grade Levels • Include CIF Strategies in daily activities • Share Teaching Strategies • SIOP Sheltered Instruction  II. Analyze Level of Performance of the Following Sub-Groups of Student • Hispanic • Economically Disadvantaged • Migrant • LEP • Gifted/Talented • At-risk • Special Education • Male/Female • 504  III. Resources, Strategies, Staff Development  IV. Common Instructional Framework  IV. Accelerated Reader Program  Provide standardized college readiness test to 8 <sup>th</sup> students (Provide staff development for proper implementation and use of iPads)	All students  6 <sup>th</sup> 330 7 <sup>th</sup> 321 8 <sup>th</sup> 297	Language Arts Coordinator  Teachers  Instructional Coach  Team Leaders  Inclusion Teachers	Administration  Dept. Chairs  Team Leaders  Contact Person	11	2014-2015 STAAR Results  Video data Projectors  Laptops  Field testing  STAAR ready  Novels 6 <sup>th</sup> 7 <sup>th</sup> 8 <sup>th</sup>  Istation AR Enterprise Real Time Subscription  Materials Lakeshore Gateway Teachers Discovery  iPads	Title I, Local, SCE           PFS          Title I SCE	Aug. 2015          May 2016	Progress Reports (3 Weeks)  Report Cards(6 weeks)  Benchmark Results  AEIS Demographics  Disaggregation of STAAR Test Data  Smart Goals  Pre/Post Diagnostic Test  Bi-weekly Test  Release Tests  Success Chart  CBAs  Pre/Post Test  DMAC





PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Language Arts All Students

FIVE YEAR GOAL: By 2018 - 2019, LBJ Middle School will provide curriculum and instructional programs that will increase STAAR student performance to 100%.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students the opportunity to pass the Reading and Writing STAAR Tests by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
<p>A. Language Arts will be Addressed Through the Following:</p> <ul style="list-style-type: none"> <li>• State Adopted Reading Program</li> <li>• Read and Write</li> <li>• State Adopted Grammar Program</li> <li>• Language Workbooks</li> <li>• Word skills workbooks</li> <li>• Writing Process</li> <li>• Open-Ended Questioning</li> <li>• Portfolios</li> <li>• Critical Thinking Activities</li> <li>• Accelerated Reader</li> <li>• S.T.A.R. Testing</li> <li>• AVID</li> <li>• Reading Coach Practice</li> <li>• Bloom's Taxonomy &amp; Question Stems</li> <li>• Thinking maps</li> <li>• CIF Framework</li> <li>• Springboard</li> <li>• Extended Time Tutoring After school/ Saturday Tutoring</li> <li>• STAAR Master Practice</li> </ul> <p>B. Language Arts will be Aligned Vertically and Horizontally through</p> <ul style="list-style-type: none"> <li>• Grade Level TEKS</li> <li>• Across Curriculum TEKS</li> <li>• PSJA District Wide Timeline</li> <li>• PSJA ISD Conventions of Standard English</li> <li>• Standard's Objective (PIG)</li> </ul> <p>Provide staff development for proper implementation and use of iPads</p> <p>Summer Bridge</p>	<p>All Students</p> <p>6<sup>th</sup> 330</p> <p>7<sup>th</sup> 321</p> <p>8<sup>th</sup> 297</p>	<p>Teachers</p>	<p>Language Arts Coordinator</p> <p>Administration</p> <p>Department Chair</p> <p>Instructional Coach</p>	<p>11</p>	<p>Classics(Novels)</p> <p>Glencoe</p> <p>Writing Folders</p> <p>Harrison's Check List</p> <p>S.T.A.R. Program</p> <p>Accelerated Reader Program</p> <p>Smart Boards</p> <p>iPADS</p> <p>STAAR Master</p> <p>Data Projector</p> <p>TM's (novel)</p> <p>Audio Books</p> <p>Ed. Incentives</p> <p>Elmos/Document Reader</p> <p>Computer Lab Curriculum Associates</p> <p>iPads</p> <p>General Supplies</p>	<p>Title I, Local, SCE</p> <p>PFS Priority and Focus Grant</p>	<p>Aug. 2014</p>	<p>May 2015</p>	<p>STAAR Spring</p> <p>Benchmarks</p> <p>Bi-weekly Test</p> <p>CBA's</p> <p>Lesson Plans</p> <p>Team Meetings</p> <p>STAAR Scores (Individual Growth Plan)</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2014-2015

GOAL AREA: Student Achievement Language Arts All Students

FIVE YEAR GOAL: By 2018 - 2019, LBJ Middle School will provide curriculum and instructional programs that will increase STAAR student performance to 100%.

OBJECTIVES: By May 2016 LBJ Middle School will have implemented programs to provide all students the opportunity to pass the Reading and Writing STAAR Test by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
C. Language Arts will incorporate <ul style="list-style-type: none"> <li>• CJF Strategies</li> <li>• SIOP Sheltered Instruction</li> <li>• Peer Tutoring</li> <li>• Hands-on activities</li> <li>• Tutoring after school</li> <li>• Enrichment Classes</li> <li>• Literature Circles</li> <li>• Read Aloud</li> <li>• Thinking Maps</li> <li>• Dyna Zyke Foldables</li> <li>• Word Wall</li> </ul> D. Reading Programs <ul style="list-style-type: none"> <li>• S.T.A.R. Program</li> <li>• Accelerated Reading</li> <li>• Readers are Leaders</li> <li>• Reading Renaissance</li> <li>• Bluebonnet</li> <li>• Lone Star</li> <li>• Read 180 (Scholastic)</li> <li>• Response to Reading --Pat Jacoby</li> <li>• Springboard</li> <li>• Book Club</li> <li>• Book Club Luncheons</li> <li>• SRA</li> <li>• Millionaire's Club</li> <li>• Destiny</li> <li>• Curriculum Associates Resources</li> </ul> Provide staff development for proper implementation and use of iPads (	All Students 6 <sup>th</sup> - 312 7 <sup>th</sup> - 309 8 <sup>th</sup> - 315	Teacher	Administration  Instructional Coach  ELA Dept. Head  ELA Coordinator	11	Library books  Novels  Scholastic Book Company  AR Books Funds  Dictionaries  Thesaurus  Ed. Incentives  Curriculum Associates  Measuring UP/Peoples Education STAAR Reading Student Workbooks  iReady iPads APS	Title I, Local, SCE  PFS Priority and Focus Grant	Aug. 2014	May 2015	Teacher Observation  STAAR Scores  Accelerated Reader Points  Increase in Student Reading levels  Smart Goals Benchmarks STAR test Report Cards AR Reports 6 weeks test Program reports Progress Reports Read 180 Bi-weekly Pre/Pro-Test

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Language Arts ELL's

FIVE YEAR GOAL: By 2018-2019, LBJ Middle School will provide curriculum and instructional programs that will increase STAAR student performance to 100% passing.

OBJECTIVES: By May 2016, LBJ Middle School will have interventions in place to ensure 80% of our ELL's students meet satisfactory performance in Reading and Writing STAAR Assessment.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Language Arts LEP Testing <ul style="list-style-type: none"> <li>▪ LAS Links</li> <li>▪ TELPAS</li> <li>▪ STAAR &amp; STAAR-L</li> <li>▪ PEIMS</li> </ul> Instruction <ul style="list-style-type: none"> <li>▪ ESL Strategies (6-8<sup>th</sup>)</li> <li>▪ ELPs</li> <li>▪ CIF Strategies</li> <li>▪ Authentic Literature (6-8<sup>th</sup>)</li> <li>▪ Oral Language Development</li> <li>▪ Books On Tapes</li> <li>▪ Small Group Instruction</li> <li>▪ TEKS</li> <li>▪ Timelike</li> <li>▪ Sheltered Instruction</li> <li>▪ Hands on Activities</li> <li>▪ Read 180</li> <li>▪ Lexia</li> <li>▪ Rdg, Enrichment classes</li> <li>▪ Extended Day and Tutoring</li> <li>▪ Thinking Maps</li> <li>▪ Academies</li> <li>▪ Dyna Zyke Foldables</li> <li>▪ ELPS</li> <li>▪ Sylvan-21<sup>st</sup> Century Grant</li> <li>▪ Dictionaries/bilingual Dic</li> </ul> Professional Development <ul style="list-style-type: none"> <li>• CIF</li> <li>• SIOP</li> <li>• Thinking Maps</li> <li>• Curriculum mapping</li> <li>• Spring Board</li> </ul> Provide staff development for proper implementation and use of iPads	6 <sup>th</sup> -11.3 7 <sup>th</sup> -83 8 <sup>th</sup> - 69	All Teachers Administration Inst, Coaches ESL Teacher Librarians	ESL Coordinator Strategist Administration Instructional Coach LPAC	11			Title I, Local, SCE	Aug, 13 May, 14	Testing Scores LAS-O TELPAS Data On File Lesson Plans Observation Protocol Report cards Six weeks Test Bi-weekly Test Smart Goals Pre/Post-test STAAR Exams Growth Plans

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Language Arts Gifted and Talented

FIVE YEAR GOAL: By 2018 - 2019 LBJ Middle School will provide curriculum and instructional programs that will increase STAAR student performance 100% passing.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide opportunity to all Gifted and Talented students opportunity to meet Level III performance in Reading and Writing STAAR.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Language Arts GT <ul style="list-style-type: none"> <li>• Staff Development</li> <li>• Annual Training</li> <li>• In-services</li> <li>• G.T Eligibility</li> <li>• Testing</li> </ul> Materials <ul style="list-style-type: none"> <li>• Higher Level Thinking Activities</li> <li>• TEKS Based Curriculum</li> </ul> Summer Camps <ul style="list-style-type: none"> <li>• Science/Math</li> </ul> Differentiated Curriculum <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Jam Books</li> <li>• Critical Thinking</li> <li>• Problem Solving</li> <li>• Research Inquiry</li> <li>• Technology</li> <li>• iPADS with Applications</li> <li>• Pre-AP Training for all teachers</li> </ul> Duke TIPS-ACT Curriculum TSI	6 <sup>th</sup> - 48 7 <sup>th</sup> - 42 8 <sup>th</sup> -42	Teachers  Instructional Coach	G.T. Coordinator  Administration	11	Supplemental Material Binders  Sponge Activities  Supplies Teacher Created Materials  TSI Review Books  ACT Review Books	Title I, Local, SCE  PFS	Aug. 13	May 14	Sign In on File  Certificate of Attendance  Parental Consents On File  Lesson Plans  Rubrics  Products/Projects  Permission Slips  Student Progress  Student Growth  Student Achievement

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2013-2014

GOAL AREA: Student Achievement Language Arts Special Education

FIVE YEAR GOAL: By 2018 - 2019, LBJ Middle School will provide curriculum and instructional programs that will increase STAAR student performance to 100% passing.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide opportunity to all Special Ed. students to pass the Reading and Writing STAAR by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Language Arts Special Education <ul style="list-style-type: none"> <li>• TEKS</li> <li>• CIF</li> <li>• SIOP Sheltered Instruction</li> <li>• Align Curriculum with IEPs</li> <li>• Lesson Plans</li> <li>• Hands on Activities</li> </ul> Least Restrictive Environment (LRE) <ul style="list-style-type: none"> <li>• As per ARD recommendations</li> </ul> Staff Development <ul style="list-style-type: none"> <li>• Laws</li> <li>• Updates</li> <li>• Inclusion Works</li> <li>• Testing</li> <li>• Modifications</li> </ul> Curriculum Supplements/Enrichments <ul style="list-style-type: none"> <li>• The Lang. Of Literature</li> <li>• Lexia</li> <li>• Reading Coach</li> <li>• Systems 44</li> <li>• Read 180</li> <li>• Study Skills</li> <li>• Enrichment class</li> <li>• Book &amp; Brain Reading Test taking strategies</li> <li>• Differentiated Accelerated Reading Instruction Guide</li> <li>• Measuring up to the STAAR</li> </ul> Related Services <ul style="list-style-type: none"> <li>• Occupational Therapy</li> <li>• Physical Therapy</li> <li>• Speech</li> </ul> Extended Day) Summer School	6 <sup>th</sup> - 24 7 <sup>th</sup> - 27 8 <sup>th</sup> - 14	Inclusion Teachers Classroom Teachers Resource Teachers Instructional Asst.  Diagnostician  All Teachers  All Teachers  Special Ed. Teacher Instructional Asst.	Special Ed. Director Diagnostician Administration Counselors  Administration Diagnostician Counselors  Dept. Chair Special Ed. Director Diagnostician  Special Ed. Teacher Inclusion Teacher Diagnostician Special Ed. Director Administration Counselors	11 Teachers  8 co- teachers  7 Paras	Supplemental Materials  Testing Material  iPad APS  iPADS with applications  Tutoring  Supplemental Materials Software	Title I, Local, SCE, Sp. Ed.  PFS Grant	Aug. 13	May. 14	ARD Record on File  IEP/Cumulative Folders  CoTeacher /In Class Support Schedules  Benchmarks Report cards Six weeks test Growth Plans  Sign In Sheets on File  Certificate of Attendance  Documentation on File  ARD Documentation on File SpEd Manager Sp. Ed. Student Cumm. Folders  Student Documentation  Growth Plans

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Fine Arts Spanish

FIVE YEAR GOAL: By the year 2018- 2019 LBJ Middle School will have 100%of all its students passing all the STAAR tests.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Test by surpassing the state’s average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING		
Fine Arts: Spanish <ul style="list-style-type: none"> <li>• Enhance Oral Language Through audio/video resources</li> <li>• Utilize Activities to Promote Higher Thinking Skills</li> <li>• Provide Classroom Libraries</li> <li>• Magazines</li> <li>• Vocabulary Bingos</li> <li>• Instructional Games</li> <li>• Oral Reports</li> <li>• Classroom Projects</li> <li>• Songs</li> <li>• Class Skits</li> <li>• Dual Language Students</li> <li>• Saturday Academies</li> <li>• IPADS</li> <li>• Pre-AP Exam</li> </ul> Provide opportunities for all students to join extracurricular, clubs and organizations.	Dual Language 90  8 <sup>th</sup> graders Spanish II-AP (dual)(64)  7 <sup>th</sup> Graders-Spanish II Pre-AP(72)  6 <sup>th</sup> Graders- Spanish I dual (100)	Teacher (2)	Administration  District Coordinator	1	Curricular Guides  Cuaderno de Actividades  Computer Software from College Board  Libros: Abriendo paso 2014, TRIANGULO APROBADO, AP SPANISH PREPARING FOR THE L&C EXAM, ABRIENDO PASO 2014 ( 8o. grado)  Libros ABRIENDO PASO 2007, TEMAS (7o. grado)  Libros TESORO (6o. grado)  iPads preloaded with Apps that are relevant to our classroom	District Promotion & Retention Guidelines  Cassette Recorders and audio cassettes for AP exam practice  Classroom library with Spanish language books  Spanish AP Practice tests  10 Grades Minimum and Six Weeks Test Audio Cass./DVD  Teacher created wikis	Local Title 1 PFS	Aug. '15	May '16	Student Participation  Progress Reports  Report Cards  Grades  (High School Credit gain in student performance)  Monthly Projects Projects  Context and Six weeks tests  Mid-term Exam  EOC Test  AP exam results for dual language students (College credit gain based in student performance)

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Language Arts Migrant

FIVE YEAR GOAL: Beginning in 2014 and by the year 2019, LBJ Middle School will have 80% of all students passing the STAAR test.

OBJECTIVES: By May 2016, 80% of all migrant students will pass the 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grade STAAR Test.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p><b><u>ELA- READING- MIGRANT</u></b></p> <p>Aid students who enroll late to school or withdraw early by:</p> <p>Provide one to one tutoring for reinforcement skills and objectives before, during or after school in identified area of need. (Daily &amp; Saturday Tutoring) Hold teacher/parent conferences as needed.</p> <p>Provide reading books through RIF distribution</p>	<p>Migrant 6-8</p> <p>Migrant 6-8</p>	<p>Teachers College Tutor</p> <p>Migrant Counselor Guidance Associate</p>	<p>Principal Asst. Principal Migrant Counselor</p> <p>Principal Asst. principal</p>		<p>ELA Curriculum Materials</p>	<p>T-I District Migrant Funds</p> <p>T-I District Migrant Funds</p>	<p>Aug. 2015</p>	<p>May 2016</p>	<p>Formative Assessment Benchmarks Teacher Made Tests Informal Walk thru's IPS's/Report Cards Attendance Reports Agenda Sign in Forms</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Fine Arts Theatre Arts/Drama

FIVE YEAR GOAL: By the year 2018 - 2019, LBJ Middle School will have 100% of all its students passing all STAAR tests.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Fine Arts Theatre Arts <ul style="list-style-type: none"> <li>• Voice and Diction</li> <li>• Enunciation and Projection</li> <li>• Prose and Poetry</li> <li>• Improvisation</li> <li>• Group Acting</li> <li>• Record Mime</li> <li>• Duet Acting</li> <li>• Solo Acting</li> <li>• Film</li> <li>• U.I.L. Competition</li> <li>• Cooperative Learning</li> <li>• Video Production</li> <li>• Performances</li> <li>• History</li> <li>• Critique</li> <li>• Media</li> <li>• Movement</li> <li>• Inhibitions</li> <li>• CIF Strategies</li> <li>• SIOP</li> </ul> Provide opportunities for all students to join extracurricular, clubs and organizations. (TTIPS- CSF6C)	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> graders	Teacher UIL Coordinator Dept. Head	Administration UIL Coordinator	1	The Stage and The School Computers Pinnacle 10 Software Photo Shop Elements Nero Multimedia Adobe Photoshop Software Theatre Now Textbook Catalogs Open Media Stage Unit Set Make Up Sets Cameras Exploring Theater	Local Title 1 PFS	August 13	May 14	Progress Reports U.I.L. Competitive Tournaments Region I Video-making Contest Student Participation Quizzes Tests Performances Report Cards Social Interaction



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015 - 2016

GOAL AREA: Student Achievement Fine Arts Physical Education

FIVE YEAR GOAL: By the year 2018 – 2019, LBJ Middle School will have 100% of all its students passing all STAAR tests.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	continued	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
			IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<b>Fine Arts Physical Education</b> <b>Wellness Program:</b> <ul style="list-style-type: none"> <li>• Eating Disorders</li> <li>• Drug/Alcohol Prevention</li> <li>• Self-image/ self-esteem</li> <li>• Dieting/ weight-control</li> <li>• Proper Hygiene</li> <li>• Safety</li> <li>• Diabetes/Obesity</li> </ul> <b>Fitness: Health Related Components</b> <ul style="list-style-type: none"> <li>• Cardiovascular/respiratory</li> <li>• Muscular</li> <li>• Flexibility</li> <li>• Strength</li> <li>• Endurance</li> </ul> <b>Skill -Related Components</b> Activity Speed Balance Coordination Reaction Time Power  F.I.T.T Principle  S.M.A.R.T. Goal Setting  Sports: Volley ball, Basketball, Flag Football,  Tennis, Softball, Track and Field, Cross-Country, Fitness Gram, Rest, Zumba, Dance	<b>Lifetime Activities</b> <ul style="list-style-type: none"> <li>• Indoors</li> <li>• Outdoors</li> </ul> <b>TEKS</b>  <b>Other:</b> Clubs  Intramurals  <b>Provide opportunities for all students to join extracurricular, clubs and organizations. (TTIPS- CSF6C)</b>	6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> graders	Teachers  Dept. Leader  Special Ed. Teachers  Coaches  Health Teacher  Nurse	Administration  District Coordinator  PE Coordinator Coaches	2 Teachers  2 Pars	Sports equipment  P.E. Manual  Curriculum  Videos  District Promotion and Retention Guidelines  District Policy  TAPHERD Curriculum  Library  Internet  TEKS  CATCH  Camera  Laptop  Projector	Local  Fitness Grant  PFS	Aug. 2015	May 2016	Student Participation  Student Performance Skills Test  Student Development  Student Progress  Student Growth  Progress Reports  Report card  Teacher Observation  Student Achievement Fitness Gram

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Teen Leadership

FIVE YEAR GOAL: By the year 2017– 2018 LBJ Middle School will have 100% of all its students passing all STAAR tests.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state’s average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Teen Leadership <ul style="list-style-type: none"> <li>• Character/ Growth Education</li> <li>• Decision Making</li> <li>• Communication Skills</li> <li>• Public speaking Skills</li> <li>• Conflict Resolution</li> <li>• Time Management</li> <li>• Money Management</li> <li>• Group Work</li> <li>• Journaling</li> <li>• Teen Leadership Conference</li> </ul> Collaborative Group work Scaffolding Literacy groups Write to Learn Classroom Talk Questioning <hr/> -----0 G.E.A.T. program Provide opportunities for all students to join extracurricular, clubs and organizations. Capturing Kids Hearts Training Capturing Kids Hearts Curriculum	6 <sup>th</sup> -122  7 <sup>th</sup> -99  8 <sup>th</sup> -68	Teachers	Administration	1	Teen Leadership Curriculum  Choices Magazine  Project Alert (Drug Awareness)  Posters  Videos  Incentive Items Such As: Posters, Stickers, journals, school supplies  Community leaders RGV Council Presentations\  Pharr PD  IPAD	Local Title 1 SCE	Aug. 14	May 15	Speech Evaluations  Student Participation  Projects  Work Sheets  Progress Reports  Student Progress  Student Achievement

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Fine Arts Art

FIVE YEAR GOAL: By 2017- 2018, LBJ Middle School will have 100% of students passing all the STAAR tests.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state’s average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
Fine Arts: .Art  <ul style="list-style-type: none"> <li>• Implement TEKS Art Objectives</li> <li>• Technology</li> <li>• Research Art Historians</li> <li>• Graphic Design</li> </ul> Provide opportunities for all students to join extracurricular, clubs and organizations.	6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> graders	Teacher	Administration	1	Art in Your World Understanding Art Internet Library Documentaries Adobe Photoshop CS Adobe Illustratn CS Computer Exploring Art Intro. to Art Scholastic Art Magazine	Local & Title 1 SCE	Aug. 14	May 15	Report Cards Progress Reports Art Projects Contests Student Participation Skills Test Chapter Tests Reviews Tests on Artists

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015 - 2016

GOAL AREA: Student Achievement Fine Arts Band

FIVE YEAR GOAL: By 2018 - 2019 LBJ Middle School will have 100% of students passing all the STAAR tests.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
Fine Arts Band  7 <sup>th</sup> & 8 <sup>th</sup> Gr. Bands <ul style="list-style-type: none"> <li>• Perform 8<sup>th</sup> grade Football Pep Rallies</li> <li>• Perform at Least Three Football Games, Including one P.S.J.A. North Game</li> <li>• Perform at Feeder Elementary Schools</li> <li>• Veteran's Day Presentation</li> <li>• Christmas or Winter Concert</li> <li>• Junior High All-Valley Competition</li> <li>• U.I.L. Concert &amp; Sight Reading Contest</li> <li>• Solo &amp; Ensemble Concert</li> <li>• Pre-U.I.L. Concert</li> <li>• End of Year Concert</li> </ul> 6 <sup>th</sup> Grade Band <ul style="list-style-type: none"> <li>• Winter Concert</li> <li>• Perform at Feeder Elementary Schools</li> <li>• Solo &amp; Ensemble Concert</li> <li>• End of year Concert</li> </ul> Provide opportunities for all students to join extracurricular, clubs and organizations. (	6 <sup>th</sup> -100 7 <sup>th</sup> -66 8 <sup>th</sup> -52	Band Directors	Administration	2	Supplemental Theory & Method Books  Instruments  Music Sheets   All-Valley Audition Materials  U.I.L. PML Guide Contest Literature  Solo Literature  Music  Instruments  Solo Literature	Local  PFS	Aug. 2015       Nov. 2015 Dec. 2015 Aug. 2015	Nov. 2016       Nov. 2015 Dec. 2015 Jan. 2014  April 2016  May 2016	Student Participation  Progress Reports  Reports Cards  Community Feedback  Concert Performance          Student Participation  Progress Reports  Report Cards  Community Feedback

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement – Fine Arts Orchestra

FIVE YEAR GOAL: By 2018 – 2019, LBJ Middle School will have 100% of students passing all the STAAR tests.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state’s average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
6 <sup>th</sup> Grade <ul style="list-style-type: none"> <li>Perform off-campus (Recruiting)</li> <li>Perform Formal Concerts</li> <li>Participate in Solo and Ensemble</li> </ul> 7 <sup>th</sup> Grade <ul style="list-style-type: none"> <li>Perform Formal Concerts</li> <li>Perform Off-campus (Recruiting)</li> <li>Participate in Solo and Ensemble</li> <li>UIL Pre-concert &amp; Sight Reading</li> <li>Perform in UIL</li> </ul> 8 <sup>th</sup> Grade <ul style="list-style-type: none"> <li>Participate in Pre and UIL Concert &amp; Sight reading</li> <li>Participate in Solo and Ensemble</li> <li>Perform in formal Concerts</li> <li>Participate in Off Campus Concerts (Recruiting)</li> </ul> Provide opportunities for all students to join extracurricular, clubs and organizations.)	6 <sup>th</sup> - 36 7 <sup>th</sup> -29 8 <sup>th</sup> -26	Orchestra Director	Administration and Orchestra Director	1	Ensemble Literature  Solo Literature  Ensemble Literature  Solo Literature  Ensemble Literature	Title I PFS	Aug. 13	May 14	6 <sup>th</sup> – 8 <sup>th</sup> Grade  Student Participation  Progress Reports  Reports Cards  Community Feedback  Concert Performance

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement: Math All Students

FIVE YEAR GOAL: By 2018– 2019, LBJ Middle School will have 100% students meet satisfactory performance all STAAR Tests.

OBJECTIVES: By May 2016, LBJ Middle School, will have implemented programs to provide all students opportunity to pass the Math STAAR Tests, increase subgroups satisfactory rates.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<b>MATH-ALL STUDENTS</b> Analyze & Disaggregate Math STAAR Data (TTIPS-CSF2A/2B)  Determine Strengths Weakness (Growth Plans) Establish Grade Level Goals TEKS Focus Initiative (Internalize TEKS) Utilize TEKS to Guide Instructional Decisions and Prepare for STAAR  Use Critical Thinking Strategies Use Questioning Techniques  Common Instructional Framework Springboard  WICR Entry/Exit Tickets Weekly Assessment  Provide standardized college readiness test to 8 <sup>th</sup> students STAAR Test Maker  STAAR Academy)  Thinking Maps	ALL Students  6 <sup>th</sup> 330 7 <sup>th</sup> 330 8 <sup>th</sup> 340  Selected Students  All Students  Special populations	Teachers	<b>Administrati on</b>  <b>CLC/CLF</b>  <b>Instructional Coach</b>  <b>Team Leaders</b>  <b>District Coordinators</b>	DMAC  STAAR Bank Ques.  STAAR Master  Agile Mind (Alg/Geo)  GoMath  TEKSing Toward STAAR  Critical Thinking  Motivation Math  STAAR Ready  iREADY web-base  Countdown to STAAR  Adobe Acrobat	SCE & Local & SCE  Title 1  PFS Grant	Aug 15	May 16	Lesson Plans  Staff Meetings  Dept. Meetings  CLC Meetings  Growth Plans Forms  Measurable Levels of Excellence: Students Improvement Progress:  Weekly Exams  Pre/Post Test  Benchmarks (2)  CBA's  STAAR(State Test)	

# Continued...

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Interactive Journals Vocabulary Activities Create a safe learning environment that is appealing to all Curriculum-Based Assessment to collect data for the purpose of improving student achievement. Common Instructional Framework SIOP Kahn Academy Project Share Region 4-Math Region 1-Math TRC Curriculum Associates Resources IPAD IPAD APPS Provide Staff Development for the implementation of the TEKS Provide staff development for proper implementation and use of iPads Summer Bridge					STAAR Master C-Scope CMP-2 Video data Projectors Laptops iPADS w/apps Connected Mathematics TEX TEAMS Measuring Up, Super Source Brain Pop Voyager Closing the Distance 21 <sup>st</sup> Century Program Instructional Supplies Capturing Kids Hearts	Program Instructional Supplies iPads STAAR Test Maker Math Consultant General Supplies IPADS IPADS APPS TI-NSPIRE cx calculators TI-NSPIRE cx docking stations TI-NSPIRE cx Navigation Adaptors TI_NSPIRE Emulator STAAR Ready Student Workbooks			

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Math.

FIVE YEAR GOAL: By the year 2019 - 2020, LBJ Middle School will have 100% of all its students passing all STAAR tests.

OBJECTIVES: By May 2016 LBJ Middle School students will have implemented programs to provide all students opportunity to pass the Math TAKS Tests, increasing subgroup satisfactory rate.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
Integrate Technology into the Curriculum to Reinforce and Enhance Math Skills Data Projections • (Calculators) • Promethean Boards • Power point Presentation • Video - Streaming • Smart Board • School Pad • Agile Mind • Kahn Academy • STAAR Test Maker • Sunburst Educational Resources/ION-IGNITE  Align Curriculum by Grade Level  Conduct Vertical and Horizontal Curriculum Alignment 6 <sup>th</sup> – 8 <sup>th</sup>  Provide Opportunity for Continuous Staff development • CAMT (National Association) • RGVCTM – Annual Conference • Grade Level Meetings • Lesson Plans • TEKS/STAAR • HESTEC • C-Scope • Hands-on training • Calculator Training • Stem Sessions-Region 1 Provide staff development for proper implementation and use	All Students 6 <sup>th</sup> 360 7 <sup>th</sup> 330 8 <sup>th</sup> 340	Teacher	Administration	11	Graphing Calculator	SCE, Local	August 15	May 16	Monitor
			Math Supervisor		TI-83-Plus	Title I			Monitor Lesson Plans
			Dept. Chairs		TI-83				Administrative Observations: - Walk-through - PDAS
			Team Leaders		TI-84 Plus HP-83				Quality Instruction
		Teacher	District Coordinator		Scientific Calculators			Sharing Ideas	
		Teacher	GT Coordinator		Computer Lab			Analyzing Students Progress	
		Teacher			Software	Title 1		Growth Plans	
		Teacher			TEKS STAAR Information Booklet (5 <sup>th</sup> -9 <sup>th</sup> )	Title 1		Review Grade Book/ Lesson Plans	
					STAAR Test Maker				
					TI-NSPIRE cx calculators				
					TI-NSPIRE cx docking stations				
					TI-NSPIRE cx				
					Navigation Adaptors STAAR Ready Student Workbooks				



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Math

FIVE YEAR GOAL: By the year 2017 – 2018, LBJ Middle School will have 100% of all its students passing all STAAR tests.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the Math STAAR Tests, by surpassing the state’s average by grade level in of each subgroup

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Enhance Math Curriculum</p> <ul style="list-style-type: none"> <li>• CSCOPE</li> <li>• Voyager</li> <li>• STAAR Ready</li> <li>• Measuring Up</li> <li>• Math Academies</li> <li>• TEXTEAMS</li> <li>• Math Web Sites</li> <li>• TESCCC Training</li> <li>• Springboard</li> <li>• Do the Math</li> <li>• Connected Math</li> <li>• Think Through Math</li> <li>• Engaging Math</li> <li>• Testing Towards STAAR</li> <li>• Region 4 resources</li> </ul> <p>Employ Mathematical Manipulative to strengthen Mathematical Concepts</p> <ul style="list-style-type: none"> <li>• Problem Solving Strategies</li> <li>• Graphing Skills</li> <li>• Basic Facts</li> <li>• CIF strategies</li> <li>• Hands on Equation Kit (Manipulatives)</li> </ul> <p>Use ESL Bilingual Strategies</p> <ul style="list-style-type: none"> <li>• CIF strategies</li> <li>• ELPS</li> <li>• SIOP</li> <li>• Summarizing Written/Oral</li> <li>• Elaborate Prior Knowledge</li> <li>• Note Taking</li> <li>• Flexibility Grouping (Benchmarks)</li> <li>• Instructional Games</li> <li>• Dyna Zykes Foldables</li> </ul> <p>Provide Additional Instruction: Before/After School to include:</p> <ul style="list-style-type: none"> <li>• Prime Time</li> <li>• Academies</li> <li>• Tutoring</li> <li>• Extended Optional Year Program</li> <li>• Utilized Bilingual Strategies</li> <li>• Schedule Parent/Teacher Conferences to Discuss Progress</li> <li>• Summer Math Boot Camp</li> <li>• Sylvan Learning Center</li> </ul>	<p>All Students          6<sup>th</sup> 330          7<sup>th</sup> 321          8<sup>th</sup> 297</p>	<p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p>	<p>Administration</p> <p>Math Supervisor</p> <p>Instructional Coaches</p> <p>Team Leaders</p> <p>District Coordinator</p> <p>GT Coordinator</p>	<p>11</p>	<p>Planners</p> <p>Graphing Calculator</p> <p>TI-83-Plus            TI-83</p> <p>TI-nspire            Scientific Calculators            Casio Calculators</p> <p>Computer Lab</p> <p>IPADS</p> <p>APS</p> <p>TEKS            STAAR            Information Booklet            (5<sup>th</sup>,9<sup>th</sup>)</p> <p>Prentice-Hall            Textbook</p> <p>Glencoe Geo.            Discovering            Geometry            Lakeshore            Gateway            Region 4</p> <p>iPads</p>	<p>SCE,            Local</p> <p>PFS</p> <p>Title I</p> <p>PFS Grant</p>	<p>August 13</p> <p>May 14</p>	<p>Attained Levels of Excellence through testing</p> <p>Implement a Continuous Monitoring Program to Ensure Continuity of consistency of the Curriculum: C-Scope</p> <p>Departmental Meetings</p> <p>Disseminate Data</p> <p>Assure Adherence to Time Line and Curriculum Standards</p> <p>Pre/Post test</p> <p>Bi-weekly test</p>	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement: Math LEP

FIVE YEAR GOAL: By 2017- 2018 LBJ Middle School, will have 100% of all ELL's students Passing all STAAR Test.

OBJECTIVES: By May 2016, LBJ Middle School, will have implemented programs to provide all LEP students opportunity to meet satisfactory performance in Math STAAR Tests by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
ELPs Springboard CIF V Math Class STEM Provide Additional Instruction: Before/After School to Include: <ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Extended Optional Year Program</li> <li>• Utilized Bilingual Strategies</li> <li>• Schedule Parent/Teacher Conferences to Discuss Progress</li> <li>• Enrichment Classes</li> </ul> Bilingual/ESL Strategies: <ul style="list-style-type: none"> <li>• SIOP Sheltered Instruction</li> <li>• ELPS</li> <li>• Common Instructional Framework</li> <li>• Context Clues</li> <li>• Cooperative Learning</li> <li>• Summarizing Written/Oral</li> <li>• Elaborate Prior Knowledge</li> <li>• AVID Note taking</li> <li>• Instructional Games</li> <li>• Grouping</li> </ul> Staff Development CAMT CAVI CIF Provide staff development for proper implementation and use of iPads	6 <sup>th</sup> -113 7 <sup>th</sup> -83 8 <sup>th</sup> - 69	Teachers Teachers Teachers Teachers Teachers	Administration Math Supervisor Instructional Coaches Team Leaders Teachers District Bilingual Coordinators Mentor Teacher	11	Prentice-Hall Supplemental Resources Manipulatives Graphing Calculators: TI-83 PLUS TI-83 TI-84 Computer Lab iPADS w/apps Staff Development (ESL Instructional Academies) District Coordinator iPads Dictionaries Bilingual Dic	SCE, Local PFS Title I	Aug.13	May 14	Lesson Plans Instructional Rounds Computer Lab Schedule Measurable Levels of Excellence Through: Progress Reports Teacher Observations 6 Weeks Exams Bi-weekly tests District Benchmarks STAAR Strategies STAAR results LPAC Committee AYP District Committees LAT-MATH TELPAS

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015 - 2016

GOAL AREA: Student Achievement Math Gifted & Talented

FIVE YEAR GOAL: By 2017 - 2018 LBJ Middle School, will have 100% of students meet satisfactory performance on all STAAR Test.

OBJECTIVES: By May 2016, LBJ Middle School, will have implemented programs to provide all Gifted and Talented students opportunity to pass the Math STAAR Test to maintain and/or increase the level III performance status of Math 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> graders.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Provide Instructional Strategies to Include:</p> <ul style="list-style-type: none"> <li>• Creative Problem Solving</li> <li>• Interactive Curriculum Model for Bilingual Gifted</li> <li>• Multiple Intelligence Model</li> <li>• Ap/Pre-AP</li> <li>• Spring Board</li> </ul> <p>Provide On-Going Enrichment/Accelerated Curriculum and Lesson Plans:</p> <ul style="list-style-type: none"> <li>• Creative Problem Solving</li> <li>• Classroom Strategies for Meeting The Affecting Needs of the Gifted Student</li> <li>• Implement Investigation Research Skills</li> <li>• Use Student Performance And Product Assessment Rubrics For Grades 6<sup>th</sup> -8<sup>th</sup></li> </ul> <p>Duke TIPS ACT for 7<sup>th</sup> grade</p> <p>Pre AP training for all teachers Springboard</p> <p>Provide staff development for proper implementation and use of iPads</p>	<p>6<sup>th</sup>-48 7<sup>th</sup>-42 8<sup>th</sup>-42</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Administration</p> <p>Math Supervisor</p> <p>Instructional Coaches</p> <p>Team Leaders</p> <p>District Coordinators</p> <p>G/T Coordinator</p>	<p>11</p>	<p>TTIPS</p> <p>Mathematical Connections Supplemental Resources</p> <p>-Manipulatives</p> <p>-TI Math Explorer Calc.</p> <p>-Graphing Cal. TI-84</p> <p>iPADS w/apps</p> <p>-District -Coordinator</p> <p>iPads</p>	<p>SCE, Local</p> <p>PFS</p> <p>Title I</p>	<p>Aug. 13</p>	<p>May 14</p>	<p>Walk-throughs</p> <p>Instructional Rounds</p> <p>Lesson Plans</p> <p>Measurable Level of Excellence Through:</p> <p>Progress Reports</p> <p>Student Growth Plans</p> <p>Weekly and Six Weeks Exams</p> <p>Benchmarks</p> <p>STAAR</p> <p>CBA's Tests</p> <p>Pre/Post Test</p> <p>EOC Tests</p> <p>Bi-weekly tests</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement: Math-Migrants

FIVE YEAR GOAL: Beginning in 2015 and by the year 2018, LBJ Middle School will have 80% of all students passing the STAAR Test.

OBJECTIVES: By May 2016, 80% of all migrant students grades 6-8 will pass the Mathematics STAAR.test.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p><b>MATH – MIGRANT</b>            Utilize APEX Learning through Sports programs/Kineos for remediation. Full/half time math teacher or college tutor.</p> <p>Provide additional computer time as needed.</p> <p>Teacher will provide reinforcement skills and objectives before, during, or after school in identified area of need.</p> <p>Hold teacher/parent conferences as needed.</p>	Migrant 6-8	Teachers/Tutor	Migrant Director Migrant Coordinator Principal Asst. Principal Migrant Counselor		Materials STAAR Computer Software	Title I T-I District Migran Funds	Aug. 2015	May 2016	Formative Asses Report Cards Benchmarks STAAR Assess Informal Walk thru's Computer Logs APEX Assess
	Migrant 6-8	Teachers Guidance Associate	Principal Asst. Principal Migrant Counselor		Computer Software	T-I District Migran Funds			Computer lab rosters Attendance Rosters Computer Reports
	Migrant 6-8	Teachers	Principal Asst. Principal Migrant Counselor	1	Supplemental pay and Materials	T-I District Migran Funds			Student Attendance Rosters Benchmarks Informal walk thru's
	Migrant 6-8	Math	Principal Asst. Principal Migrant Director Migrant Counselor			T-I District Migran Funds			Parent Contact Logs

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Math Special Ed.

FIVE YEAR GOAL: By 2018 – 2019 LBJ Middle School, will have 100% of students with disabilities meet satisfactory performance in either the STAAR, STAAR-M or STAAR-ALT

OBJECTIVES: By May 2016, LBJ Middle School, will have implemented programs to provide all Special Education students the interventions necessary to meet satisfactory performance in STAAR by increasing the previous year’s performance.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Math TEKS <ul style="list-style-type: none"> <li>• CSCOPE/CIF</li> <li>• Align Curriculum with IEPs</li> <li>• Lesson Plans</li> <li>• Modifications</li> <li>• Hands on Activities</li> </ul> Least Restrictive Environment (LRE) <ul style="list-style-type: none"> <li>• As per ARD recommendations</li> <li>• Low Teacher/Student Ratio</li> <li>• Content Mastery</li> </ul> Staff Development <ul style="list-style-type: none"> <li>• Laws</li> <li>• RTI</li> <li>• Updates</li> <li>• Inclusion Works</li> <li>• Testing</li> <li>• Modifications</li> <li>• V-math</li> <li>• Common Instructional Framework</li> <li>• Core Meetings</li> </ul> Curriculum Supplements/Enrichments <ul style="list-style-type: none"> <li>• Connected Mathematics</li> <li>• TEK'sing Towards STAAR</li> <li>• iPADS w/apps</li> <li>• V-Math</li> <li>• Kahn Academy</li> <li>• Do the Math</li> <li>• CIF</li> <li>• Foldables</li> </ul> Related Services <ul style="list-style-type: none"> <li>• Occupational Therapy</li> <li>• Physical Therapy</li> <li>• Speech</li> </ul> Extended Day Extended Year Provide staff development for proper implementation and use of iPads	Special Education Population  6 <sup>th</sup> -24  7 <sup>th</sup> - 17  8 <sup>th</sup> - 24	Teachers Co-Teachers Resource Teachers Instructional Asst.	Administrators Math Supervisors Diagnostician Inclusion Teachers Instructional Coach Counselors	1Sp, Ed. teachers  4 Co teachers  2 paras	Supplemental Resources  Manipulative Kits  Graphing Calculators: TI-83PLUS  Scientific Calculators  V-Math  TI-73  Region 1  iPads	SCE, Sp. Ed., Local  PFS	Aug.13  May 14	ARD Record on File  IEP/Cumulative Folders  Benchmarks Report cards Six Weeks Test Growth Plans  Attendance  Bi-weekly tests  Progress Reports	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement - Health

FIVE YEAR GOAL: By 2018– 2019, LBJ Middle School will enhance curriculum and instructional programs that will increase student performance to exceed the state’s average..

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state’s average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Health Education TEKS Wellness: <ul style="list-style-type: none"> <li>• Eating Disorders</li> <li>• Drug / Alcohol Prevention</li> <li>• Self-image / Self – esteem</li> <li>• Proper Hygiene</li> <li>• Body Systems -Muscular/Skeletal</li> </ul> Lifetime Health: <ul style="list-style-type: none"> <li>• Environment</li> <li>• Public</li> <li>• Healthcare Services / Products</li> </ul> First Aid and Safety: <ul style="list-style-type: none"> <li>• Responding to Medical Emergencies</li> <li>• Rescue Breathing</li> <li>• CPR</li> <li>• Choking</li> </ul> G.R.E.A.T. Program	6 <sup>th</sup> through 8 <sup>th</sup> grade students	Teacher	Administration	1	Decisions for Health Text  Media Resources Videos  United Streaming  Education Appreciation  District Promotion and Retention Guidelines  Scholastic Magazine Choices	Title 1	Aug 14	May 15	Student Participation Quizzes Tests Progress Reports Report Cards

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Science All Students

FIVE YEAR GOAL: By 2015 - 2020, L.B.J. Middle School will enhance curriculum and instructional programs that will increase students' STAAR Science performance to 100% passing.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the Science STAAR by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Improve Student Achievement:</p> <ul style="list-style-type: none"> <li>Curriculum Alignment</li> <li>Implementing TEKS</li> <li>Informal and Formal Assessment</li> <li>District and Campus Pre/Mid/Post Term Benchmarks</li> <li>Bi-Weekly Dept. Meetings</li> <li>Lego Education (STEM Robotics)</li> <li>Science Enrichment Course</li> <li>Sunburst Educational Resources/ ION-IGNITE</li> <li>Study Island Texas 8<sup>th</sup> grade Science</li> </ul> <p>Glencoe Workbook:</p> <ul style="list-style-type: none"> <li>Lab Activity Manual</li> <li>STAAR Practice</li> <li>Science Inquiry</li> <li>Content Mastery</li> <li>Mind Jogger Video Quiz Review</li> <li>Encore Science Presentation</li> </ul> <p>CIF Strategies</p> <p>Afterschool/ Saturday Academies</p> <p>Peer Tutoring</p> <p>One to One Tutoring</p> <p>Group Tutoring</p> <p>Oral Reading</p> <p>Projects</p>	<p>All Students 6<sup>th</sup> 330 7<sup>th</sup> 321 8<sup>th</sup> 297  Total=948</p>	<p>Administration</p>	<p>Administration  District Coordinator  Instructional Coach  Teachers</p>	<p>11</p>	<p>TEKS T-STEM C-Scope  Frame Works Lego Materials Video data Projectors Promethean Board Software  Laptops  iPad  iPad Apps.  Library Supplemental Materials  Science Disposable/Non Disposable Materials  Public Sector Representative Ignite  Brainpop Edusmart  Kidinspiration</p>	<p>SCE, Local Title 1 PFS G                    SCE LOCAL TITLE 1 PFS GRANT</p>	<p>Aug. 2015</p>	<p>May 2016</p>	<p><b>STAAR Assessment</b>  Pre/Post-test  Six Weeks Exam  CBAs  Science Fair  Observations  Rubrics  Judging  Research Papers  Projects  Progress Reports  Student Participation  Student Achievement  Student Growth Plan  Instructional Games  Progress Reports  Report Cards</p>

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Science Fair Journaling Research Interactive Notebook Investigations Avid Notebook SIOP-Sheltered Instruction ELPS Region 4 Science Gateway STAAR Ready Common Instructional Framework Strategies Motivation Science Dyna Zykes Foldables Brain Pop Edusmart STEMSCOPES Summer Bridge Provide staff development for proper implementation and use of iPads					Tri Panel board Dinah Zike's Big Book of Science Instructional supplies: Interactive Notebooks( colored paper, glues sticks, Map colors, etc.) Gateway Lakeshore iPads Cutters Study Guides (colored paper, filing folders, colors, etc.) General Supplies				



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015 - 2016

GOAL AREA: Student Achievement Science All Students

FIVE YEAR GOAL: By 2017 - 2018, LBJ Middle School will enhance instructional programs that will increase student STAAR Science performance to 100%.

OBJECTIVE: By May 2016, LBJ Middle School will have implemented programs to provide all students the necessary preparation to meet satisfactory performance in Science STAAR assessment and increasing subgroups performance from previous year.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Question and Answer for Understanding Research Projects Science Fair Projects – TEKS Correlated (Optional) Lab Activities at 40% of instructional time Composition Writing Use of Available: <ul style="list-style-type: none"> <li>• Technology in Classroom</li> <li>• Power Point Presentations</li> <li>• Overhead Projector</li> <li>• Channel One</li> <li>• StemScopes</li> <li>• EduSmart</li> </ul> Educational Field Trips <u>Professional Dev.</u> Holy Cow Science Workshop CAST Convention RGVSA HESTEC Common Instructional Framework Recycling Project Region I Trainings Dana Center –Austin Challenger (San Benito)	All Students 6 <sup>th</sup> 330 7 <sup>th</sup> 321 8 <sup>th</sup> 297	Teachers	Administration District Coordinator Instructional Coach Team Leaders Judges Community Leaders	11	TEKS Frame Works Timelines Technology Lab Library Supplemental Materials Science Disposable/Non Materials Public Sector Representative Texas Science On-Line Texas Science On-line United Streaming	SCE, Local Title I	Au.15	May 16	STAAR Assessment Student Achievement Student Progress Student Participation Grades Progress Reports Teacher Observations Exemplary Status

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2013-2014  
 GOAL AREA: Student Achievement Science All Students

FIVE YEAR GOAL: By 2018 - 2019, LBJ Middle School will enhance curriculum and instructional programs that will increase students' STAAR Science performance to 100% passing.

OBJECTIVES: By May 2014, LBJ Middle School will have interventions in place to provide all students with necessary support to meet satisfactory performance in the Science STAAR assessment and by increasing subgroup performance from previous year.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Question and Answer for Understanding Research Projects Science Fair Projects – TEKS Correlated (Optional) Lab Activities 40% Composition Writing Reading Across the Curriculum Dual Language Use of Available: (TTIPS-CSF2A) * iPADS * IPAD APS * Technology in Classroom * Power Point Presentations * Overhead Projector * Channel One * STEMscopes * STAAR Ready * EduSmart * Curriculum Associates Resources * Region 4 Science Gateway * Motivation Science Educational Field Trips CIF Trainings CAST Convention HESTEC (TTIPS-CSF3C) Recycling Project Region I Trainings 21 <sup>st</sup> Century Grant funded Resources Provide staff development for proper implementation and use of iPads (TTIPS-CSF3A/7B)	All Students 6 <sup>th</sup> 330 7 <sup>th</sup> 321 8 <sup>th</sup> 297	Teachers	Administration District Coordinator TTIPS Coordinator Instructional Coach Team Leaders Judges Community Leaders	11	TEKS Frame Works Timelines Technology Lab Library Supplemental Materials Science Disposable/Non Materials Public Sector Representative Texas Science On-Line Texas Science On-line United Streaming STAAR Ready Student Workbooks STAAR Achievement iPads	SCE, Local Title I TTIPS Grant Title 1 Title I TTIPS Grant	Aug. 13	May 14	STAAR Assessment Pre/Post-test CBA's Six Weeks Exams Benchmarks Observations Rubrics Judging Research Papers Projects Progress Reports Student Participation Student Achievement Student Growth Instructional Games Region 1/Power Pt. Exemplary Status Report Cards



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2013-2014

GOAL AREA: Student Achievement Science Gifted & Talented

FIVE YEAR GOAL: By 2017 - 2018, LBJ Middle School, to meet and exceed will enhance curriculum and instructional programs that will increase students' Science STAAR performance to 100% passing.

OBJECTIVES: By May 2013, LBJ Middle School will have implemented programs to all Gifted and Talented students opportunity to pass the Science STAAR by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Science Gifted and Talented Pre-AP Training for all teachers STEMSCOPES Robotics (TTIPS-CSF1B/2A-B) STEM Labs (TTIPS- CSF1B/2A-B) GT Training (Updates) Provide CIF Instructional Strategies to Include: <ul style="list-style-type: none"> <li>• Creative Problem Solving</li> <li>• Interactive Curriculum for Gifted Students</li> <li>• Multiple Intelligence Model</li> <li>• SE Model</li> </ul> Provide On-Going Enrichment/Accelerated Curriculum and Lesson Plans: <ul style="list-style-type: none"> <li>• Creative Problem Solving</li> <li>• Classroom Strategies for Meeting the Affective Needs of the Gifted Student</li> <li>• Implement Investigation Research Skills</li> <li>• Introduce Student Performance and Product Assessment Rubrics for Grades 6<sup>th</sup>-8<sup>th</sup></li> <li>• Reading/Writing Cross Curricular</li> <li>• Interactive Notebooks</li> </ul> Provide staff development for proper implementation and use of iPads (TTIPS-CSF3A/7B)	6 <sup>th</sup> -48 7 <sup>th</sup> -42 8 <sup>th</sup> -42	Teachers Dept Head                              Teachers	Administration G.T. Coordinator TTIPS Coordinator Instructional Coach Team Leaders Teachers   Grade level contact	11	Textbooks S.U.C.C.E.S.S. Curriculum Student Planners G/T Coordinator Lab Equipment Manipulative Kits Library STEMSCOPES Edusmart Brain Pop Motivation Science STAAR Ready Ipad aps iPads	SCE, Local                              TTIPS Grant              TTIPS Grant	Aug 13	May 14	Lesson Plans Student Achievement Student Progress Student Participation STAAR Assessment Weekly Exams Six Weeks Exams Benchmarks/CBAs Semester Tests Exemplary Status 8 <sup>th</sup> TAKS TEST

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement: Science Migrants

FIVE YEAR GOAL: Beginning in 2013 and by the year 2018, LBJ Middle School will have 80% of all students passing the STAAR test.

OBJECTIVES: By May 2016, 80% of all migrants students in 8th grade will pass the Science STAAR test.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT	
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING		
<b>SCIENCE-MIGRANT</b>										
Tutor will provide reinforcement skills and objectives before, during or after school in identified area of need.	Migrants 6-8	Teachers Guidance Associate	Principal Asst. Principal Migrant Counselor				T-1 District Migrant Funds	Aug. 2015	May 2016	Student Attendance Rosters Student IPR Report Cards
Provide additional computer time as needed	Migrants 6-8	Teachers	Principal Asst. principal Migrant Counselor		Study Buddies APEX		T-1 District Migrant Funds			Student Attendance Rosters Computer Reports
Hold teacher/parent conferences as needed.	Migrants 6-8	Teachers Academic/ Migrant Counselor	Principal Asst. principal Migrant Director Migrant Coordinator				T-1 District Migrant Funds			Attendance Rosters Contact Logs Mail-Outs

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2013-2014

GOAL AREA: Student Achievement Science Special Education

FIVE YEAR GOAL: By 2018- 2019 LBJ Middle School will have 100%of students with disabilities passing the STAAR Assessments.

OBJECTIVES: By May 2016 LBJ Middle School will have implemented programs to provide all Special Education students opportunity to pass the required Science STAAR Assessment. This subgroup will increase their satisfactory STAAR, STAAR-M, or STAAR-ALT performance from previous year.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Science <ul style="list-style-type: none"> <li>• STEMSCOPES</li> <li>• TEKS</li> <li>• STEM Labs (</li> <li>• Robotics (</li> <li>• Science Enrichment</li> <li>• Align Curriculum with IEPS</li> <li>• Lesson Plans</li> <li>• Modifications</li> <li>• Hands on Activities</li> </ul> Least Restrictive Environment (LRE) <ul style="list-style-type: none"> <li>• As per ARD recommendations</li> <li>• Low Teacher/Student Ratio</li> </ul> Staff Development <ul style="list-style-type: none"> <li>• Laws</li> <li>• Updates</li> <li>• Inclusion Works</li> <li>• Testing</li> <li>• Modifications</li> </ul> Curriculum Supplements/Enrichments <ul style="list-style-type: none"> <li>• Science Projects</li> <li>• Lab Activities Manuel</li> <li>• STAAR Practice Workbook</li> <li>• Science Inquiry Labs</li> <li>• Math Skills Activities</li> <li>• Reading and Writing Activities</li> <li>• CIF Strategies</li> </ul> Related Services <ul style="list-style-type: none"> <li>• Occupational Therapy</li> <li>• Physical Therapy</li> <li>• Speech</li> </ul> Extended Day Tutoring Summer School Provide staff development for proper iPads	Special Education Population  6 <sup>TH</sup> -24 7 <sup>TH</sup> -27 8 <sup>TH</sup> -14	Classroom Teachers  CoTeachers  Inclusion Teachers  Instructional Asst.	Special Ed. Director Diagnostician Administration Counselors Instructional Coach Special Ed. Teacher Inclusion Teacher	1 teachers  4 co- teachers  2 Paras	Supplemental Materials  Testing Material  Supplemental Materials Software	SCE, Local  PFS	Aug. 2015	May 2016	ARD Record on File  IEP/Cumulative Folders  Benchmarks/CBAS Report cards Six Weeks test Growth plans  STAAR results  Report cards  Attendance

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Formulate Strategies That Will Improve Student Achievement to Include: TEKS Alignment <ul style="list-style-type: none"> <li>• Benchmark Testing</li> <li>• Horizontal Alignment</li> <li>• Vertical Alignment</li> <li>• Curriculum Articulation</li> <li>• TEKS Initiative</li> <li>• Assessment</li> <li>• Sustained Silent Reading</li> <li>• History Alive!</li> <li>• Research Projects</li> <li>• History Fairs</li> <li>• Educational Fieldtrips</li> <li>• Graphic Organizers/Thinking Maps</li> <li>• Common Instructional Framework</li> <li>• Technology</li> <li>○ Power Point</li> <li>○ iPADS</li> <li>○ Document Readers</li> <li>○ Internet</li> <li>○ Channel 1</li> <li>○ Ignite COW</li> <li>○ STAAR Test Maker</li> <li>• Use of Primary and Secondary Resources</li> <li>○ Newspaper/Magazines</li> <li>○ Historical Novels</li> <li>○ Biographies</li> <li>○ Essays</li> <li>○ Videos/ Movies</li> <li>• Thematic Units</li> <li>• Saturday Academics</li> <li>• Dyna Zykes Foldables</li> <li>• CIF Strategies</li> </ul>	All Students 6 <sup>th</sup> 330 7 <sup>th</sup> 321 8 <sup>th</sup> 335	Teachers  Co-teachers	Administration  Area Coordinators  Instructional Coach  Contact Person  Teachers	9	C-Scope  Supplemental Materials Lakeshore Textbooks  Instructional Games  Markers  Sketch Pads  Gigantic  Note Paper  History Alive Technology  Video data Projectors  Document Readers  Laptops  Adventure Tales  Technology Conference	Title I SCE Local  PFS	AUG 15	MAY 16	Student Participation  Progress Reports  Grades  Teacher Observations  Student Achievement  Student Progress  STAAR Assessment  Pre/post test  CBA's  Rubrics  Book Reports  Presentations  Projects  Research Papers  Benchmarks  Exemplary Status

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<ul style="list-style-type: none"> <li>• Interactive Notebook</li> <li>• Extended Day (afterschool tutoring/Saturday Tutoring)</li> <li>• Avid Cornell Notes</li> <li>• FACE Program (21st Century Gr.)</li> <li>• Prime Time</li> <li>• UIL</li> <li>• Jarrett Books</li> <li>• PD 360</li> <li>• Herff Jones</li> <li>• Nystrom</li> <li>• Sunburst Educational</li> <li>Resources/ION-IGNITE</li> <li>• Study Island Texas 8th grade Social Studies</li> </ul> <p>Provide staff development for proper implementation and use of iPads</p>					TXCSS Conf.  Region One Foundation Support Series Workshop  Middle School Conf.  Ignite  Software  United Streaming Brain Pop Teacher Tube  iPads  IPad Apps.  Atlas Globes  History Channel  STAAR Test Maker				Student Interactive Notebooks  Instructional Games  History Fair



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement in Social Studies All Students

FIVE YEAR GOAL: By 2018– 2019 will enhance curriculum & instructional programs that will increase student performance to 100% passing STAAR.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students the interventions necessary to meet satisfactory performance in the Social Studies STAAR Test, by surpassing the state’s average by grade level and in each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Vertical Alignment <ul style="list-style-type: none"> <li>o Language Arts</li> <li>o Science</li> <li>o Physical Education</li> <li>o Art</li> <li>o Teen Leadership</li> <li>o Theater Arts</li> <li>o Dance</li> </ul> Effective Writing Strategies <ul style="list-style-type: none"> <li>o Public speaking:               <ul style="list-style-type: none"> <li>o Debates</li> <li>o Oral Reports</li> <li>o Group Presentations</li> <li>o Write-To-Learn</li> </ul> </li> </ul> Horizontal Curriculum Alignment Vertical Alignment Avid Cornell Notes History Club History Field Trips CIF Strategies Vocabulary Activities  Provide staff development for proper implementation and use of iPads	All Students 6 <sup>th</sup> 330 7 <sup>th</sup> 321 8 <sup>th</sup> 297	All Teachers	Administration District Coordinator Instructional Coach Team Leaders Teacher	9	TEKS STAAR Information Booklet Resource Materials Supplemental Materials Textbooks Instructional Games History Alive Technology References Adventure Tales Timelines Ignite Teacher tube Brain Pop Instructional Supplies iPads	Title II, Local PFS	AUG 13	MAY 14	Student Participation Progress Reports Grades Teacher Observations Student Achievement Student Progress STAAR Assessment Rubrics Book Reports Presentations Projects Research Papers Benchmarks Exemplary Status Student Interactive Notebooks Instructional Games History Fair



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Social Studies Gifted & Talented

FIVE YEAR GOAL: By 2018 – 2019, LBJ Middle School will have 100% of all its Gifted and Talented students meet satisfactory and Level II performance in all STAAR Assessments.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all Gifted and Talented students, opportunity to pass the Social Studies STAAR Test to maintain and/or increase the 100% level II performance status in Social Studies 8<sup>th</sup> grade STAAR.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
Social Studies Gifted and Talented AP Strategies Teacher Training History Alive! Provide Instructional Strategies to Include: <ul style="list-style-type: none"> <li>Creative Problem Solving</li> <li>Interactive Curriculum for Gifted Students</li> <li>Multiple Intelligence Model</li> <li>S.U.C.C.E.S.S. Curriculum</li> <li>Ap/Pre-AP strategies</li> </ul> Provide On-Going Enrichment/Accelerated Curriculum and Lesson Plans: <ul style="list-style-type: none"> <li>Creative Problem Solving</li> <li>Classroom Strategies for Meeting the Affective Needs of the Gifted Student</li> <li>Implement Investigation Research Skills</li> <li>Introduce Student Performance and Product Assessment Rubrics for Grades 6<sup>th</sup>-8<sup>th</sup></li> <li>Avid Cornell Notes</li> <li>CIF Strategies (TTIPS-CSF3A/7B)</li> </ul> Provide staff development for proper implementation and use of iPads	6 <sup>th</sup> grade- 48 7 <sup>th</sup> Grade- 42 8 <sup>th</sup> Grade- 42	Teachers          Teachers	Administration G.T. Coordinator Instructional Coach   Contact person Teachers	11	Textbooks S.U.C.C.E.S.S. Curriculum Student Planners G/T Coordinator Maps/Globes Library IPad IPAD APS	Title II, Local PFS	Aug. 13          May 14	Lesson Plans Student Achievement Student Progress Student Participation STAAR Assessment Weekly Exams Pre/Post-test CBA's Six Weeks Exams Benchmarks Semester Tests Exemplary Status	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement Social Studies Gifted & Talented

FIVE YEAR GOAL: By 2018 – 2019, LBJ Middle School will have 100% of all its Gifted and Talented students meet satisfactory and Level II performance in all STAAR Assessments.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all Gifted and Talented students, opportunity to pass the Social Studies STAAR Test to maintain and/or increase the 100% level II performance status in Social Studies 8<sup>th</sup> grade STAAR.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
Social Studies Gifted and Talented  AP Strategies Teacher Training  History Alive!  Provide Instructional Strategies to Include: <ul style="list-style-type: none"> <li>• Creative Problem Solving</li> <li>• Interactive Curriculum for Gifted Students</li> <li>• Multiple Intelligence Model</li> <li>• S.U.C.C.E.S.S. Curriculum</li> <li>• Ap/Pre-AP strategies</li> </ul> Provide On-Going Enrichment/Accelerated Curriculum and Lesson Plans: <ul style="list-style-type: none"> <li>• Creative Problem Solving</li> <li>• Classroom Strategies for Meeting the Affective Needs of the Gifted Student</li> <li>• Implement Investigation Research Skills</li> <li>• Introduce Student Performance and Product Assessment Rubrics for Grades 6<sup>th</sup>-8<sup>th</sup></li> <li>• Avid Cornell Notes</li> <li>• CIF Strategies</li> </ul> Provide staff development for proper implementation and use of iPads	   6 <sup>th</sup> grade- 48  7 <sup>th</sup> Grade- 42  8 <sup>th</sup> Grade- 42	Teachers        Teachers	Administration  G.T. Coordinator  Instructional Coach  Contact person  Teachers	11	Textbooks  S.U.C.C.E.S.S. Curriculum  Student Planners  G/T Coordinator  Maps/Globes  Library  IPad  IPAD APS	Title II, Local    PFS	Aug. 13         May 14	Lesson Plans  Student Achievement  Student Progress  Student Participation  STAAR Assessment  Weekly Exams  Pre/Post-test  CBA's  Six Weeks Exams  Benchmarks  Semester Tests  Exemplary Status	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016  
 GOAL AREA: Student Achievement Social Studies Special Education

FIVE YEAR GOAL: By 2017-2018, LBJ Middle School will have 100% of students with disabilities passing STAAR, STAAR-M, or STAAR-ALT Assessments.

OBJECTIVES: By May 2016, LBJ Middle School will have interventions in place to provide all Special Education students with the opportunity to meet satisfactory performance in Social Studies STAAR assessments.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Social Studies <ul style="list-style-type: none"> <li>• TEKS</li> <li>• Shelter Instruction</li> <li>• Align Curriculum with IEPs</li> <li>• Lesson Plans</li> <li>• Modifications</li> <li>• STAAR</li> <li>• Hands on Activities</li> <li>• CIF Strategies</li> </ul> Least Restrictive Environment (LRE) <ul style="list-style-type: none"> <li>• As per ARD recommendations</li> <li>• Low Teacher/Student Ratio</li> </ul> Staff Development <ul style="list-style-type: none"> <li>• Laws</li> <li>• Updates</li> <li>• Inclusion Works</li> <li>• Testing</li> <li>• Modifications</li> </ul> Curriculum Supplements/Enrichments <ul style="list-style-type: none"> <li>• Citizenship Today</li> <li>• STAAR Spiraled Content Review</li> <li>• Interdisciplinary Projects</li> <li>• Access for Students Acquiring Eng.</li> <li>• STAAR Diagnostic and Practice Tests</li> <li>• Ignite</li> <li>• Internet</li> </ul> Related Services <ul style="list-style-type: none"> <li>• Occupational Therapy</li> <li>• Physical Therapy</li> <li>• Speech</li> <li>• Dyslexia</li> </ul> Extended Day Summer School AVID Cornell Notes Prime Time  Provide staff development for proper implementation and use of iPads	Special Education Population  6 <sup>th</sup> -24  7 <sup>th</sup> -27  8 <sup>th</sup> -14	Co Teachers Classroom Teachers Resource Teachers Instructional Asst.	Special Ed. Director Diagnostician Administration Counselors Dept. Chair Special Ed. Teachers	9	Supplemental Materials  Testing Material  Accommodations As per students IEP  Supplemental Materials Software  Appropriate tables  iPads	Title II, Local       PFS	Aug. 13	May, 14	ARD Record on File  IEP/Cumulative Folders  STAAR  CBA's  Pre/Post-test  Benchmarks  Report cards  Growth plans  Walk-throughs

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement – STEM

FIVE YEAR GOAL: By 2018– 2019, LBJ Middle School will have 100% of students passing the STAAR tests.

OBJECTIVES: By May 2016, LBJ Middle School students will experience a culture of high expectation and continuous improvement that will provide a foundation for success in high school, future studies, and careers.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
STEM Labs Green STEM Lab STEM Consumables STEM Training STEM Career Day Robotics Training Robotics Consumables HESTEC	6 <sup>th</sup> Grade Students 7 <sup>th</sup> Grade Students 8 <sup>th</sup> Grade Students	Teachers	Administration IC's Coaches	2	Batteries  STEM consumables	Title I PFS  ARRA (285)  ARRA Grant monies 28511	Aug. 13	May 14	Report Cards Progress Report  Grades Portfolios

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
 CAMPUS IMPROVEMENT PLAN: 2015-2016

GOAL AREA: Student Achievement – V- Math/Think Through Math Computer Program

FIVE YEAR GOAL: By 2018– 2019, LBJ Middle School will have 100% of all its students passing all the STAAR tests.

OBJECTIVES: By May 2016, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state’s average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Program Aligned to Math TEKS  Program implemented to individual Math  STAAR preliminary results	At-risk students ELL's Sped. Ed. Migrant Students	Teacher	Administration  Dept. Head-Math	1	V-Math Program  Think Through math Programs  Computer Lab  Study Island  United Streaming  Plato  Kahn Academy  STAAR iReady	SCE  Local  PFS	Aug. 13	May 14	Analyzing student progress through computer reports  Progress Reports  Report Cards  Growth Plans  Starr Scores  Benchmarks

## 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.*



**LBJ MS Goal 1: Improve Student Academic Achievement (Index 1)**

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

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

**LBJ MS Goal 1: Improve Student Academic Achievement (Index 1)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/accomodations for the special education students in their classroom.	Campus Principals, Teachers	Special Ed 224	August 2014-June 2015	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Campus Principals, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2014 November 2014 January 2015 February 2015	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for campus administrators at the elementary, middle and high school levels	C&I Administrators	Local Funds 199, Title 1 Funds 211	October 2014	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

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



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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Rtl training will be provided for all staff members to address the needs of all students.	Rtl District Coordinator	Title 1 211	August 2014	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director	Title III 263	August 2014	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and Rtl training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director	Special Ed 224	August 2014	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Lead4Ward training for all principals, assistant principals, and deans on Data Analysis/Differentiated instruction.	Assistant Superintendent for C&I	Title 1 Funds	July 2014 January 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies	District ELA Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2014-May 2015	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Assistant Superintendent for C&I	Title 1 211, Local Funds 199	August 2014 and on-going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Writing Rubrics will be developed and used district-wide	District ELA Content Coordinators	Title 1 211, Local Funds 199	August 2014 and on-going	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	District ELA Content Coordinators, Campus Principals, Teachers	Title 1 211, Local Funds 199	Summer 2014 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

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

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

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

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Mathematics curriculum will be developed for K-12 using CIF strategies	Assistant Superintendent for C&I, Instructional Coaches	Title 1 211, Local Funds 199	June 2014-May 2015	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Assistant Superintendent for C&I	Title 1 211, Local Funds 199	August 2014 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will receive training on unpacking the math TEKS, analyzing data	Assistant Superintendent for C&I	Title 1 211, Local Funds 199	August 2014 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered district-wide	Assistant Superintendent for C&I, District Administrators	Title 1 211, Local Funds 199	October 2014 November 2014 December 2014 February 2015	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to	District Content	Title 1 211, Local	August 2014-May	CLC agendas and	Increased Student	CBAs, BMs, STAAR,	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2014-May 2015	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2014-May 2015	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Exit tickets will be developed aligned to the skill of the day	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2014-May 2015	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Provide Sharon Wells training on effective teaching strategies for elementary math teachers.	Assistant Superintendent for C&I	Title 1 Funds	July 2014 January 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Agile Mind training on effective teaching strategies for secondary math and science teachers.	Assistant Superintendent for C&I	Title 1 Funds	July 2014 January 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

District Goal 3: Close the student achievement gap among all populations. (Index 3)							
Objective 1: Decrease the student achievement gap among all subgroups (Index 3).							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<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"> <li>•Dictionaries</li> <li>•Nonlinguistic Representation Activities</li> <li>•Frayer model</li> <li>•Interactive Word Walls</li> <li>•Thinking Maps</li> <li>•Graphic Organizers</li> <li>•Voyager Program</li> <li>•iStation</li> <li>•Lexia</li> <li>•Think through Math</li> <li>•Agile Minds</li> <li>•TPRI/Tejas LEE Strategies</li> </ul>	Assistant Superintendent for C&I, District Content Coordinators, Bilingual Director, Special Ed Director	Title 1 211, Local Funds 199 Title III 263, Special Ed 224	Summer 2014	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 224	August 2014- May 2015	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principals, Deans, Special Ed Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 224	August 2014- May 2015	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Title III 224	August 2014- May 2015	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators, counselors	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2014- May 2015	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	



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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide comprehensive advisement to students	College Readiness, College Advisors, Transitional Specialists, CTE Dept.		August 2014 – May 2015	Degree Plans, advisement, sequence of course, STC Degree Works	Number of students who receive AS degrees, number of students who complete core, certificates of completion	Number of students who have followed a career pathway.	
Provide academic support services to increase retention and completion	College Readiness Principals Partner IHE College Transition Specialists		August 2014- May 2015	Student sign-in sheets, Center for Learning Excellent log in	An increase in the number of student retained in college courses	Number of students who successfully complete their college courses.	

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Provide TSI class instruction in 8 <sup>th</sup> grade level courses that prepares students for the assessment	College Readiness Middle School Principals		August 2014 – May 2015	Attendance Sheets	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	
Provide TSI tutorial sessions at the high schools that prepare students to pass the assessment	College Readiness High School Principals Assigned TSI Teacher		August 2014 – May 2015	Tutorial Sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	
Provide TSI Summer Bridge Program for preparation of students who have not mastered TSI assessment	College Readiness, High School Principals, Assigned TSI Teacher		June 2015- August 2015	Tutorial sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	
Provide non-credit bearing course for preparation of students to pass	College Readiness, HS Principal, IHE	Local funds	January 2015- May 2015	Class rosters	An increase in the number of students who pass the assessment	The number of students who successfully complete the course	

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Assist students with all college transition processes	College Transition Specialists Financial Aid Officers IHEs College Advisors		August 2014 – August 2015	FAFSA applications, College Applications	The increase in number of students who complete all college-related documents	The number of students who enroll in college.	
Provide registration support through the College Transition Specialists	College Transition Specialists PSJA College Advisors Financial Aid Officers		August 2014 – August 2015	Advisement Forms, Registration schedule, payment receipt , College Orientation sign in sheet	The number of students who successfully register to attend college	The number of students who register in a college.	

**District Goal 5: Family and Community Involvement**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing	Principals, Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2014 - May 2015	Sign-in Sheets	Parent Surveys		Title I- #4, #6
Parent Orientations	Parental Director, Logistic Specialist, Parent Educators	Title I Funds	August 2014 - May 2015	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6



**District Goal 5: Family and Community Involvement**

**Objective 2: Offer tutoring programs that support students taking assessments**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Sponsor after school tutoring camps @ Parental Education Centers throughout District for Elementary & Secondary Campuses	Parental Director, Logistic Specialist, Site Managers	Title I Funds	May 2015	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9
Assist Secondary Campuses increase their tutorial academies via telephone contacts, etc.	Parent Educators	Title I Funds	May 2015	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR	Title I- #2, #9

**District Goal 5: Family and Community Involvement**

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

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

**District Goal 5: Family and Community Involvement**

**Objective 4: Increase Parental involvement in secondary campuses**

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

**District Goal 5: Family and Community Involvement**

**Objective 5: Increase average of parents with high school diplomas**

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

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

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

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

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

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

**District Goal 6: Technology**

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

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

**District Goal 6: Technology**

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

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



**District Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reestablish summer computer training opportunities for students. 19 computer technology camps (Technology Applications, Web Design, and Video Editing) will be hosted during the summer of 2013- and throughout the year in 2013-2014. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2013 2013-2014 School Year</p>	<p>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>Summer of 2015 2015-2016 School Year</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>		
<p>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>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 other technology resources</p>	<p>By Spring of 2015. Campuses will have at least one technology fair a year. By 2015 the district 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.</p>	<p>Increased use of technology by students and teachers.</p>		

**District Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Maintain and update district Intranet/Internet to include campus and classroom websites. The district will subscribe to an online web hosting service which will facilitate updating of intranet/internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with students.</p>	<p>Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee</p>	<p>District website, share point/intranet site</p>	<p>June 2015</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. The district will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as upcoming projects.</p>	<p>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>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects.</p>		

**District Goal 6: Technology**

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

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

**District Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Technology Director</p>	<p>Local Technology Budget, and hardware</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs in 2013-2014. They will receive new computers in 2016-2017.</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>Technology Director Instructional Technology Coordinator, MIS Coordinator</p>		<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>computer inventory counts</p>	<p>Increased teacher collaboration on curriculum projects.</p>		

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assist campuses with individual student needs ( medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	-Director of Health Services -Nursing Staff	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2015- June 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	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2015- June 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	-School based clinics -Local health care providers -Local hospitals	August 2015- June 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

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

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

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

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

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

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



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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.                      Action Steps:                      - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students.                      -SHAC along 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.</p>	<p>-Director of Health Services                      -Nursing Staff</p>	<p>-Child nutrition department                      -Coaching staff                      -Dietician DHR school based clinic</p>	<p>August 2015- June 2016</p>	<p>Let's get fit initiative                      Referrals for abnormal BMI                      Continue assessing and referring for Acanthosis Nigracans                      Host parent sessions throughout school years</p>	<p>Verbal knowledge of community                      Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Pupil Accounting Director, Campus Personnel, District Program, Directors (Bilingual, Migrant, Special Education, CTE)	Local Funds	August 2014- June 2016	<ul style="list-style-type: none"> <li>-Pre-registration campaign</li> <li>-District Expo</li> <li>-Student Choice Transfers</li> <li>-Student Recovery Initiatives</li> <li>-Pre-Countdown to Zero</li> <li>-PEIMS/Leaver Training</li> <li>-Countdown to Zero</li> <li>-Customer Service Training</li> </ul>	<ul style="list-style-type: none"> <li>-District Dashboard Data</li> <li>-eSchool Cognos Reports</li> <li>-Preliminary Enrollment Counts</li> <li>-Sign-In Sheets</li> <li>Public Relations/PEIMS</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing Data Validation</li> <li>Leaver Reviews</li> <li>Semi-annual and Yearly Comparison Reports</li> </ul>	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Pupil Accounting Director, Campus Personnel	Local Funds	August 2014- June 2016	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	<ul style="list-style-type: none"> <li>Increase of student attendance through daily, six weeks and year report</li> <li>Decrease in discipline and truancy.</li> </ul>	<ul style="list-style-type: none"> <li>Data Analysis Review</li> <li>Updated through corrective measures.</li> </ul>	Title 1--#10
Ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel	Local Funds	August 2014- June 2016	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	<ul style="list-style-type: none"> <li>Annual Report Card</li> <li>Ongoing Review and Monitoring of Student leavers and withdrawal compliance</li> </ul>	Title 1--#10

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> <li>School messenger</li> </ul>	Pupil Accounting Director	Local Funds	August 2015-June 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	Local Funds	August 2015-June 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

**District Goal 8: Staff Quality, Recruitment, and Retention**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> <li>Competitive Salaries for Teachers, and all District staff</li> <li>Competitive Stipends for Masters and/or certifications that support district initiatives</li> </ul>	HR, Business office	Funds for salaries and stipends	Feb.-Aug.	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> <li>Improvement in student academic scores</li> <li>Improvement in instruction delivery</li> </ul>	Staff Retention reports	
Unique district incentives <ul style="list-style-type: none"> <li>Paying of Local Days</li> <li>District contribution for employee medical plan</li> </ul>	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> <li>Staff retiring from district</li> </ul>	More experience work force	
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> <li>Bilingual/ESL certified</li> <li>Special Education certified</li> <li>Core area certifications</li> <li>Masters degrees</li> <li>CTE certified</li> <li>Advance Placement certified</li> </ul> A passion for students, and commitment to excellence	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> <li>Staff hired</li> <li>High teacher retention rate</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms have a HQ teacher that is prepared to deliver instruction</li> <li>Teacher will support student success with content expertise</li> </ul>	<ul style="list-style-type: none"> <li>Screen all applicants for best candidates</li> <li>Hold Invitational Job Fairs</li> </ul>	
Hire University Student Interns that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	

**District Goal 8: Staff Quality, Recruitment, and Retention**

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principals training on interviewing , documentation of teachers	HR Admin, I3 dept. staff	Documentation Handbook	Nov.-March	<ul style="list-style-type: none"> <li>Better selection of staff</li> <li>Improvement of documentation of staff</li> </ul>	<ul style="list-style-type: none"> <li>Improve the quality of teachers therefore improving student learning</li> </ul>	<ul style="list-style-type: none"> <li>Hiring of better teachers</li> <li>Better documentation of staff not meeting performance standards</li> </ul>	
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches Principal Dean of Instruction	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
On-going professional development of District Curriculum	Director Department Instructional Coaches Administration	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support <ul style="list-style-type: none"> <li>New teachers</li> <li>Other teachers needing support</li> </ul>	Director Department Instructional Coaches Dean of Instruction	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	

**District Goal 8: Staff Quality, Recruitment, and Retention**

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

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