

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Buell Central DAEP
Campus Improvement Plan
Aug. 2015 - May 2016**

Mission Statement

Buell Central DAEP is committed to the academic success of its 100% at-risk students and to their continued development as responsible citizens in the community. In collaboration with the home and community, this Chapter 37 campus equips its students with structure and self-discipline skills that are crucial to not only remain on grade-level or to recover required credits but to ultimately lead to the over-all success of each student once they return to their home campus.

What We Believe In

Guiding Principles

- Second Chances for Our Students
- Meeting the Needs of the Whole Child
- Commitment to Greatness
- Passion For our Work
- No Excuses
- Accountability

What We Want to Accomplish

Every student will leave with an understanding of self-discipline and with credits as they work toward their ultimate goal: to 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.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p style="text-align: center;">Index 1: Student Achievement</p>	<ul style="list-style-type: none"> • 3rd Grade Math and Reading • 4th Grade Writing • 5th Grade Math, Reading, and Science • 8th Grade Reading • Biology • U.S. History <p style="text-align: center;">Mastery 70% or Higher</p>	<ul style="list-style-type: none"> • 7th Grade Math and Writing • 8th Grade Science and Social Studies • English I • English II <p style="text-align: center;">Mastery 55% or Lower</p>	<p style="text-align: center;">Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • 7th Grade Math and Writing • 8th Grade Science and Social Studies • English I • English II <p style="text-align: center;">SMART Goal: 60% or Higher</p>
2	<p style="text-align: center;">Index 2: Student Progress</p>	<ul style="list-style-type: none"> • White students progressed at the same rate from 2014. • The district is meeting progress at the same rate in 2014 and 2015. 	<ul style="list-style-type: none"> • Decrease of 4 points in index 2. • The district needs to increase exceeding progress. • Special education dropped in reading progress because of the omission of STAAR A and Alt in accountability. • Progress in Algebra needs to improve. 	<ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2014-15 in Reading and Mathematics
3	<p style="text-align: center;">Index 3: Closing the Achievement Gap</p>	<ul style="list-style-type: none"> • Bilingual Ed (BE) STAAR 3-8 Met RI as per PBMAS in Math, Reading and Science • We did not meet in writing however we increased by 4.3% points in 2015 • we did not meet in ESL for any middle school subject however we increased in math, science, social studies, and writing by between 4% - 9 % points. • LEP's not being served increased by 11% in science • Migrants had an increase of 7.6% points in Social Studies and 5% points in Writing. 	<ul style="list-style-type: none"> • BE STAAR 3-8 did not meet PBMAS Standard in Writing • ESL Middle School did not meet PBMAS Standard in Math, Reading, Science, Writing, and Social Studies. there was a minimum increase in the reading. • LEP students not served failed to meet the PBMAS standard in Reading, Science, and Writing • TELPAS ratings for students in U.S. Schools multiple years are at BEG/INT. levels • Special Education students did not meet PBMAS Standards in Science, Social Studies, Writing, Reading and Math. • Migrant students did not meet PBMAS standard in Social Studies, Writing, Reading, Math and science. 	<p>Special population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies.</p>
4	<p style="text-align: center;">Index 4: Post Secondary Readiness</p>	<p>The 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"> • 7th grade math and writing • 8th grade math and Social Studies • Algebra 1 • English 1 • English II <p>Mastery at Final Recommended was below 25%.</p>	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course • Revise curriculum • Assess and Monitor frequently through

Summary of Findings

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

Student Achievement Summary 2015



ALL Students Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Buell Goals for 2016
Index 1 Student Performance	60	77	73	66	70
Index 2 Progress Measure	20	37	39	35	40
Index 3 Closing the Gap	28	40	40	37	42
Index 4 Postsecondary Readiness	57	75	81	79	81

Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Buell Goals for 2016
Reading	60	77	71	64	70
Math	60	81	79	70	75
Writing	60	72	71	66	70
Science	60	78	75	70	75
Social Studies	60	78	72	63	68

Student Achievement Summary 2015



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

Student Achievement Summary 2015



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

Student Achievement Summary 2015




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

State System Safeguards 2015



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

 Indicates Did Not Meet Minimum Size Requirement
 66% = Met 20 indicators out of 30

SYSTEM SAFEGUARDS 2015



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

Post-Secondary Readiness Data Table 2015



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

Post-Secondary Readiness Data Table 2015



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

Post-Secondary Readiness Data Table 2015



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

Texas Education Agency 2015 Accountability Reports

Post-Secondary Readiness Data Table 2015



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

Texas Education Agency 2015 Accountability Reports

PBMAS REPORT 2015



	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	

***Aug. 2015 - May 2016 Campus Goals**

- The following charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in Aug. 2015 - May 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 Aug. 2015 - May 2016 school year.
 - End of Course data includes first time testers as well as retesters.
- *District goals are Buell's goals since it services students from ALL secondary campuses**

Aug. 2015 - May 2016 Campus



6th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	35	60	na
Phase in 2 Level II	42	44	60
Final Recommended	60	20	25
Adv. Level III	81	4	10

7th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	37	51	na
Phase in 2 Level II	44	36	60
Final Recommended	61	14	17
Adv. Level III	80	2	10

8th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	43	61	na
Phase in 2 Level II	50	47	60
Final Recommended	64	23	25
Adv. Level III	86	3	10

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in Aug. 2015 - May 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.

Aug. 2015 - May 2016 Campus



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

Algebra 1 District

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	37	61	na
Phase in 2 Level II	44	40	60
Final Recommended	63	21	25
Adv. Level III	78	9	15

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 Aug. 2015 - May 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.

Aug. 2015 - May 2016 Campus



6th 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	na	
Phase in 2 Level II	63	44	60	
Final Recommended	77	23	25	
Adv. Level III	88	8	10	

7th 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	na	
Phase in 2 Level II	60	45	60	
Final Recommended	76	21	25	
Adv. Level III	86	9	15	

8th 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	na	
Phase in 2 Level II	62	55	60	
Final Recommended	77	26	30	
Adv. Level III	87	12	15	

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Aug. 2015 - May 2016 Campus



English 1			
% 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	55	44	na
Phase in 2 Level II	58	22	60
Final Recommended	64		
Level III Adv.	83		

English II			
% 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	57	45	na
Phase in 2 Level II	60	24	60
Final Recommended	66		
Level III Adv.	87		

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Aug. 2015 - May 2016 Campus



4th 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	52	69	na
Phase in 2 Level II	59	54	60
Final Recommended	70	31	35
Level III Adv.	84	7	10

7th 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	na
Phase in 2 Level II	60	45	60
Final Recommended	69	24	28
Level III Adv.	83	4	10

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in Aug. 2015 - May 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.

Aug. 2015 - May 2016 Campus



5th Grade Science

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	59	68	na
Phase in 2 Level II	66	55	60
Final Recommended	80	28	30
Adv. Level III	91	8	10

8th Grade Science

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	57	60	na
Phase in 2 Level II	63	50	60
Final Recommended	76	28	30
Adv. Level III	87	11	15

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Aug. 2015 - May 2016 Campus



Biology District

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	
		2015	2016
Phase In 1 Level II	35	68	na
Phase in 2 Level II	43	46	60
Final Recommended	61	20	25
Level III Adv.	83	4	10

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in Aug. 2015 - May 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.

Aug. 2015 - May 2016 Campus



8th Grade U.S. History District

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	
		2015	2016
Phase In 1 Level II	50	45	na
Phase in 2 Level II	58	30	60
Final Recommended	73	10	15
Level III Adv.	83	4	10

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in Aug. 2015 - May 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.

Aug. 2015 - May 2016 Campus



U.S. History District

Goals

% 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	41	72		na	
Phase in 2 Level II	49	54		60	
Final Recommended	63	31		35	
Level III Adv.	79	10		15	

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 Aug. 2015 - May 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.

Aug. 2015 - May 2016 Campus Goals

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

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

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

Objective 1: Curriculum will be horizontally aligned in Aug. 2015 - May 2016 in 6-8th ELA, English I & English II.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement and train teachers on district-created curriculum	Principal, Assistant Principals, Instructional Coach	Local Funds, Title 1 Funds	Aug. 2015 - May 2016	Walk-Through Documentation, Agendas, & Sign-In Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 3
Utilize District Curriculum Guides and Timelines	Instructional Coach, Teachers	Local Funds, Title 1 Funds	Aug. 2015 – May 2016	Walk-Through Documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, Walk Through Documentation	Title 1- #2, 3
Plan collaboratively in CLC’s and share best practices every Tuesday (middle school) and Thursday morning (high school)	Assistant Principals, Instructional Coach, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Aug. 2015 – May 2016	Agendas & Sign-In Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1-#1, 2
Implement CLOSE Readings throughout the content areas for opportunities to develop reading comprehension, organization of ideas, writing skills, and verbal communication	Instructional Coach, Teachers	Local Funds	Aug. 2015 - May 2016	Lesson Plans & Walk-Through Documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1-#1, 2
Common Instructional Framework (CIF) strategies and Sheltered Instructional Observation Protocols (SIOP) will be used throughout the contents to facilitate classroom instruction and student learning	Assistant Principals, Instructional Coach	Local Funds, Title I	Aug. 2015 - May 2016	Lesson Plans & Walk-Through Documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1-#1, 2

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

Objective 1: Curriculum will be horizontally aligned in Aug. 2015 - May 2016 in 6-8th ELA, English I, & English II.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Integrate technology into the curriculum to reinforce and enhance reading and writing skills: <ul style="list-style-type: none"> • Accelerated Reader Program • STAR Program • iPads/Tablets • Laptops/Student Computers • Promethean Boards/Supplies • Gradpoint • Document Cameras & Projectors 	Teachers	Title I	Aug. 2015 - May 2016	Walk-Through Documentation & Lesson Plans	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1- #3
Enhance and Enrich the curriculum through the use of the following: <ul style="list-style-type: none"> • Newspapers/Journals • Dictionaries/Thesaurus • Thinking Maps • Gretchen Barnabi Writing • STAAR Coach/Workbooks 	Principal, Assistant Principal, Instructional Coach, teachers	Title I	Aug. 2015 - May 2016	Walk-Through Documentation & Lesson Plans	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1- #3
The Instructional Coach will model lessons for teachers in the different content areas as needed	Instructional Coach	Local	Aug. 2015 - May 2016	Lesson Plans	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1- #3
Analyze CBA and Benchmark Data to determine areas of strengths for all HB5 courses and middle school content areas	Campus Testing Coordinator, Instructional Coach, Principal, Assistant principals, Teachers	Local	Aug. 2015 - May 2016	Data Analysis Reports	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1- #3

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

Objective 1: Curriculum will be horizontally aligned in Aug. 2015 - May 2016 in 6-8th Math & Algebra I.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement and train teachers on district-created curriculum	Principal, Assistant Principals, Instructional Coach	Local Funds, Title 1 Funds	Aug. 2015 - May 2016	Walk-Through Documentation, Agendas, & Sign-In Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments	Title 1- #2, 3
Utilize District Curriculum Guides and Timelines	Instructional Coach, Teachers	Local, Title I	Aug. 2015 – May 2016	Walk-Through Documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 3
Plan collaboratively in CLC's and share best practices every Tuesday (middle school) and Thursday morning (high school)	Assistant Principals, Instructional Coach, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Aug. 2015 – May 2016	Agendas & Sign-In Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1-#1, 2
Manipulatives will be used for the following: <ul style="list-style-type: none"> • Computation Skills • Graphing Skills • Problem-Solving Skills 	Instructional Coach, Teachers	Local Funds	Aug. 2015 - May 2016	Lesson Plans & Walk-Through Documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1-#1, 2
Common Instructional Framework (CIF) strategies and Sheltered Instructional Observation Protocols (SIOP) will be used throughout the contents to facilitate classroom instruction and student learning	Assistant Principals, Instructional Coach	Local Funds, Title I	Aug. 2015 - May 2016	Lesson Plans & Walk-Through Documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1-#1, 2

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

Objective 1: Curriculum will be horizontally aligned in Aug. 2015 - May 2016 in 6-8th Math & Algebra I.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Integrate technology into the curriculum to reinforce and enhance math skills: <ul style="list-style-type: none"> • Graphing Calculators • Agile Mind • iPads/Tablets • Laptops/Student Computers • Promethean Boards • GradPoint • Document Cameras & Projectors 	Teachers	Local Funds, Title 1 Funds	Aug. 2015 - May 2016	Walk-Through Documentation & Lesson Plans	Benchmark scores, student achievement gains	Progress Reports, Student Performance on benchmarks, walk-through documentation/ semester grades, McREL teacher evaluation	Title 1- #3
Enhance and Enrich the curriculum through the use of the following: <ul style="list-style-type: none"> • Think Through Math (TTM) • TEA Released STAAR Assessment • Thinking Maps • ARK Summer Program • STAAR Coach/Workbooks • CLOSE Reading Strategy 	Principal, Assistant Principal, Instructional Coach, teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Aug. 2015 – May 2016	Walk-Through Documentation & Lesson Plans	Benchmark scores, student achievement gains	Progress Reports, Student Performance on benchmarks, walk-through documentation/ semester grades, McREL teacher evaluation	Title 1- #3
The Instructional Coach will model lessons for teachers in the different content areas as needed	Instructional Coach	Local Funds	Aug. 2015 - May 2016	Lesson Plans	Benchmark scores, student achievement gains	Progress Reports, Student Performance on benchmarks, walk-through documentation/ semester grades, McREL teacher evaluation	Title 1- #3
Analyze CBA and Benchmark Data to determine areas of strengths for all HB5 courses and middle school content areas	Campus Testing Coordinator, Instructional Coach, Principal, Assistant principals, Teachers	Local Funds, Title I	Aug. 2015 - May 2016	Data Analysis Reports	Benchmark scores, student achievement gains	Progress Reports, Student Performance on benchmarks, walk-through documentation/ semester grades, McREL teacher evaluation	Title 1- #3

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

Objective 1: Curriculum will be horizontally aligned in Aug. 2015 - May 2016 in 8th Science & Biology I.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement and train teachers on district-created curriculum	Principal, Assistant Principals, Instructional Coach	Local Funds, Title 1 Funds	Aug. 2015 - May 2016	Walk-Through Documentation, Agendas, & Sign-In Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments	Title 1- #2, 3
Utilize District Curriculum Guides and Timelines	Instructional Coach, Teachers	Local, Title I	Aug. 2015 – May 2016	Walk-Through Documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments	Title 1-#1, 2
Plan collaboratively in CLC's and share best practices every Tuesday (middle school) and Thursday morning (high school)	Assistant Principals, Instructional Coach, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Aug. 2015 – May 2016	Agendas & Sign-In Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1-#1, 2
Common Instructional Framework (CIF) strategies and Sheltered Instructional Observation Protocols (SIOP) will be used throughout the contents to facilitate classroom instruction and student learning	Assistant Principals, Instructional Coach	Local Funds	Aug. 2015 - May 2016	Lesson Plans & Walk-Through Documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1-#1, 2
The Instructional Coach will model lessons for teachers in the different content areas as needed	Instructional Coach	Local Funds, Title I	Aug. 2015 - May 2016	Lesson Plans & Walk-Through Documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1-#1, 2

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

Objective 1: Curriculum will be horizontally aligned in Aug. 2015 - May 2016 in 8th Science & Biology I.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Integrate technology into the curriculum to reinforce and enhance science skills: <ul style="list-style-type: none"> • Ignite • Agile Mind • iPads/Tablets • Laptops/Student Computers • Promethean Boards • GradPoint • Document Cameras & Projectors 	Teachers	Title I	Aug. 2015 - May 2016	Walk-Through Documentation & Lesson Plans	Benchmark scores, student achievement gains	Benchmarks, daily work, quizzes, progress reports/STAAR sci. and biology results, report cards	Title 1- #3
Enhance and Enrich the curriculum through the use of the following: <ul style="list-style-type: none"> • Hands-on Science Manipulatives • TEA Released STAAR Assessment • Thinking Maps • ARK Summer Program • STAAR Coach/Workbooks • CLOSE Reading Strategy 	Principal, Assistant Principal, Instructional Coach, teachers	Title I	Aug. 2015 - May 2016	Walk-Through Documentation & Lesson Plans	Benchmark scores, student achievement gains	Benchmarks, daily work, quizzes, progress reports/STAAR sci. and biology results, report cards	Title 1- #3
Analyze CBA and Benchmark Data to determine areas of strengths for all HB5 courses and middle school content areas	Campus Testing Coordinator, Instructional Coach, Principal, Assistant principals, Teachers	Local	Aug. 2015 - May 2016	Data Analysis Reports	Benchmark scores, student achievement gains	Benchmarks, daily work, quizzes, progress reports/STAAR sci. and biology results, report cards	Title 1- #3
Science Manipulatives will be used to teach the following: <ul style="list-style-type: none"> • Phases of the Moon • Plant and Animal Cells, etc. 	Teachers	Local	Aug. 2015 - May 2016	Lesson Plans and Walk-Through Documentation	Benchmark scores, student achievement gains	Benchmarks, daily work, quizzes, progress reports/STAAR sci. and biology results, report cards	Title 1- #3

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

Objective 1: Curriculum will be horizontally aligned in Aug. 2015 - May 2016 in 8th Social Studies & U.S. History.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement and train teachers on district-created curriculum	Principal, Assistant Principals, Instructional Coach	Local Funds, Title 1 Funds	Aug. 2015 - May 2016	Walk-Through Documentation, Agendas, & Sign-In Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 3
Utilize District Curriculum Guides and Timelines	Instructional Coach, Teachers	Local Funds, Title 1 Funds	Aug. 2015 – May 2016	Walk-Through Documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, Walk Through Documentation	Title 1-#1, 2
Plan collaboratively in CLC's and share best practices every Tuesday (middle school) and Thursday morning (high school)	Assistant Principals, Instructional Coach, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Aug. 2015 – May 2016	Agendas & Sign-In Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1-#1, 2
Implement CLOSE Readings throughout the content areas for opportunities to develop reading comprehension, organization of ideas, writing skills, and verbal communication	Instructional Coach, Teachers	Local Funds	Aug. 2015 - May 2016	Lesson Plans & Walk-Through Documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1-#1, 2
Common Instructional Framework (CIF) strategies and Sheltered Instructional Observation Protocols (SIOP) will be used throughout the contents to facilitate classroom instruction and student learning	Assistant Principals, Instructional Coach	Local Funds, Title I	Aug. 2015 - May 2016	Lesson Plans & Walk-Through Documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1-#1, 2

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

Objective 1: Curriculum will be horizontally aligned in Aug. 2015 - May 2016 in 8th Social Studies & U.S. History.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Integrate technology into the curriculum to reinforce and enhance reading and writing skills: <ul style="list-style-type: none"> • Internet Access • Online Biographies • iPads/Tablets • Laptops/Student Computers • Promethean Boards • Gradpoint • Document Cameras & Projectors 	Teachers	Title I	Aug. 2015 - May 2016	Walk-Through Documentation & Lesson Plans	Benchmark scores, student achievement gains	Benchmarks, daily work, quizzes, progress reports/STAAR ss & US History results, report cards	Title 1- #3
Enhance and Enrich the curriculum through the use of the following: <ul style="list-style-type: none"> • Newspapers (Current Events) • Periodicals • Thinking Maps • Jarrett Workbooks • STAAR Coach/Workbooks 	Principal, Assistant Principal, Instructional Coach, teachers	Title I	Aug. 2015 - May 2016	Walk-Through Documentation & Lesson Plans	Benchmark scores, student achievement gains	Benchmarks, daily work, quizzes, progress reports/STAAR ss & US History results, report cards	Title 1- #3
The Instructional Coach will model lessons for teachers in the different content areas as needed	Instructional Coach	Local	Aug. 2015 - May 2016	Lesson Plans	Benchmark scores, student achievement gains	Benchmarks, daily work, quizzes, progress reports/STAAR ss & US History results, report cards	Title 1- #3
Analyze CBA and Benchmark Data to determine areas of strengths for all HB5 courses and middle school content areas	Campus Testing Coordinator, Instructional Coach, Principal, Assistant principals, Teachers	Local	Aug. 2015 - May 2016	Data Analysis Reports	Benchmark scores, student achievement gains	Benchmarks, daily work, quizzes, progress reports/STAAR ss & US History results, report cards	Title 1- #3

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on how to create CBAs and Benchmark questions at the depth and complexity of STAAR/EOC (using question stems)	Principal	Local Funds, Title 1 Funds	June 2015– May 2016	Agenda and Sign-in Sheets, CLC agendas	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2015-16.	Campus Testing Coordinator	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teachers will review assessment data for their students from the Power of Seven Reports	Principal, Assistant Principals, Campus Testing Coordinator	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
A Data Room will be used to monitor student progress after each CBA and Benchmark.	Principal, Assistant Principals	Local Funds, Title 1 Funds	Aug. 2015-June 2016	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals for each content area subgroup will be developed at the campus using the district template.	Principal, Assistant Principals, Instructional Coach, Teachers, Special Education teacher	Local	Aug. 2015 & Jan. 2016	Campus Goal Templates Sign-in agendas CLC	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
All teachers will be required to follow the modifications/accommodations for the special education students in their classroom.	Principal, Assistant Principals, Instructional Coach, Teachers, Special Education Teacher, Teachers	Special Ed. 229	Aug. 2015-May 2016	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Principal, Assistant Principals, Instructional Coach, Teachers	Local Funds 199, Title I Funds 211, State Comp 199, Title III 263, Special Ed. 224	October 2015 November 2015 January 2016 February 2016	Special Populations' Data Templates Growth Plans Individual Learning Profiles	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Opportunities for Saturday tutorials will be available for students in each subgroup following each district-level Benchmark (HB5 courses) and content areas (middle school)	Principal, Assistant Principals, Instructional Coach, Teachers, Staff	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Special Education 224	Aug. 2015 - May 2016	Tutorial Sign-in sheets, Schedules, Targeted Tutorials, Intervention Plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Principal, Assistant Principals, Instructional Coach, Campus Testing Coordinator	Local Funds 199	Oct. 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on how to unpack the TEKS for each course assessed on HB5.	Instructional Coach	Local Funds 199	Aug. 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled for analyzing the TEKS, for lesson plan collaboration, and for sharing best practices	Principal, Assistant principals, Instructional Coach	Title 1 211, Local Funds 199	Aug. 2015 May 2016	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on how to use the DMAC Quintile (Power or Seven) Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Assistant Principal, Instructional Coach	Title 1 211, Local Funds 199	Aug. 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be provided for all teachers	Instructional Coach	Title 1 211, Local Funds 199	Aug. 2015 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Rtl training will be provided for all staff members to address the needs of all students.	Rtl Campus Coordinator	Title 1 211	Aug. 2015 - May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	ELL Campus Administrator	Title III 263	Aug. 2015 - May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and Rtl training will be provided for all staff members to meet the needs of students served in special education.	Rtl Campus Coordinator, assistant Principal, Special Education Administrator, Special Education Teacher	Special Ed 224	Aug. 2015 - May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

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

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	C&I Dept. - Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	Aug. 2015 - May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans, Tutorial Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
CBA and Benchmark data will be used to identify students in need of extended learning opportunities	C&I Dept. - Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	Aug. 2015 - May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans, Tutorial Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Through the district, Mathematics curriculum will be developed/ revised for K-12 using CIF strategies	C&I Dept. - Assistant Superintendent for C&I, Instructional Coaches	Title 1 211, Local Funds 199	June 2015-May 2016	Completed Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
With district support, mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	C&I Dept. - Assistant Superintendent for C&I, Campus Principals	Title 1 211, Local Funds 199	Aug. 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Through the district, teachers will receive training on unpacking the math TEKS, analyzing data during CLCs	C&I Dept. - Assistant Superintendent for C&I	Title 1 211, Local Funds 199	Aug. 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Two aligned CBAs and two district Benchmarks will be administered district-wide	C&I Dept. - Assistant Superintendent for C&I, District Administrators	Title 1 211, Local Funds 199	October 2015 November 2015 December 2015 February 2016	Walk-throughs, DMAC data reports, Data Rooms	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
With district support, CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	C&I Dept. - District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	Aug. 2015 - May 2016	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
CBA & Benchmark Data will be used to identify students in need of extended learning opportunities	C&I Dept. - District Content Coordinators, Principals, Instructional Coaches	Title 1 211, Local Funds 199	Aug. 2015 - May 2016	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
Through the district, daily problems of the day will be developed/ revised as spiraled activities in STAAR format	C&I Dept. - District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	Aug. 2015 - May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Exit tickets will be developed/revised and aligned to the skill of the day	C&I Dept. - District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	Aug. 2015 - May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Through the district, the campus will provide Professional Development on effective teaching strategies for secondary math and science teachers. (Agile Mind)	Assistant Superintendent for C&I	Title 1 Funds	Aug. 2015 & Jan. 2016	Agendas and Sign-in Sheets	CBA Benchmark, STAAR scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>To meet the needs of our ELL students, ELPs strategies will be included in all lessons, along with the following:</p> <ul style="list-style-type: none"> • Dictionaries • Nonlinguistic Representation Activities • Frayer model • Interactive Word Walls • Thinking Maps/Graphic Organizers • Rosetta Stone Program • iStation • Think Through Math • Agile Mind • CIF Strategies • SIOP Model • CLOSE Reading • Differentiated Inst. • Integrated literacy across the content area • Collaborative learning community 	<p>Assistant Superintendent for C&I, District Content Coordinators, Bilingual Director, Special Ed Director Campus Personnel District Support Staff</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>Aug. 2015 - May 2016</p>	<p>Strategies embedded in the district curriculum guides. Lesson plans, walkthroughs, Intervention plans, Progress Monitoring</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1: #2,3,4,9</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The progress of all student sub-groups will be monitored through district formative assessments and campus-wide initiatives such as the following:</p> <ul style="list-style-type: none"> • cold calling questions • CLOSE reading strategies • DOK questions • frequent small group purposeful talk, etc. 	<p>Principals, Directors, Instructional Coaches, District Level Administrators Campus Staff</p>	<p>Title 1 211, Local Funds 199 Special Ed 224</p>	<p>Aug. 2015 - May 2016</p>	<p>DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions. Progress Monitoring Data Reports, Walkthrough Reports</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1: #2,3,9</p>
<p>Through the district, the campus will be monitored for implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress</p>	<p>Principals, Special Ed Director, Instructional Coaches, District Level Administrators</p>	<p>Title 1 211, Local Funds 199 Special Ed 224</p>	<p>Aug. 2015 - May 2016</p>	<p>Walk-throughs, ARDs, Accommodations, Lesson Plans Monitoring of the IEP</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1: #2,8,9</p>
<p>The implementation of ELPS strategies to accelerate the progress of ELLs will be monitored by district personnel</p>	<p>Principals, Bilingual Director, Instructional Coaches, District Level Administrators</p>	<p>Title 1 211, Local Funds 199 Title III 224</p>	<p>Aug. 2015 - May 2016</p>	<p>Walk-throughs. LPAC notes, Lesson Plans</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1: #2,8,9</p>
<p>The academic and social needs of all sub-groups will be monitored through tutorials, counseling services, extracurricular and school organizations</p>	<p>Principals, Bilingual Director, Instructional Coaches, District Level Administrators, counselors, School Psychologist, Social Workers</p>	<p>Title 1 211, Local Funds 199 Title III 224 Special Ed 224</p>	<p>Aug. 2015 - May 2016</p>	<p>Tutorial Logs, Counseling logs Participation rates and rosters.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1: #1,2,10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
	Assistant Superintendent for C&I, District Content Coordinators, 504 District Coordinator	Title 1 211, Local Funds 199	Aug. 2015 - May 2016	504 accommodation plans, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1: #1,2,9
Dyslexia services will be provided (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee	Principals, District Dyslexia Coordinator, Instructional Coaches, District Level Administrators, Teacher, Campus Dyslexia Contacts	Title 1 211, Local Funds 199	Aug. 2015 - May 2016	Dyslexia progress monitoring data, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1: #2,8,10
504 students' performance and progress will be monitored and accommodations and interventions will be provided	District and Campus Administrators	SCE	Aug. 2015-Aug. 2016	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	Title 1: #6,9
Using data rooms, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions	Assistant Superintendent of C&I, District Level Administrators, Campus Administrators	Title 1 211, Local Funds 199	Aug. 2015 - May 2016	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1: #8,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Through the district, curriculum documents for all HB5 STAAR courses [elementary, middle and high school] will be written/revised each summer	Assistant Superintendent for C&I, Central Office Adm. for Elem. , MS. HS, District Content Coaches	Local Funds, Title 1 Funds, Title III Funds, State Compensatory Education Funds, Focus & Priority Funds	Aug. 2015 - May 2016	Completed Curriculum Documents, Scope and Sequence, Year at a Glance, Mini-Assessments, Six Weeks Exams, Content Based Assessments, Benchmarks	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, Increased District Graduation Rates, Increased the number of students graduating under the Distinguished Achievement Program, Increased number of Distinctions earned at the campuses	CBAs, BMs, STAAR, TELPAS Mini-Assessments, Six Weeks Exams,	Title 1 - #2, 4
Professional development will be provided for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation through the district	Assistant Supt for C&I, Central Office Adm. for Elem. , MS. HS, District Content Coaches , District Directors, Campus Administrators	Local Funds, Title 1 Funds, Title III Funds, State Compensatory Education Funds, Focus & Priority Funds	Aug. 2015 - May 2016	Agenda and Sign-in Sheets, Lesson Plans, Walkthroughs	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR Increase District Graduation Rates, Increase the number of students graduating under the Distinguished Achievement Program, Increase the number of Distinctions earned at the campuses	CBAs, BMs, STAAR, TELPAS, Mini-Assessments, Six Weeks Exams,	Title 1 - #4, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Through the district, professional development will be provided on in-depth study of STAAR released test items to define rigor of the lesson	Assistant Supt for C&I District Content Coaches, SLD Coach, ELD Coach	Local Funds, Title 1 Funds	Aug. 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, increased number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4,8
Two aligned CBAs and two district Benchmarks will be administered district-wide (through the district)	District Content Coordinators	Local Funds, Title 1 Funds	Aug. 2015-April 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, increased number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

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

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

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

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

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

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

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

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

(Through the District – Chapter 27 Campus)

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Comprehensive advisement will be provided to students	College Readiness, College Advisors, Transitional Specialists, CTE Dept., Counselors, Assistant teachers, Financial aid officer	High School Allotment Funds	June 2015 - June 2016	Degree Plans, advisement, sequence of course, STC Degree Works, college/high school schedule, transcript,	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.	
Academic support services will be provided to increase retention and completion rates of all student groups	College Readiness Principals Partner IHE College Transition Specialists		Aug. 2015 - May 2016	Student sign-in sheets, Center for Learning Excellent log in	Increased number of students retained in college courses	Number of students who successfully complete their college courses.	
Professional Development will be provided in the area of Student Advisement specifically to CTE Pathways and Sequence of Courses	STC Staff, College Readiness Dept. Head Counselors,	STC Course Catalog, CTE Pathways,	June 2015 –Aug. 2016	Student Degree Plans geared towards a certificate, Master Schedule , Counselor Notes, Dashboard	Increased number of students graduating with STC Certificates, Improvement on Index # 4 , Campuses Receiving Distinction Designations	College Exams, High School Course Exams	Title 1: #1,2,4, & 10

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

**Objective 3: Increase the number of student who successfully pass the Texas Success Initiative (TSI) College Readiness assessment.
(Through the District -- Chapter 37 Campus)**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
TSI class instruction will be provided in 8 th grade level courses that prepares students for the assessment	College Readiness Middle School Principals		Aug. 2015 - May 2016	Attendance Sheets	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1: #9
TSI tutorial sessions will be provided at the high schools that prepare students to pass the assessment	College Readiness High School Principals Assigned TSI Teacher		Aug. 2015 - May 2016	Tutorial Sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1: #9
TSI Summer Bridge Program will be available for preparation of students who have not mastered TSI assessment	College Readiness, High School Principals, Assigned TSI Teacher		June 2015-Aug. 2016	Tutorial sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1: #9
Non-credit bearing courses will be provided for preparation of students to pass	College Readiness, HS Principal, IHE	Local funds	Jan. 2015-May 2016	Class rosters	An increase in the number of students who pass the assessment	The number of students who successfully complete the course	Title 1: #9

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

**Objective 4: Increase the number of students who transition into a two-year community college or four-year university
(Through the District – Chapter 37 Campus)**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Students will be provided with all college transition processes	College Transition Specialists Financial Aid Officers IHEs College Advisors		Aug. 2015 - May 2016	FAFSA applications, College Applications	The increase in number of students who complete all college-related documents	The number of students who enroll in college.	Title 1: #1, 2, 8, 9
Registration support will be provided through the College Transition Specialists	College Transition Specialists PSJA College Advisors Financial Aid Officers		Aug. 2015 - May 2016	Advisement Forms, Registration schedule, payment receipt , College Orientation sign in sheet	The number of students who successfully register to attend college	The number of students who register in a college.	Title 1: #
Specialized training will be provided to campus counselors	College Readiness, CTE, Local IHE	Local, CTE funds, Title I	Aug. 2015 - May 2016	Training dates, sign in sheets	Increase in the number of students who successfully register to attend college	Number of students who register in a college	Title 1: #4

Campus Goal 5: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing will be held (STAAR, TELPAS, EOC)	Principal, Assistant Principals, Social Workers, Parent Educator	Local Funds, Title I Funds	Aug. 2015 – May 2016	Sign-in Sheets & Agendas	Parent Surveys Monthly Attendance Summary	STAAR Results Participation Performance	Title I - #2, #6
Parental Advisory Committee (PAC) members will be selected and monthly meetings will be held by the Parent Educator	Parent Educator	Title I Funds	Aug. 2015 – May 2016	Sign-in Sheets & Agendas	Attendance Pictures	STAAR Results Participation Performance	Title I - #4, #6
Increase open communication between parents and teachers through the following: <ul style="list-style-type: none"> • Exit Review Meetings • Meet the Teacher/Open House • Teacher-Parent-Student Meeting • Phone Calls • Progress Reports/Report Cards 	Principal, Assistant Principal, Instructional Coach, Social Workers, Teachers, Parent Educator	Title I Funds	Aug. 2015 – May 2016	Sign-in Sheets & Agendas	Increased Communication between the families and the school	STAAR Results Participation Performance	Title I - #4, #6
Conduct Parent Meetings to promote collaboration between home/school with a focus on the following: <ul style="list-style-type: none"> • Campus Goals • Master Schedule • Academies/Tutoring • Importance of STAAR/EOC • Importance of Reading 	Principal, Assistant Principal, Instructional Coach, Social Workers, Teachers, Parent Educator	Title I Funds	Aug. 2015 – May 2016	Sign-in Sheets & Agendas	Increase Communication between the families and the school	STAAR Results Participation Performance	Title I - #4, #6

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Increasing tutorial academies via telephone contacts, letters, etc.	Parent Educators	Tutorial Fliers and Telephone Logs	Oct. 2015- April 2016	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR Increase in Participation and Performance	Title I- #2, #9

Campus Goal 5: Family and Community Involvement**Objective 3: Provide opportunities for students to participate in community service projects**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide a partnership with community members for a job-learning experience	Campus Administrator, Parent Educators	Local Funds, Title I Funds	Aug. 2015 - May 2016	Sign-Ins	Volunteer hours	STAAR Increase Participation and Performance	Title I- #6,#9

Campus Goal 5: Family and Community Involvement

Objective 4: Increase Parental involvement in secondary campuses

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host two major parent events at Buell.	Principal, Assistant Principals, Social workers, Counselor, Parent Educators, Teachers	School/District Brochures, Computer, Copiers, Event Fliers	Dec. 2015 & May 2016	Parent Surveys	Attendance	STAAR Results Participation Performance	Title I- #6
Host Exit Review Meetings at the end of every six weeks to recognize students and to provide helpful information to parents on topics such as gangs/organized crime, attendance, discipline, etc.	Principal, Assistant Principals, Social Workers, Counselor, Teachers	School Brochures, School District Media Sources	Aug. 2015 - May 2016	Sign-in Sheets	Monthly Reports	STAAR Results Participation Performance	Title I- #6

Campus Goal 5: Family and Community Involvement**Objective 5: Increase average of parents with high school diplomas**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus staff will promote the numerous adult literacy opportunities for parents through out the year.	Campus Staff, Parent Educators	Word of Mouth, brochures,	Sept. 2015 - Aug. 2016	Brochures	Parent List	STAAR Participation and Performance	Title I- #6, #10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Financial and physical resource support will be provided for instructional staff through Technology Integration Academies to effectively integrate technology into the curriculum.	Technology Director Technology Integration Specialists Chief Financial Officer Superintendent of Schools	Instructional Technology Staff and various state, federal, and local budgets	Ongoing... This will be a yearly expense with additions each year as funds become available.	Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology	Increased student scores.	Budget reviews and monthly campus visits with principals	Title I - # 9, 10
Campus Instructional Technologists will work directly with teachers to train them on how to integrate technology into the lessons.	Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools	Software, hardware, and professional development	Ongoing. This is a yearly expense that will be increased every year as funds are available.	Increased technology training sessions being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title I - # 9, 10
Teachers will integrate GradPoint into their weekly lessons	Teachers	GradPoint	Sept. 2015 – May 2016	Lesson Plans	Recover Credits, success in coursework	Daily Classwork, benchmarks, progress reports/STAAR Results	Title I - #2, 4, 8

Campus Goal 6: Technology

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

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

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
CIT will continue to support teachers in real time with integrating technology in their lessons such as PowerPoint, One Drive, Microsoft word, etc.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Tech. Budget	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	Quizzes, benchmarks, reportcards/STAAR Scores	
6-8 math and ELA teachers will utilize Think Through Math and IStation to support computer assisted instruction in labs and distributed settings.	Technology Director ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Local	Aug. 2015 - May 2016	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).	Increased scores in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores	8th Grade Technology Applications Test	Title I - # 9,10

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Departments will use the district's Share Point site to collaborate with other departments and with teachers.	Technology Director Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee	District website, share point/intranet site	June 2016	online campus and classroom web sites	Increased teacher collaboration on curriculum, business and administrative projects.		Title I - # 9
A district website will be updated as a resource for instruction and a tool for school to community communication.	Technology Director Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content areas coordinators PSJA Department Directors and Coordinators	District website, Living Tree, and district Intranet	Aug. 2015 - May 2016	Teacher lesson plans Student feedback Community feedback Web site usage reports.	Increased teacher collaboration on curriculum projects.	Web site visit reports	Title I - # 6, 9, 10

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The campus CIT will work collaboratively with the district's Technology Department to ensure that the campus maintains and updates its Intranet/Internet to include campus and classroom websites.</p> <p>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>District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>Aug 2015-June 2016 and Aug 2016 June 2017</p>	<p>campus and classroom web sites</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>		<p>Title I - # 2, 9, 10</p>

Campus Goal 6: Technology

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training will be provided for staff on student referral protocols, de-escalation, and emergency protocols (medical or other)	Principal, Assistant Principals, Head Security Guard, Nurse	Local Funds	Aug. 2015- June 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Training will be provided for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Principal, Assistant Principals, Counselor	Local Funds	Aug. 2015- June 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in those types of incidents	Data Analysis	Title 1--#10
An Exit Review will be held at the end of every six weeks for students returning to home campus with a home campus representative to discuss ways in which they can help the student have success once he/she returns to home campus.	Buell , Home Campus, Student Services Department	Local Funds, Title I	Aug. 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
In collaboration with Student Services, a Discipline Diversion Plan will be developed and enforced for first time offenders	Student Services, Principal, Assistant Principals, Social Worker, Staff Member	Local Funds, Title I	Aug. 2015- June 2016	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The following counseling services will be provided to help with high-risk behavior:</p> <ul style="list-style-type: none"> • <i>Chemical Dependency Counseling</i> - Palmer Drug Abuse Program (PDAP) • Mesquite Treatment Center • <i>Anger Management Counseling</i> - Hector Palacios Counseling 	<p>Monica Garcia, LBSW, MSSW, Licensed Chemical Dependency Counselors, Licensed Professional Counselors</p>	<p>Title I, Local Funds, Other Funds</p>	<p>Aug. 2015 – May 2015</p>	<p>Sign-In Logs</p>	<p>Decrease in discipline referrals, ISS, OSS and DAEP</p>	<p>Parental Responsibility: parental Consent Form, Full Disclosure, Follow Through, Ind./Group Counseling, Rehabilitation Services, Recommending Outside Counseling, Establish Communication b/w social worker's office and their psychiatrist/psychologist, establish safety net b/w home, student, and key personnel on campus: Nurse, Ambulance Services as needed, Resource Police Officer, principal, Assistant Principals, teachers, Securities // Student Sobriety, Psychological and Social / Emotional Health, Individual student-parent follow up, HDR, Tropical Behavioral Center, Shoreline, John Austin Pena, New Awakening, Raising Hope, Behavioral Solutions, Hope Clinic, South Texas Behavioral Hospital, McAllen Medical Hospital</p> <p>Social Worker provides on-going training for key personnel on campus – suicide awareness, mental health awareness</p>	<p>Title 1, #10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Through the district, Buell will receive assistance with individual student needs (medical, dental, vision and hearing services)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • coordinate with social services agencies • provide referral for services 	<p>Director of Health Services, Nursing Staff</p>	<p>SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP, Local Healthcare Providers</p>	<p>Aug. 2015- June 2016</p>	<p>Assistance provided to students as needed</p>	<p>Health needs met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Through the district, the campus will improve the management, attendance, education and care of children with asthma through the following:</p> <ul style="list-style-type: none"> • increased use of national clinical guideless for asthma by health care providers. • Improved communication between schools, clinics and parents. • Ensuring that all staff is trained about asthma symptoms, triggers and resources 	<p>Director of Health Services Nursing Staff</p>	<p>National Asthma Education and Prevention Program, Asthma and Allergy Foundation of America Local health care providers</p>	<p>Aug. 2015- June 2016</p>	<p>Created hotspot map of students with asthma to determine congestion of illness, Peak flow meters available for all asthmatic by health services, Assist with all medical asthmatic needs when needed, Asthma Action Plans</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Adolescents' general well-being will be improved through increased knowledge and access to medical and mental health care through the following strategies:</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-School based clinics -Local health care providers -Local hospitals</p>	<p>Aug. 2015- June 2016</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decreased percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The campus will provide a school environment free of drugs and violence through the following:</p> <ul style="list-style-type: none"> • PREP/Transition Program – training students on how to develop a positive view of self and learn to use effective interpersonal skills. • partnerships with parents to establish the responsibilities of each including resource referrals to programs that deal with pupils at risk 	<p>Principal, Assistant Principals, Social Workers, Drill Instructor and Aides, Counselor, Teachers, Security Guards, Campus Resource Officer, Nurse</p>	<p>-Texas Tropical Behavioral Health -Behavioral Centers -Police Departments</p>	<p>Aug. 2015- June 2016</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>The campus will reduce childhood and adolescent obesity by promoting physical activity through physical training and physical education, and healthy eating,</p> <p>Rugby, basketball, and golf leagues in collaboration with the Police Athletic League (P.A.L.) will be available for students wanting to be apart of a community-sponsored team.</p>	<p>Principal, Assistant Principals, Social Workers, Drill Instructor and Aides, Counselor, Teachers, Security Guards, Campus Resource Officer, Nurse P.E. Coach, P.A.L. League</p>	<p>-Child nutrition department -Coaching staff -Dietician DHR school based clinic</p>	<p>Aug. 2015- June 2016</p>	<p>Let's get fit initiative Referrals for abnormal BMI Continue assessing and referring for Acanthosis Nigricans Host parent sessions throughout school years</p>	<p>Verbal knowledge of community Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>
<p>One campus security guard will ride in one bus while the other rides on the other bus as the buses pick up students for the safety of the students, bus drivers, and other drivers.</p>	<p>Security Guards</p>	<p>Other Funds</p>	<p>Aug. 2015 – June 2016</p>	<p>Timesheets</p>	<p>Reduced bus referrals/incidents</p>	<p>Data Analysis/# of bus incidents</p>	<p>Title 1, #10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A security guard will walk the campus every morning before the students arrive to ensure that the perimeter is free of anything that may be used as a weapon or that may have been hidden after school hours.	Security and Safety Department	Local Funds	Aug. 2015- June 2016	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training will be provided for all staff members on proper confrontational management and on de-escalating techniques.	Principal, Assistant Principals, Head Security Guard	Local Funds	Aug. 2015- May 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 for handling crisis situations (i.e. fire drills, lockdown procedures, bomb treats, etc.) will be provided for all school staff	Principal, Assistant Principals, Crisis Management Team Head Security Guard	Local Funds	Aug. 2015- May 2016	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Fire Drills, Lockdown Procedures, and Crisis Drills will be conducted as required	Principal, Assistant Principals, Crisis Management Team Head Security Guard	Local Funds	Aug. 2015 - May 2016	Logs turned in to the Safety Dept.	Schools are prepared for emergency situations	Data Anaysis	Title 1, #10
All campus staff must wear their campus-issued ID at all times to provide a safe and secure school environment.	Principal, Assistant Principals, Head Security Guard	Local Funds	Aug. 2015	All visitors in the building have a Sticker Picture ID	Safer School Environment	Side by side data analysis	Title 1 - #10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitor classroom attendance daily by ensuring that attendance is taken daily and in every period through eSchool	Pupil Accounting Director, Campus Personnel	Local Funds	Aug. 2015- May 2016	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Improved ADA (goal for year is 91%) Attendance Sheets Weekly and daily attendance reports	Title 1--#10
Develop and implement a strong parental involvement component to address attendance and inform parents about the importance of coming to school every day through the following: <ul style="list-style-type: none"> • Parent Notices (as needed) • eSchool Messenger • Parent/Student Handbook • Implement and follow-up with attendance improvement timeline 	Pupil Accounting Director, Campus Personnel	Local Funds	Aug. 2015- May 2016	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Parent Meeting Logs Home Visit Logs Parent Volunteer Rosters	Title 1--#10
Ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel	Local Funds	Aug. 2015- May 2016	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance	Title 1--#10
Inform the student and parent of the attendance policy and consequence of failure to come to school 90% of the school year during intake	Pupil Accounting Director, Campus Personnel	Local Funds	Aug. 2015- May 2016	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Intake/Registration Packet Signed Contract Attendance Warning Letter	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The community liaison will support student attendance through the following:</p> <ul style="list-style-type: none"> • Home visitations for students with two or more absences • File for truancy (Student Services) • Document all interventions • Countdown to Zero Campaign 	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>Aug. 2015- May 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card</p>	<p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Home Visit Logs Truancy court documents Mileage Logs</p>	<p>Title 1--#10</p>
<p>An incentives program where tangible items will be used to improve student attendance and to reward students with good attendance will be in place</p>	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>Aug. 2015- May 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card</p>	<p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Weekly attendance reports 6 weeks attendance reports Semester attendance reports</p>	<p>Title 1--#10</p>

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Highly Qualified Teachers must have the following: <ul style="list-style-type: none"> • Hold at least a bachelor’s degree • Be fully certified to teach in Texas • Demonstrate competency in their core academic subject area 	Human Resources, Principal/Principal Designee	Staffing needs projections	Latter part of the Spring 2016 Semester	Employee meets Highly Qualified Requirements	Highly Qualified Teachers are inside the Classrooms	Screen all applicants for best candidates/Hold Invitational Job Fairs	
The campus will Implement a plan for teacher selection and retention to include the following: <ul style="list-style-type: none"> • Bilingual/ESL certified (endorsed) • Special Education certified • Core area certifications • Masters degrees • CTE certified • A passion for students, and commitment to excellence 	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	Staff hired High teacher retention rate	All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise	Screen all applicants for best candidates Hold Invitational Job Fairs	
Principals will receive training on interviewing and documentation of teachers	Human Resources	Documentation Handbook	All year	Better selection of staff Improvement of documentation of staff	Improve the quality of teachers Improve student learning	Hiring of more effective teachers Appropriate documentation of staff performance standards	Title 1 #3 & 5

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Professional Development will be provided for New Teachers in all areas of need and will be on-going for all other staff members	Principals, Assistant Principals, Instructional Coaches	Local funds	Aug. 2015 - May 2016	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 #3 & 5
The district will provide all new teachers with a teacher mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	On going	Mentor Logs	Increase in teacher satisfaction and morale Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1 #3 & 5
An effective instructional coaching system will be provided with on-going professional development	Director Campus Principals	Title One Local Funds	Aug. 2015 - May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Effective and High Effective	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5