

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Carmen Anaya Elementary School  
Campus Improvement Plan  
2018-2019**

Board Approved:



## Mission Statement

*PSJA ISD's mission is to develop, in collaboration with the home and community, the potential of all learners to become participating and productive members of society. The district accomplishes this by providing a comprehensive, quality instructional program that is equitable and accessible to all.*

## ***What We Believe In***

### ***Guiding Principles***

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

## ***What We Want to Accomplish***

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



## THE STATE OF TEXAS PUBLIC EDUCATION MISSION, ACADEMIC GOALS AND OBJECTIVES

### THE STATE OF TEXAS PUBLIC EDUCATION MISSION

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

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

Title I, Part A  
School wide components



1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



CARMEN ANAYA ELEMENTARY SCHOOL

“DEDICATED TO EXCELLENCE”

OUR VISION



### **“College Ready, College Connected, College Complete”**

The faculty and staff of Carmen Anaya Elementary School affirm their commitment to excellence in education. To fulfill this commitment, we are dedicated to providing learning opportunities for all elementary students in accordance with their needs, backgrounds, interests, and abilities. In our school program we strive to provide a balanced curriculum emphasizing academic and social growth and integrating the ideals of democracy and citizenship. We provide the opportunity for the students to have their needs met as they develop individual abilities in a democratic atmosphere: an atmosphere where the students can contribute to be part of the whole. The culmination of our efforts is to instill in our students a lifelong love of learning thus leading to “College Ready, College Connected, College Complete”.



# Carmen Anaya Elementary School



MISSION



GOALS



OBJECTIVES

## Mission

We believe that all elementary children should develop an understanding of the past and identification with the present to meet the challenges in an ever-changing world and to become responsible, ethical members of our society. In order for us to realize our objectives, we, at Carmen Anaya Elementary School, recognize the need for cooperative efforts of the student, school, home, and community.

## Goals

- Integrate technology to enhance learning
- Enhance the home/school/community involvement
- Improve academic achievement

## Objectives

- Increase student technology awareness and competency
- Improve staff and student learning
- Enhance communication to and feedback from the community
- Provide programs relevant to the needs and interests of the Carmen Anaya Elementary School community
- Increase utilization of community volunteers as curriculum and instructional support
- Identify the needs of the school community to improve school climate
- Improve staff skills in effectively addressing Home/School/Community
- Improve state test scores

# Carmen Anaya Elementary School Leadership Committee



Staff Member	Assignment	Signature
Joe Garza	Principal	<i>Joe Garza</i>
Bertha Cantu	Assistant Principal	<i>Bertha Cantu</i>
Roel Luna	Counselor	<i>Roel Luna</i>
Rebekha Valdez	Pre-Kindergarten Chairperson	<i>Rebekha Valdez</i>
Christina Rangel	Kindergarten Chairperson	<i>Christina Rangel</i>
Rosie Peres	First Grade Chairperson	<i>Rosie Perez</i>
Nayla Palacios	Second Grade Chairperson	<i>Nayla Palacios</i>
Hilda Gonzalez	Third Grade Chairperson	<i>Hilda Gonzalez</i>
Margarita Ortiz	Fourth Grade Chairperson	<i>Margarita Ortiz</i>
Mario Sanchez	Fifth Grade Chairperson	<i>Mario Sanchez</i>
Mayela Ruiz	Parent Educator	<i>Mayela Ruiz</i>



# Comprehensive Needs Assessment



## Data Resources Reviewed

### 1. 2017-18 STAAR Campus Summary Report

2. 2016-17 Attendance

3. Discipline Referrals

4. PEIMS Demographics

5. Walk-through Data

6. Parental Involvement Data

7. McREL Teacher Evaluations

8. Professional Development Plan

9. Teacher Certifications

10. TELPAS Scores

11. Technology Inventories

12. PBMAS



# Comprehensive Needs Assessment

## **Demographics**

## **Demographics Summary**

## **Special Education:**

The following accountability sources were used to review the Special Education data by the Campus Site-Based Decision Making Committee (SBDM): State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-5 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

## **Needs:**

Based on the 2018 TAPR Report, Special Education Student Group is at a 64% passing rate in Reading and at a 79% passing rate in Math. Students who are represented in this accountability group are two to three grade levels behind. Teachers need a better understanding with what to do to close such a large achievement gap. Teachers will be trained on strategies to close the achievement gap.

## **Personnel Needs:**

Campus Administrators will work closely with Human Resources (HR) to ensure the selection of highly qualified employee(s) holding valid state issued certification.

## **Professional Development Needs:**

Special Education Staff will be included in all Professional Development (PD) provided by the campus/district in the areas that are to be addressed by individual students. The Special Education Department will work closely with the Campus and provide PD in the area of co-teaching to implement the inclusion model effectively.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### English Language Learners (ELL):

The following accountability sources were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the SBDM Committee: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. The BE/DL Department was very involved in the curriculum writing and revision for grades K-5 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

#### Needs:

As evidenced in the STAAR assessments , the results are as follow:

- |         |                        |
|---------|------------------------|
| Reading | 89% (91% All Students) |
| Math    | 96% (95% All Students) |
| Writing | 93% (94% All Students) |
| Science | 94% (95% All Students) |
- In Reading, the achievement gap between ELL and All Students 2017-2018 is 2%.
  - In Mathematics, there is no achievement gap between ELL and All students 2017-2018 is -1%.
  - In Writing, the achievement gap between ELL and All students 2017-2018 is 1%.
  - In Science, the achievement gap between ELL and All students 2017-2018 is 1%.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

The following accountability sources were used to review the Economically Disadvantaged data by the SBDM: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

#### Needs:

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

Reading	90% (91% All Students)
Math	94% (95% All Students)
Writing	93% (94% All Students)
Science	95% (95% All Students)

- In Reading, the achievement gap between Eco Dis and All students 2017-2018 is 1%.
- In Mathematics, the achievement gap between Eco Dis and All students 2017-2018 is 1%.
- In Writing, the achievement gap between Eco Dis and All students 2017-2018 is 1%
- In Science, there is no achievement gap between Eco Dis and All students 2017-2018.

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

Focus Area	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Student Achievement, CCMR, Graduation Rate	<p>Campus exceeded the state target for index 1 of 60% with a 78% meeting or exceeding the student achievement measure.</p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> Grade Math and Reading</li> <li>4<sup>th</sup> Grade Math and Writing</li> <li>5<sup>th</sup> Grade Math and Reading</li> </ul> <p><b>Mastery 70% or Higher</b></p>	<ul style="list-style-type: none"> <li>4<sup>th</sup> Grade Reading</li> <li>5<sup>th</sup> Grade Science</li> </ul> <p><b>Mastery 69% or Lower</b></p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> <li>4<sup>th</sup> Grade Reading and Writing</li> <li>5<sup>th</sup> Grade science</li> </ul> <p><b>SMART Goal: 80% or Higher</b></p>
2	Student Progress, Academic Growth, Relative Performance	<p>Campus exceeded the state target for index 2 of 30% with 58% meeting or exceeding the progress measure.</p>	<ul style="list-style-type: none"> <li>17% of our students did not meet or exceed progress measure.</li> </ul>	<ul style="list-style-type: none"> <li>Address the needs of identified students to meet the progress measure in 2015-16 in Reading and Mathematics</li> </ul>
3	Closing the Achievement Gaps	<p>Campus exceeded the state target for index 3 of 28% with 41% meeting or exceeding the performance gaps.</p>	<ul style="list-style-type: none"> <li>51% Economically Disadvantaged students met the performance gap standard (either at phase-in or at advanced) in Reading.</li> <li>42% Economically Disadvantaged students met the performance gap standard (either at phase-in or at advanced) in Writing.</li> <li>32% Economically Disadvantaged students met the performance gap standard (either at phase-in or at advanced) in Science.</li> </ul>	<p>Special population groups (Economically Disadvantaged) will receive additional support and intensive interventions in reading, writing, math, and science.</p>
4	Family and Community Involvement	<p>Campus exceeded the state target for index 4 of 12% with 20% meeting or exceeding the postsecondary readiness.</p>	<ul style="list-style-type: none"> <li>20% of the students in 4<sup>th</sup>-5<sup>th</sup> grade met the postsecondary readiness standard.</li> </ul>	<ul style="list-style-type: none"> <li>Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course</li> <li>Revise curriculum</li> <li>Assess and Monitor frequently through common formative assessments</li> </ul>



Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Technology	<ul style="list-style-type: none"> <li>• Neighborhood outreach</li> <li>• Communication in both English and Spanish</li> <li>• Parental involvement</li> <li>• Parent Center</li> <li>• Business Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Increase parent involvement</li> <li>• Low Average of parents with high school diplomas and/or postsecondary education</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for parents to receive postsecondary training/education (Valley Interfaith)</li> <li>• Initiate parent academic conferences through DE Program</li> </ul>
6	Increase Learning time	<ul style="list-style-type: none"> <li>• Availability of technology resources for students and teachers, and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of technology in instruction and increase the use of student technology for instructional rigor</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on the implementation of technology integration; increase on-line resource use</li> </ul>
7	School Culture and Climate	<ul style="list-style-type: none"> <li>• Good student attendance</li> <li>• Collaborative Learning Communities with common planning periods</li> <li>• Customer Service</li> <li>• College for All Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a campus-wide discipline plan to ensure that there is consistency.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with outside support (TXCEE) to establish a monitoring system for a campus-wide comprehensive discipline plan.</li> </ul>
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy</li> <li>• McREL Evaluation Tool</li> <li>• Mentorship</li> </ul>	<ul style="list-style-type: none"> <li>• New teachers lack basic understanding of the instructional process and TEKS-Curriculum-Assessment Alignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule time for new teachers to observe and work with experienced teachers on a weekly basis.</li> </ul>

# Historical Look At Carmen Anaya Elementary

School Year	STAAR %	Reading	Math	Writing	Science
2012	Phase-in 1 Level II	55%	55%	44%	65%
2013	Phase-in 1 Level II	62%	58%	60%	51%
2014	Phase-in Satisfactory	64%	68%	60%	67%
2015	Phase-in Satisfactory	84%	81% Not Reported	78%	64%
2016	Level II Satisfactory	89%	92%	87%	78%
2017	Approaches	91%	95%	94%	95%
2018	Approaches	93%	99%	88%	94%

## TEXAS ACCOUNTABILITY SYSTEM: DOMAIN I

### Domain I – Student Achievement

<b>Raw Score Calculation</b>	<b>Elementary   Middle Schools   High Schools &amp; Districts without CCMR Data</b> <ul style="list-style-type: none"> <li>• STAAR Performance (100%)</li> </ul>	<b>High Schools   K-12   Districts</b> <ul style="list-style-type: none"> <li>• STAAR Performance (40%)</li> <li>• CCMR (40%)</li> <li>• Graduation (20%)</li> </ul>
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**STAAR Performance: AVERAGE of 3 Pass Rates on STAAR\* and STAAR Alt 2 [MSC = 10 tests across all subjects]**

% of Tests Scoring <b>Approaches Grade Level or Above on STAAR or Level II Satisfactory or Above on STAAR Alt 2</b>	+	% of Tests Scoring <b>Meets Grade Level or Above on STAAR or Level II Satisfactory or Above on STAAR Alt 2</b>
+		
% of Tests Scoring <b>Masters Grade Level on STAAR or Level III Accomplished on STAAR Alt 2</b>		

3

• *Satisfactory performance on EOC Substitute Assessments treated as Meets Grade Level*

**CCMR: % of 2016-17 graduates who meet any of the following criteria [MSC = 10 annual graduates in 2016-17]:**

1. 3 on an AP or a 4 on an IB examination
2. TSI criteria (SAT/ACT/TSLA/College Prep course) in Reading and Mathematics
3. Dual credit course requirements ( $\geq 3$  hours in ELAR OR Mathematics or  $\geq 9$  hours in any other subject)
4. Associate's degree
5. Industry-based certification
6. Completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
7. Enlist in US Armed Forces
8. CTE coherent sequence coursework completion and credit for  $\geq 1$  course aligned with approved industry-based certification (1/2 point credit IF graduate does not meet ANY other criteria)

**Graduation Rate [MSC = 10 students in class with small number analysis if <10 students in class]:**

1. 4-year, 5-year or 6-year longitudinal graduation rate of All Students group (with state exclusions) or annual dropout rate of All Students group (if graduation rate is not available)

# TEXAS ACCOUNTABILITY SYSTEM: DOMAIN II

## Domain II – School Progress (Part A: Academic Growth and Part B: Relative Performance)

**Part A: Academic Growth Raw Score Calculation**

Elementary | Middle | High Schools | K-12 | Districts

Total # of Progress Points Earned (Reading and Math) \_\_\_\_\_

Total # of Tests (Reading and Math) \_\_\_\_\_

Includes all assessments with a STAAR Progress Measure (Substitute Assessments NOT included)

- Reading Grades 4-8 and English II | Math Grades 4-8 and Algebra I

MSC = 10 test results with STAAR Progress Measures (combined across Reading and Math)

2018 STAAR Performance			
Does Not Meet	Approaches	Meets	Masters
< STAAR Progress = 0 pt	< STAAR Progress = .5 pt	2 STAAR Progress = 1 pt	2 STAAR Progress = 1 pt
< STAAR Progress = 0 pt	< STAAR Progress = .5 pt	2 STAAR Progress = 1 pt	2 STAAR Progress = 1 pt
0 pt	0 pt	0 pt	0 pt
0 pt	0 pt	0 pt	0 pt

2018 STAAR AIR 2 Performance			
Developing	Satisfactory	Accomplished	Masters
< STAAR AIR 2 Progress = 0 pt	2 STAAR AIR 2 Progress = 1 pt	1 pt	1 pt
0 pt	0 pt	0 pt	0 pt
0 pt	0 pt	0 pt	0 pt

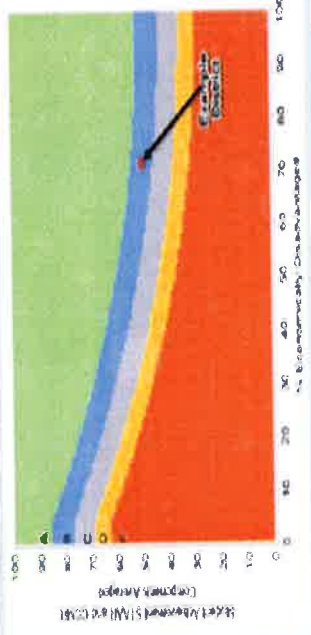
**Part B: Relative Performance Raw Score Calculation (N/A to AEA Campuses and Districts)**

Elementary | Middle | High Schools & Districts WITHOUT CCMR Data

- ACTUAL Domain I STAAR Performance score compared PREDICTED Domain I STAAR Performance score based on % EcoDis (by campus type)

High Schools & Districts with CCMR Data

- ACTUAL average of Domain I STAAR Performance and CCMR score compared to PREDICTED average of Domain I STAAR Performance and CCMR score based on % EcoDis



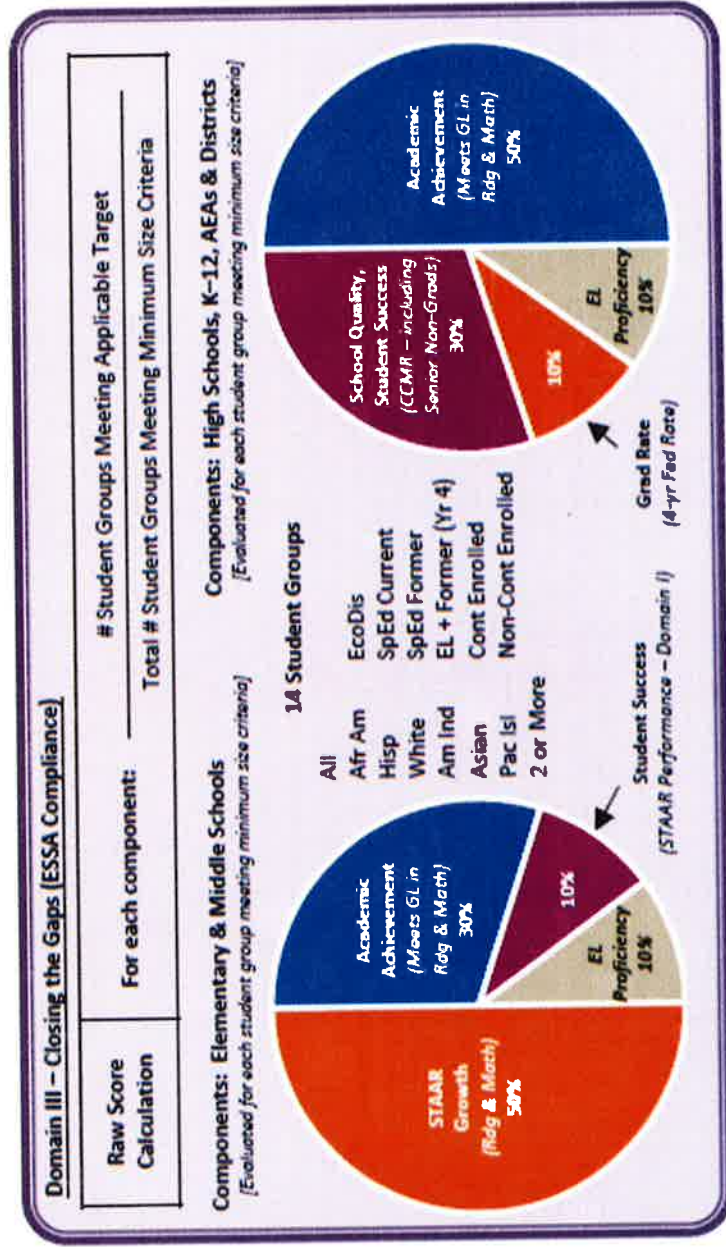
**Relative Performance Calculation**

- Linear comparison model ( $y = mx + b$ ) appeared to create outliers at the extremes (very high poverty and very low poverty)
- Comparison will be based on a slightly curved line using a quadratic calculation to better account for outliers at the extremes (see chart to the left – which is for illustrative purposes only and only meant to provide a general idea of the methodology that is being used)

MSC = same as used in Domain I



# TEXAS ACCOUNTABILITY SYSTEM: DOMAIN III





Texas Education Agency

2018 Accountability Ratings Overall Summary

CARMEN ANAYA EL (108909128) - PHARR-SAN JUAN-ALAMO ISD

	Component Score	Scaled Score	Rating
Overall		95	Met Standard
Student Achievement			
STAAR Performance		91	Met Standard
College, Career and Military Readiness	65	91	
Graduation Rate			
School Progress			
Academic Growth	77	83	Met Standard
Relative Performance (Eco Dis: 95.8%)	65	93	Met Standard
Closing the Gaps	100	100	Met Standard

Distinction Designations

ELA/Reading	Earned
Mathematics	Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

## 2018 STAAR PERFORMANCE DATA TABLE

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
95%	-	95%	-	-	-	-	-	95%	93%	94%	-	-	96%	89%
68%	-	68%	-	-	-	-	-	68%	69%	70%	-	-	69%	62%
32%	-	32%	-	-	-	-	-	32%	31%	32%	-	-	34%	23%
403	-	**	-	-	-	-	-	384	286	301	-	-	333	70
290	-	**	-	-	-	-	-	277	210	225	-	-	241	49
135	-	**	-	-	-	-	-	128	94	104	-	-	117	18
426	-	**	-	-	-	-	-	406	306	321	-	-	347	79
93%	-	93%	-	-	-	-	-	93%	91%	92%	-	-	94%	-
63%	-	63%	-	-	-	-	-	64%	65%	66%	-	-	64%	-
31%	-	31%	-	-	-	-	-	31%	31%	34%	-	-	35%	-
147	-	**	-	-	-	-	-	140	103	108	-	-	121	-
100	-	**	-	-	-	-	-	97	73	78	-	-	82	-
49	-	**	-	-	-	-	-	47	35	40	-	-	45	-
158	-	**	-	-	-	-	-	151	113	118	-	-	129	-
99%	-	99%	-	-	-	-	-	99%	98%	98%	-	-	100%	93%
74%	-	75%	-	-	-	-	-	74%	77%	78%	-	-	75%	72%
39%	-	39%	-	-	-	-	-	39%	37%	38%	-	-	38%	38%
157	-	**	-	-	-	-	-	150	112	117	-	-	130	27
118	-	**	-	-	-	-	-	112	88	93	-	-	97	21
62	-	**	-	-	-	-	-	59	42	45	-	-	51	11
159	-	**	-	-	-	-	-	152	114	119	-	-	130	29
88%	-	88%	-	-	-	-	-	89%	88%	88%	-	-	91%	-
72%	-	72%	-	-	-	-	-	73%	71%	71%	-	-	77%	-
22%	-	23%	-	-	-	-	-	22%	27%	28%	-	-	26%	-
51	-	**	-	-	-	-	-	49	36	37	-	-	43	-
42	-	**	-	-	-	-	-	40	29	30	-	-	36	-
13	-	**	-	-	-	-	-	12	11	11	-	-	12	-
58	-	**	-	-	-	-	-	55	41	42	-	-	47	-
94%	-	94%	-	-	-	-	-	94%	92%	93%	-	-	95%	-
59%	-	59%	-	-	-	-	-	58%	53%	57%	-	-	63%	-
22%	-	22%	-	-	-	-	-	21%	16%	19%	-	-	22%	-
48	-	48	-	-	-	-	-	45	35	39	-	-	39	-
30	-	30	-	-	-	-	-	28	20	24	-	-	26	-
11	-	11	-	-	-	-	-	10	6	8	-	-	9	-
51	-	51	-	-	-	-	-	48	38	42	-	-	41	-



# CAMPUS DEMOGRAPHICS



	ALL	SPED	LEP	MIGRANT	ECD	GT
Number	545	46	379	41	511	12
Percent	100%	.08%	70%	.07%	94%	.02%

(all) ▾

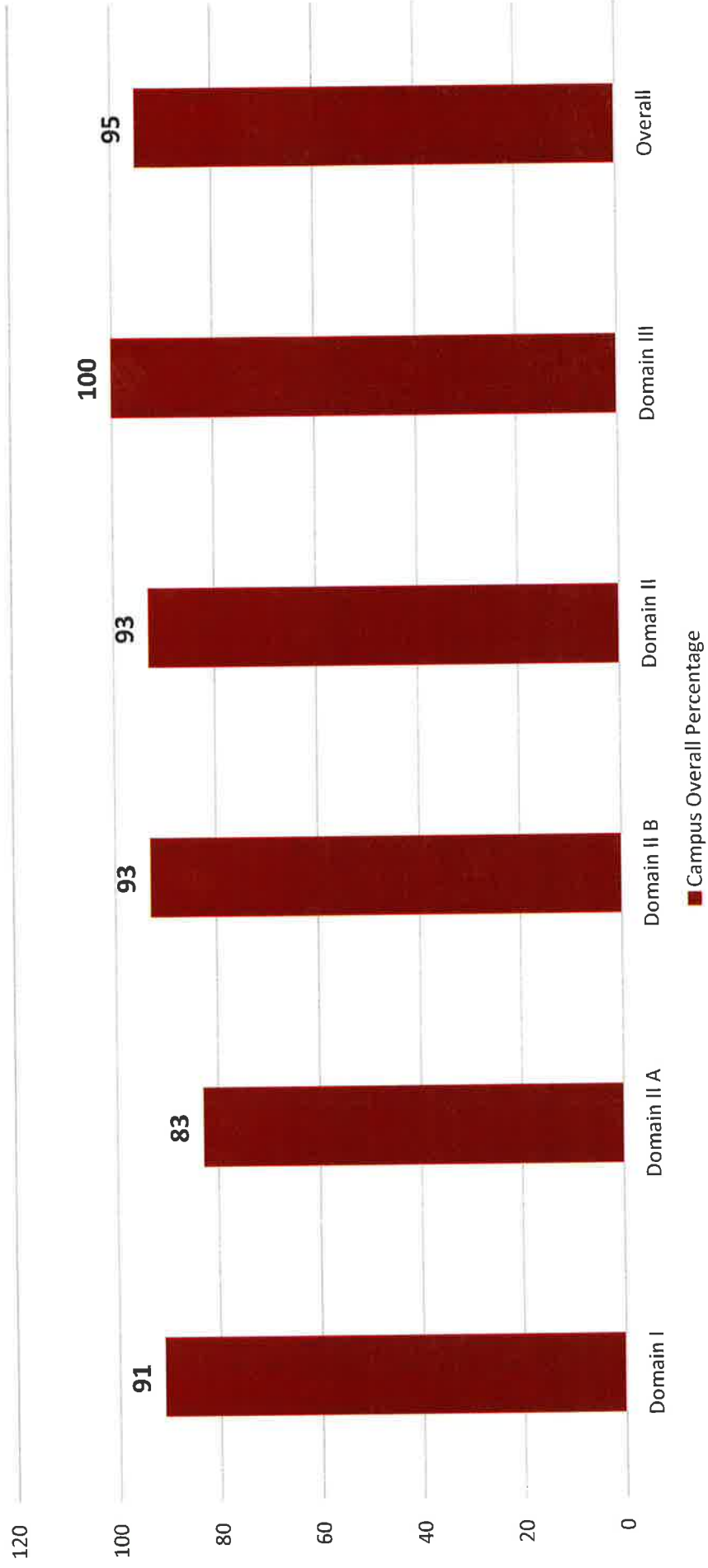
# Student Achievement Summary 2018



Campus Name	District Name	Domain I	Domain II A	Domain II B	Domain II	Domain III	Overall
Carmen Anaya Elementary	Pharr-San Juan-Alamo ISD	91	83	93	93	100	95



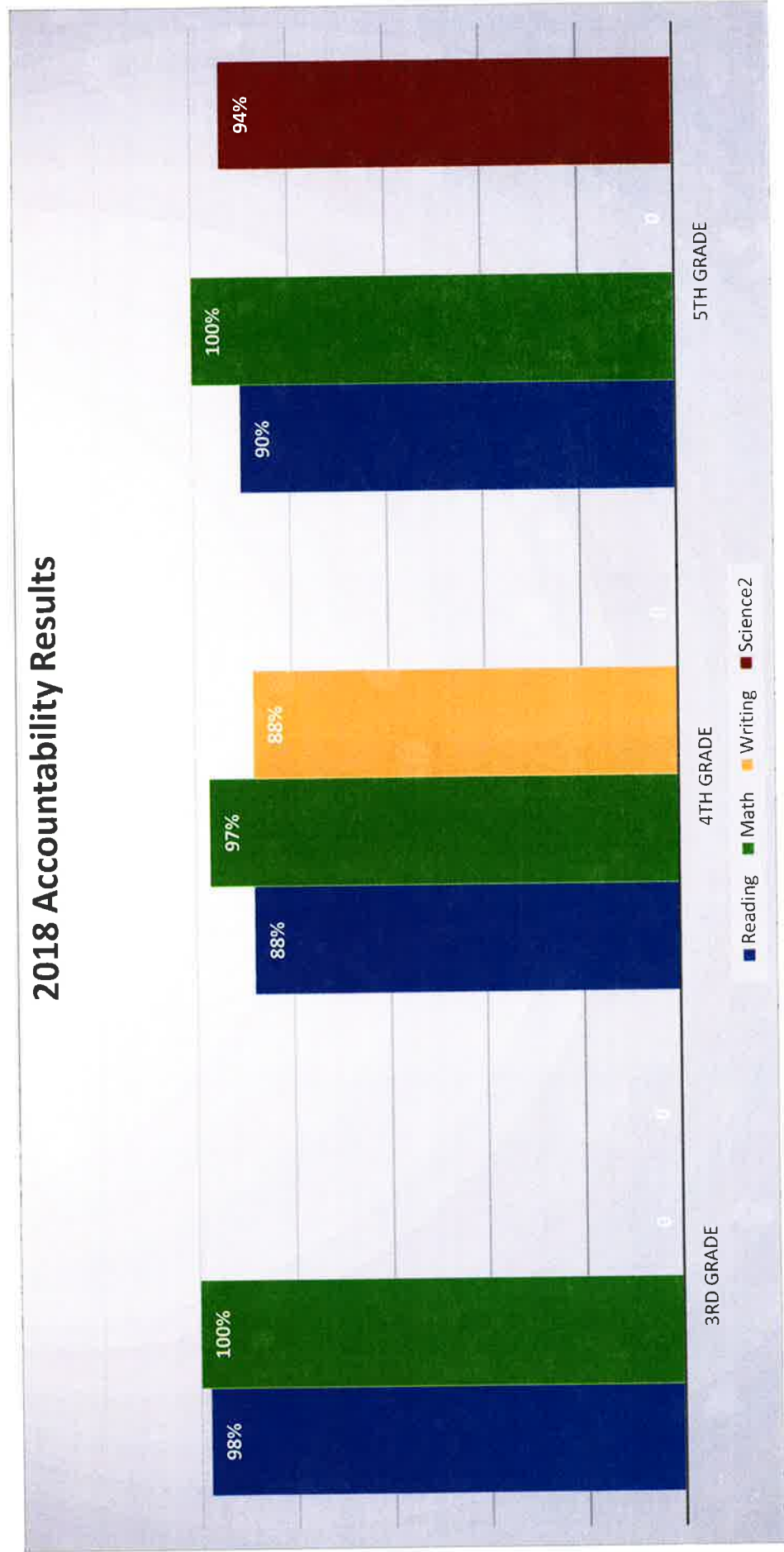
# State Accountability 2018



# 2018 Accountability Results



## 2018 Accountability Results





# 2018-2019 Campus Goals

## 3<sup>rd</sup> Grade Reading

		% of Students Passing State Assessment	Goal
% of Items Needed to Meet State Performance Standard		2018	2019
Approaches Grade Level or Above	53%	98%	95%
Meets Grade Level	76%	51%	60%
Masters Grade Level	85%	22%	30%



# 2018-2019 Campus Goals

## 3rd Grade Math

		% of Students Passing State Assessment		Goal
		2018	2019	
% of Items Needed to Meet State Performance Standard				
Approaches Grade Level or Above	50%	100%	95%	
Meets Grade Level	75%	73%	70%	
Masters Grade Level	88%	27%	35%	



# 2018-2019 Campus Goals

## 4<sup>th</sup> Grade Reading

		% of Students Passing State Assessment	Goal
% of Items Needed to Meet State Performance Standard		2018	2019
Approaches Grade Level or Above	56%	88%	90%
Meets Grade Level	75%	66%	65%
Masters Grade Level	86%	29%	35%



# 2018-2019 Campus Goals

## 4<sup>th</sup> Grade Math

		% of Students Passing State Assessment	Goal
% of Items Needed to Meet State Performance Standard		2018	2019
Approaches Grade Level or Above	50%	97%	95%
Meets Grade Level	74%	75%	75%
Masters Grade Level	85%	47%	50%





# 2018-2019 Campus Goals

## 4th Grade Writing

		% of Students Passing State Assessment	Goal
% of Items Needed to Meet State Performance Standard		2018	2019
Approaches Grade Level or Above	56%	88%	90%
Meets Grade Level	69%	73%	75%
Masters Grade Level	84%	24%	30%



# 2018-2019 Campus Goals

## 5th Grade Reading

		Goal	
		2018	2019
% of Items Needed to Meet State Performance Standard			
	Approaches Grade Level or Above	90%	95%
	Meets Grade Level	73%	75%
	Masters Grade Level	43%	45%



# 2018-2019 Campus Goals

## 5<sup>th</sup> Grade Math

		% of Students Passing State Assessment	Goal
		<b>2018</b>	<b>2019</b>
% of Items Needed to Meet State Performance Standard			
Approaches Grade Level or Above	47%	100%	95%
Meets Grade Level	69%	76%	75%
Masters Grade Level	83%	43%	40%



# 2018-2019 Campus Goals

## 5<sup>th</sup> Grade Science

		% of Students Passing State Assessment		Goal
		2018	2019	
% of Items Needed to Meet State Performance Standard				
Approaches Grade Level or Above	58%	94%	95%	
Meets Grade Level	78%	59%	40%	
Masters Grade Level	89%	22%	30%	

**Focus Area 1: Improve Student Academic Achievement, CCMR and Graduation Rate**

**Objective 1: Curriculum is horizontally aligned in all HB5 courses.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Summer Curriculum Writing/Alignment sessions for all of the four-core subjects assessed on HB5 will be scheduled in May-June [2019] by Campus/District.	Principal, Assistant Superintendent for C&I	Local Funds, Title 1 Funds, SCE	Summer 2019	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments, WEEKLY/ MONTHLY PROGRESS MONITORING	Title 1- #2, 4
Teacher representatives from all district campuses will be selected to write the district curriculum. Teachers from campus will be selected to align curriculum to all campus initiatives.	Principal, ES Administrators	Local Funds, Title 1 Funds, SCE	May 2019	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, WEEKLY/ MONTHLY PROGRESS MONITORING	Title 1- #2, 4
Curriculum writers will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course. Writers will turn training around to all teachers every six weeks.	Principal, Assistant Supt for C&I Campus admin, Teachers	Local Funds, Title 1 Funds, SCE	June 2019	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, WEEKLY/ MONTHLY PROGRESS MONITORING	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Principal, Bilingual Director, Special Ed Director, Assistant Supt for C&I Campus admin Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III Supt for C&I 263, SpEd 224, SCE	Summer 2019	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, WEEKLY/ MONTHLY PROGRESS MONITORING	Title 1-#1,2
Academic Calendars will be written for all courses. (timelines will be written for all HB5 courses)	Principal, Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds, SCE	Summer 2019	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, WEEKLY/ MONTHLY PROGRESS MONITORING	Title 1 - #1, 2

**Focus Area 1: Improve Student Academic Achievement, CCMR and Graduation Rate**

**Objective 1: Curriculum is horizontally aligned in all HB5 courses.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	District Content Coordinators	Local Funds, Title 1 Funds	June 2018-April 2019	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, WEEKLY/MONTHLY PROGRESS MONITORING	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principals	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019 March 2019 May 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, WEEKLY/MONTHLY PROGRESS MONITORING	Title 1 - #2,4,8
District Review Sessions (DRS) 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 admin, Teachers	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019 March 2019 May 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, WEEKLY/MONTHLY PROGRESS MONITORING	Title 1 -#2,4,8
Campus Instructional Coaches, Deans, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principals	Local Funds, Title 1 Funds	August 2018 – May 2019	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, WEEKLY/MONTHLY PROGRESS MONITORING	Title 1 - #3
Provide Dana Center training for selected cohort teachers and principals on the vertical alignment of state standards in math and science.	Assistant Superintendent for C&I	Title 1 Funds	August 2018- August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, WEEKLY/MONTHLY PROGRESS MONITORING	Title 1 - #4
Provide Curriculum Alignment Training in all Tested and/or Core Subjects utilizing the services of the following Consultants: Diana Ramirez, Bill MacDonald, Pearl Cantu, Sharon Wells, Lucy Munoz, Forde-Ferrier, Martha Morales and Amaryllis Galindo.	Principal, Assistant Superintendent for C&I and Principal	Title I, local and Focus School Grant	August 2018- August 2019	Lesson Plans, Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, WEEKLY/MONTHLY PROGRESS MONITORING	Title 1 -#2,4,8



**Focus Area 1: Improve Student Academic Achievement, CCMR and Graduation Rate**

**Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses	District Content Coordinators	Local Funds, Title 1 Funds	June 2018 – May 2019	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS/ WEEKLY/ MONTHLY PROGRESS MONITORING	Title 1 - #8
Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR.	Assistant Supt for C&I, C&I Administrators Campus admin, Instruction coach	Local Funds, Title 1 Funds	June 2018 – May 2019	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS/WEEKLY/ MONTHLY PROGRESS MONITORING	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar	District Content Coordinators	Local Funds, Title 1 Funds	October 2018 November 2018 December 2018 January 2019 February 2019 March 2019 May 2019	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS/WPM	Title 1 - #4, 8
Two district-level CBAs and District-level Benchmarks will be administered to all students in 2018-19.	District Content Coordinators Campus admin Teachers	Local Funds, Title 1 Funds	October 2018 November 2018 December 2018 January 2019 February 2019 March 2019 May 2019	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS/ WEEKLY/ MONTHLY PROGRESS MONITORING	Title 1 - #8

**Focus Area 1: Improve Student Academic Achievement, CCMR and Graduation Rate**

**Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 48 hours of the test administration	Campus Principals and Instructional Coach	Local Funds, Title 1 Funds	October 2018 November 2018 December 2018 January 2019 February 2019 March 2019 May 2019	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, TPRI/ TEJAS LEE/ CPALS	Title 1 - #7,8
Data Rooms will be available at each campus for data analysis and monitoring student progress.	Campus Principals and Instructional Coach	Local Funds, Title 1 Funds	August 2018- June 2019	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRS) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Campus Principals and Instructional Coach, Teachers	Local Funds, Title 1 Funds	October 2018 November 2018 December 2018 January 2019 February 2019 March 2019 May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSS) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October 2018 November 2018 December 2018 January 2019 February 2019 March 2019 May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, TPRI/ TEJAS LEE/ CPALS	Title 1 - #2, 4, 7,8

**Focus Area 1: Improve Student Academic Achievement, CCMR and Graduation Rate**

**Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
District & Campus level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Migrant Director, Administrator for Student Success Campus Admin. And Teachers	Migrant Funds 212	October 2018 November 2018 December 2018 January 2019 February 2019 March 2019 May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI/ TEJAS LEE/ CPALS	Title 1 - #1, 2,7
District & Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM	Special Education Director, Administrator for Student Success Campus Admin, Sp. Ed. Teachers and Teachers	Special Ed Funds 224	October 2018 November 2018 December 2018 January 2019 February 2019 March 2019 May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI/ TEJAS LEE/ CPALS	Title 1 - #1, 2,7
District level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Dual Language/ESL Director, Administrator for Student Success Campus Admin. & Teachers	Title III 263	October 2018 November 2018 December 2018 January 2019 February 2019 March 2019 May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI/ TEJAS LEE/ CPALS	Title 1 - #1, 2,7
Provide Dana Center training for cohorted science teachers on creating formative assessments.	Assistant Superintendent for C&I	Title 1 Funds	August 2018-May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

### Focus Area 1: Improve Student Academic Achievement, CCMR and Graduation Rate

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
District Goals specific for each subgroup will be developed and shared with each campus principal and staff	Migrant Director, Special Ed Director, Dual Language/ESL Director, Administrator for Student Success Campus Admin & Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018	District Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI/ TEJAS LEE/ CPALS WEEKLY/ MONTHLY PROGRESS MONITORING	Title 1 - #2,7
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Principals & Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc.	Principals & Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018- June 2019	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI/ TEJAS LEE/ CPALS WEEKLY/ MONTHLY PROGRESS MONITORING	Title 1 -#2,7,8
Implementation of all academic programs will be monitored for fidelity: DMR, Sharon Wells, Pearlized Math, Sing Spell Read and Write, Living With Science, Edusmart, I-Station, Read Well, STEM Scopes, Accelerated Reader, Living With Science, Forde Ferrier, Rogelio Gomez	Principals & All PK-5 <sup>th</sup> Grade Teachers	Migrant Funds 212, Special Ed Funds 224, Title I Funds, Local Funds, State Comp. Funds, Title III Funds 263	September 2018- June 2019	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI/ TEJAS LEE/ CPALS WEEKLY/ CIRCLE Assessment MONTHLY PROGRESS MONITORING	Title 1 -#2,7,8

**Focus Area 1: Improve Student Academic Achievement, CCMR and Graduation Rate**

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/accommodations for the special education students in their classroom.	Campus Principals, Teachers	Special Ed 224	August 2018-June 2019	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI/ TEJAS LEE/ CPALS ,WEEKLY/ MONTHLY PROGRESS MONITORING	Title 1 - #1, 2,7
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Campus Principals, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2018 November 2018 January 2019 February 2019	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for campus administrators at the elementary, middle and high school levels	C&I Administrators	Local Funds 199, Title 1 Funds 211	October 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Visuals such as DMR, Sharon Wells and Bill MacDonald Teaching Charts will be utilized during centers or whole class to ensure that students understand concepts being taught. Poster maker will be purchased in order to create larger (instructional) teaching charts.	Campus Principals, Teachers	Title 1 Funds 211	December 2018	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI/ TEJAS LEE/ CPALS ,WEEKLY/ MONTHLY PROGRESS MONITORING	Title 1 - #2, 8, 9

**Focus Area 1: Improve Student Academic Achievement, CCMR and Graduation Rate**

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention, 60 afterschool and 4hr Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark. TEKS/STAAR Aligned Materials will be used: Curriculum Associates, Kamico, STAAR Master, Forde-Ferrier, Lead4Ward, Mentoring Minds, Follete, Children's Plus, MACKIN, Bound To Stay Bound, Scholastics, Gateway, CIELO, Regional Centers Materials, Lakeshore	Campus Principals, Deans, Instructional Coaches	Local 199, Title I 211, State Comp 199, Migrant 212, Title III 263, SpEd 224	August 2018-July 2019	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI/ TEJAS LEE/ CPALS WEEKLY/ MONTHLY PROGRESS MONITORING	Title 1 - #7,9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available. Refreshments will be provided.	Campus Principals, Deans, Instructional Coaches	Local 199, Title I 211, State Comp 199, Migrant 212, Title III 263, Sp. Ed 224	October 2018 November 2018 December 2018 January 2019 February 2019 March 2019 May 2019	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for all principals, assistant principals, and deans on differentiated instruction. And data analysis	Assistant Superintendent for C&I	Title I Funds	July 2018 January 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4



### Focus Area 1: Improve Student Academic Achievement, CCMR and Graduation Rate

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Asst Supt for C&I Campus Admin.	Local Funds 199	October 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5	Asst Supt for C&I, C&I Administrators, District Content Coordinators Campus Admin.	Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled 3X weekly in elementary schools and daily at the middle and high schools for unpacking the TEKS and lesson plan collaboration. Teachers will be provided with Campus Information Data Binders.	Campus Principals, Instructional Coaches and Grade Level Chairs	Title 1 211, Local Funds 199	August 2018- May 2019	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each index per student/per subpopulation group. DMAC Reports will be printed on a colored printer and shared with Teachers during CLCs.	Asst Supt for C&I, C&I Administrators, District Content Coordinators, Campus Admin. & Teachers	Title 1 211, Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff. Poster maker will be used to enlarge the CIF Protocols for every classroom.	Instructional Coaches	Title 1 211, Local Funds 199	August 2018 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Focus Area 1: Improve Student Academic Achievement, CCMR and Graduation Rate**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RtI training will be provided for all staff members to address the needs of all students.	RtI District Coordinator & Campus Counselor	Title 1 211	August 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director	Title III 263	August 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director, Counselor and Sp. Ed. Teachers	Special Ed 224	August 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Lead4ward training for all principals, assistant principals, and deans on Data Analysis/Differentiated instruction. Principals and Assistant Principals will train Teachers.	Assistant Superintendent for C&I, Campus Admin. & Instructional Coach	Title 1 Funds	July 2018 January 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Focus Area 2: School Progress, Academic Growth and Relative Performance**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies. Scholastic Readers will be purchased to supplement curriculum.	District ELA Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2018-May 2019	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - # 2, #4
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation through the use of: Sheltered Instruction, Thinking Maps, Dinah Zikes, DMR	Assistant Superintendent for C&I, Campus Principal and Teachers	Title 1 211, Local Funds 199	August 2018 and on-going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4,
Writing Rubrics will be developed and used campus wide	Teachers	Title 1 211, Local Funds 199	August 2018 and on-going	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 -#4
Depth of Knowledge Questions will be written for each literary piece/all genres	District ELA Content Coordinators, Campus Principals, Teachers	Title 1 211, Local Funds 199	Summer 2018 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title -#4

**Focus Area 2: School Progress, Academic Growth and Relative Performance**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 1 compositions per six weeks will be required at each grade level. Compositions will be copied/printed on TEA Writing Paper.	Campus Admin. & Teachers	Title 1 211, Local Funds 199	August 2018-May 2019	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #3
STAAR Literature questions will be written for each literary piece/all genres	District ELA Content Coordinators, Campus Admin. & Teachers	Title 1 211, Local Funds 199	Summer 2018-May 2019	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
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 2018 January 2019 March 2019	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1
Data will be used to target tutorial lessons and to identify spiraled skills	Campus Principals, Assistant Principals, Teachers	Title 1 211, Local Funds 199	August 2018-May 2019	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Data will be used to identify students in need of extended learning opportunities	Campus Principals, Assistant Principals, Teachers	Title 1 211, Local Funds 199	August 2018-May 2019	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2

**Focus Area 2: School Progress, Academic Growth and Relative Performance**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be developed for K-5 using CIF strategies	Assistant Superintendent for C&I, Instructional Coaches	Title 1 211, Local Funds 199	June 2018-May 2019	Walk-throughs and curriculum documents for Pearalized Math, Sharon Wells, State Adoption,	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR & Imagine Math	Title 1 - #2
Mathematics teachers will receive training on TEKS (Sharon Wells) analysis to determine the depth and complexity of each student expectation	Assistant Superintendent for C&I Campus Admin. & Teachers	Title 1 211, Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR & Imagine Math	Title 1 #4
Teachers will receive training on unpacking the math TEKS, analyzing data	Assistant Superintendent for C&I Campus Admin. & Teachers	Title 1 211, Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR & Imagine Math	Title 1 - #4
One aligned CBAs and two district Benchmarks will be administered district-wide	Assistant Superintendent for C&I, District Administrators Campus Admin. & Teachers	Title 1 211, Local Funds 199	October 2018 January 2019 March 2019	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR & Imagine Math	Title 1 - #1
Sharon Wells Data will be used to inform tutorial lessons and to identify spiraled skills	District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2018-May 2019	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR & Imagine Math	Title 1 - #2

**Focus Area 2: School Progress, Academic Growth and Relative Performance**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities	District Content Coordinators, Principals, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2018-May 2019	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR & Imagine Math	Title 1 - #1
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	Principals, Instructional Coaches, Assistant Principals and Teachers	Title 1 211, Local Funds 199	August 2018-May 2019	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR & Imagine Math	Title 1 - #2
Provide Sharon Wells training on effective teaching strategies for elementary math teachers.	Assistant Superintendent for C&I Campus Admin. & Teachers	Title 1 Funds	July 2018 May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR & Imagine Math	Title 1 - #4



### Focus Area 3: Closing The Achievement Gaps

**Objective 1:** Decrease the student achievement gap among all subgroups.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> <li>•Dictionaries</li> <li>•Nonlinguistic Representation Activities</li> <li>•Frayer model</li> <li>•Interactive Word Walls</li> <li>•Thinking Maps</li> <li>•Graphic Organizers</li> <li>•Imagine Learning</li> <li>•Lexia</li> <li>•TPRI/Tejas LEE Strategies</li> <li>•Interactive Journals</li> <li>•Stem Scopes</li> <li>•Sci Tech</li> <li>•Reading Renaissance</li> <li>•Cancionero</li> <li>•Sing, Spell, Read and Write</li> <li>•Phonics and Friends</li> <li>•Phonics Development Books</li> <li>•Rigby</li> </ul>	Principals, Assistant Superintendent for C&I, District Content Coordinators, Bilingual Director, Special Ed Director Campus Admin. & Teachers	Title 1 211, Local Funds 199 Title III 263, Special Ed 224	Summer 2018	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, Progress Monitoring, TPRI/TejasLEE, CLI	Title 1 #2, #9

### Focus Area 3: Closing The Achievement Gaps

**Objective 1:** Decrease the student achievement gap among all subgroups.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc., through district formative assessments.	Principals, Bilingual Director, Instructional Coaches, District Level Administrators & Teachers	Title 1 211, Local Funds 199 Special Ed 224	August 2018- May 2019	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, Progress Monitoring, TPRI/ Tejas LEE, CLI	Title #1, #2
Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principals, Special Ed Director, Instructional Coaches, District Level Administrators, General Ed. Teacher/ SPED Teacher	Title 1 211, Local Funds 199 Special Ed 224	August 2018- May 2019	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, Progress Monitoring, TPRI/ Tejas LEE, CLI	Title 1 #3, #4, #5
Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principals, Bilingual Director, Instructional Coaches, District Level Administrators and Teachers	Title 1 211, Local Funds 199 Title III 224	August 2018- May 2019	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, Progress Monitoring, TPRI/ Tejas LEE, CLI	Title 1 # 3, # 4, #5
Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principals, Bilingual Director, Instructional Coaches, District Level Administrators, Counselors, General Ed Teachers, SPED Teachers	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2018- May 2019	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, Progress Monitoring, TPRI/ Tejas LEE, CLI	Title 1 #1, #2

**Focus Area 3: Closing The Achievement Gaps**

**Objective 1: Decrease the student achievement gap among all subgroups.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review 504 students' performance and progress and provide accommodations and interventions.	Assistant Superintendent for C&I, District Content Coordinators, 504 District/Campus Coordinator, SPED Teacher, Gen. Education Teacher	Title 1 211, Local Funds 199	August 2018- May 2019	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS, Progress Monitoring, TPRI /Tejas LEE, CLI	Title 1 #2, #9
Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principals, Instructional Coach, District/Campus Dyslexia Coordinator, Instructional Coaches, District Level Administrators, SPED Teachers, Gen. Education Teacher	Title 1 211, Local Funds 199	August 2018- May 2019	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS Progress Monitoring, TPRI /Tejas LEE, CLI	Title 1 #2, #9
Provide extended learning and credit recovery opportunities for students not mastering the curriculum through summer school, credit recovery, Saturday academies, tutorials, and enrichment period.	Principals	SCE	August 2018- May 2019	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 #2, #9
Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions. Reports will be printed in color.	Assistant Superintendent of C&I, District Level Administrators, Principals & Teachers	Title 1 211, Local Funds 199	August 2018- May 2019	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 #6, #8

## Focus Area 4: Family and Community Involvement

### Objective 1: Opportunities for parents to assist students in preparing for assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Parent meetings geared toward knowledge of standardized testing</p> <ul style="list-style-type: none"> <li>• PTO</li> <li>• Curriculum night</li> </ul>	Principals, Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2018-May 2019	Sign-in Sheets	Parent Surveys	sign in	Title I - #4, #6
<p>Parent Orientations- Meet the Teacher, Family Literacy, Open House</p>	Parental Director, Logistic Specialist, Parent Educators, ES Teachers	Title I Funds	August 2018-May 2019	Sign-in Sheets, Telephone Logs	Parent Surveys	sign in	Title I - #4, #6
<p>Parent involvement: Donuts With Dad, Muffins With Moms, Granola With Grandparents, Book Fair, Dieciseis de septiembre Celebration, Christmas Merienda, Fall Festival, Family Picnics, Pumpkin Decorating Contest, Science Project/ Fair, Awards Assembly, Parents Picnic, Dr. Seuss, Bright Summer Reader, Million Father March, Parent Involvement Meetings, Career Fair</p>	Campus Administrators, Counselor, Librarian, Parent Educator, ES Teachers, Librarian, Volunteers, ES Staff, Science Teacher, Administrator, Counselor	Donations, Title 1, Local and Activity	August 2018-May 2019	Pictures, Living Tree, Projects, Awards	Attendance/ Scores, Parent Survey	Sign in sheets	Title 1 #4, #6
Home Visits	Campus Administrators, Counselor, Parent Educator, Teachers	Donations, Title 1, Local and Activity Parent contact information	August 2018-May 2019	Parent contact log	Attendance/ scores	Sign in sheets	Title 1 #4, #6
Backpack drive	Administration, Teachers	Donations, Title 1, Local and Activity	August 2018-May 2019	Pictures, Living Tree, contact log, School's website	Attendance/ scores	Sign in sheets	Title 1 #4, #6

**Focus Area 4: Family and Community Involvement**

**Objective 2: Tutoring Programs that support students taking assessments**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Sponsor after school tutoring camps at Parental Education Centers throughout District for Elementary Campuses Tutoring & Extended day	Parental Director, Logistic Specialist, Site Managers ES Teachers	Title I Funds	May 2019	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9
Assist Campuses increase their tutorial academies via telephone contacts, etc.	Parent Educators	Title I Funds	May 2019	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR	Title I- #2, #9
Modify adult volunteer services program to include students @ all level	Parental Director, Logistic Specialist	Local Funds, Title I Funds	May 2019	Volunteer sign-in card	Tally of Volunteer hours	sign in	Title I- #9
Host at least 2 major events per year at campuses <ul style="list-style-type: none"> <li>• play</li> <li>• visit to Escalante Middle</li> </ul>	Parental Director, Logistic Specialist, Parent Educators ES Teachers	Local Funds, Title I Funds	May 2019	Sign-in Sheets	Parent Surveys	Sign in Sheets	Title I- #6, #10
Increase enrollment of adult Literacy Participation by 15%	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2019	Classroom attendance sheets	End of year course completion certificates	Sign in sheet	Title I- #6, #10
Open a Parent Education Center <ul style="list-style-type: none"> <li>• Computer Literacy</li> <li>• Tech Center</li> </ul>	Parental Director Computer Lab Manager IT	Title I Funds	January 2019	Attendance sheets	End of year course completion certificates	Sign in sheet	Title I- #6, #10

## Focus Area 5: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration Academy. These academies will be planned for each of the core content areas as well as key electives. Items purchased for the campus will include, Computers, Lap Tops, iPADS, Winbooks,Carts (Cows), Virtual Reality, Printers, Document Readers, NotePads, projectors as well as, necessary supplies like cords, mounting frames and installation materials	Principal, Technology Director MIS Coordinator Instructional Technology Coordinator Chief Financial Officer Superintendent of Schools	Instructional Technology Staff and various state, federal, and local budgets	Ongoing... This will be a yearly expense with additions each year as funds become available.	Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology	Increased student scores.	Budget reviews and monthly campus visits with principals	Title 1 #4
Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Instructional Technology Coordinator Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools	Software, hardware, and professional development	Ongoing. This is a yearly expense that will be increased every year as funds are available.	Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title 1 #4
PSJA ISD provides adult literacy and technology application skills training to its' parents via the Parental Involvement Department. The Parental Involvement Department gets technology literate teachers from the Bilingual/ESL Department to conduct these trainings. These training take place on a monthly basis throughout the year. The department is in essence its own adult literacy provider.	Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development	Ongoing. This is a strategy that is carried out year-round and in the summers.	Sign-in sheets An increase in the number of technology literate and English Proficient parents	Increase in the number of Technology Literate parents, and community members.	Parental Involvement Program Director and Parent Educator Reviews	Title 1 #6, 10

## Focus Area 5: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Accelerated Reader Software, adequate bandwidth, and adequate hardware	2018-2019	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	Title 1 #2, #9
The Technology Department will provide for the delivery of online library/research resources (Destiny Online) so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Destiny Software, adequate bandwidth, and adequate hardware, Imagine Learning Math/Reading, Mackinvia	2018-2019	usage reports from the Destiny system.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	Title 1 #4

**Focus Area 5: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
Audit the curriculum and integrate technology essential knowledge and skills (TEKS) at the K-5 level	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum coordinators Elementary Administrator Area Administrators Superintendent of Schools District Technology Advocacy Committee	Core content curriculum resources. Learning.com resources. Imagine Learning Math/Reading State guidelines for required technology courses.	This is an ongoing process. However, a committee will be formed to specifically address the Elementary Technology level for 2018-2019.	Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the district course offerings and alignment with state course requirements.	Title1 #2, 9
Develop units of practice aligned with the core content curriculum.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer	Core content curriculum resources. Learning.com Title I Funding	ongoing	Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.	Increased scores on technology benchmarks and state tests.	Instructional Technology department campus visits and observations.	Title 1 #2, 9



## Focus Area 5: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Expand distance learning efforts to enhance classroom instruction. The district will join the Region One Distance Learning (Video Conferencing) Consortium.	Instructional Technology Coordinator, Technology Integration Specialist, Core content area coordinators	Video conferencing equipment, online curriculum resources	Aug 2018	Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events.	Increased student enrollment and completion of online classes.	Lesson plans	Title 1 #2
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist		Ongoing. This is a regular service that is provided to all campuses.	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports. Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher STAAR scores). LAB usage logs	Increase in student achievement (higher STAAR scores)	Lesson Plans	Title 1 #1, 2
The district will mandate that all elementary teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, Instructional Technology Labs	2018-2019		Increase in student achievement (higher STAAR Scores)	Lesson Plans	Title1 #2

## Focus Area 5: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reestablish summer computer training opportunities for students. 19 computer technology camps (Technology Applications, Web Design, and Video Editing) will be hosted during the summer of 2018- and throughout the year in 2017-2018. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2018 2017-2018 School Year</p>	<p>Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists Parental Involvement staff which will be trained by the Technology Center Staff.</p>	<p>Hardware, software, and Technology Applications Instructors.</p>	<p>Summer of 2018 2018-2019 School Year</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>	<p>Sign in sheets and Activity Logs</p>	<p>Title 1 #2, 6</p>
<p>Organize and host/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p>	<p>Technology Director MIS Coordinator Instructional Technology Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners</p>	<p>Hardware, software, and other technology resources</p>	<p>By Spring of 2019. Campuses will have at least one technology fair a year. By 2019 the district will designate a PSJA Technology Day.</p>	<p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.</p>	<p>Increased use of technology by students and teachers.</p>	<p>Sign in sheets and Activity Logs</p>	<p>Title 1 #2, 6</p>

## Focus Area 5: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide internet instruction to all teachers and students. The district will use Learning.com for all K-8 students and Hoonuit for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.	Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator	Learning.com, Hoonuit, and other online resources. Imagine Learning Math/Reading	Ongoing: Aug. 2018-June 2019, Campus Administrator will ensure that District Technology Team will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.	online campus and classroom web sites	Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).	Activity Logs Reports	Title 1 #2, #10

**Focus Area 5: 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	Resource	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Technology Director Computer Lab Managers Campus Administration</p>	<p>Local Technology Budget, and hardware</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs in 2018-2019 -They will receive new computers in 2020-2021.</p>	<p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p>	<p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p>	<p>Inventory Records</p>	<p>Title 1 #1, #2</p>
<p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p>	<p>Technology Director Instructional Technology Coordinator, MIS Coordinator Computer Lab Managers</p>		<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>computer inventory counts</p>	<p>Increased teacher collaboration on curriculum projects.</p>	<p>Inventory Reports</p>	<p>Title 1 #1, #2, #8</p>

**Focus Area 6: Increase Learning Time**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Revise all curriculum documents for HBS STAAR courses.	Principal, Assistant Superintendent for C&I	Local Funds, Title 1 Funds	Summer 2018 (on-going)	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II & III Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4
Provide training or access to conferences for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation. Conferences include: TABE, NABE, CAST, TEPSA, Assessment Conference, Reading Conference, Math Conference, Science Conference, Writing Conference	Principal, Assistant Supt for C&I	Local Funds, Title 1 Funds, SCE	June 2018 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II & III Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Principal, Assistant Supt for C&I Campus Admin. & Teachers	Local Funds, Title 1 Funds	June 2018 – May 2019	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II & III Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators	Local Funds, Title 1 Funds	June 2018-April 2019	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II & III Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Revise all schedules for full day implementation of Bell-To-Bell Teaching.	Principal, Assistant Principal, SBSDM Committee	Local Funds, Title 1 Funds	Summer 2018 (on-going)	Completed Schedules	Benchmark scores, an increase in the number of students scoring at the Level II & III Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1- #2, 4

**Focus Area 6: Increase Learning Time**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Asst. Supt for C&I, Campus Admin. & Teachers	Local Funds	October 2018 (ongoing)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principals and Teachers	Local Funds, Title 1 Funds	October 2018 January 2019 March 2019	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRS) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principals	Local Funds, Title 1 Funds	October 2018 January 2019 March 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October 2018 January 2019 March 2019	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

**Focus Area 6: Increase Learning Time**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment. Teachers will be hired to tutor the students after school during the week and on Saturdays. Campus will provide incentives, snacks and pizza for the students. Campus will also organize Tutorials with Transportation and Food Services.</p>	<p>Principals</p>	<p>Local Funds, Title I Funds, Title II, and Dual Language Department Funds</p>	<p>August 2018-May 2019</p>	<p>Tutorial logs (Student Sign-in Sheets &amp; Schedules)</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>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2,4,8</p>

**Focus Area 6: Increase Learning Time**

**Objective 2:** Increase the number of students that scored at the Level III Advanced in two or more subjects.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Tutorials will be provided for the various student groups in each phase of accountability to improve their scores.	Campus Administrators and Teachers	Local Funds,/ Title 1 Funds	August 2018 –May 2019	Tutorial logs, (Student Sign-in Sheets & Schedules)	Benchmark scores, student achievement gains,	CBAs, BMs, STAAR, TELPAS	Title 1- #2, 4, 8
Imagine Learning Reading/Math will be provided for all students and used as an intervention.	Campus Administrators Comp. Lab Manager and Teachers	Local Funds/Title 1 Funds	August 2018- May 2019	Benchmark scores, CBAs, formative & summative assessments, computer lab reports, progress monitoring	Benchmark scores, student achievement gains, computer lab reports, progress monitoring	CBAs, BMs, STAAR, progress monitoring, selection tests, weekly test	Title 1- #2, 4, 8
Accelerated Reader (A.R.)/Reading Renaissance will improve reading levels and student's comprehension. Due to A.R. they will be exposed to academic vocabulary and high order thinking skills. License will be purchased for entire school to be able to use this program.	Campus Administrators, Librarian and Teachers	Local Funds/Title 1 Funds	Aug 2018-May 2019	Benchmark scores, CBAs, formative & summative assessments, computer lab reports, progress monitoring	Benchmark scores, student achievement gains, A.R. reports, progress monitoring	CBAs, BMs, STAAR, progress monitoring, selection tests, weekly tests	Title 1- #2, 4, 8



**Focus Area 7: Create a Safe School Culture and Climate.**

**Objective 1: Discipline Protocols will be applied 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 for Administrators on student referral protocols, de-escalation and restorative practices	Student Services Department	Local Funds	August 2018- June 2019	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department	Local Funds	August 2017- June 2018	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10

**Focus Area 7: Create a Safe School Culture and Climate.**

**Objective 2:** Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Assist campuses with individual student needs ( medical, dental, vision and hearing services)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-coordinate with social services agencies</li> <li>-provide referral for services</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> </ul>	<ul style="list-style-type: none"> <li>-SCE and T1, School based clinic NCVd, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP</li> </ul>	<p>August 2018- June 2019</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve the management, attendance, education and care of children with asthma.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-Increase use of national clinical guideline for asthma by health care providers.</li> <li>-Improve communication between schools, clinics and parents.</li> <li>-Ensure that all staff is trained about asthma symptoms, triggers and resources</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> </ul>	<ul style="list-style-type: none"> <li>-National Asthma Education and Prevention Program</li> <li>-Asthma and Allergy Foundation of America</li> <li>-Local health care providers</li> </ul>	<p>August 2018- June 2019</p>	<p>Created a hotspot map of students with asthma to determine congestion of illness</p> <p>Peak flow meters available for all asthmatic by health services</p> <p>Assist with all medical asthmatic needs when needed</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.</p>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> </ul>	<ul style="list-style-type: none"> <li>-School based clinics</li> <li>-Local health care providers</li> <li>-Local hospitals</li> </ul>	<p>August 2018- June 2019</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decrease percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

**Focus Area 7: Create a Safe School Culture and Climate.**

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>-Use a common or national outcome measures and/or tool to assess well-being.</li> <li>-Develop and disseminate a best-practices document for community providers.</li> <li>-Refer children to the appropriate medical services (school based clinics)</li> </ul>	School Nurse	Website	August 2018- June 2019	Nurse System	Follow Ups	Data Analysis	Title 1-#10
<p>Provide support services including deterrent of bullying/emotional abuse, suicide risk.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-Continued use of the bullying/suicide box</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> <li>-Counselor</li> </ul>	<ul style="list-style-type: none"> <li>-Behavioral Centers</li> <li>-PSIA LPC</li> <li>-District Protocols</li> </ul>	August 2018- June 2019	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1-#10
<p>Increase the safety of all students and staff</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-The Emergency Response Plan/Team will be revised and modified annually</li> <li>-Training for staff on managing students while emergency is taking place</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency medical services from Pharr, San Luan and Alamo</li> </ul>	August 2018- June 2019	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1-#10

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**Objective 2:** Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide a school environment free of drugs and violence.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-Develop partnerships with parents to establish the responsibilities of each.</li> <li>-Resource referrals to programs to deal with pupils at risk</li> <li>-Pupils shall develop a positive view of self and learn to use effective interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> <li>-Counselor</li> </ul>	<ul style="list-style-type: none"> <li>-Texas Tropical Behavioral Centers</li> <li>-Police Departments</li> </ul>	<p>August 2018- June 2019</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Promote the development of each student as a whole person.</p> <ul style="list-style-type: none"> <li>-Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship.</li> <li>-Encourage the participation rate in extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Athletic Department</li> <li>-LPC</li> </ul>	<p>August 2018- June 2019</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>

**Focus Area 7: Create a Safe School Culture and Climate.**

**Objective 2:** Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>- Emphasize exercise and nutrition for the development of healthy lifestyle choices in students.</li> <li>- SHAC along will coaches will constantly try to improve amount of physical activity in school setting.</li> <li>- Develop policies that support healthy eating and physical activities.</li> <li>- Become a Healthy USA School and complete the challenge.</li> <li>- Provide public awareness, provide educational materials and appropriate referrals.</li> </ul>	<ul style="list-style-type: none"> <li>- Director of Health Services</li> <li>- Nursing Staff</li> <li>- Coaches</li> <li>- Campus Staff</li> </ul>	<ul style="list-style-type: none"> <li>- Child nutrition department</li> <li>- Coaching staff</li> <li>- Dietician DHR</li> <li>- school based clinic</li> </ul>	<p>August 2018- June 2019</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p> <p>-Add Poster in each classroom</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p> <p>-Nurse Reports</p>	<p>Side by side data analysis</p>	<p>Title 1 - #10</p>

**Focus Area 7: Create a Safe School Culture and Climate.**

**Objective 3: Proper training and implementation of all school staff for effective school security and safety.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conducting frequent security/safety audits of campus	Security and Safety Department	Local Funds	August 2018- June 2019	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures/fire drills	Security Director	Local Funds	August 2018- June 2019	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds	August 2018- June 2019	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10

**Focus Area 7: Create a Safe School Culture and Climate.**

**Objective 4:** School attendance/nonattendance improvement initiatives will be monitored effectively to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Pupil Accounting Director, Campus Personnel, District Program, Directors (Bilingual, Migrant, Special Education, CTE)	Local Funds	August 2018- June 2019	-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data -School Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS Reports	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Pupil Accounting Director, Campus Personnel	Local Funds	August 2018- June 2019	Correspondence, Emails, TEA letter, PEIMS update annual training and Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report  Decrease in discipline and truancy.	Data Analysis Review  Updated through corrective measures.	Title 1--#10
Ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel	Local Funds	August 2018- June 2019	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
Ensure implementation of Attendance Recovery Program	Pupil Accounting Director Campus Personnel	Local Funds	August 2018- June 2019	Attendance Recovery Program	Increase of students attendance through daily, six weeks and year report. Decrease in discipline and truancy	Ongoing Data Sign Ins	Title 1--#10

**Focus Area 7: Create a Safe School Culture and Climate.**

**Objective 4:** School attendance/nonattendance improvement initiatives will be monitored effectively 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>Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation</p> <ul style="list-style-type: none"> <li>School messenger</li> </ul>	Pupil Accounting Director	Local Funds	August 2018- June 2019	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report Onpointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#10
<p>Provide consistent student support and guidance through district personnel to ensure student academic success.</p>	Pupil Accounting Director	Local Funds	August 2018- June 2019	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10



### Focus Area 8: Staff Quality, Recruitment, and Retention

**Objective 1: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> <li>Competitive Salaries for Teachers, and all District staff</li> <li>Competitive Stipends for Masters and/or certifications that support district initiatives</li> </ul>	HR, Business office	Funds for salaries and stipends	Feb.-Aug.	<p>Greater Retention Rate of district staff</p> <p>Higher staff moral</p>	<ul style="list-style-type: none"> <li>Improvement in student academic scores</li> <li>Improvement in instruction delivery</li> </ul>	Staff Retention reports	#2, 3, 4, 5
<p>Unique district incentives</p> <ul style="list-style-type: none"> <li>Paying of Local Days</li> <li>District contribution for employee medical plan</li> </ul>	Business Office	Funds to pay days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> <li>Staff retiring from district</li> </ul>	More experience work force	#2, 3, 4, 5
<p>Implement a plan for teacher selection and retention</p> <ul style="list-style-type: none"> <li>Bilingual/ESL certified</li> <li>Special Education certified</li> <li>Core area certifications</li> <li>Masters degree</li> <li>Advance Placement certified</li> </ul> <p>A passion for students, and commitment to excellence</p>	Bilingual/Special Education Directors Principals Interview Committee	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> <li>Staff hired</li> <li>High teacher retention rate</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms have a HQ teacher that is prepared to deliver instruction</li> <li>Teacher will support student success with content expertise</li> </ul>	<ul style="list-style-type: none"> <li>Screen all applicants for best candidates</li> <li>Hold Invitational Job Fairs (District)</li> </ul>	#2, 3, 4, 5

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**Objective 1:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principals training on interviewing , documentation of teachers	HR Admin,	Documentation Handbook	Nov.-March	<ul style="list-style-type: none"> <li>Better selection of staff</li> <li>Improvement of documentation of staff</li> </ul>	<ul style="list-style-type: none"> <li>Improve the quality of teachers therefore improving student learning</li> </ul>	<ul style="list-style-type: none"> <li>Hiring of better teachers</li> <li>Better documentation of staff not meeting performance standards</li> </ul>	#2, 3, 4, 5
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Campus Instructional Coaches	Local funds	August 2018- June 2019	Sign-in Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps CIF Protocols (classroom obs.)	CBAs, BMs, STAAR, TELPAS	#2, 3, 4, 5
On-going professional development of District Curriculum	Director Department/Grade Level Instructional Coaches	Local funds	August 2018- June 2019	Sign-in sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS Progress Monitoring	#2, 3, 4, 5
Instructional coaching support <ul style="list-style-type: none"> <li>New teachers</li> <li>Other teachers needing support</li> </ul>	Director Campus Instructional Coaches	Local funds	August 2018- June 2019	Sign-In Sheets Coaching logs Coaching schedules Walkthrough forms Next Steps	McREL Teacher Evaluation Progressive: Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS Teacher Evaluation Reports (2)	#2, 3, 4, 5

## Focus Area 8: Staff Quality, Recruitment, and Retention

**Objective 1:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	August 2018- June 2019	Mentor Logs	Increase in teacher satisfaction and moral improvement in student performance	McREL Evaluation Student Academic Performance Rigor/Relevance Rubric	#2, 3, 4, 5
Implement an effective instructional coaching system with on-going professional development	Director Instructional Coach	Title One	August 2018- June 2019	Sign-In Sheets Coaching logs schedules CLC's	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels (progression)	McREL Mid-term and summative evaluations SLO obtainment RRR	#2, 3, 4, 5
Monthly professional development meetings for both elementary and secondary level instructional coaches	Director External Coaches	Title One	August 2018- June 2019	Sign-In Sheets Coaching logs schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels Implementation of CIF Protocols	McREL Mid-term and summative evaluations SLO obtainment RRR	#2, 3, 4, 5
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One Local Funds	August 2018- June 2019	Sign-In Sheets Coaching logs schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	#2, 3, 4, 5
Monthly progress monitoring campus visits and Instructional rounds Dual Language Visits	Director Campus Instructional Coaches Gomez & Gomez Bilingual Dept.	Title One Local Funds	August 2018- June 2019	Sign-In Sheets Coaching logs schedules Rubric	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels Increase in biliteracy/bicultural education	McREL Mid-term and summative evaluations RRR Biliteracy Test	#2, 3, 4, 5