

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



# **John Doedyns Elementary Campus Improvement Plan 2018-2019**

Board Approved:

This is what great leadership looks like in PSJA...



...and in PSJA, we are all leaders

*Spirit of PSJA*



## ***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.

## Mission Statement

Our **Mission** is to establish a strong, standards-based curriculum, promote high academic achievement in both English and Spanish in an environment that embraces diversity and strives for excellence. We are committed to developing students who are resilient, adaptable, and equipped with the skills and dispositions to be confident, knowledgeable, responsible, and productive citizens in a diverse, ever-changing world.

## Vision Statement

*At Doedyns, We Envision:*

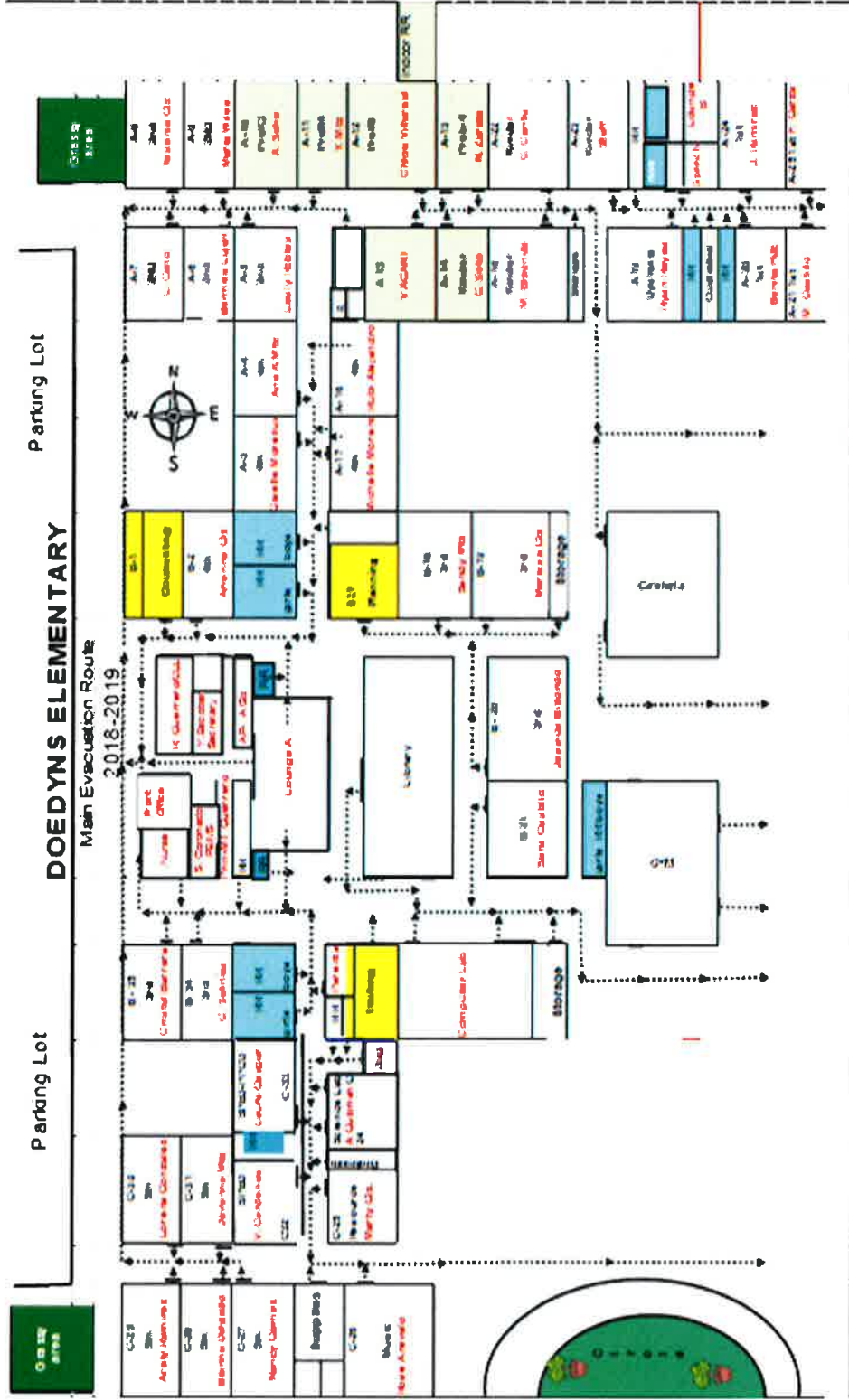
*A school where children are actively involved in rigorous and relevant learning experiences*

*A highly qualified staff committed to the academic, social and emotional well-being of every student*

*A true partnership exists between parents, students, staff and the community.*

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT-  
JOHN DOEDYNS ELEMENTARY

Staff



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT-  
JOHN DOEDYNS ELEMENTARY

## Campus Performance Objective Committee

### *Collaborate Learning Leader*

1. Raquel Duberney -Guerrero

### *Collaborate Learning Facilitators*

1. Nancy Gomez
2. Sara Castillo
3. Sandra Martinez
4. Jessica Elizondo
5. Maria Wiles

### **NON-TEACHING PROFESSIONAL STAFF**

1. M. Guerrero - Principal/Anna Gonzalez – Assistant Principal
2. Veronica Flores – Counselor
3. Linda Martinez – Librarian

### **NON-PROFESSIONAL STAFF**

1. Carolina Reyes – Parent Educator
2. Sandra Coronado – PEIMS Clerk
3. Joe Martinez – Head Custodian

### **COMMUNITY MEMBERS**

1. – Mary Lou Gomez-Retired Teacher

### **PARENTS**

1. Mrs. Xititali Pena

### **BUSINESS REPRESENTATIVES**

3. Maria Gonzalez – Memes Drive Thru
4. Rick Guerrero-IRG Access-Ability



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

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

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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



## Title I, Part A

### School Wide Components:

1. A comprehensive needs assessment of the entire school 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.

## 2018-19 Campus Goals

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

Doedyns Elementary  
Accountability 2018

Domain I					
STAAR Performance					
	Reading	Mathematics	Writing	Science	Social Studies
Approaches	81	86	66	87	
Meets	47	53	46	52	
Masters	24	32	16	21	
2019 Goals					
Approaches	90	90	90	90	
Meets	60	60	60	60	
Masters	30	30	30	30	

Domain II		
Academic Growth		
	2018	2019 Goals
Points from 1/2 Point	17.5	38.0
Points from 1 Point	305	340.0



\* Include in 2018-2019 Campus Improvement Plan

**Elementary and Middle School (Domain III)**

Academic Achievement (Percentage at MEETS Grade Level or Above)													
	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non-Continuous Enrolled	Total Met	Total Eval.
<b>Reading</b>	47	*	47	*	74	43	45	44	*	50	35	6	7
Targets	44	32	37	60	74	19	33	29	36	46	42		
<b>2019 Goals</b>	60		60			60	60	60		60	60		
<b>Math</b>	53	*	52	*		54	51	48	56	56	40	6	7
Targets	46	31	40	59	82	23	36	40	44	47	45		
<b>2019 Goals</b>													
Academic Growth													
	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non-Continuous Enrolled	Total Met	Total Eval.
<b>Reading</b>	79	*	79	*	77	94	78	81	*	80	77	7	7
Targets	66	62	65	69	77	59	64	64	65	66	67		
<b>2019 Goals</b>	76		76			94	75	76		72	88	7	7
Targets	71	67	69	74	86	61	68	68	70	71	70		
<b>2019 Goals</b>													
English Language Proficiency													
								ELs (Current)					
<b>TELPAS</b>								53				1	1
Targets								42					
<b>2019 Goals</b>													
Student Achievement Domain													
	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non-Continuous Enrolled	Total Met	Total Eval.
<b>Domain I</b>	50	*	49	82	*	46	47	47	65	63	36	6	7
Targets	47	36	41	58	73	23	38	37	43	48	45		
<b>2019 Goals</b>													

\* Include in 2018-2019 Campus Improvement Plan

# Comprehensive Needs Assessment



**COLLEGE**  
READY. CONNECTED. COMPLETE.

## Data Resources Reviewed

1. 2017-18 STAAR/TELPAS Campus Summary and Accountability Reports
2. 2017-18 Texas Academic Performance Reports
3. 2017-18 Attendance and Discipline Reports
4. PEIMS Demographics
5. Walk-throughs and Leadership-Walks Data
6. Parental Involvement Data
7. McRel Teacher Evaluations
8. Professional Development Plans and SLOs
9. Teacher Certifications
10. TPRI/TEJAS LEE/CIRCLE Data
11. Technology Inventories
12. PBMAS

# Comprehensive Needs Assessment



## **Demographics**

### **Demographics Summary Continued:**

#### **English Language Learners (ELs):**

The following sources were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the campus staff: 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.

As evidenced in the STAAR assessments , the results show an achievement gap at the meets levels are as follows:

- In Reading, the achievement gap between ELs and All students 2017-18 is (-5)
- In Writing, the achievement gap between ELs and All students 2017-18 is (+7)
- In Science, the achievement gap between ELs and All students 2017-18 is (-10)
- In TELPAS we surpassed the state target of 42% by 11% points

# Comprehensive Needs Assessment



## **Demographics**

### **Demographics Summary Continued:**

#### **Economically Disadvantaged**

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

Domain 1: As evidenced in the STAAR assessments, the results show an achievement gap, at the meets level:

- In Reading, the achievement gap between Eco Dis and All students 2017-18 is -2%.
- In Writing, the achievement gap between Eco Dis and All students 2017-18 is -2
- In Science, the achievement gap between Eco Dis and All students 2017-18 is -5
- In Math, there was no achievement gap between the Eco Dis and the All Group. The Eco Dis was at 51% and the All Group was 47%.



# Comprehensive Needs Assessment



**COLLEGE**  
READY CONNECTED COMPLETE

## **Demographics**

### **Demographics Summary**

#### ELs

##### **On the STAAR exam, at the Meets Level:**

- The Reading rate for ELs students at Doedyns Elementary was 81%, 20 points above the state
- The Writing rate for ELs students at Doedyns Elementary was 60%, 32 points above the state.
- The Science rate for ELs students at Doedyns Elementary was 81%, 20 points above the state.
- The Math rate for ELs students at Doedyns Elementary was 46%, 12 points above the state.

#### Non Continuously Enrolled

##### **On the STAAR exam, at the Meets Level:**

The Reading rate for NCE students at Doedyns Elementary was 35%, 7 points below the state

The Writing rate for NCE students at Doedyns Elementary was \* (did not meet minimum size), the state was at 38%.

The Science rate for NCE students at Doedyns Elementary was 45%, 1 point below the state

The Math rater for NCE student at Doedyns Elementary was 40%, 4 points below the state

# Comprehensive Needs Assessment



**COLLEGE**  
READY. CONNECTED. COMPLETE.

## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

##### On the STAAR exam, at the Meets Level:

- Reading: Eco Dis students at Doedyns Elementary was 36%, 9 points above the state.
- Writing: Eco Dis students at Doedyns Elementary was 44%, 13 points above the state.
- Science: Eco Dis students at Doedyns Elementary was 47%, 7 points above the state.
- Math: Eco Dis students at Doedyns Elementary was at 51%, 11 points above the state.

#### •Non-Continuously Enrolled (NCE)

##### •On the STAAR exam, at the Meets Level:

- In Reading, the achievement gap between NCE (35%) and the All Group (36%): -1 pt.
- In Writing \* (did not meet minimum size), the All Group was at 66%.
- In Science, the achievement gap between NCE (44%) and the All Group (52%): -8 pts
- In Math, the achievement gap between NCE (44%) and the All Group (50%): -6 pts

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities														
1	<p>Domain 1: Student Achievement</p>	<p>Met standard for student achievement</p> <p>Approaches: Reading: 81/ Math: 86/ Writing: 66/ Sci: 87 All Tests: 82</p> <p>From last year, we improved: All Tests +1 (81/82) Reading +4(77/81) Math +2 (84/86) Science +2 (84/87)</p>	<p>In writing, we decreased by 16% points (82/66) In writing Category 2, we scored lower than District, Region, State: 4.1/4.1/4.2--Doedyns 3.9 In writing , Category 3, we scored lower than District, Region, State: 11.4/11.5/10.8--Doedyns 10.6 In writing, 43/69 students are writing between basic and non-scorable; Only 26/69 scored between basic-satisfactory and accomplished We had 1/69 receive a rating of accomplished In 4th reading, we decreased by 11% points (77/66) In 4th math, we decreased by 8% points (83/75)</p>	<p>Improve student learning outcomes in all tested subjects Focus on rigorous instruction in 4th grade all subjects tested Monitor student tasks/Instructional Core Collaborate with all stakeholders-CLCs Unpack the standards Increase number of students reading on grade level and making yearly adequate progress PreK-5/Progress Monitoring PreK-2nd-Co Plan twice a week -Thurs: CLF/CLL/Grade -Mon: Grade Level CLC -Tues: CLL/CLFs common planning</p>														
2	<p>Domain 2: School Progress</p>	<p>Met standard on School Progress Part A- Component Score:78 Scale Score: 85 Part B-Component Score 53 Scale Score: 89 In math: 159/210 growth points earned out of tests taken In reading: 163.5/206 In reading and math combined:</p> <table border="1"> <thead> <tr> <th></th> <th>Tested</th> <th>Pts</th> <th>%</th> <th>Zero_Pts</th> <th>Half_Pts</th> <th>One_Pt</th> </tr> </thead> <tbody> <tr> <td>Doedyns Elementary</td> <td>401</td> <td>304</td> <td>76</td> <td>79</td> <td>35</td> <td>286</td> </tr> </tbody> </table>		Tested	Pts	%	Zero_Pts	Half_Pts	One_Pt	Doedyns Elementary	401	304	76	79	35	286	<p>Decrease number of students earning less than 1 point in math and reading and combined Identify and closely monitor students who are not on grade level in reading and math campuswide-PreK3-5th School wide Saturday tutorials Provide Extended Learning Opportunities Extend learning to before- and after-school programs as well as summer Use varied, effective strategies to instruct diverse learners Use test and other information on students' performance in instructional planning Target literacy and math instruction Safeguard instructional time Use research and data to improve practice Develop effective schoolwide leadership teams-CLL &amp; CLFs Provide ongoing professional development for school-based leaders on effective strategies for closing the achievement gaps and achieve 100% of students meeting or exceeding progress Identify non-continuously enrolled (NCE) students Provide interventions for NCE, Conference with parents Monitor progress in class, labs and tutorials</p>	<p>Identify student needs/differentiated instruction Monitor instructional core Increase usage of Imagine Literacy &amp; Math Align TEKS, assessment, instruction, and student task in the classroom Increase number of leadership walks Develop leadership team: CLL and CLFs Provide time for faculty to meet and plan- CLCs Engage students in order to improve academic performance Help students set goals, and have them be clear about what that target looks like and about where they are. Create a community where teachers participate in decision making, have a shared sense of purpose, engage in collaborative work, and accept joint responsibility for the outcomes of the work.</p>
	Tested	Pts	%	Zero_Pts	Half_Pts	One_Pt												
Doedyns Elementary	401	304	76	79	35	286												
3	<p>Domain 3: Closing the Achievement Gap</p>	<p>Met standard in Domain 3 Component score: 94 Met ELP Target Met 12/12 indicators for growth</p>	<ul style="list-style-type: none"> <li>Close achievement gaps between All students and Economic disadvantage, ELs, and non continuously enrolled students in Science, Math, Reading and Writing</li> <li>Increase number of students passing at the Meets level by 10% points</li> </ul>	<p>Special population groups will receive additional support and intensive interventions in reading, writing, math and science. Accelerate instruction to increase number of students reaching the meets level Provide PD on curriculum and assessment alignment</p>														

## Summary of Findings



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
4	Post Secondary Readiness	<ul style="list-style-type: none"> <li>Pct of STAAR Results at Meets Grade Level or Above (All Subjects) 50.0%</li> <li>Pct of Grade 3-8 Results at Meets Grade Level or Above in Both Reading and Mathematics 38.0%</li> </ul>	<ul style="list-style-type: none"> <li>Increase number of students at the Meets Level or Above by 10% points</li> <li>Increase number of students at the Meets Level or Above in both Reading and Math by 10% Both indicators fell in Quartile 2 for this Distinction</li> <li>Only distinction missed</li> </ul>	<ul style="list-style-type: none"> <li>Content / curriculum must be carefully planned, differentiated, and monitored to meet the student's needs</li> <li>Increase number of students achieving millionaire status for AR</li> <li>Deepen knowledge of TEKS</li> <li>Planning for lessons focused on struggling student; no instruction must be prescriptive-all students need to be on grade level or higher</li> </ul>
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>Communication in both English and Spanish</li> <li>Parent involvement is high—approximately 300 parents per meeting</li> <li>Parent Liaison District level and campus</li> <li>Parent Centers</li> <li>Business Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Increase parent involvement in Parent Centers and at the campus level</li> <li>Increase parent taking opportunities to further education.</li> </ul>	<ul style="list-style-type: none"> <li>Create opportunities for parents to receive postsecondary training/education</li> <li>Initiate parent academic conference</li> <li>Initiate curriculum nights for parents-one per semester</li> </ul>
6	Technology	<ul style="list-style-type: none"> <li>Availability of technology resources for students and teachers, and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of technology in instruction and increase the infrastructure, increase 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> <li>Replace/Purchase necessary equipment.</li> <li>Provide Google Certification training and support for teachers</li> </ul>
7	School Culture and Climate	<ul style="list-style-type: none"> <li>Collaborative Learning Communities</li> <li>Collaborative Learning Leader –coach and mentor teachers</li> <li>Stellar customer service</li> <li>College for All culture</li> </ul>	<ul style="list-style-type: none"> <li>Increase student attendance; decrease from 98.5%-97.8%</li> <li>Continuous training on customer service</li> </ul>	<ul style="list-style-type: none"> <li>Communication in both English and Spanish</li> <li>Parent involvement is high</li> <li>Parent Liaison District level and campus</li> <li>Parent Centers</li> <li>Business Partnerships</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>Mtrel Evaluation Tool</li> <li>Campus coaching and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Fill vacancies with highly qualified personnel</li> <li>Retain highly qualified personnel</li> </ul>	<ul style="list-style-type: none"> <li>Fill vacancies with highly qualified personnel</li> <li>Coach and mentor new teachers</li> <li>Provide mentor teachers</li> <li>Common planning time</li> </ul>



**CAMPUS DEMOGRAPHICS**



Total Enrollment – August 31 , 2018

Sped	% Sped	LEP	% LEP	ECD	% ECD	GT	% GT	At Risk	%At Risk
63	9.4	254	37.9	523	77.9	24	3.6	485	72

**Texas Education Agency**  
**2018 Accountability Ratings Overall Summary**  
**JOHN DOEDYNS EL (108909106) - PHARR-SAN JUAN-ALAMO ISD**

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>89</b>	<b>Met Standard</b>
<b>Student Achievement</b>			
STAAR Performance	53	80	Met Standard
College, Career and Military Readiness Graduation Rate		80	
<b>School Progress</b>			
Academic Growth	78	85	Met Standard
Relative Performance (Eco Dis: 90.5%)	53	89	Met Standard
<b>Closing the Gaps</b>	<b>94</b>	<b>89</b>	<b>Met Standard</b>

**Distinction Designations**

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



# Student Achievement Goals

Domain 1	ALL Students
Total Tests	845
# Approaches Grade level or above	761
# Meets Grade level or above	507
# Masters Grade level	254
% Approaches Grade level or above	90%
% Meets Grade level or above	60%
% Masters Grade level	30%





# Performance Data

	ALL STUDENTS	HISPANIC	ELL CURRENT & MONITORED	ELL CURRENT
<b>ALL SUBJECTS</b>				
Number of Tests	833	822	399	381
# at Approaches GL Standard or Above	679	668	327	309
# at Meets GL Standard or Above	415	406	187	171
# at Masters GL Standard	216	211	85	73
<b>READING</b>				
Number of Tests	311		149	143
# at Approaches GL Standard or Above	252		121	115
# at Meets GL Standard or Above	147		66	60
# at Masters GL Standard	76		31	26
<b>MATHEMATICS</b>				
Number of Tests	311		149	143
# at Approaches GL Standard or Above	266		121	115
# at Meets GL Standard or Above	165		66	60
# at Masters GL Standard	101		31	26



# Domain 2-Student Progress Goals 2019

	ALL STUDENTS	HISPANIC	ELL CURRENT & MONITORED
<b>ALL SUBJECTS</b>			
% Met or Exceeded Progress	100%	100%	100%
% Exceeded Progress	35%	35%	35%
<b>READING</b>			
% Met or Exceeded Progress	100%	100%	100%
% Exceeded Progress	35%	35%	35%
<b>MATHEMATICS</b>			
% Met or Exceeded Progress	100%	100%	100%
% Exceeded Progress	35%	35%	35%



## Domain 3-Closing the Gap

### Indicators

- Academic Achievement in Reading, Math, Writing and Science-Met Standard
- Growth in Reading and Math-Met 12/12 indicators
- ELL Language Proficiency Status-Met Target
- At or Above Meets Grade Level Performance in Reading and Math

**Campus Goal 1: Improve Student Academic Achievement**

**Objective 1: Curriculum will be horizontally aligned in 2018-2019 in all courses.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teacher representatives from campus will participate in writing the district curriculum	Principal, Asst. Principal, Teachers	Local Funds, Title 1 Funds	May 2018 – June 2019	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Implement curriculum documents that will include ELPS strategies for ELs students and Supplemental Aids for special education students	Principal, Asst. Principal, Coordinators, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Daily	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Implement Academic Calendars that will be written for all courses. (timelines will be written for all HB5 courses)	Principal, Asst. Principal, Coordinators, Teachers	Local Funds, Title 1 Funds	Summer 2018 – May 2019	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2
Implement Formative and summative assessments that will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Principal, Asst. Principal, Coordinators, Teachers	Local Funds, Title 1 Funds	August 2018– June 2019	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8

**Pharr-San Juan-Alamo Independent School District  
John Doedyns Elementary 2018-19**

**Campus Goal 1: Improve Student Academic Achievement**

**Objective 1: Curriculum will be horizontally aligned in 2018-19 in all courses.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Campus Performance Review sessions (CPRS) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principal, Asst. Principal, Coordinators, Teachers	Local Funds, Title 1 Funds	CLCs	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI, Circle	Title 1 - #2,4,8
Monitor the implementation of the curriculum.	Principal, Asst. Principal, Coordinators	Local Funds, Title 1 Funds	August 2018 – May 2019	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #3
Campus Grade Levels will collaborate with grade level below and grade level above to ensure campus alignment.	Principal, Asst. Principal, Coordinators, Teachers	Local Funds, Title 1 Funds	August 2018 January 2019	Agendas and Sign-in Sheets,	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Provide and implement instructional programs to meet the needs of all populations to include PK3 – 5 <sup>th</sup> : Whole group and small group instruction, Cooperative learning, Accelerated Reader Novels, Teacher Aides tutor, STAAR Workbooks, Instructional supplies and consumables, Computer Lab. Imagine Learning school wide.	Principal, Asst. Principal, Campus Staff, Teachers Computer Lab Manager, Inst. Coach, CRT, P.E. Coaches, Music Teacher	Local Funds, Title 1 and SCE Funds	August 2018– May 2019	Evaluations Informal Walk-thrus , Lesson Plans, Teacher Aides Computer Lab Student Task	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

**Campus Goal 1: Improve Student Academic Achievement**

**Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state standards, at the Meets level, in 2018-19.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Teacher representatives from 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	Local Funds, Title 1 Funds	June 2018 – May 2019	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, TPRI, Circle, STAR, Fluency and Comprehension Checks	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students.	District Content Coordinators, Principal, Asst. Principal	Local Funds, Title 1 Funds	As per District Assessment Calendar	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teachers will receive assessment data for their students within 48 hours of the test administration	Principal, Asst. Principal	Local Funds, Title 1 Funds	After each administration	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available at each campus for data analysis and monitoring student progress.	Principal, Asst. Principal	Local Funds, Title 1 Funds	August 2018-June 2019	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8

**Pharr-San Juan-Alamo Independent School District  
John Doedyns Elementary 2018-19**

**Campus Goal 1: Improve Student Academic Achievement**

**Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2017-18.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data</p> <p>Enhance the state adopted reading program to develop reading skills:            Provide phonemic awareness            Instruction, Phonics Instruction, Fluency Instruction, Vocabulary Instruction and Reading Comprehension Instruction utilizing district curriculum and a variety of instructional materials such as: TPRI/Tejas Lee, Sing Spell Read &amp; Write (PK-2nd), Reading Materials K-5, STAAR Ready, Texas Treasures/Tesoros de Lectura, Motivation Reading, Forde Ferrier, Kamico, Accelerated Reading, Texas Coach, STAAR Master, Pre-K CLI Training, Skills Intervention 1st-5<sup>th</sup>, Use Read Aloud Strategies, Use peer reading, , Learning.com, Use of voc. Flashcards, "Genius Words", Interactive Word Walls, Role playing, Reader's Theatre, Narrative and Expository, Drama, Interactive Reading, Storytelling, Picture Walk, Dr. Diana Ramirez Curriculum and Strategies, Response to Reading, , Write From the Beginning, Promote Oral Reading Daily</p>	<p>Principal, Asst. Principal, Coordinators, Teaching Staff</p> <p>Principal, Asst. Principal, Coordinators, Teaching Staff</p>	<p>Local Funds, Title 1 Funds</p> <p>Local Funds, Title 1 and SCE Funds</p>	<p>CLCs</p> <p>On going</p>	<p>Agendas and Sign-in Sheets</p> <p>Agendas and Sign-in Sheets</p>	<p>Benchmark scores, student achievement gains</p> <p>Benchmark scores, student achievement gains</p>	<p>CBA's, BM's, STAAR, TELPAS</p> <p>CBA's, BM's, STAAR, TELPAS</p>	<p>Title 1 - #2,4,8</p> <p>Title 1 - #2,4,8</p>



**Pharr-San Juan-Alamo Independent School District  
John Doedyns Elementary 2018-19**

<b>Campus Goal 1: Improve Student Academic Achievement</b>									
<b>Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2017-18.</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>		
Use Accelerated Reading program to encourage reading.	Principal, Asst. Principal, Coordinators, Teaching Staff	Local Funds, Title 1 Funds, Books, AR Program	August 2017 – May 2018	Reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8		
Establish "Prime Time" which is ninety minute block of uninterrupted reading time.	Principal, Asst. Principal, Coordinators, Teaching Staff	Curriculum, Schedules	August 2017 – May 2018	Schedules, Walkthroughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8		
Provide a literature-rich environment by increasing the number of Spanish Books, Class sets / Novels, Scholastic Classroom Magazines, Newspapers: The Monitor and The Advance.	Principal, Asst. Principal, Coordinators, Teaching Staff	Local Funds, Title 1 and SCE Funds	August 2017 – May 2018	Invoices, Purchase Orders	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8		
Provide a literature-rich environment by increasing the number of Spanish books in classroom and school library and make available to LEP students	Principal, Asst. Principal, Coordinators, Teaching Staff	Local Funds, Title 1 and SCE funds	August 2017 – May 2018	Invoices, Purchase Orders	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8		

**Pharr-San Juan-Alamo Independent School District  
John Doedyns Elementary 2018-19**

<b>Campus Goal 1: Improve Student Academic Achievement</b>							
<b>Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-19.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Provide one-to-one tutoring for migrant students, using migrant and Dual Language tutor services.	Principal, Asst. Principal, Coordinators, Teaching Staff	Local Funds, Title 1 Funds, Books, AR Program	August 2018 – May 2019	Reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Provide additional computer time as needed.	Principal, Asst. Principal, Coordinators, Teaching Staff	Curriculum, Schedules	August 2018 – May 2019	Schedules, Walkthroughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Provide manipulative materials to Help students with problem-solving strategies, graphing skills / Thinking Maps, basic facts, cooperative learning, Frog Street Press Pre-K, Spiraling, Motivation Math, Forde Ferrier Ultimate Math and additional Math Strategies.	Principal, Asst. Principal, Coordinators, Teaching Staff	Local Funds, Title 1 and SCE Funds	August 2018 – May 2019	Invoices, Purchase Orders	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Enrich Science Curriculum by providing supplementary resources: Sciencosaur Book, science Vocabulary flashcards, Options Instructional Materials, Science Lab, Kamico Science, Motivation Science, Notebooks, Science Classroom Journals, Foldables, Measuring Up Materials, Texas Coach, TIME for Kids and science lab consumables and materials.	Principal, Asst. Principal, Coordinators, Teaching Staff	Local Funds, Title 1 and SCE Funds	August 2018 – May 2019	Invoices, Purchase Orders	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

**Campus Goal 1: Improve Student Academic Achievement**

**Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-19.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Principal, Asst. Principal, Coordinators, Teaching Staff	Migrant Funds 212	After each administration	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM	Principal, Asst. Principal, Coordinators, Teaching Staff	Special Ed Funds 224	After each administration	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Principal, Asst. Principal, Coordinators, Teaching Staff	Title III 263	After each administration	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

**Campus Goal 1: Improve Student Academic Achievement**

**Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-19 STAAR**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Campus Goals specific for each subgroup will be developed at the campus:                      Non continuously enrolled                      ELs                      Eco Dis                      Sped</p>	<p>Principal, Asst. Principal, Coordinators, Teaching Staff</p>	<p>Migrant Funds 212, Special Ed Funds 224, Title III Funds 263</p>	<p>September 2018</p>	<p>Campus Goal Templates</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2</p>
<p>Campus staff will have curriculum binders with data related to students in each of their subgroup such as ELs, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc</p>	<p>Principal, Asst. Principal, Coordinators, Teaching Staff</p>	<p>Migrant Funds 212, Special Ed Funds 224, Title III Funds 263</p>	<p>September 2018- June 2019</p>	<p>Curriculum Binders</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 -#2, 8</p>

**Campus Goal 1: Improve Student Academic Achievement**

**Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-19 STAAR**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
All teachers will be required to follow the modifications/accommodations for the special education students in their classroom.	Principal, Asst. Principal, Coordinators, Teaching Staff	Special Ed 224	August 2018-June 2019	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards.	Principal, Asst. Principal, Coordinators, Teaching Staff	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	On going	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 personnel. Will contract with Mrs. Irma Duran.	Principal, Asst. Principal	Local Funds 199, Title 1 Funds 211	Six times a year	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Pharr-San Juan-Alamo Independent School District  
John Doedyns Elementary 2018-19**

<b>Campus Goal 1: Improve Student Academic Achievement</b>							
<b>Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2017-18 STAAR</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
30 minute RTI daily, Morning computer lab tutorials, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark Curriculum Nights for parents	Principal, Asst. Principal, Coordinators, Teaching Staff	Local 199, Title I 211, State Comp 166, Migrant 212, Title III 263, SpEd 224	August 2018-May 2019	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of RTI, 504 students in the identified subgroups to share interventions available	Principal, Asst. Principal, Coordinators, Teaching Staff	Local 199, Title I 211, State Comp 166, Migrant 212, Title III 263, Sp. Ed 224	October 2017 November 2017 January 2018 February 2018	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 teaching staff on differentiated instruction and data analysis.	Principal, Asst. Principal	Title 1 Funds	On going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Pharr-San Juan-Alamo Independent School District  
John Doedyns Elementary 2018-19**

**Campus Goal 1: Improve Student Academic Achievement**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
All staff will be trained on the STAAR Assessment Program and will understand how the Domains, are calculated.	Asst Supt for C&I Principal, Asst. Principal	Local Funds 199	On going as updates become available	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to unpack the TEKS for each course assessed on STAAR.	Principal, Asst. Principal	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 weekly for unpacking the TEKS and lesson plan collaboration.	Principal, Asst. Principal	Title 1 211, Local Funds 199	Three times a week	Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to use the DMAC Reports to assess progress toward meeting state standards	Principal, Asst. Principal	Title 1 211, Local Funds 199	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 teaching staff.	Coordinators	Title 1 211, Local Funds 199	August 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Training in using Interactive Word Walls will be given.	District Personnel	Title 1 211, Local Funds 199	August 2018 and January 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4



**Campus Goal 1: Improve Student Academic Achievement**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
RtI training will be provided for all staff members to address the needs of all students.	Principal, Asst. Principal, Counselor	Title 1 211	August 2018 And at faculty meetings	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director, Principal, Asst. Principal	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, Principal, Asst. Principal	Special Ed 224	August 2018 January 2019	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 teaching staff on Data Analysis/Differentiated instruction.	Principal, Asst. Principal	Title 1 Funds	August 2018 January 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Campus Goal 2: Improve Student Progress in Reading/Writing and Math**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be implemented using WFTB instruction and CIF teaching strategies	District ELA Content Coordinators, Principal, Asst. Principal, Coordinators	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 - #4
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	District ELA Content Coordinators, Principal, Asst. Principal, Coordinators, Teachers	Title 1 211, Local Funds 199	Summer 2014 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Implement the following writing strategies -proof reading activities -grammar and spelling -keep a composition portfolio -composition writing -Picture writing -Sound writing -Journal writing -Thinking Maps - Write From the Beginning - Contracting with Zulmaris Diaz	Principal, Asst. Principal, Coordinators, Teachers	Title 1 211, Local Funds 199	March 2019	Walk-throughs, Sign In Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Campus Goal 2: Improve Student Progress in Reading/Writing and Math**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per six weeks will be required at each grade level	Principal, Asst. Principal, District ELA Content Coordinators	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 - #4
STAAR Literature questions will be written for each literary piece/all genres and implemented in classroom.	District ELA Content Coordinators, Principal, Asst. Principal	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
Two aligned CBAs and two district Benchmarks will be administered.	Campus Principal, Asst. Principal	Title 1 211, Local Funds 199	As per District Assessment Calendar	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 - #4
Data will be used to inform tutorial lessons and to identify spiraled skills.	Principal, Asst. Principal, Coordinators, Teaching Staff	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 - #4
Data will be used to identify students in need of extended learning opportunities.	Principal, Asst. Principal, Coordinators, Teaching Staff	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 - #4

**Campus Goal 2: Improve Student Progress in Reading/Writing and Math**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Mathematics curriculum will be implemented for K-5 using CIF strategies	Principal, Asst. Principal, Coordinators, Teaching Staff	Title 1 211, Local Funds 199	June 2018-May 2019	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Principal, Asst. Principal, Coordinators, Teaching Staff	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, TELPAS	Title 1 - #4
Teachers will receive training on unpacking the math TEKS, analyzing data	Principal, Asst. Principal, Coordinators, Teaching Staff	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, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide	Principal, Asst. Principal, Coordinators, Teaching Staff	Title 1 211, Local Funds 199	As per District calendar	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 - #4
Data will be used to inform tutorial lessons and to identify spiraled skills	Principal, Asst. Principal, Coordinators, Teaching Staff	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, TELPAS	Title 1 - #4

**Campus Goal 2: Improve Student Progress in Reading/Writing and Math**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Data will be used to identify students in need of extended learning opportunities	Principal, Asst. Principal, Coordinators, Teaching Staff	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, TELPAS	Title 1 - #4
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	Principal, Asst. Principal, Coordinators, Teaching Staff	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, TELPAS	Title 1 - #4
Exit tickets will be developed aligned to the skill of the day	Principal, Asst. Principal, Coordinators, Teaching Staff	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, TELPAS	Title 1 - #4
Provide Sharon Wells training on effective teaching strategies for elementary math teachers.	Principal, Asst. Principal, Coordinators, Teaching Staff	Title 1 Funds	July 2018 January 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

<b>Campus Goal 3: Close the student achievement gap among all populations.</b>							
<b>Objective 1: Decrease the student achievement gap among all subgroups.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
<p>1. Include supplemental aids, ELPs and the dual language model 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>Interactive Word Walls</li> <li>Thinking Maps</li> <li>Graphic Organizers</li> <li>Imagine Learning</li> <li>TPRI/Tejas LEE Strategies</li> <li>Cloze Reading Activities</li> <li>CF</li> <li>Thinking Maps for ELLs</li> </ul>	Principal, Asst. Principal, Coordinators, Teaching Staff	Title 1 211, Local Funds 199 Title III 263, Special Ed 224	Summer 2018- June 2019	Strategies embedded in the district curriculum guides. Monitoring of instructional core	Closing the achievement gap between the all student population and the Economically Disadvantaged group	CBAs, BMs, STAAR, TELPAS, fluency check, Circle Assessment, TPRI, Tejas Lee	Title 1 - #4

<b>Campus Goal 3: Close the student achievement gap among all populations.</b>							
<b>Objective 1: Decrease the student achievement gap among all subgroups</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
2. Monitor the progress of all students including special population students, i.e. economically disadvantaged, special ed, ELL, migrant, RTI, 504, dyslexia, etc. through district formative assessments.	Principal, Asst. Principal, Coordinators, Teaching Staff	Title 1 211, Local Funds 199 Special Ed 224	August 2018- May 2019	DMAC Disaggregated data reports and shared during CLCs.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, fluency check, Circle Assessment, TPRI, Tejas Lee	Title 1 - #4
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal, Asst. Principal, Coordinators, Teaching Staff	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, fluency check, Circle Assessment, TPRI, Tejas Lee	Title 1 - #4
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principal, Asst. Principal, Coordinators, Teaching Staff	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, fluency check, Circle Assessment, TPRI, Tejas Lee	Title 1 - #4
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principal, Asst. Principal, Coordinators, Teaching Staff	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, fluency check, Circle Assessment, TPRI, Tejas Lee	Title 1 - #4

**Campus Goal 3: Close the student achievement gap among all populations.**

**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
6. Review 504 students' performance and progress and provide accommodations and interventions.	Principal, Asst. Principal, Coordinators, Teaching Staff	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, weekly assessments, teacher observation	Title 1 - #4
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal, Asst. Principal, Coordinators, Teaching Staff	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, weekly assessments, teacher observation	Title 1 - #4
8. Provide extended learning opportunities for students not mastering the curriculum through summer school, Saturday academies, tutorials, morning computer lab tutorials, RTI, and prescriptive instruction.	Principal, Asst. Principal, Coordinators, Teaching Staff	SCE 166, Title I 211, Local Funds 199	August 2018- July 2019	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students make adequate progress and pass all courses	CBAs, BMs, STAAR, TELPAS, weekly assessments, teacher observation	Title 1 - #4
9. Using data room to monitor assessment results, and engage in data analysis discussions, plan targeted instructional interventions.	Principal, Asst. Principal, Coordinators, Teachers Consultant-Mrs. Irma Duran	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, weekly assessments, teacher observation	Title 1 - #4



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

**Objective 1: Increase the number of students that score at the Meets and Master's Level**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Provide training for all staff members on TEKS analysis to determine depth and complexity of each student expectation.	Principal, Asst. Principal, Coordinators	Local Funds, Title 1 Funds	June 2018 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the meets level on STAAR and or progressing one level on TELPAS	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, Asst. Principal, Coordinators	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 FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on the new Assessment Program and will understand how the Domains are calculated.	Principal, Asst. Principal, Coordinators	Local Funds 199	October 2018 (on-going) Schedule days with Mrs. Irma Duran	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

**Objective 1: Increase the number of students that score at the Meets and Masters Level.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups	Principal, Asst. Principal, Coordinators, Teachers	Local Funds, Title 1 Funds	October 2018 January 2019 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBA's, BM's, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principal, Asst. Principal, Coordinators, Teachers	Local Funds, Title 1 Funds	As per District Testing 2018-19 calendar	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBA's, BM's, STAAR, TELPAS	Title 1 - #2,4,8
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores	Principal, Asst. Principal, Coordinators, Teachers	Local Funds, Title 1 Funds/ SCE	August 2018-May 2019	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at meets and masters level	CBA's, BM's, STAAR, TELPAS	Title 1 - #2,4,8

**Pharr-San Juan-Alamo Independent School District  
John Doedyns Elementary 2018-19**

<b>Campus Goal 5: Family and Community Involvement</b>							
<b>Objective 1: Provide opportunities for parents to assist students in preparing for assessments</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Parent meetings geared toward knowledge of standardized testing	Principals, Asst. Principal, Coordinators, Teachers and Parent Educators	Local Funds, Title I Funds	August 2018-May 2019	Sign-in Sheets	Parent Surveys	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #4, #6
Parent Orientations and Curriculum Nights	Principals, Asst. Principal, Coordinators, Teachers and Parent Educators	Title I Funds	August 2018 - May 2019	Sign-in Sheets, Telephone Logs	Parent Surveys, Benchmark scores, student achievement gains, student tracking forms	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #4, #6
Coffee with the Principal	Principal, Parent Educator	Local Funds, Title I Funds	Twice a year	Sign-in Sheets	Parent comments and Suggestions, Pictures	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #4, #6
Extracurricular Activities, Student Talent Showcase, Programs, Student of the Six Weeks, Awards Assemblies, STAR student Breakfast with the Principal, Principal's List	Principals, Asst. Principal, Coordinators, Teachers and Parent Educators	Local Funds, Title I Funds	August 2018-May 2019	Sign-in Sheets	Parent comments and Suggestions, pictures	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #4, #6
Community Projects such as Scholastic Summer Reading Challenge, Sports, choir, drumline	Principal, Asst. Principal, Campus Staff, Parent Educator	Local Funds, Title I Funds	May 2018 and ongoing	Registration forms, Projects Participation Forms, Pictures	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #9

**Campus Goal 6: Technology – Implement and update a comprehensive plan for meeting student learning needs through technology.**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide resources and support for Campus Instructional Technologists to work directly with staff to integrate technology into curriculum and Prek-3-Pre-K classrooms	Principal, Campus Instructional Technologist, Teachers	Software, hardware, and professional development	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.	CBAS, BMS, STAAR, TELPAS	Title 1 - #4
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, Instructional Technology Labs	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 Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement.	Increase in student achievement	CBAS, BMS, STAAR, TELPAS	Title 1 - #4

<b>Campus Goal 6: Technology</b>							
<b>Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
All teachers must dedicate at least 30 minutes a week for TA Applications – follow school weekly calendar.	Campus Lab Managers, Campus Instructional Technologist, Teachers	Learning.com, Instructional Technology Labs	2018-19	LAB usage logs	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Support Staff by sending them to technology trainings and conferences.	Principal, Campus Lab Managers, Campus Instructional Technologist, Teachers	Learning.com, Instructional Technology Labs	2018-19	Travel Information, Certificates	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Incorporate and support Technology Club.	Principal, Campus Lab Managers, Campus Instructional Technologist, Teachers	Instructional Technology Labs	2018-19	Sign in, Meeting Schedules, Student Projects	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Purchase projectors, document readers, cameras, computers, printers and other technology equipment as well as its components such as ink, toner, bulbs, Headphones, Ipads, etc.	Principal	Local, Title I	2018-19	Purchase Orders, Invoices	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Use Technology to enhance the quality of instruction and increase student performance: laptops, CPS devices, document readers, TVs/DVD Combos, Presentation carts, lease of copy machines, video data projectors, promethean boards, clickers, Ipads & HP Designjet Large Format Printer.	Principal, Campus Lab Managers, Campus Instructional Technologist, Teachers	Local, Title I	2018-19	Purchase Orders, Invoices	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Campus Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Maintain and update campus and classroom websites.	Principal, Asst. Principal, Campus Instructional Technologist, Classroom Teachers, PR Rep	Campus website	August 2018-May 2019	Online campus and classroom web sites	Increased teacher collaboration on curriculum, business and administrative projects.		Title 1 - #4
Use Classdojo to maintain parents informed.	Principal, Asst. Principal, Campus Instructional Technologist, Classroom Teachers, PR Rep	Living Tree	Ongoing	Parent feedback Web site usage reports.	Increased teacher collaboration on curriculum projects.		Title 1 - #4

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Training for staff on student referral protocols, de-escalation and restorative and safety 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 2018- June 2019	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Respectful, Responsible and Safe Initiative	Principal, Asst. Principal, Counselor, Staff	Local, Title I	August 2018- June 2019	Matrices, Agenda, Sign In	Lowered Discipline Referrals, Increased Courtesy	Side by side data analysis	Title 1--#10
Assist campuses with individual student needs ( medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	-Director of Health Services -Nursing Staff	SCE and TI, School based clinic NCV, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2018- June 2019	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
<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 Juan and Alamo</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>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> </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 Vists</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>



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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>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>	<p>Director of Health Services, Nursing Staff, Coaches</p>	<ul style="list-style-type: none"> <li>-Child nutrition department</li> <li>-Coaching staff</li> <li>-Dietician DHR 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>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>
<p>No Place for Hate School activities and designation.</p>	<p>Principal, Asst. Principal, Counselor, Staff</p>	<p>Local, Title I</p>	<p>August 2016- June 2016</p>	<p>Lesson plans, counseling logs, calendars</p>	<p>Minimize bullying incidents, discipline Referrals</p>	<p>No Place for Hate Designation</p>	<p>Title 1 – #10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training all school staff on lockdown procedures	Security Director, Principal, Asst. Principal	Local Funds	August 2018- May 2019	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Practice fire drill and lock down procedures.	Security Director, Principal, Asst. Principal	Local Funds	August 2018- May 2019	Minimum two lock downs per campus per school year; monthly fire drills	Schools are prepared for emergency situations	Side by side data analysis; Fire Marshall Annual Report	Title 1--#10

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Principal, Asst. Principal, Campus Staff	Local Funds	August 2018- June 2019	-Pre-registration campaign -District Expo -Student Choice Transfers -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Principal, Asst. Principal, Campus Staff	Local Funds	August 2018- June 2019	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10
Doedyns School's Attendance Committee will establish a plan to maintain 98 % of student attendance goal.	Principal, Asst. Principal, Campus Staff, Recovery Committee (ARP)	Local Funds	August 2018- June 2019	Agendas, Sign In, Minutes	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

**Pharr-San Juan-Alamo Independent School District  
John Doedyns Elementary 2018-19**

<b>Campus Goal 8: Staff Quality, Recruitment, and Retention</b>							
<b>Objective 1: Develop and retain 100% highly qualified staff.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
New teacher Professional Development and Coordinators support for those in need to improve delivery of classroom instruction.	Director Department Coordinators	Local funds I3 Invest in Innovation funds	August 2017-May 2018	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title I #5
On-going professional development of District Curriculum Math-Sharon Wells Literature-DMR consultant strategies	Director Department Coordinators	Title I Local funds I3 Invest in Innovation funds	August 2017-May 2018	Sign-in sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title I #5
Coordinators support <ul style="list-style-type: none"> <li>• New teachers</li> <li>• Other teachers needing support</li> </ul>	Director Department Coordinators	Title I Local funds I3 Invest in Innovation funds	August 2017-May 2018	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	Title I #5
Campus Mentor	Principal, Asst. Principal, CLL & CLF	Experience teachers that have been trained as mentors. PACT	Aug. 2017 –May 2018	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Walkthrough Observations	Title I #5

**Pharr-San Juan-Alamo Independent School District  
John Doedyns Elementary 2018-19**

<b>Campus Goal 8: Staff Quality, Recruitment, and Retention</b>						
<b>Objective 1: Develop and retain 100% highly qualified staff.</b>						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Title 1 Schoolwide Components						
Develop Intervention Plan to address STAAR strategies: *Based TEKS Instruction Project * D. Ramirez Strategies * Pearlized Mathematics * Irma Duran Educational Consultant	Principal, Asst. Principal, Counselor, Campus Staff	Local, Title I	August 2018- August 2019	Lesson plans Student Tasks	Student Achievement	
Enhance motivation and positive attitudes for staff: provide recognition for teachers efforts on campus, implement staff appreciation week, attendance recognition, birthday or special event Announcements, acknowledge technology achievements, recognition for teacher & paraprofessional of the year (Teacher school and district), Social committee (i.e. death in the family, births, etc.	Principal, Asst. Principal, Counselor Campus Staff	Local, Title I	August 2018- August 2019	Staff Meetings Open Door policy	Staff communication and collaboration will improve	
Build teamwork, collaboration and improve communication among staff.						

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement an effective professional development system with on-going support the New Teacher Institute and the ACT/RGV	Campus Principals, Coordinators	Title One Local Funds	August 2018- May 2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment	Title 1 #5
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Coordinators	Campus Coordinators	Title One Local Funds	August 2018- May 2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment	Title 1 #5
Monthly progress monitoring campus visits and instructional rounds	Campus Coordinators	Title One Local Funds	August 2018- May 2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations	Title 1 #5