

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Henry Ford
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.

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

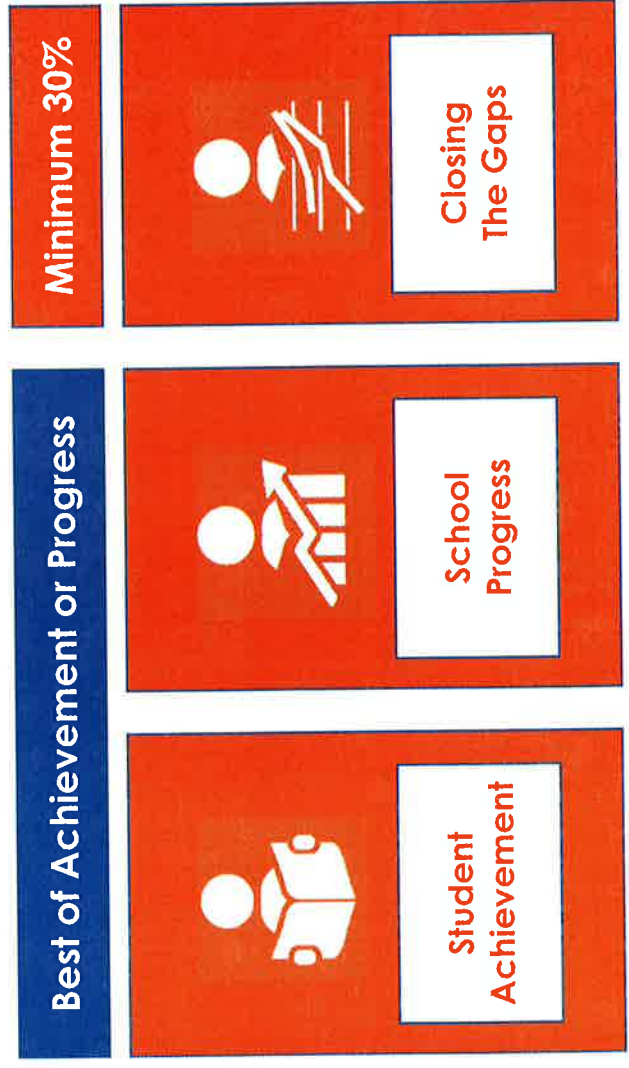
GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p>Domain 1: Student Achievement</p>	<ul style="list-style-type: none"> 3rd Grade Math and Reading 4th Grade Reading, Math and Writing 5th Grade Math, Reading, and Science <p>Mastery 70% or Higher</p>	<p>Reading Mastery 55% or Lower</p>	<p>Improve student learning outcomes in : <ul style="list-style-type: none"> Reading- SMART Goal: 60% or Higher</p>
2	<p>Domain 2: School Progress A. Student Growth B. Relative Performance</p>	<p>District Exceeded the State Target for Index 2 of 16% with 39% meeting or exceeding the progress measure.</p>	<ul style="list-style-type: none"> 61% of our students did not meet or exceed progress measure. 	<ul style="list-style-type: none"> Address the needs of identified students to meet the progress measure in 2014-15 in Reading and Mathematics
3	<p>Domain 3: Closing the Gap</p>	<ul style="list-style-type: none"> Bilingual Ed (BE) STAAR 3-8 Met RI as per PBMAS in Math, Reading and Science 	<ul style="list-style-type: none"> BE STAAR 3-8 did not meet PBMAS Standard in Writing ESL Middle School did not meet PBMAS Standard in Math, Reading, Science, Writing, and Social Studies LEP students not served failed to meet the PBMAS standard in Reading, Science, and Writing TELPAS ratings for students in U.S. Schools multiple years are at BEG/INT. levels Special Education students did not meet PBMAS Standards in Science, Social Studies, and Writing Migrant students did not meet PBMAS standard in Social Studies, Writing, and Reading 	<ul style="list-style-type: none"> Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course Revise curriculum Assess and Monitor frequently through common formative assessments <p>Special population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies.</p>

Summary of Findings


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

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Accountability : 2018 – 2019



Domain 1: Student Achievement: Performance



Student Achievement



School Progress



Closing The Gaps

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Domain 1: Student Achievement: Performance

Domain 1: Student Achievement											
Academic Achievement - STAAR Performance Status, Percentage at Meets Grade Level or Above											
	All Students	African Am.	Hispanic	White	Native Am.	ECD	ELL (Curr/ M2)	SPED (Current)	SPED (Former)	CE*	Not CE*
# of Total Tests	851	2	851	4	2	783	432	66	9	698	151
% Met Approaches	87%	50%	87%	100%	50%	86%	89%	48%	78%	87%	84%
% Met Meets	53%	0%	53%	75%	0%	51%	56%	15%	11%	54%	48%
% Met Masters	23%	0%	23%	50%	0%	22%	23%	8%	0%	24%	19%
Sum of Met %											
Average of Met %	163 / 3 = 54.3										

Student Achievement: Calculating Score

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Table 5.5: Campus Student Achievement Domain: STAAR and CCMR Components

Scaled Score	Campus Student Achievement Domain: STAAR and CCMR Component Score Cut Points						
	STAAR				CCMR		
	Elementary	Middle	HS/K-12	AEA	Non-AEA	AEA	
90-100	60	60	60	40	60	24	
80-89	53	49	53	30	48	15	
70-79	41	38	41	20	39	7	
60-69	35	32	35	15	26	3	

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	All Students
Total Tests	851
# Approaches Grade Level or Above	197
# Meets Grade Level or Above	446
# Masters Grade Level	736
% Approaches Grade Level or Above	87%
% Meets Grade Level or Above	53%
% Masters Grade Level	23%

Average of 3

$$87 + 53 + 23$$

/ 3

$$= 54.3$$

Student Achievement Score



Campus Overall Rating: Domain 1

Campus Over All Rating						
Domain	Raw Score	Scaled Score	Better of School Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Pts
Student Achievement Domain	54					
School Progress Part A						
School Progress Part B						
Closing The Gaps						
Over All Score						
2018 District Overall Rating						

Domain 2: School Progress: Growth



Student
Achievement



School Progress



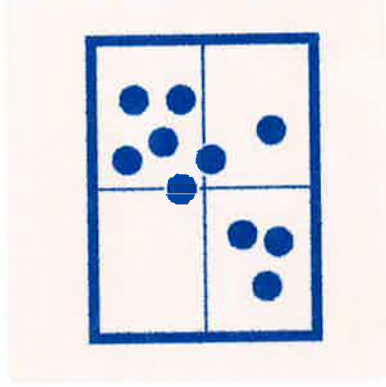
Closing
The Gaps

School Progress: Two Aspects to Progress

Part A: Student Growth

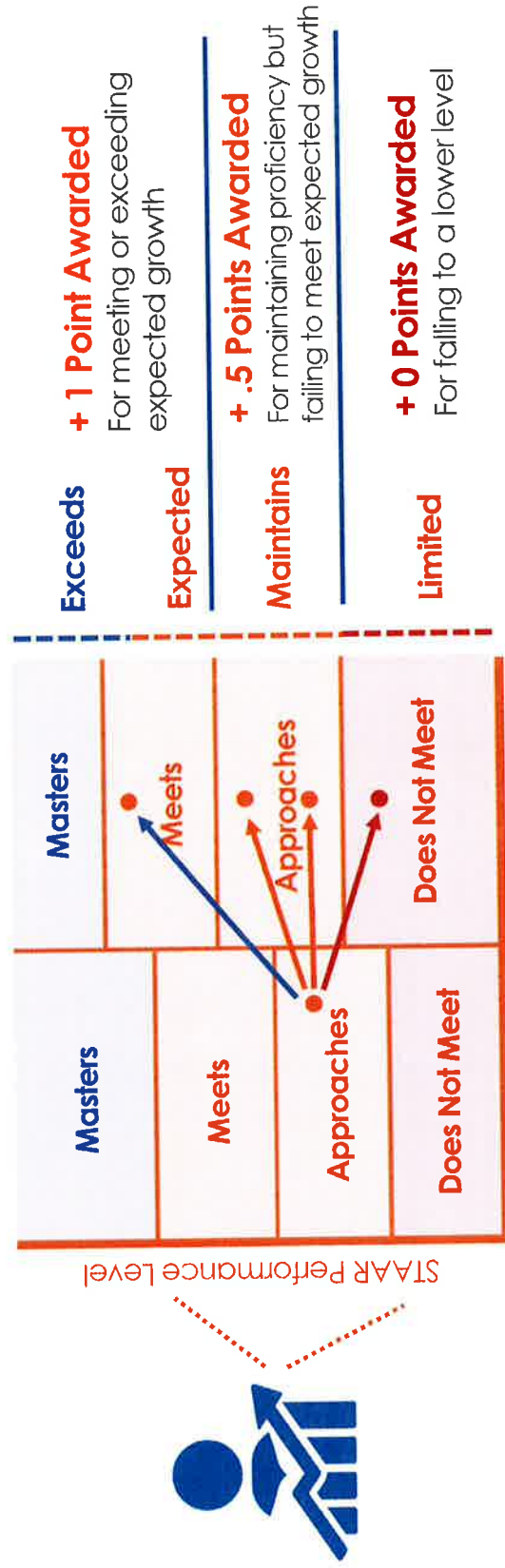


Part B: Relative Performance



The School Progress domain measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of students relative to districts or campuses with similar economically disadvantaged percentages.

Part A: Student Growth: Measuring Advancement



3rd Grade Example 4th Grade Example

Student Growth: Percentage of Students Gaining

.....Previous Year.....

	Does Not Approach Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Does Not Approach Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Approaches Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Meets Grade Level	0 pts	0 pts	1 pt	1 pt
Masters Grade Level	0 pts	0 pts	0 pts	1 pt

.....Current Year.....

Student Growth: Percentage of Students Gaining

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Campus School Progress, Part A:
Score Cut Points

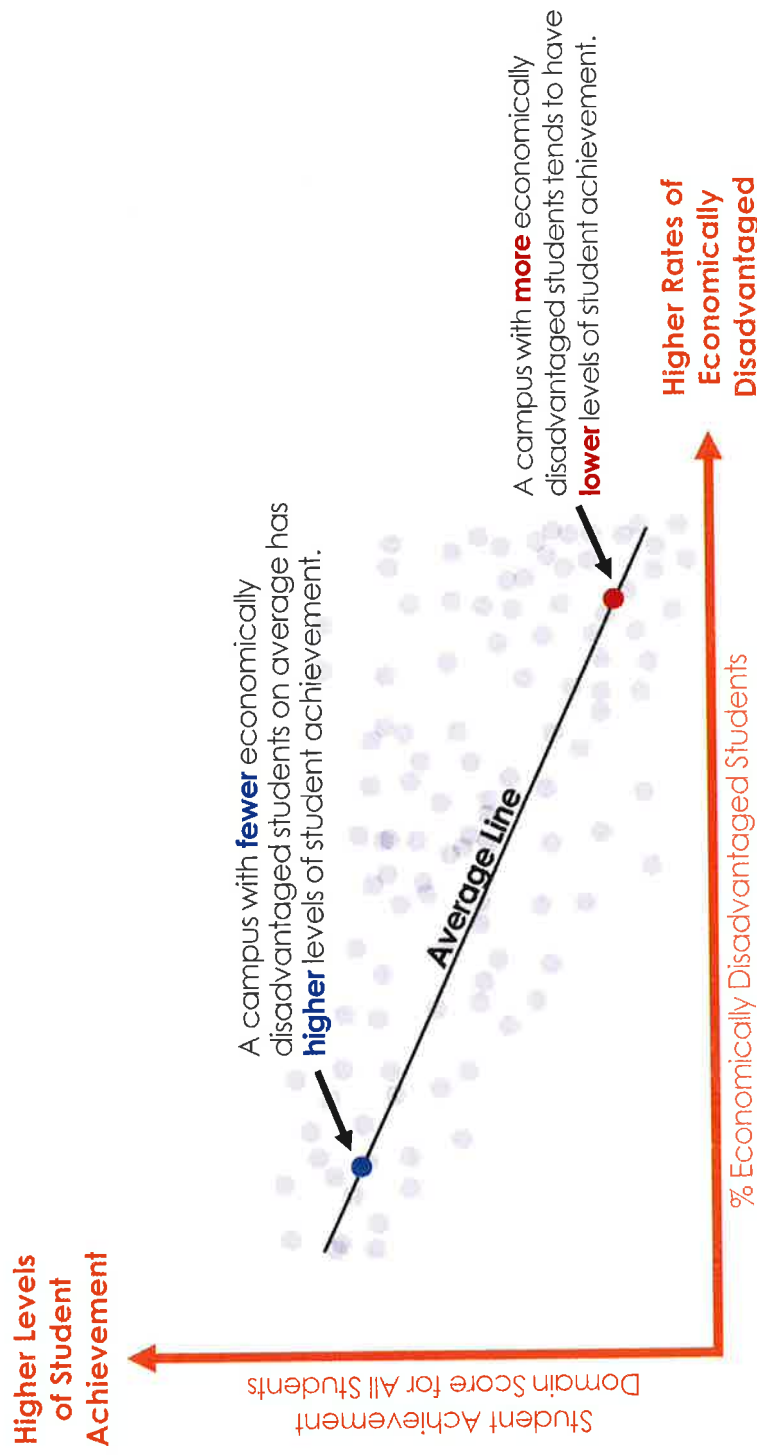
Scaled Score	Elementary	Middle	HS/K-12	AEA
90-100	82	80	80	82
80-89	75	72	70	62
70-79	69	66	63	48
60-69	64	62	56	41

C

Campus Overall Rating: Domain 2:A

Campus Over All Rating						
Domain	Raw Score	Scaled Score	Better of School Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Pts
Student Achievement Domain	54					
School Progress Part A	74					
School Progress Part B						
Closing The Gaps						
Over All Score						
2018 District Overall Rating						

Part B: Relative Performance: Measuring School Progress



For elementary and middle schools, School Progress, Part B evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS fall snapshot.

Part B: Relative Performance: Measuring School Progress

% Economically Disadvantaged	Elementary School Scaled Scores			
	90-100	80-89	70-79	60-69
91.1 to 92	54	43	37	32
92.1 to 93	54	43	37	32
93.1 to 94	53	43	37	32
94.1 to 95	53	43	36	32
95.1 to 96	53	43	36	32
96.1 to 97	53	43	36	32
97.1 to 98	53	42	36	32
98.1 to 99	53	42	36	32
99.1 to 100	53	42	36	32

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ELEMENTARY**

FORD : ECD = 91.6

Campus Overall Rating: Domain 2:A

Campus Over All Rating						
Domain	Raw Score	Scaled Score	Better of School Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Pts
Student Achievement Domain	54					
School Progress Part A	74					
School Progress Part B	54/91.6					
Closing The Gaps						
Over All Score						
2018 District Overall Rating						


Domain 3: Closing the Gaps: Ensuring Educational Equity



Student
Achievement



School
Progress



Closing
The Gaps

Closing the Gaps: Ensuring Educational Equity

All Students



The Closing the Gaps domain uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

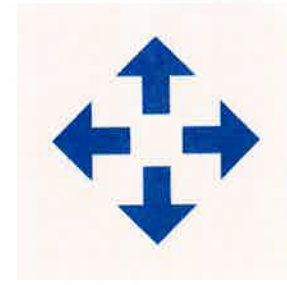
Race/Ethnicity



Special Education



Continuously Enrolled and Mobile



English Learners (ELs)



Economically Disadvantaged



Henry Ford

Closing the Gaps Summary

Closing the Gaps Summary			Points
	Percentage of Eligible Indicators Met	Weight	
Academic Achievement (Meets+)	13/14 = 92.8	30	27.84
Growth	12/12 = 100	50	50
English Lang. Proficiency	1/1 = 100	10	10
School Success (STAAR)	7/7 = 100	10	10
Total Points = 98			97.9

Closing the Gaps: Ensuring Educational Equity

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A

Campus Closing the Gaps Domain Score Cut Points				
Scaled Score	Elementary	Middle	HS/K-12	AEA
90-100	95	90	95	35
80-89	85	67	69	20
70-79	48	28	28	10
60-69	23	11	11	1

Campus Overall Rating: Closing the Gaps

Campus Over All Rating						
Domain	Raw Score	Scaled Score	Better of School Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Pts
Student Achievement Domain	54					
School Progress Part A	74					
School Progress Part B	54/91.6					
Closing The Gaps	98					
Over All Score						
2018 District Overall Rating						

Campus Overall Rating: All Domains

Campus Over All Rating					
Domain	Scaled Score	STEP 1: Better of School Part A or Part B	Step 2: Better of Student Achievement or School Progress	Weight	Weighted Pts
Student Achievement Domain	82	82			
School Progress Part A	77	79			
School Progress Part B	90	90	90	70%	63
Closing The Gaps	88	96		30%	28.8
Over All Score					91.8 / 92
2018 District Overall Rating					A

Campus Overall Rating

2018 District Cut Scores for Scaling Conversion

The following table shows the 2018 district cut points for each rating. These cut points apply to the overall rating as well as the rating for each domain.

District Overall and Domain Rating Cut Points				
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>
scaled score 90-100	scaled score 80-89	scaled score 70-79	scaled score 60-69	scaled score ≤59

Campus Overall Rating

2018 Campus Cut Scores for Scaling Conversion

The following table shows the 2018 campus cut points for each rating. These cut points apply to the overall rating as well as the rating for each domain.

Non-AEA Campus Overall and Domain Rating Cut Points	
Met Standard	Improvement Required
scaled score 60 – 100	scaled score ≤59
AEA Campus Overall and Domain Rating Cut Points	
Met Alternative Standard	Improvement Required
scaled score 60 – 100	scaled score ≤59

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

2 year Comparison

Campus	Math 3rd		Reading 3rd		Math 4th		Reading 4th		Writing 4th		Math 5th		Reading 5th		Science 5th		Gains Summed								
	2017	2018 Diff.	2017	2018 Diff.	2017	2018 Diff.	2017	2018 Diff.	2017	2018 Diff.	2017 Retest	2018 Retest	2017	2018 Diff.	2017	2018 Diff.									
Ford	83	88	5	81	84	3	84	94	10	76	85	9	63	72	9	86	95	9	78	89	11	74	87	13	69

3rd 2 year Comparison

Mathematics					
	STAAR 2017	Masters 2018	Meets 2018	Approach 2018	Domain 1
Campus					
Standards:	50%	88%	75%	50%	
Ford	83	17	47	88	51

Reading					
	STAAR 2017	Masters 2018	Meets 2018	Approach 2018	
Campus					
Standards:	53% (E) 53% (S)	85% (E) 82% (S)	76% (E) 74% (S)	53% (E) 53% (S)	
Ford	81	31	49	84	

4th 2 year Comparison

		Mathematics				Domain 1
Campus	STAAR 2017	Masters 2018	Meets 2018	Approach 2018		
Standards:	50%	85%	74%	50%		
Ford	84	40	71	94	68	

		Reading				Domain 1
Campus	STAAR 2017	Masters 2018	Meets 2018	Approach 2018		
Standards:	E-56% S-56%	E-86% S-86%	E-75% S-75%	E-56% S-56%		
Ford	76	19	51	85	52	

		Writing				Domain 1
Campus	STAAR 2017	Masters 2018	Meets 2018	Approach 2018		
Standards:	E-56% S-53%	E-84% S-84%	E-72% S-69%	E-56% S-53%		
Ford	63	12	41	72	42	

5th 2 year Comparison

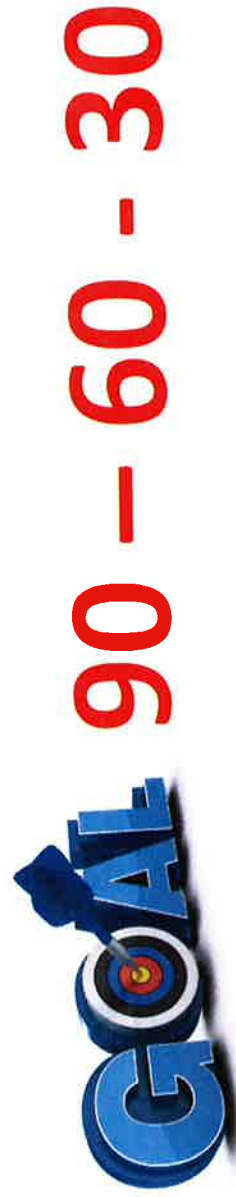
Mathematics					
Campus	STAAR 2017	Masters 2018	Meets 2018	Approach 2018	Domain 1
Standards:	47%	83%	69%	47%	
Ford	86	27	61	95	61

Reading					
Campus	STAAR 2017	Masters 2018	Meets 2018	Approach 2018	Domain 1
Standards:	E-58% S-47%	E-87% S-84%	E-74% S-68%	E-55% S-50%	
Ford	78	27	53	89	56

Science					
Campus	STAAR 2017	Masters 2018	Meets 2018	Approach 2018	Domain 1
Standards:	58%	89%	78%	58%	
Ford	74	12	46	87	48

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Total Tests	Approaching		Meets		Masters	
	Gr Lvl#	Gr Lvl%	Gr Lvl#	Gr Lvl%	Gr Lvl#	Gr Lvl%
849	736	87%	446	53%	197	23%



Campus: Approaching Grade Level

	2017	2018
Math	82	91
Reading	72	83
Science	75	86
Writing	54	73

Campus: Meets Grade Level

	2017	2018
Math	50	60
Reading	44	44
Science	34	46
Writing	31	44

Campus: Masters Grade Level

	2017	2018
Math	30	28
Reading	25	20
Science	9	13
Writing	7	11

Henry Ford Campus

Goal 1: Improve Student Academic Achievement

Objective 1: Curriculum will be horizontally aligned in 2018 -2019 in all HB5 courses and all other courses in 2018-2019.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Ford Elementary will implement common instructional frame work strategies using Thinking Maps, DMAC, WFTB, Diana Ramirez, Sharon Wells, Pearalized Math, Scholastic, Guided Reading, Writing Strategies, Dual Language	Principal, Assistant Principal, ICC, and teachers	Dist. Timelines	August 2018 - May 2019	SLO'S, formal and informal observations, McRel	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	SCE, Title 1, Local
Ford Elementary will implement Guided Reading Program with 1 st grade 2018-2019 and add K & 2 nd 2019-2020. Guided Reading will allow students to read at their level to meet needs of all students.	Principal, Assistant Principal, ICC, and teachers	District and Campus timelines	August 2018 - May 2019	Student Running Records And individual reading levels.	Increased reading levels	DRA Assessments and running records	SCE, Title 1, Local
Administrators will be trained on the Curriculum writing and will train teachers on the state standards, Approaches, Meets & Masters; depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Administrators	Dist. Timelines	August 2018 - May 2019	Sign-in Sheets, Agenda	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	SCE, Title 1, Local
Curriculum documents will include ELPs strategies for BE/ELL students and Supplemental Aids for special education students	Principal, Assistant Principals, Special Ed., Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	August 2018 - May 2019	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	SCE, Title 1, Local
Align vertically and Horizontally TEKS activities and materials to meet all subjects PK-5th through out content/subject areas	Principal, Assistant Principal, ICC, and teachers	Dist. Timelines, TEKS, Vertical and Horizontal alignment,	August 2018 - May 2019	CLC meetings, agenda, sign in sheets, grade level meetings, informal and forma assessments	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	SCE, Title 1, Local
Student who struggle with STAAR and Benchmarks will receive remediation through accelerated instructions, Istation intervention, STAAR camps, RTI, conference Tutorings	Principal, Assistant Principal, ICC, and teachers, tutors,	Extended week tutorials/day tutorials	August 2018 - May 2019	Sign in sheets, DMAC, formal and informal observations, SLO's, McRel	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	SCE, Title 1, Local

**Henry Ford Elementary
Campus Goal 1: Improve Student Academic Achievement**

Objective 1: Curriculum will be horizontally aligned in 2018-2019 in all HB5 courses and all other courses in 2019-2020.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Continue to assemble vertical progress monitoring teams to meet all subjects PK-5th through out content/subject areas	Principal, Assistant Principals, CLL & CLF'S	Dist. Timelines, DMAC, Weekly assessments, CBA, BM, Istation reading/math,	August 2018 - May 2019	SLO'S, formal and informal observations, McRel	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1 - #2, 4
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Principal, Assistant Principals, CLL & CLF'S	Dist. Timelines, DMAC, Weekly assessments, CBA, BM, Istation reading/math,	August 2018 - May 2019	SLO'S, formal and informal observations, McRel	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1 - #2, 4
Campus Performance Review sessions CPRs will be held at each campus following each district level CBA or Benchmarks for in-depths analysis of the data	Principal, Assistant Principal, ICC, and teachers, Science lab	Dist. Timelines, DMAC, Weekly assessments, CBA, BM, Istation reading/math,	August 2018 - May 2019	SLO'S, formal and informal observations, McRel	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2, 4
Campus instructional Coaches, Assistant Principal, CLF's, and Principal will be monitoring the implementation of the curriculum across content area at Henry Ford Elementary	Principal, Assistant Principals, CLL & CLF'S	Dist. Timelines,	August 2018 - May 2019	SLO'S, formal and informal observations, McRel	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Hire 1 retired teacher per grade level 2 nd -5 th to assist with Eco D, and struggling students For 4-5 hours daily each	Principal, Assistant Principals, CLL & CLF'S	Dist. Timelines,	August 2018 - May 2019	SLO'S, formal and informal observations, McRel	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Professional Development for Science, Math, Reading, and Writing. Teachers analyze data and work on SE/TEKS activities for curriculum/ camps	Principal, Assistant Principals, CLL & CLF'S	Dist. Timelines,	August 2018 - May 2019	SLO'S, formal and informal observations, McRel	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

Henry Ford Elementary

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 School wide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses	Principal and Grade Level Teachers	Local Funds, Title 1 Funds	August 2018 - May 2019	Completed CBAs, Benchmarks, and Weekly Skills Tests	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teacher representatives from the campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC	Principal, Asst. Principal, and CIF Coach	Local Funds, Title 1 Funds	August 2018 - May 2019	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teachers will review the assessments to ensure adherence to the Academic Calendar	Principal, Asst. Principal, and CIF Coach	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2018-19.	Principal, Asst. Principal, Grade Level Teachers	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

**Henry Ford Elementary
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 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goal is specific for each subgroup will be developed and shared by campus principal and staff	School administrators, Teachers and Special Education Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018	Campus Goal Templates based on District Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, STAAR A	Title 1 - #2 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum TUTORS for intervention, DMAC
Campus Goals specific for each subgroup will be developed at the campus using the district template.	School administrators, Teachers and Special Education 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, STAAR A, TELPAS	Title 1 - #2 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum TUTORS for intervention, DMAC
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	School administrators, Teachers and Special Education Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018- June 2019	Principals' Data Binders and Teacher Data Binder	Benchmark scores, student achievement gains, closing achievement gaps, progress monitoring, data (weekly submissions)	CBAs, BMs, STAAR, TELPAS, STAARA	Title 1 -#2, 8 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum TUTORS for intervention, DMAC

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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 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/accommodations for the special education students in their classroom.	Campus Principals, Teachers	Special Ed 224	September 2018- June 2019	Lesson Plans and Walk-throughs, Coordination between general ed teacher and special ed. teacher, receipts of accommodations	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, STAAR A	Title 1 - #1, 2 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum TUTORS for intervention
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, IEPs	CBAs, BMs, STAAR, TELPAS, STAAR A	Title 1 - #2, 8 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum TUTORS for intervention
Professional development training on data analysis will be provided for campus administrators at the elementary level	C&I Administrators and District Personnel	Local Funds 199, Title 1 Funds 211	October 20178	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, STAAR A	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum TUTORS for intervention

HENRY FORD ELEMENTARY

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 2015-16 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Campus Principals, Deans, Instructional Coaches, Teachers	Local 199, Title I 211, State Comp 199, Migrant 212, Title III 263, SpEd 224	September 2018- June 2019	Tutorial Sign-in sheets, Schedules, Lesson Plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, STAAR A	Title 1 - #9 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum TUTORS for intervention. Purchase SING SPELL READ & WRITE, resources
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Campus Principals, Instructional Coaches, Teachers	Local 199, Title I 211, State Comp 199, Migrant 212, Title III 263, Sp. Ed 224	October 2018 November 2018 January 2019 February 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, STAAR A	Title 1 - #6 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum TUTORS for intervention
Provide Lead4Ward training for all principals, assistant principals, and Teachers on data analysis	Superintendent for C&I and District Personnel	Title 1 Funds	September 2018- June 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, STAAR A	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum TUTORS for intervention Lead4ward Training

HENRY FORD ELEMENTARY

Campus Goal 1: Improve Student Academic Achievement

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
All campus staff will be trained to create a targeted strategic plan based on the Texas STAAR Assessment Program. They will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Irma Duran (Strategist/Consultant) Lead4ward Principal, AP, CLL, CLF	Local Funds 199 Title 1 2211	October 2018	Agendas and Sign-in Sheets, Campus Strategic Plan	Benchmark scores, student achievement, closing the achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI, Tejas Lee, STAR Reading	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum
All teaching staff will be trained on how to unpack the TEKS for each course and lesson plan collaboration.	Principal, AP, All Teachers	Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets, Lesson Plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum
Teaching staff will be trained on how to conduct effective CLC's (Collaborative Learning Communities) in which they are expected to share their expertise, and works collaboratively to improve teaching skills and the academic performance of students.	Dr. Bolt, LaToya Dansby, Principal, AP, CLL, and CLF's	Title 1 211, Local Funds 199	August 2018- May 2019	Agendas and Sign in Sheets Walkthroughs	Benchmark scores, student achievement gains, closing achievement gaps, student growth	CBAs, BMs, STAAR, TELPAS, Fluency, HFW, WFTB	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum
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	Principal, AP, CLL, All Teaching Staff	Title 1 211, Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets, Lesson Plans, Action Plans	Benchmark scores, student achievement gains, closing achievement gaps, student growth	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum
Common Instructional Framework (CIF) training and implementation will be required for all teaching staff. The CLL and CLF's will hold TCLC Meetings to instruct	Principal, AP, Instructional Coaches	Title 1 211, Local Funds 199	August 2018 and On-going	Agendas and Sign-in Sheets, Lesson Plans, Student Work	Benchmark scores, student achievement gains, closing achievement gaps, collaboration	CBAs, BMs, STAAR, TELPAS, TPRI, Tejas Lee	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum

HENRY FORD ELEMENTARY

Campus Goal 1: Improve Student Academic Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RTI training will be provided for all staff members to address the needs of all students.	RTI District Coordinator	Title 1 211	August 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student growth	CBAs, BMs, STAAR, TELPAS. Istation	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum
ELPS training to implement content objective will be provided for all staff members to serve the needs of our ELL students.	Mrs. Escobedo (ELL Strategiest) Principal, AP, CLL	Title III 263	October 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum
Teachers will be trained on inclusion, supplemental aids, and modified instruction that will provide all staff members to meet the needs of students served in special education.	Special Ed Teachers, Principal, AP, Counselor	Special Ed 224	December 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum
Provide Lead4ward training for all principals, assistant principals, and CLL's to assist in differentiated instruction.	Administration, CLL	Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum

HENRY FORD ELEMENTARY

Campus Goal 1: Improve Student Academic Achievement

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
Teachers will be trained on the use of teaching strategies by implementing the Fundamental 5 components for quality instruction.	Principals, AP, CLL	Consultants	August 2018- May 2019	Agendas and Sign-in Sheets, Lesson Plans, Walkthroughs	Benchmark scores, student achievement gains, closing achievement gaps, student growth	CBAs, BMs, STAAR, TELPAS, WTL	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum
Teachers will be trained on Istation to provide training on retrieving reports to address the needs of their students.	Principal, AP, Counselor, Computer Lab Manager, CLL	Consultants	August 2018- May 2019	Agendas and Sign-in Sheets, Istation Reports	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Istation	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum
Teachers will receive training of the implementation of writing strategies through a writing consultant.	Bill McDonald Region One Forde Ferrier Consultants Lea4Ward	Consultants	August 2018- May 2019	Agendas and Sign-in Sheets, Writing Samples	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum
Teachers will be trained on Project Respect which is an effective behavior management system developed and implemented by Dr. Hollinger.	Dr. Hollinger (Presenter)	Consultants	August 2018- May 2019	Agendas and Sign-in Sheets, Project Respect, Multi Tiered Systems of Support Behavior	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 Binders, paper, copier Tag, Large size paper: white and colored to use with curriculum

HENRY FORD ELEMENTARY
Campus Goal 1: Improve Student Academic Achievement

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
Teachers will be trained on effective reading strategies that include rigor and relevance.	Diana Ramirez (DMR Consultant)	Consultants Title 1 211, Local Funds 199	October 2018- March 2019	Agendas and Sign-in Sheets, DMR strategies, Student Work	Benchmark scores, student achievement gains, closing achievement gaps, student growth	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 Binders, paper, copier Large size paper: white and colored to use with DMR Mats.
Teachers will be trained in Sharon Wells which is a standard based curriculum that provides comprehensive resources needed to surpass the state assessment.	Sharon Wells Consultants	Consultants Title 1 211, Local Funds 199	August 2018	Agendas and Sign-in Sheets, Teacher/Student Packets, Walkthroughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TTM	Title 1 - #4 Binders, paper, copier Large size paper: white and colored to use with curriculum
First grade teachers will be trained in Pearlized Math which provides a strong, well rounded, language-enriched mathematics foundations for first graders.	Pearlized Math Consultants	Consultants Title 1 211, Local Funds 199	August 2018	Agendas and Sign-in Sheets, Teacher/Student Packets, Walkthroughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TTM	Title 1 - #4 Binders, paper, copier Large size paper: white and colored to use with curriculum
Kinder teachers will be trained in Pearlized Math which provides a strong, well rounded, language-enriched mathematics foundations for Kinder students.	Assistant Superintendent for C&I	Consultants Title 1 211, Local Funds 199	July 2018 January 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 Binders, paper, copier Large size paper: white and colored to use with curriculum
2 nd -5 th grade teachers will be trained in Foundations in Teaching Science, Reading, writing and Math which provides a strong, well rounded, language- enriched vocabulary for students.	Rogelio Gomez Jr Consultant Forde Ferrier Summit K/12	Consultants Title 1 211, Local Funds 199	October 2018 May 2019	Agendas and Sign-in Sheets, DMR strategies, Student Work	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 Binders, paper, copier Large size paper: white and colored to use with curriculum

HENRY FORD ELEMENTARY
Campus Goal 2 Improve Student Progress in Reading and Math

Objective 1: Reading/Writing Instruction will be aligned school-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 thematic-based instruction and CIF teaching strategies	Principals, I.C., Teachers, AP	Title 1 211, Local Funds 199 Curriculum	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, WFTB	Canon Lease, copygraphics Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Principals, I.C., Teachers, AP	Title 1 211, Local Funds 199 Curriculum	August 2018-May 2019	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	Canon Lease, copygraphics Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier
Writing Rubrics will be developed and used school wide Follow WFTB timelines & rubrics.	Principals, I.C., Teachers, AP	Title 1 211, Local Funds 199 Curriculum	August 2018-May 2019	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Canon Lease, copygraphics, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principals, I.C., Teachers, AP, CLFS	Title 1 211, Local Funds 199 Curriculum	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	Canon Lease, copygraphics, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier

**HENRY FORD ELEMENTARY
CAMPUS GOAL 2 Improve Student Progress in Reading and Math**

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 2 compositions per six weeks will be required at each grade level	Principals, AP, IC, 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	Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier
STAAR Literature questions will be written for each literary piece/all genres	Principals, AP, IC, Teachers	Title 1 211, Local Funds 199	August 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	Canon Lease, STEM Questions in color from Print Shop, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier
Two aligned CBAs and two district Benchmarks will be administered campus-wide	Principals, AP, IC, Teachers	Title 1 211, Local Funds 199	August 2018-May 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	Canon Lease, Data Wall posters, paper, materials...Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier
Data will be used to inform tutorial lessons and to identify spiraled skills	Principals, AP, IC, 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	Canon Lease, Data Wall posters, paper, materials...Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier, DMAC Reports
Data will be used to identify students in need of extended learning opportunities through Saturday Academies	Principals, AP, IC, 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	Canon Lease, Data Wall posters, paper, materials...Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier, DMAC Reports

HENRY FORD ELEMENTARY

Campus Goal: 2 Improve Student Progress in Reading and Math

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 Sharon curriculum will be implemented 2nd- 5th	Principal, AP Instructional Coaches Teachers	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	Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc....
Mathematics Pearlized Math will be implemented for 1st Grade	Principal, AP, IC, Teachers	Title 1 211, Local Funds 199	August 2018-May 2019	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	Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc...
Teachers will unpack the math TEKS, analyzing data	Principal, AP, IC, Teachers	Title 1 211, Local Funds 199	August 2018-May 2019	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	Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, Post it Chart paper, instructional supplies, etc....
Two aligned CBAs and two district Benchmarks will be administered campus -wide	Principa, AP, IC, Teachers	Title 1 211, Local Funds 199	October 2018 November 2018 January 2019 February 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	Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, Post it Chart paper, instructional supplies, etc...
Data will be used to inform tutorial lessons and to identify spiraled skills	Principals, AP Instructional Coaches, Teachers	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	Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, Post it Chart paper, instructional supplies, etc....

HENRY FORD ELEMENTARY
Campus Goal 2 Improve Student Progress in Reading and Math

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 through Saturday & after school Academies	Principals, Asst. Principal Instructional Coach, 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, TELPAS	Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc....
Daily Problem- Solving activities, CIF Activities, CLL & CLF'S will train and model & provide PD on instructional strategies.	Principals, AP, CLL & CLF'S, 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, TELPAS	Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc....
Exit tickets will be developed aligned to the skill of the day	Principals, AP, CLL & CLF'S, 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, TELPAS	Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc....
Attend Sharon Wells & Pearlized Math training on effective teaching strategies for elementary math teachers.	Teachers, Admin, IC	Title 1 Funds	August 2018-May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc....
Teachers will implement Imagine Math and for practice in labs and classroom.	Teachers, Admin, IC, Computer Lab Manger.	Title 1 Funds	August 2018-May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc....

HENRY FORD ELEMENTARY
Campus Goal 2 Improve Student Progress in SCIENCE

Objective 2: Science 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 through Saturday Academies	Principals, Asst. Principal Instructional Coach, 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, TELPAS	Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc...
CIF Activities, Create calendar Meet weekly with teachers GL planning meeting daily to discuss and implement best practices	Principals, Asst. Principal, CLL, & CLF's 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, TELPAS	Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc...
Enhance classroom instruction through hands on experiments, visuals, etc...	Principal, Asst. Principal, Science lab teacher and 5 th grade teachers	Title 1 211, Local Funds 199, SCE	August 2018-May 2019	Walk-throughs, lesson plans	Increased student achievement through progress monitoring, benchmarks and STAAR.	CBAs, BMs, STAAR Classroom participation	Purchase items needed for classroom lessons tied to the TEKS.
Attend Science Trainings and academies on effective teaching strategies for elementary Science teachers. Purchase science resource online program Purchase Summit K12 on line program	Teachers, Admin, IC Forde Ferrier Summit K12 Rogelio Gomez Consultants	Title 1 Funds	August 2018-May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc...

HENRY FORD ELEMENTARY

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •iStation •IMAGINE MATH •C.I.F. activities/ strategies •TPRI/Tejas LEE Strategies 	<p>School Administrators, Classroom Teachers</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>August 2018-May 2019</p>	<p>Strategies embedded in Lesson Plans</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Canon Lease, Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc...</p>

HENRY FORD ELEMENTARY

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, EL, migrant, 504, dyslexia, etc. through district formative assessments.	School Administrators, Instructional Coach, Classroom 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 CLC meetings	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	School Administrators, Instructional Coach,	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	Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	School Administrators, Instructional Coach	Title 1 211, Local Funds 199 Title III 224	August 2018- May 2019	Walk-throughs. Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	School Administrators, Instructional Coaches, Counselors, School Staff	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2018- May 2019	Tutorial Logs, Counseling logs Participation rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier

HENRY FORD ELEMENTARY

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review RTI students' performance and progress and provide accommodations and interventions.	School Administrators, RTI committee members, Classroom teacher	Title 1 211, Local Funds 199	August 2018- May 2019	RTI online system, TTM & IStation reports, TPR/Tejas Lee reports	Increase in student achievement of students with RTI interventions	CBAs, BMs, STAAR, TELPAS	Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics and provide services to those identified. Provide training to teachers providing services (Herman Method)	Counselor Dyslexia Teacher	Title 1 211, Local Funds 199	August 2018- May 2019	Dyslexia Folder, Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier
8. Provide extended learning opportunities for students not mastering the curriculum through summer school, Saturday academies, tutorials, and enrichment period.	Principals Classroom Teachers	SCE	August 2018- May 2019	Summer school rosters, tutorial schedules, log in sheets	lower failure rates	CBAs, BMs, STAAR, TELPAS,	Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier
9. Using data room, School Administrators will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	School Administrators,	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	Purchase paper, colored paper, tag paper, chart paper, ink, instructional supplies, etc... Copier

HENRY FORD ELEMENTARY

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 Level II Final Recommended Phase on STAAR and Advanced Level III (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Revise all curriculum documents for HBS STAAR courses.	Assistant Superintendent for C&I	Local Funds, Title 1 Funds	August 2018-May 2019	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4Purchase paper, colored paper, tag paper, chart paper, ink, drums, instructional supplies, etc...Copier, STAAR Resources
Provide training for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation. Train teachers on new TEKS and implement changes in the classroom	Assistant Supt for C&I	Local Funds, Title 1 Funds <ul style="list-style-type: none"> Bill McDonald Irma Duran DMR Sharon Wells Gretchen IStation ELPS- Mrs. Escobar 	August 2018-May 2019	Agenda and Sign-in Sheets <ul style="list-style-type: none"> CIF Protocols and Strategies Student Learning Objectives 	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 Purchase Instructional STAAR Resources
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Assistant Supt for C&I	Local Funds, Title 1 Funds <ul style="list-style-type: none"> Unpacking of the TEKS CLC's BOY, weekly monitoring Benchmark 	August 2018-May 2019	Agenda and Sign-in Sheets <ul style="list-style-type: none"> DATA Wall updates every six weeks Weekly/ Biweekly/ 6 weeks assessments District Thinking Maps 	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 Purchase Instructional STAAR Resources Consultants
Two aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators	Local Funds, Title 1 Funds	August 2018-May 2019	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #8 Purchase Instructional STAAR Resources Consultants DMAC, Region 1 trainings, Lead4ward

HENRY FORD ELEMENTARY

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 Level II Final Recommended Phase on STAAR and the Advanced Level III. (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Asst. Supt for C&I	Local Funds 199 • Irma Duran	August 2018-May 2019	Agendas and Sign-in Sheets • School Data Performance Report done by teachers	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 Canon Lease STAAR resources Paper, ink Trainings, consultants
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 Did not meet, Approaches, Meets and Masters.	Principals	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS • CLF Binder	Benchmark scores, student achievement gains, student tracking forms • Inventions/ Rotations targeting the SE • Saturday STAAR Camps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8 Canon Lease STAAR resources Paper, ink Trainings, consultants
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	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 Canon Lease STAAR resources Paper, ink Trainings, consultants
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 January 2019 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms • STAAR Goals Graph • Interventions/ Rotations targeting the SE	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8 Canon Lease STAAR resources Paper, ink Trainings, consultants

HENRY FORD ELEMENTARY

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

Objective 1: Increase Student level of achievement from Did not meet to Approaches to Meets to Masters

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.</p>	<p>Principals</p>	<p>Local Funds, Title 1 Funds/ SCE</p>	<p>August 2018-May 2019</p>	<p>Tutorial logs (Student Sign-in Sheets & Schedules)</p> <ul style="list-style-type: none"> • Use Lesson Plan format to ensure TEKS focus and SE's • Spiraling lessons/ activities • Teacher created Flip Charts to target objectives • Teacher created board games • Interactive word walls 	<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 Canon Lease STAAR resources Paper, ink Trainings, consultants Review DMAC and STAAR reports</p>

Henry Ford Elementary

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide comprehensive advisement to students	College Readiness, College Advisors, Transitional Specialists, CTE Dept.	Local Funds, Title I Funds 211 166	August 2018-May 2019	Degree Plans, advisement, sequence of course, STC Degree Works	Number of students who receive AS degrees, number of students who complete core, certificates of completion	Number of students who have followed a career pathway.	Counselors Career Day Lessons Canon Lease Paper, ink consultants
Provide academic support services to increase retention and completion	College Readiness Principals Partner IHE College Transition Specialists	Local Funds, Title I Funds 211 166	August 2018-May 2019	Student sign-in sheets, Center for Learning Excellent log in	An increase in the number of student retained in college courses	Number of students who successfully complete their college courses.	Counselors Career Day Lessons Canon Lease Paper, ink consultants
Provide comprehensive advisement to students	College Readiness, College Advisors, Transitional Specialists, CTE Dept.	Local Funds, Title I Funds 211 166	August 2018-May 2019	Degree Plans, advisement, sequence of course, STC Degree Works	Number of students who receive AS degrees, number of students who complete core, certificates of completion	Number of students who have followed a career pathway.	Counselors Career Day Lessons Canon Lease Paper, ink consultants
Provide academic support services to increase retention and completion	College Readiness Principals Partner IHE College Transition Specialists	Local Funds, Title I Funds 211 166	August 2018-May 2019	Student sign-in sheets, Center for Learning Excellent log in	An increase in the number of student retained in college courses	Number of students who successfully complete their college courses.	Counselors Career Day Lessons Canon Lease Paper, ink consultants

**Henry Ford Elementary
Campus Goal 5: Parental 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	Evaluation/Measurement	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing Conduct Parental Involvement Meetings: <ul style="list-style-type: none"> • PAC • Parental Sessions/Training 1. SSI 2. STAAR Strategies 3. Study Habits 4. Attendance 5. Bilingual/ Dual Language 6. P.A.G.E. 7. Grade Level Parent/Teacher Meetings 8. On-going Parent conferences 9. Provide home-school compact for Teachers/Parents/Students 	Principal, Parent Educators, Teachers	Local Funds, Title I Funds Meetings, Presenters	August 2018 – May 2019	Sign-in Sheets	Parent Surveys	Sign-in Sheets Agenda's	Title I- #4, #6
Parent Orientations: <ul style="list-style-type: none"> • Parent Involvement Policy • Parent/Teacher/Student Compact • Campus Report Card • School rules • Dress Code • Attendance • STAAR reports • Discipline Code • Library Services • STAAR camps • Project R.E.S.P.E.C.T. • M.T.S.S.B. Matrix 	Principal, Assistant Principal, Counselor, Secretary, Grade Level Chairperson Classroom Teachers, Parental Director, Parent Educators Community	Title I Funds Parent in Education, Staff, Attendance Rosters, Policies, Snacks, incentives for parents, Parent breakfast for volunteers	August 2017 – May 2018	Sign-in Sheets, Telephone Logs	Parent Surveys	Projects Meetings Agenda's Saturday attendance rosters	Title I- #4, #6

**Henry Ford Elementary
Campus Goal 5: Parental 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	Evaluation/ Measurement	Title 1 Schoolwide Components
<p>Pre-School Programs</p> <p>Facilitate students' transition from private day care, Early Start, or Migrant Council to the public school through:</p> <ul style="list-style-type: none"> • Orientation for parent/students • Kinder Teachers will present <ol style="list-style-type: none"> 1. How parents can prepare students for a good start 2. Social Skills 3. Listening Skills 4. Project R.E.S.P.E.C.T. Skills 5. M.T.S.S.B. Matrix (Multi-tier system of support for behavior) <ul style="list-style-type: none"> • Day Care/ Early Start students visit the school • Contact person will be Principal, Assistant Principal, Counselor, Pre-K teachers, Kinder teachers, and/or Parent Educator 	<p>Principal, Assistant Principal, Parent Educators, Teachers, new PK students, All Students:</p> <ul style="list-style-type: none"> • Hispanic • African-American • White • LEP • Migrant • Special Education • At-Risk • Economically Disadvantaged 	<p>Local Funds, Title I Funds Principals, Assistant Principal, PK Teachers PK Mentors Kinder Teachers Early Start Staff Project R.E.S.S.P.E.C.T. skills, M.T.S.S.B. Matrix Restorative Discipline</p>	<p>August 2018-May 2019</p>	<p>Sign-in Sheets</p>	<p>Parent Surveys</p>	<p>Sign-in Sheets CPALLS Project R.E.S.S.P.E.C.T skills Implementation of Day care visit log Early Start Visit log</p>	<p>Title I - #4, #6</p>

**Henry Ford Elementary
Campus Goal 5: Parental 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 Saturday tutoring camps and in-school intervention throughout Elementary Campus	Principal, Assistant Principal, Teachers, Teacher Assistants, Tutoring Assistants	Title I Funds	August 2018-May 2019	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/TEJAS LEE, BOY, MOY, EOY assessments	Title I - #2, #9
Assist school to increase their tutorial academies via telephone contacts, etc.	Parent Educators, Teachers, Office Administration	Title I Funds	August 2018-May 2019	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR	Title I - #2, #9

Henry Ford Elementary

Campus Goal 5: Parental and Community Involvement

Objective 3: Opportunities for students to participate in community service projects

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Evaluation/Measurement	Title 1 Schoolwide Components
<p>Modify adult volunteer services program to include students @ all level</p> <ul style="list-style-type: none"> Family Literacy Night Curriculum Night/Meet the Teacher Texas Public School Week Scholastics Book Fair Bright Summer Readers Accelerated Reader Red Ribbon Parade Veteran's Day Celebration/Parade Eat with your child (Picnic lunch) Extended Library time 7:30-8:00 F.R.E.D. (Fathers Reading Every Day) February -Valentine's M.A.R.I.A. (Mother's Always Reading In April) Christmas Toy Drive Thanksgiving Food Drive Grandparents Day Tim's Coats *H.A.I.R. Cuts Villancicos Navidenos Drama Club End of Year Musical Donuts for Dad Million Father March 	<p>Principal AP Counselor Secretary Courtesy Committee Grade Level Chairperson Classroom Teachers Parent Educator Community</p>	<p>Newsletter, Flyers, paper, ink cartridges, laminating machine, paper, staples, envelopes, book rings, notepads, highlighters, AR Enterprise, games, snacks, incentive for parents Parent Breakfast for volunteers, Thanksgiving Luncheon, Local Funds, Title I Funds</p>	<p>August 2018-May 2019</p>	<p>Volunteer sign-in card Flyers Newsletters Monthly Calendars</p>	<p>Tally of Volunteer hours</p>	<p>Family Literacy Night Attendance/Sign in sheets Curriculum Night flyers & sign in sheets Texas Public School Week Flyers & agendas STAAR & SSI meeting notices and sign in sheets Attendance for special performances using sign in sheets Send out flyers & notices inviting parents to eat with their child</p>	<p>Title I- #9</p>
<p>Partner with DAEP and National Honors Society Programs to engage students in community service projects</p>	<p>Parental Director, Logistic Specialist, Parent Educators</p>	<p>Local Funds, Title I Funds</p>	<p>August 2018-May 2019</p>	<p>Registration forms, MOU'S, Projects Participation Forms</p>	<p>Measure DAEP recidivism rate, Tally of volunteer hours On a monthly basis</p>		<p>Title I- #9</p>

**Henry Ford Elementary
Campus Goal 5: Parental and Community Involvement**

Objective 4: Increase Parental involvement in elementary campuses

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Host at least 2 major events per year at elementary campuses</p> <p>Coordinate and integrate federal, state, and local services to provide sessions on:</p> <ul style="list-style-type: none"> • No Child Left Behind (NCLB) • Parent Sessions • Violence Prevention • Nutrition • Housing • Health • Early Start Program • Reading • Student Success Initiative (SSI) • AEIS Report 	<p>Parental Director, Logistic Specialist, Parent Educators</p> <p>Principal Assistant Principal Counselor Secretary Courtesy Committee Grade Level Chairperson</p>	<p>Local Funds, Title I Funds</p>	<p>August 2018-May 2019</p>	<p>Calendar of Events Agendas Invitations Sign-in Sheets</p>	<p>Parent Surveys STAAR Results</p>		<p>Title I- #6, #10</p>
<p>Encourage parental participation on campus initiatives:</p> <ul style="list-style-type: none"> • Curriculum/Meet the Teacher Night • Special Events • Volunteer Program <p>Recruit parents/community members as Volunteers and Sponsors</p> <ul style="list-style-type: none"> • Parental Involvement 	<p>Principal Assistant Principal Secretary Parent Educator Counselor</p>	<p>Local Funds, Title I Funds</p>	<p>August 2018-May 2019</p>	<p>Agendas Invitations Flyers Sign-in Sheets Registration forms</p>	<p>Parent Surveys</p>		<p>Title I- #6, #10</p>

**Henry Ford Elementary
Campus Goal 5: Parental and Community Involvement**

Objective 4: Increase Parental involvement in elementary campuses

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Evaluation/Measurement	Title 1 Schoolwide Components
<p>Involve parents and community leaders in school activities to enhance education and provide career awareness for students</p> <ul style="list-style-type: none"> • Invite business owners to participate • Guest speakers • Parents Meeting Speakers <p>Parent Involvement Program</p> <ul style="list-style-type: none"> • Orientation • Guest Speakers • Parental Skills • Make and Take Workshops • P.A.G.E. (Parents are Great Educators) <p>Schedule Teacher-Parent Night to:</p> <ul style="list-style-type: none"> • Curriculum Night/Meet the Teacher • TEKS • Grades • Expectations • Teacher/Parent/Student Compact • Handbook • Restorative Discipline • Career Day (Invite parents-May) 	<p>IMPLEMENTATION</p> <p>Principal Assistant Principal Teachers Parent Educator</p> <p>MONITORING</p> <p>Administrators Parent Educator Secretary</p>	<p>SCE Local Title I Title II Title III Migrant</p>	<p>August 2018-May 2019</p>	<p>Calendar of Events Agenda's Invitations Sign in Logs Meetings Agenda's Speakers</p>	<p>Parent Surveys</p>	<p>Calendar of Events Agenda's Invitations Sign in Logs Meetings Agenda's Speakers</p> <p>Teacher/Student/ Parent Compact Increase of Parental Involvement</p>	<p>Title I- #6, #10</p>
<p>Increase enrollment of adult Literacy Participation by 15%</p> <ul style="list-style-type: none"> • ReadBox 	<p>Principal, Assistant Principal, Parent Educators</p>	<p>Local Funds, Title I Funds</p>	<p>August 2018-May 2019</p>	<p>Classroom attendance sheets, Sign-In Sheets</p>	<p>End of year course completion certificates</p>		<p>Title I- #6, #10</p>

**Henry Ford Elementary
Campus Goal 5: Parental and Community Involvement**

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
Henry Ford Elementary will provide supportive resources for instructional staff to effectively integrate technology into the curriculum.	Principal Asst. Principal CIT Lab Manager	Atomic Learning	August 2018-May 2019	Training logs and atomic learning logs	Increased student scores.	Ongoing review of the campus and district course requirements.	Title 1, Local, Toner, ink, Projectors, Mimios, audio adapters, mouse pad, Wired Mouse mounts, light bulb replacements, laptops, computers, Canon Lease, Copier
Henry Ford Elementary will provide resources and support for Campus Instructional Technologists to work directly with teachers to integrate technology into curriculum.	Principals Campus Instructional Technologists	Software, hardware, and professional development	August 2018-May 2019	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.	Ongoing review of the campus and district course requirements.	Title 1, Local, Toner, ink, Projectors, Mimios, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier
Henry Ford Elementary will provide adult literacy and technology application skills training to its' parents via the Parental Involvement Department.	Parental Involvement Coordinator CIT	Software, hardware, and professional development	August 2018-May 2019	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.	Ongoing review of the campus and district course requirements.	Title 1, Local, Toner, ink, Projectors, Mimios, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier

HENRY FORD ELEMENTARY

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Henry Ford Elementary will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	CIT Librarian Lab Manager	Accelerated Reader Software	August 2018 - May 2019	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	Title 1,SCE, Local, Toner, ink, Projectors, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier
The Technology Department will provide Henry Ford Elementary 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 CIT Librarian Lab Manager	Destiny Software	August 2018 -May 2019	usage reports from the Destiny system.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	Title 1, SCE, Local, Toner, ink, Projectors, mounts, computers, laptops, light bulb replacements, laptops, computers, Canon Lease, Copier
Henry Ford will continue to update technology resources such as computers, laptops, ipads, etc to facilitate instructional components.	Administration CIT Librarian Lab Manager Instructional Technology Coordinator CIT Librarian Lab Manager	Desktops, Laptops, Ipads Etc....	August 2018 -May 2019	Reports from each of the instructional resources used such as Imagine Learning, TTM, Istation, AR, Science-K12, and Technology TEKS. usage reports from the Destiny system.	Increase in the number of students using the all instructional technology programs. Increased percentages on scores in all subjects indicated	Increased levels of instruction. Increased scores on STAAR assessments Grade Level assessments	Title 1, SCE, Local, Toner, ink, Projectors, mounts, computers, laptops, light bulb replacements, laptops, computers, Canon Lease, Copier

HENRY FORD ELEMENTARY

Campus Goal 6: Technology - Henry Ford Elementary will implement and update a comprehensive plan for meeting student learning needs through 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
Henry Ford Elementary will integrate technology essential knowledge and skills (TEKS) at the K-5 level.	CIT Principal Asst. Principal Librarian Lab Manager Instructional Coach	Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.	August 2018-May 2019	Teacher lesson plans with integrated technology skills Reports from the online Technology Curriculum Applications Curriculum System.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the campus and district course requirements.	Title 1, Local, Toner, ink, laptops, Projectors, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier
Henry Ford Elementary will develop units of practice aligned with the core content curriculum.	CIT Principal Asst. Principal Librarian Lab Manager	Core content curriculum resources. Learning.com	August 2018-May 2019	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 observations.	Title 1, Local, Toner, ink, laptops, computers, Projectors, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier

HENRY FORD ELEMENTARY
Campus Goal 6: Technology - Henry Ford Elementary will implement and update a comprehensive plan for meeting student learning needs through 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
Henry Ford Elementary will expand distance learning efforts to enhance classroom instruction.	CIT Principal Asst. Principal Librarian Lab Manager	Online curriculum resources	August 2018-May 2019	Teacher lesson plans.	Increase in student enrollment and completion of online classes.	Ongoing review of the campus and district course requirements.	Title 1, Local, Toner, ink, Projectors, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier
Henry Ford Elementary will continue to support computer assisted instruction in computer labs.	CIT Principal Asst. Principal Librarian Lab Manager		August 2018-May 2019	Learning.Com TA TEKS Program reports Increase in student achievement (higher STAAR scores).	Increase in student achievement (higher STAAR scores).	Ongoing review of the campus and district course requirements.	Title 1, Local, Toner, ink, Projectors, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier
Henry Ford Elementary will mandate that all teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	CIT Principal Asst. Principal Lab Manager	Learning.com, Instructional Technology Labs	August 2018-May 2019	Learning.com logs	Increase in student achievement (higher STAAR scores).	Ongoing review of the campus and district course requirements.	Title 1, Local, Toner, ink, Projectors, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier

HENRY FORD ELEMENTARY
Campus Goal 6: Technology - Henry Ford Elementary will implement and update a comprehensive plan for meeting student learning needs through 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
Henry Ford Elementary will establish technology clubs for students.	CIT Principal Asst. Principal	Hardware, software, And Technology Applications Instructors.	August 2018-May 2019	Increased number of technology clubs. Display of student summer technology projects on living tree site.	Increase involvement in school technology programs by students.	Ongoing review of the campus and district course requirements. Sign in sheets Training Agenda's	Title 1, Local, Toner, ink, Projectors, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier
Henry Ford Elementary will organize and host/campus to promote student produced projects.	CIT Technology Committee	Hardware, software, and other technology resources	By Spring of 2019, Ford will have student presentations of projects	Pictures and student evaluations of the events.	Increased use of technology by students and teachers.	Ongoing review of the campus and district course requirements. Sign in sheets Training Agenda's	Title 1, Local, Toner, ink, Projectors, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier

HENRY FORD ELEMENTARY

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

Objective 3: Maintain and update Intranet and Internet capabilities to all classrooms 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
Henry Ford Elementary teachers will maintain classroom websites.	CIT Public Relations Rep. Teachers Principal Assistant Principal	Campus website, share point/intranet site	June 2019	classroom websites	Increased teacher collaboration on curriculum projects	Ongoing review of the campus and district course requirements. Sign in sheets Training Agenda's	Title 1, Local, Toner, ink, Projectors, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier
Henry Ford Elementary will develop and maintain a campus website as a resource for instruction and a tool for school to community communication. Henry Ford Elementary will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as up coming projects.	CIT Teachers Public Relations Principal Assistant Principal	Campus website, Living Tree, and district Intranet	The campus 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.	Teacher lesson plans Student feedback Community feedback Web site usage reports.	Increased teacher collaboration on curriculum projects.	Ongoing review of the campus and district course requirements. Sign in sheets Training Agenda's Parent surveys Student surveys	Title 1, Local, Toner, ink, Projectors, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier

HENRY FORD ELEMENTARY

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

Objective 1: Maintain and update Intranet and Internet capabilities to Henry Ford Elementary to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Henry Ford Elementary will provide internet instruction to all teachers and students. Henry Ford Elementary will use Learning.com for all K-5 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.</p>	<p>CIT Lab Manager Teachers Principal Assistant Principal</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>August 2018-May 2019</p>	<p>online campus and classroom web sites</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>	<p>Ongoing review of the campus and district course requirements. Sign in sheets Training Agenda's Parent surveys Student surveys</p>	<p>Title 1, Local, Toner, ink, Projectors, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier</p>

**Henry Ford Elementary
Campus Goal 5: Parental and Community Involvement**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Henry Ford Elementary will replace instructional lab computers every three years provided by the districts lease plan.	CIT Lab Manager	Local Technology Budget, and hardware	August 2018-May 2019 all of the campuses received replacement as determine by the district.	computers at each campus instructional lab will be no more than 3 years old at any given time.	This means that no lab computer will be out of warranty as long as it is in the lab setting.	Ongoing review of the campus and district course requirements. Sign in sheets Training Agenda's Parent surveys Student surveys	Title 1, Local, Toner, ink, Projectors, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier
In an effort to address the decrease at Henry Ford Elementary instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.	Lab Manager CIT	Local Technology Budget, and hardware	August 2018-May 2019	computer inventory counts	Increased teacher and student collaboration on curriculum projects.	Ongoing review of the campus and district course requirements. Sign in sheets Training Agenda's Parent surveys Student surveys	Title 1, Local, Toner, ink, Projectors, mounts, light bulb replacements, laptops, computers, Canon Lease, Copier

**Henry Ford Elementary
Campus Goal 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-May 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-May 2019	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Inform parents and students of our Discipline Program 1. Send parent handbook to inform 2. Parents sign and return letter of Discipline Program 3. Principal discusses discipline program during orientation meeting with parents and at PAC meeting	All students Hispanic LEP Migrant Gifted/Talented Sp. ED At Risk Economically Disadvantaged		August 2018-May 2019				

**Henry Ford Elementary Campus
Goal 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) Action Steps: -coordinate with social services agencies -provide referral for services</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP</p>	<p>August 2018-May 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. Action Steps: -Increase use of national clinical guideline for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers</p>	<p>August 2018-May 2019</p>	<p>Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed</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>	<p>-Director of Health Services -Nursing Staff</p>	<p>-School based clinics -Local health care providers -Local hospitals</p>	<p>August 2018-May 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>

Henry Ford Elementary

Campus Goal 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>Action Steps:</p> <ul style="list-style-type: none"> -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best-practices document for community providers. -Refer children to the appropriate medical services (school based clinics) 			August 2018-May 2019				
<p>Provide support services including deterrent of bullying/emotional abuse, suicide risk.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Continued use of the bullying/suicide box 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Behavioral Centers -PSJA LPC 	August 2018-May 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"> -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Emergency medical services from Pharr, San Juan and Alamo 	August 2018-May 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

Henry Ford Elementary

Campus Goal 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
Provide a school environment free of drugs and violence. Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills. -Drug Free Week -Red Wednesday	-Director of Health Services -Nursing Staff	-Texas Tropical Behavioral Centers -Police Departments	August 2018-May 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
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities. -Project Respect Daily Curriculum	-Director of Health Services -Nursing Staff	-Athletic Department -LPC	August 2018-May 2019	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis	Title 1--#10

**Henry Ford Elementary
Campus Goal 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"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along will coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. -Fuel Up to Play 60 -Physical Education three times a week -Extracurricular activities Volleyball, Flag Football, Cheerleading 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Child nutrition department -Coaching staff -Dietician DHR school based clinic 	<p>August 2018- May 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>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>

Henry Ford Elementary

Campus Goal 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 daily security/safety audits of all district campuses	Security and Safety Department	Local Funds	August 2018-May 2019	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all security staff on proper confrontational management techniques	Principal, AP Consultant Dr. Hollinger, Security Director	Local Funds	August 2018-May 2019	Less incidents of improper force used by security guards	Decrease in security and safety incidents Training implemented for Dr. Hollinger	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures	Security Director	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
Training all security staff to always be professional and courteous to all students and staff	Principal AP Consultants Scott Hollinger Security and Safety Department	Local Funds	August 2018-May 2019	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10

**Henry Ford Elementary
Campus Goal 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
Henry Ford Elementary will 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-May 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 -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
Henry Ford Elementary will dissemination of Attendance/Non-attendance guidelines and compliance.	Pupil Accounting Director, Campus Personnel	Local Funds	August 2018-May 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
Henry Ford Elementary will ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel	Local Funds	August 2018-May 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

**Henry Ford Elementary
Campus Goal 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
Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> School messenger 	Pupil Accounting Director	Local Funds	August 2018-May 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
Provide consistent student support and guidance through district personnel to ensure student academic success.	Pupil Accounting Director	Local Funds	August 2018-May 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

**Henry Ford Elementary
Campus Goal - 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"> Establish grade level committees to determine campus needs/qualifications Advertise in local newspaper and district TV station, District Website Participate in University and District Job Fairs, local area colleges, Region 1 	Principal, Assistant Principal, SBDM members, GL Chairs, Secretary and Counselor.	Principal, Assistant Principal, Staff, District Staff, and Counselor. SCE Title I, II, III Bilingual, Migrant, Local	August 2018-May 2019	Greater retention rate of district staff. Higher staff moral and staff retention	Improvement in student academic scores. Improves in instruction delivery.	Staff Retention reports.	
<ul style="list-style-type: none"> Ensure compliance with District policies Appoint interview committee to evaluate applicants 	Principal, Assistant principal, SBDM members, GL Chairs, Secretary and Counselor	Principal. Assistant Principal, staff, district staff, and Counselor	August 2018-May 2019	Staff Retention	<ul style="list-style-type: none"> Staff retiring from district 	More experienced work force	
<ul style="list-style-type: none"> Implement a plan for teacher selection and retention Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified A passion for students, and commitment to excellence 	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	August 2018-May 2019	<ul style="list-style-type: none"> Staff hired High teacher retention rate 	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	
<ul style="list-style-type: none"> Hire University Student interns that have demonstrated excellence in the classroom 	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	August 2018-May 2019	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	

Henry Ford Elementary

Campus Goal - Staff Quality, Recruitment, and Retention

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principals training teachers on interviewing , documentation of teachers interviewed.	Principals AP Interviewing Committee	Documentation Handbook MCREL	August 2018-May 2019	<ul style="list-style-type: none"> Better selection of staff Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards 	
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Principal AP RTI Team Instructional Coaches Mentors	Local funds Title 1 All Budgets SCE Migrant	August 2018-May 2019	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas LEE, CPALS	
On going professional development of District Curriculum Region One	Principal AP Instructional Coaches Curriculum Consultants	Local funds Title 1 All Budgets SCE Migrant	August 2018-May 2019	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas LEE, CPALS	
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Instructional Coaches CIF Coach Mentors	Local funds Title 1 All Budgets SCE Migrant	August 2018-May 2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS, TPRI /Tejas Lee, CPALS	

**Henry Ford Elementary
Campus Goal - 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 Assigned Mentors *Meet Weekly *Class Visits/observations *Reflection *Feedback	Principal, /Grade-level Rep., Asst. Principal	UTRGV Mentor Prog. District Staff Human Resources District Consultants	August 2018-May 2019	Mentor Logs	Increase in teacher satisfaction and moral improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	
Implement an effective instructional coaching system with on-going professional development	Principal/AP	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 RRR	
Monthly professional development meetings for both elementary and secondary level instructional coaches	Director External Coaches	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 RRR	
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Director Campus Instructional Coaches	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 RRR	
Provide horizontal and vertical team meetings to develop collaboration of campus goals and initiatives.	Principal/AP CLC CLC's CL Chairs/Teacher District Staff	Coordinators	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 RRR	

