

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Kelly-Pharr Elementary School Campus Improvement Plan 2018-2019

Board Approved:

Mission Statement

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



What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- students in the public education system will demonstrate exemplary performance in the understanding of science.
- students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

Title I, Part A School wide components

Comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1111(b)(1) and the achievement of children in relation to the State academic content standards and the State academic achievement standards described in section 1111(b)(1).

School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.

According to section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and other staff, and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State academic achievement standards.

Strategies to attract high-quality teachers to high-need schools.

Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

Programs for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, and child care, to local elementary school programs.

Programs to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Programs to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards under section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are addressed on a timely basis and to provide sufficient information on which to base effective assistance.

Programs to ensure the coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

KELLY-PHARR ELEMENTARY SCHOOL
"ACHIEVING EXCELLENCE TOGETHER"

OUR VISION

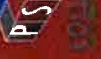


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"College Ready, College Connected, College Complete"

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

Kelly-Pharr Elementary School



MISSION

GOALS

OBJECTIVES

That all elementary children should develop an understanding of the past and identification with the present to meet their needs in an ever-changing world and to become responsible, ethical members of our society. In order for us to realize our vision, we, at Kelly-Pharr Elementary School, recognize the need for cooperative efforts of the student, school, home, and community.

technology to enhance learning
the home/school/community involvement
academic achievement in all areas

5 student technology awareness and competency
staff and student learning

in early childhood education that will ensure all early childhood students are kindergarten ready
programs relevant to the needs and interests of the Kelly-Pharr Elementary School community
utilization of community volunteers as curriculum and instructional support
the needs of the school community to improve school climate
staff skills in effectively addressing Home/School/Community
state test scores

Comprehensive Needs Assessment



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Data Resources Reviewed

2017-18 STAAR Campus Summary Report

2017-18 Campus Attendance

2017-2018 TPRI/Tejas Lee Campus Summary Report

2017-2018 Circle Data

Discipline Referrals

PEIMS Demographics

Walk-through Data

Parental Involvement Data

McREL Teacher Evaluations

Teacher Professional Development Plans

Teacher Certifications

TELPAS Scores

Technology Inventories

PBMAS

Comprehensive Needs Assessment



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aphics Summary

Education:

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

54% (77% All Students)

82% (84% All Students)

27% (64% All Students)

0% (75% All Students)

ading, the achievement gap between special education students and All students 2017-2018 is 23%.

thematics, the achievement gap between special education students and All students 2017-2018 is 2%.

iting, the achievement gap between special education students and All students 2017-2018 is 37%.

ance, there is no achievement gap between special education students and All students 2017-2018 is 75%.

I Needs:

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

nal Development Needs:

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

Comprehensive Needs Assessment



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raphics

raphics Summary Continued:

ically Disadvantaged

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

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

74% (77% All Students)

82% (84% All Students)

63% (64% All Students)

73% (75% All Students)

ading, the achievement gap between Eco Dis and All students 2017-2018 is 3%.

ithematics, the achievement gap between Eco Dis and All students 2017-2018 is 2%.

riting, the achievement gap between Eco Dis and All students 2017-2018 is 1%..

ence, there is no achievement gap between Eco Dis and All students 2017-2018 is 2%.

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

Area Reviewed	Summary of Strengths	Summary of Needs	Priority
<p>Domain 1 Student Achievement</p>	<p>Campus exceeded the state target for index 1 of 60% with a 78% meeting or exceeding the student achievement measure.</p> <ul style="list-style-type: none"> 3rd Grade Math and Reading 4th Grade Math and Writing 5th Grade Math and Reading 	<ul style="list-style-type: none"> 3rd Grade Reading, Math 4th Grade Reading, Writing 5th Grade Science 	<p>Improve student outcomes</p> <ul style="list-style-type: none"> 3rd Grade Writing 4th Grade Writing 5th grade Writing <p>60% of students met</p> <p>30% of students met</p> <p>SMART Goal At the Approval</p>
<p>Domain II Part A Student Progress</p>	<p>Campus received a 91 as a scaled score in this domain. 319.5 points were earned out of a possible 380.</p>	<ul style="list-style-type: none"> 12 Total number of tests did not meet progress 8 Total number of tests did not progress from approaches level 	<ul style="list-style-type: none"> Address the identified need measure progress Reading approach
<p>Domain II Part B Students Progress Relative Performance</p>	<p>Campus received a scaled score of an 84. Campus met or exceeded state requirements in 31 out of the 34 possible subgroups.</p>	<ul style="list-style-type: none"> 3rd Grade Reading, Math 4th Grade Reading, Writing 5th Grade Science <p>Increase the percentage of students at approaches, meets and masters by 10% in all areas.</p>	<p>Special population (Economically Disadvantaged, additional students, intensive intervention, writing, reading, science).</p>
<p>Domain III Closing The Gaps</p>	<p>Campus met or exceeded state requirements in 31 out of the 34 possible subgroups. Campus scaled score was an 89</p>	<ul style="list-style-type: none"> In the area of reading the target was not met in All students, special education and continuously enrolled. Students will be identified and target areas of need. 	<ul style="list-style-type: none"> Provide professional development for teachers level of intervention assessment course Revise curriculum Assess and frequently assess common assessment

Summary of Findings

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood outreach • Communication in both English and Spanish • Parental involvement • Parent Center • Business Partnerships 	<ul style="list-style-type: none"> • Increase parent involvement • 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 (Valley Interfaith) • Initiate parent academic conferences through DE Pro;
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 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
School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture 	<ul style="list-style-type: none"> • Implement a campus-wide discipline plan to ensure that there is consistency. 	<ul style="list-style-type: none"> • Work with outside support to establish a monitoring system for a campus-wide comprehensive discipline plan.
Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool • Mentorship 	<ul style="list-style-type: none"> • New teachers lack basic understanding of the instructional process and TEKS-Curriculum-Assessment Alignment. 	<ul style="list-style-type: none"> • Schedule time for new teachers to observe and work with experienced teachers on a weekly basis.

US DEMOGRAPHICS



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	ALL	SPED	LEP	MIGRANT	ECD	GT
er	763					
t	100					

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASK
er						
nt						

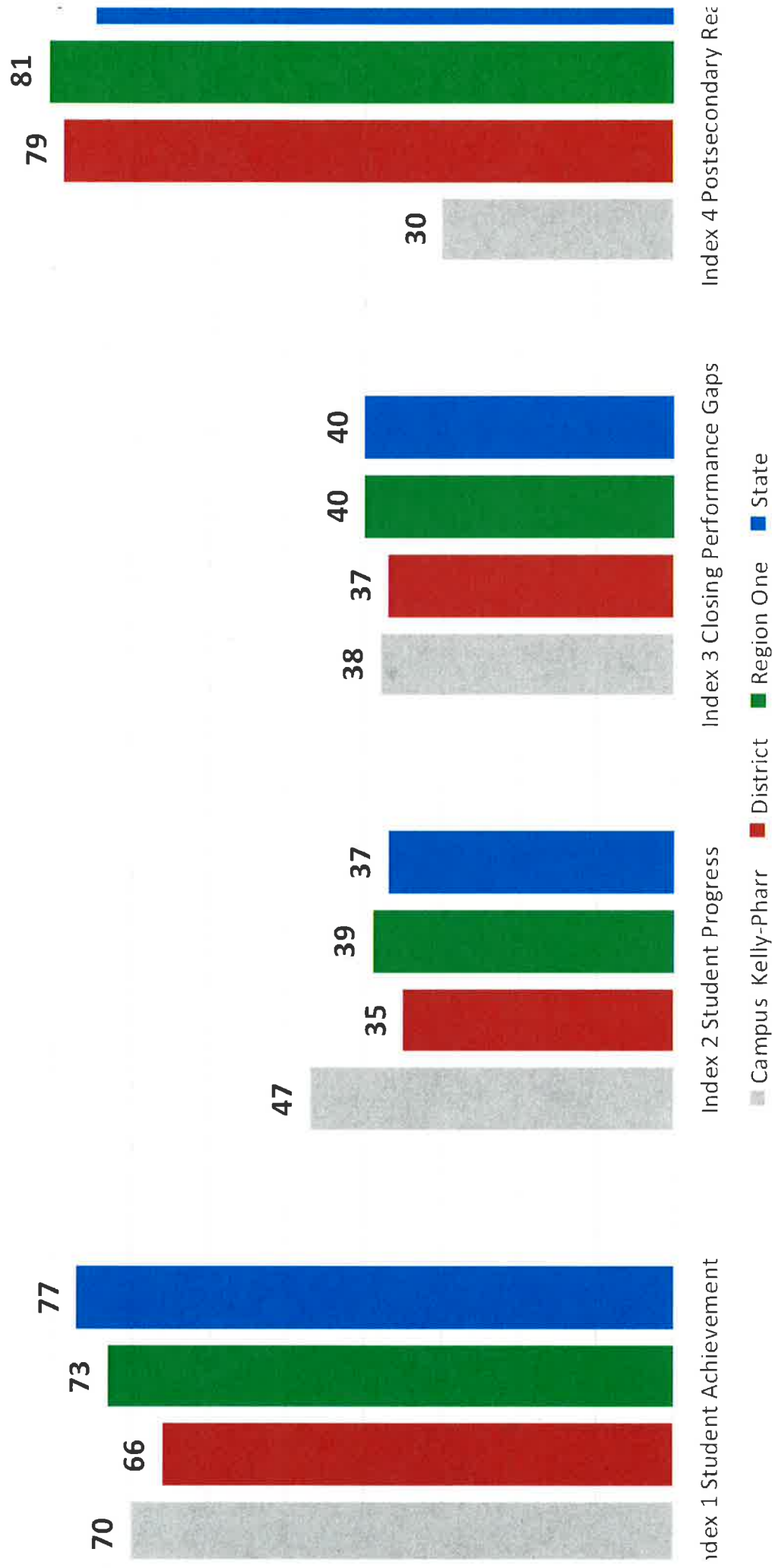
Student Achievement Summary 2018



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	Performance Target 2018	State	Region 1	PSJAISD	Goals 2019
Domain 1 Student Achievement	76			85	86
Domain II part A School Progress Academic Growth	91			80	94
Domain II part B School Progress Cognitive Performance	84			91	90
Domain 3 Closing the Gaps	89			84	94

State Accountability By Domains 2018

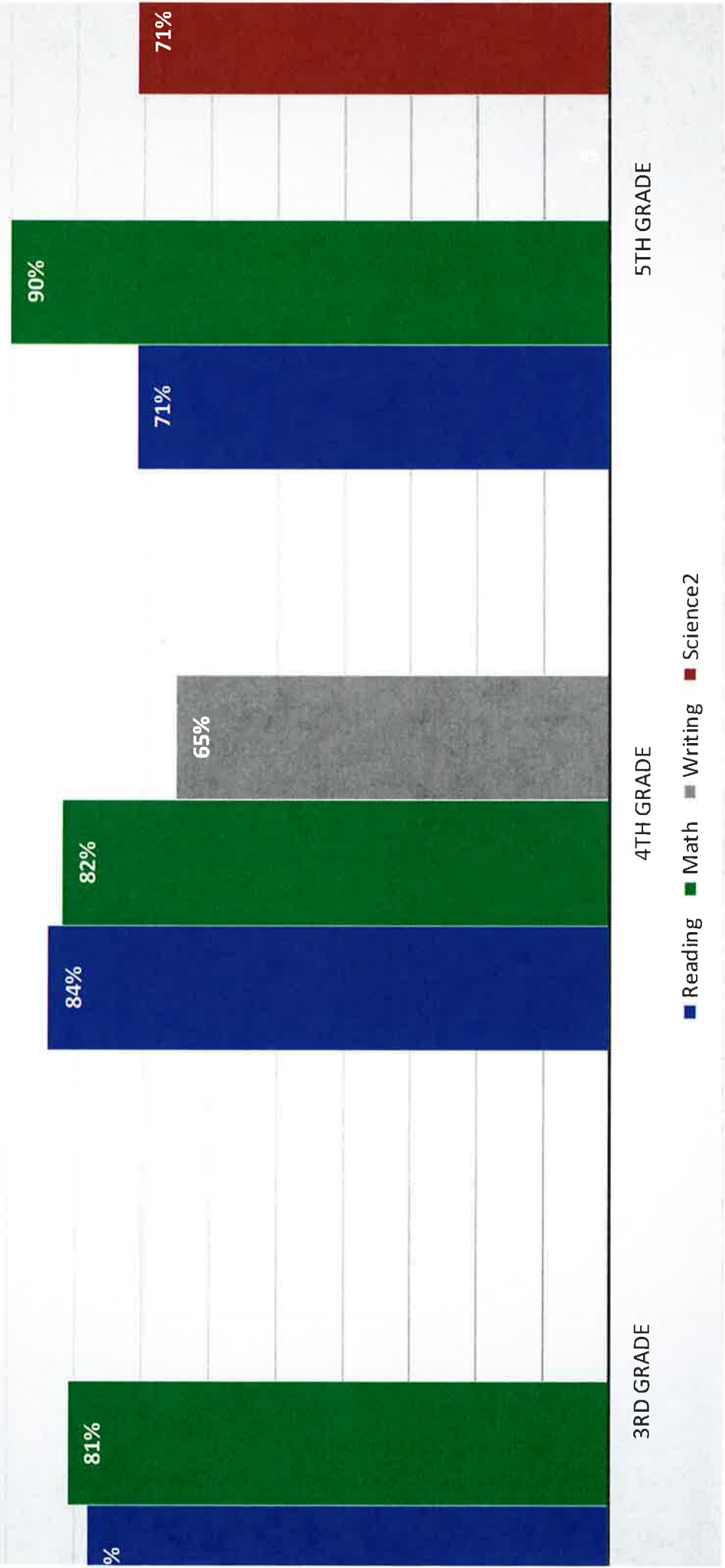


2018 Accountability Results (STAAR Results)



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2018 Accountability Results



Domain III 2018



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Campus	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*	% Met for Min Size Req
2018 Results												
Reading	73%		72%						70%		68%	
Math	66%		66%						64%		64%	
Writing	59%		59%						54%		54%	
Science	74%		74%						74%		67%	
Percent of Eligible Measures Met												100

66% =

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



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SYSTEM SAFEGUARDS 2018

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
et	60	60	60	60	60	60	60	60	60	60	60			
18	Y		Y						Y		Y	4	4	
18	N		N						N		N	4	4	
18	Y		Y						Y		Y	4	4	
												8	12	67

2018-2019 Kelly-Pharr Campus Goals

e Mathematics	
2017	2018
90	81
60	52
30	26

4th Grade Mathematics			
Goals	2017	2018	
Approaches	90	54	82
Meets	60	51	
Masters	30	22	

5th Grade Mathematics				
Goals	2017	2018	2019	2
Approaches	90	94		
Meets	60			
Masters	30			

2018-2019 Kelly-Pharr Campus Goals

e Reading		2017	2018
90	60	78	
60		37	
30		16	

4th Grade Reading			
Goals		2017	2018
Approaches	90	42	84
Meets	60		40
Masters	30		19

5th Grade Reading			
Goals		2017	2018
Approaches	90	83	
Meets	60		
Masters	30		

2018-2019 Kelly-Pharr Campus Goals

Grade Writing

		2017	2018
2019 Goal			
Approaches	80	60	65
Meets	50		31
Masters	25		4

2018-2019 Kelly-Pharr Campus Goals



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SCIENCE

de Science

	2019 Goal	2017	2018
Approaches	59	81	75
Meets	66		44
Masters	80		19

Pharr-San Juan-Alamo Independent School District
Kelly-Pharr Elementary 2018-2019

Goal 1: Improve Student Academic Achievement (Domain 1)

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	Sch Con
Curriculum Writing sessions for the four-core subjects on HB5 will be scheduled in 2019	Assistant Superintendent for C&I	Local Funds, Title 1 Funds	Summer 2019	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1
Representatives from all district will be selected to write the curriculum	HS, MS, ES Administrators	Local Funds, Title 1 Funds	May 2019	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1
Teachers will be trained on the standards, indexes, depth and quality of the TEKS and on the use of the TEKS to create a viable curriculum for all students.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2019	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1
Curriculum documents will include ELPS for BE/ELL students and Additional Aids for special education	Bilingual Director, Special Ed Director, Assistant Supt for C&I	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Summer 2019	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1
Curriculum documents will be written for all courses. (timelines will be written for all courses)	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	Summer 2019	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1

Pharr-San Juan-Alamo Independent School District
 Kelly-Pharr Elementary 2018-2019

Objective 1: Improve Student Academic Achievement (Domain 1)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Tit
Formative and summative assessments written and aligned to the curriculum to monitor the effectiveness of curriculum, teaching and learning	District Content Coordinators	Local Funds, Title 1 Funds	June 2018-April 2019	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Tit
Performance Review sessions will be held at each campus including district level CBA or benchmark for in-depth analysis of the	Principals, Assistant Principals, Instructional Coach	Local Funds, Title 1 Funds	October 2018 December 2018 January 2019 February 2019 March 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Tit
Review Sessions (DRSs) will be the district level to review CBA benchmark data with the principal plan next steps	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October 2018 December 2018 January 2019 February 2019 March 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Tit
Instructional Coaches, assistant principals and principals will monitor the implementation of the curriculum at campus	Principals	Local Funds, Title 1 Funds	August 2018 – May 2019	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Tit
Dana Center training for cohort teachers and principals vertical alignment of state standards in math and science.	Assistant Superintendent for C&I	Title 1 Funds	August 2018- 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Tit

Pharr-San Juan-Alamo Independent School District
Kelly-Pharr Elementary 2018-2019

Goal 1: Improve Student Academic Achievement (Domain 1)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Sc Co
Based Assessments (CBAs) at the district-level Benchmarks that are aligned to the curriculum will be written for the HB5 courses	District Content Coordinators	Local Funds, Title 1	June 2018 – May 2019	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains, progress monitoring	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee	Title
Representatives from each district will be trained on how to write benchmarks at the depth and breadth of STAAR/EOC	Assistant Supt for C&I, C&I Administrators	Local Funds, Title 1	June 2018 – May 2019	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title
Administration of a CBA or TELPAS, teacher representatives will be trained to ensure alignment to the Academic Calendar	District Content Coordinators	Local Funds, Title 1	October 2018 December 2018 January 2019 February 2019 March 2019	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title
State-level CBAs and two district-level benchmarks will be administered to students in 2018-19.	District Content Coordinators	Local Funds, Title 1	October 2018 December 2018 January 2019 February 2019 March 2019	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title

Pharr-San Juan-Alamo Independent School District
Kelly-Pharr Elementary 2018-2019

Goal 1: Improve Student Academic Achievement (Domain 1)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Sc Co
Students will receive assessment data within 48 hours of the station	Campus Principals and Deans	Local Funds, Title 1 Funds	October 2018 December 2018 January 2019 February 2019 March 2019	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title
Teachers will be available at each data analysis and monitoring progress.	Campus Principal, assistant principal, CLL	Local Funds, Title 1 Funds	August 2018- June 2019	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title
Performance Review sessions will be held at each campus for each district level CBA or for in-depth analysis of the	Campus Principals and Deans	Local Funds, Title 1 Funds	October 2018 December 2018 January 2019 February 2019 March 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title
Review Sessions (DRSS) will be held at district level to review CBA data with the principal next steps	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October 2018 December 2018 January 2019 February 2019 March 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title

Pharr-San Juan-Alamo Independent School District
Kelly-Pharr Elementary 2018-2019

Goal 1: Improve Student Academic Achievement (Domain 1)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Sci Cor
Monitoring of the progress of students will be done monthly following each CBA and BM	Migrant Director, Administrator for Student Success	Migrant Funds 212	October 2018 December 2018 January 2019 February 2019 March 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title
Monitoring of the progress of education students will be done immediately following each CBA	Special Education Director, Administrator for Student Success	Special Ed Funds 224	October 2018 December 2018 January 2019 February 2019 March 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title
Monitoring of the progress of students will be done immediately following each CBA and BM	Dual Language/ESL Director, Administrator for Student Success	Title III 263	October 2018 December 2018 January 2019 February 2019 March 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title
Center training for science teachers on creating assessments.	Assistant Superintendent for C&I	Title 1 Funds	August 2018 - May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title

Pharr-San Juan-Alamo Independent School District
Kelly-Pharr Elementary 2018-2019

Goal 1: Improve Student Academic Achievement (Domain 1)

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

Steps and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title Scho Comp
Plans specific for each group will be developed and implemented at each campus and staff	Migrant Director, Special Ed Director, Dual Language/ESL Director, Administrator for Student Success	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018	District Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #:
Plans specific for each group will be developed at each campus using the district	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principals	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #:
Administrators will develop campus level binders related to students in their subgroup such as Special Education, Economic Disadvantaged, Hispanic, White,	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principals	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018- June 2019	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2

Pharr-San Juan-Alamo Independent School District
Kelly-Pharr Elementary 2018-2019

Goal 1: Improve Student Academic Achievement (Domain 1)

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

Steps and Action	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Th Scho Comp
Students will be required to modifications/ adjustments for the special students in their	Campus Principals, Special Education Teachers/ General Education Teachers	Special Ed 224 Title I Funds 211 Voyager, VPORT and ticket to read, Whisper Phones, Intervention Kits Tier 2	August 2018-June 2019	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #:
Subpopulation groups' data will be following each district and Benchmark for toward meeting state at Meets and Master	Campus Principals, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224 Voyager, VPORT, ticket to read	October 2018 December 2018 January 2019 February 2019 March 2019	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #:
Annual development in data analysis will be for campus ators at the Y, middle and high els	C&I Administrators	Local Funds 199, Title 1 Funds 211	October 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #:

Pharr-San Juan-Alamo Independent School District
 Kelly-Pharr Elementary 2018-2019

Goal 1: Improve Student Academic Achievement (Domain 1)

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

and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title Schoc Compi
Academic materials will be shared with students in each district following each district Benchmark	Campus Principals, Instructional Coaches, Teachers	Local 199, Title I 211 , State Comp 166, Migrant 212 , Title III 263, SpEd 224 Bus transportation	September-July 2018	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Academic Conferences conducted following district-level CBA and shared with parents of the identified students to share information available	Campus Principals, Deans, Instructional Coaches	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2018 December 2018 January 2019 February 2019 March 2019	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Professional development training for principals, assistant principals and deans on differentiated instruction. And	Assistant Superintendent for C&I	Title 1 Funds	July 2018 January 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Pharr-San Juan-Alamo Independent School District
Kelly-Pharr Elementary 2018-2019

Goal 1: Improve Student Academic Achievement (Domain 1)

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

Steps and Action	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title School Comp
Professional development and data analysis will be provided for all differentiated groups and data analysis	Principal, Assistant Principal	Title 1 Funds	July 2018-January 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBA's, BM's, STAAR, Telpas	Title 1-#4
Professional development and data analysis will be provided for teachers.	Principal, Assistant Principal	Local Funds 199, Title 1 Funds 211	August 2018 October 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #
Teachers will prepare campus data with grade level data related to each of their students such as BE/ELL, Special Migrant, Economic Disadvantaged, Hispanic, White,	Principals Assistant Principal Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2017- June 2018	Teacher Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2

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Goal 1: Improve Student Academic Achievement (Domain 1)

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	Indicator
and teachers will be trained on the assessment Program and will understand standards, Distinguished Awards and the standards are calculated.	Asst Supt for C&I	Local Funds 199	October 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Ti
and teaching staff will be trained on the TEKS for each course assessed on	Asst Supt for C&I, Administrators, District Content Coordinators	Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Ti
Learning Communities [CLCs] will be weekly in elementary schools and daily in high schools for unpacking the TEKS collaboration	Campus Principals, and Deans	Title 1 211, Local Funds 199	August 2018- May 2019	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Ti
and teaching staff will be trained on OMAC Quintile Reports to assess and meeting state passing standards on student/per subpopulation group	Asst Supt for C&I, C&I Administrators, District Content Coordinators	Title 1 211, Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Ti
Professional development for all instructional and teaching staff.	Instructional Coaches, Principal	Title 1 211, Local Funds 199	August 2018 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Ti

Pharr-San Juan-Alamo Independent School District
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Goal 1: Improve Student Academic Achievement (Domain 1)

ive 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 - #
Professional development will be provided for all staff to address the needs of all students.	Rtl District Coordinator	Title 1 211	August 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #
Professional development will be provided for all staff to serve the needs of our ELL	Dual Language/ESL Director	Title III 263	August 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #
Professional development, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students with special education.	Special Ed Director	Special Ed 224	August 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #
Professional development training for all principals, assistant principals, and deans on Data Driven differentiated instruction.	Assistant Superintendent for C&I	Title 1 Funds	July 2018 January 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #

Pharr-San Juan-Alamo Independent School District
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**Goal 1: Improve 1270
Academic Achievement (Domain 1)**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title School Comp
Training for all teachers on differentiated instruction and data analysis	Principal, Assistant Principal	Title 1 Funds	July 2018- January 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBA's, BM's, STAAR, Telpas	Title 1-#4
Training for all teachers on differentiated instruction and data analysis	Counselor Instructional Coach	Title 1 Funds/SCE Computers, projectors, document readers	November 2018	Agendas and Sign-in Sheets Imagine Learning Reports	Benchmark scores, student achievement gains	CBA's, BM's, STAAR, Telpas,	Title 1-#4
Training for all teachers on differentiated instruction and data analysis	Instructional Coach, Lead Teacher	Title 1 Funds/SCE DMR	January 2018	Agendas and Sign-in Sheets Walk-throughs	Benchmark scores, student achievement gains	CBA's, BM's, STAAR, Telpas	Title 1-#4
Professional Reading Instruction training for all PK-2nd.	Principal Assistant Principal	Title 1 Funds	October 2018	Agendas and Sign-in Sheets Walk-throughs	Benchmark scores, student achievement gains	CBA's, BMs, STAAR, Telpas	Title 1 - #4
Professional Reading Instruction training for all PK-2nd.	Principal, Assistant Principal, Instructional Coach, CLF Teachers	Title 1 Funds Title 1 Funds	November 2018- January 2019 October 2018 -- May 2019	Agendas and Sign-in Sheets Walk-throughs Registrations	Benchmark scores, student achievement gains	CBA's, BMs, STAAR, Telpas	Title 1 - #4

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Goal 2 Improve Student Progress in Reading and Math (Domain 2)

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

Ind Action ps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Titl School Compo
ing ill be ing ed and CIF tegies	District ELA Content Coordinators, Instructional Coaches, Teachers	Title 1 211/sce 166, Local Funds 199 Software/headphones, Computers/Chromebooks/chrome book cart, cameras, paper, copier/ lease & overage, copier staples, projectors, document readers, STAAR Master, headphones, literacy resources, inc. Scholastic Manipulatives, instructional material, Voyager, Kamico/STAAR Connection/Accelerated Reader, Education Galaxy, Countdown to the STAAR, Story Works, Chapter books	August 2018- May 2019	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1
s will ng on TEKS termine mplexity of expectation	Assistant Superintendent for C&I	Title 1 211, Local Funds 199 RALLY! Education Literacy resources, Inc., Forde Ferrier, Forde Ferrier RTI	August 2018 and on-going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1
cs will be id used	District ELA Content Coordinators	Title 1 211, Local Funds 199 Internet access/copier, read, sing, spell program, oki printers/toner, projectors, document readers	August 2018 and on-going	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1
ledge be written y piece/all Collaborative munities	District ELA Content Coordinators, Campus Principals, Teachers	Title 1.211, Local Funds 199 Construction Paper, crayons, glue, color tag board	Summer 2018 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1

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Goal 2 Improve Student Progress in Reading and Math (Domain 2)

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

Indicators	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Start/End
20% of students required at level	Principals, Deans, District ELA Content Coordinators	Title 1 211, Local Funds 199 Paper, copier, lease & overages, oki printers/oki toner, Promethean light bulbs	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	T
20% of students required at level	District ELA Content Coordinators	Title 1 211, Local Funds 199 Technology, document readers, Promethean Boards Oki Printers, Promethean Light replacement bulbs	Summer 2018-May 2019	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	T
20% of students required at level	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199 Paper/copier	October 2018 December 2018 January 2019 February 2019 March 2019	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	T
20% of students required at level	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	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	T
20% of students required at level	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	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	T

Pharr-San Juan-Alamo Independent School District
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Goal 2 Improve Student Progress in Reading and Math (Domain 2)

2: Math Instruction will be aligned district-wide.

Ind Action	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	St Cc
Curriculum for K-12	Assistant Superintendent for C&I, Instructional Coaches	Title 1 211/SCE 166, Local Funds 199 Oki printers, document readers, projectors, oki toner, promethean bulbs, STAAR Master, Head phones, Mentoring Minds. Manipulatives, instructional supplies, Kamico/ STAAR Connection	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	Ti
Teachers will examine the complexity of expectation	Assistant Superintendent for C&I	Title 1 211, Local Funds 199 RALLY Education	August 2018 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Ti
Receive backing the analyzing data	Assistant Superintendent for C&I	Title 1 211, Local Funds 199 RALLY Education Literacy resources, Inc.	August 2018 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Ti
3As and two marks will be district-wide	Assistant Superintendent for C&I, District Administrators	Title 1 211, Local Funds 199	October 2018 December 2018 January 2019 February 2019 March 2019	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Ti
ed to inform s and to d skills	District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2018- May 2019	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Ti

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1 | 2 Improve Student Progress in Reading and Math (Domain 2)

: Math Instruction will be aligned district-wide.

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
to identify of extended nities	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2018- May 2019	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS
f the day will p activities in corporating e STAAR	District Content Coordinators, Principals, Deans, Instructional Coaches, 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
e developed ill of the day	District Content Coordinators, Principals, Deans, Instructional Coaches, 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
vells training hing strategies ath teachers.	Assistant Superintendent for C&I	Title 1 Funds	July 2018 January 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS
rough Math g)training on g strategies	CIT, computer ab manager	Title 1 Funds	January 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS

Pharr-San Juan-Alamo Independent School District
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2 Improve Student Progress in Reading and Math (Domain 2)

Math Instruction will be aligned district-wide 2018- 2019.

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Using in the pool and Imagine in Galaxy in	Computer lab manager, teacher, etc	Title 1 Funds/SCE 166	May 2018- May 2019	Student Sign In Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS
Math training strategies with teachers.	Principal	Title 1 Funds Binders, Highlighters, dividers etc.	August 2018-May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS
For Pre K 3- Math and words will brought to experience.	Principal, Assitant Principals, teachers	Title 1 Funds	January 2019-May 2019	Photos, Registration forms, Judge scoring cards	Benchmark scores, students achievement gains	BM, STAAR and Telpas
enses that ve th, reading,	Principal	Title 1 Funds Binders, Highlighters, dividers etc.	September 2018-May 2019	Student Sign In Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS

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Goal 3: Close the student achievement gap among all populations. (Domain 3)							
Objective 1: Decrease the student achievement gap among all subgroups (Domain 3)							
Assessments and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
<p>Supplemental aids, such as graphic organizers, word walls, and manipulatives to enhance instructional materials has but not been fully implemented.</p> <p>Graphic Representation</p> <p>Word Walls</p> <p>Graphic Organizers</p> <p>Program</p> <p>Learning</p> <p>High Math</p> <p>Science</p> <p>Math Strategies</p> <p>Manipulatives</p> <p>Large manipulatives</p> <p>Roots</p> <p>Stationaries</p> <p>Intervention</p> <p>3rd</p>	<p>Assistant Superintendent for C&I, District Content Coordinators, Bilingual Director, Special Ed Director</p>	<p>Title 1 211, Federal Programs 166/SCE, Local Funds 199 Title III 263, Special Ed 224</p> <p>Promethean bulbs, projectors, large format printers</p> <p>Science materials, cups, oil, soap, sand, soil, etc. Manipulatives Force & Motion, Earth science, Light sound etc.</p>	<p>August 2018 May 2019</p> <p>Summer 2018 (on-going)</p>	<p>Strategies embedded in the district curriculum guides.</p> <p>Lesson Plans, Progress Monitoring</p>	<p>Narrowing of the student achievement gap among all student populations.</p> <p>Narrowing the Achievement gap among Special Education Students</p>	<p>CBA's, BM's, STAAR, TELPAS</p>	<p>Title 1 - #2,9</p>

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ict Goal 3: Close the student achievement gap among all populations. (Domain 3)

ctive 1: Decrease the student achievement gap among all subgroups (Domain 3)

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Monitor the progress of all students including special education students, i.e. students with disabilities, ELL, migrant, 504, etc. through district wide assessments.</p>	<p>Principals, Bilingual Director, Instructional Coaches, District Level Administrators</p>	<p>Title 1 211, Local Funds 199 Special Ed 224</p>	<p>August 2018- May 2019</p>	<p>DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2,8,9</p>
<p>Monitor campus implementation of interventions, co-teaching, and support and interventions to accelerate progress.</p>	<p>Principals, Special Ed Director, Instructional Coaches, District Level Administrators</p>	<p>Title 1 211, Local Funds 199 Special Ed 224</p>	<p>August 2018- May 2019</p>	<p>Walk-throughs, ARDs, Accommodations, Lesson Plans</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2,8,9,</p>
<p>Monitor implementation of strategies to accelerate progress of ELLs.</p>	<p>Principals, Bilingual Director, Instructional Coaches, District Level Administrators</p>	<p>Title 1 211, Local Funds 199 Title III 224</p>	<p>August 2018- May 2019</p>	<p>Walk-throughs. LPAC notes, Lesson Plans</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2,8,9</p>
<p>Monitor the academic needs of sub-groups through tutorials, counseling services, extracurricular and organizations.</p>	<p>Principals, Bilingual Director, Instructional Coaches, District Level Administrators, counselors</p>	<p>Title 1 211, Local Funds 199 Title III 224 Special Ed 224</p>	<p>August 2018- May 2019</p>	<p>Tutorial Logs, Counseling logs Participation rates and rosters.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2,8,9</p>

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1: Close the student achievement gap among all populations. Domain 3)

Decrease the student achievement gap among all subgroups Domain 3)

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title Schoc Comp
Students' performance and progress accommodations and interventions.	Assistant Superintendent for C&I, District Content Coordinators, 504 District Coordinator	Title 1 211, Local Funds 199	August 2018- May 2019	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title
Services (i.e. multisensory and) to students identified with itics by 504 Committee.	Principals, Deans, District Dyslexia Coordinator, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199	August 2018- May 2019	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title
Learning and credit recovery students not mastering the summer school, credit recovery, ;, tutorials, and	Principals, teachers	SCE/166	August 2018- August 9 2018	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	Title
Principals will monitor assessment ta analysis discussions with stake appropriate targeted instructional	Assistant Superintendent of C&I, District Level 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	Title

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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 Meets and Masters levels on STAAR.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Component
Develop curriculum documents for all courses.	Assistant Superintendent for C&I	Local Funds, Title 1 Funds	Summer 2019 (on-going)	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4
Training for all staff (principals, teachers, instructional coaches) on TEKS to determine depth and rigor of each student course.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2019 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Implementing on in-depth study of released test items to determine rigor of the lesson.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2019– May 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Implementing CBAs and two district assessments will be administered for each course.	District Content Coordinators	Local Funds, Title 1 Funds	June 2018-April 2019	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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

Increase the number of students that score at Meets and Masters levels on STAAR.

Ind Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Sch Con
nd teachers will be (as STAAR am and will he Indices, ds and the Systems lculated.	Asst. Supt for C&I	Local Funds 199	October 2018 (on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #
ntify students in each ability following each g DMAC reports in geted tutorial groups ial Recommended el III Advanced on ment.	Principals	Local Funds, Title 1 Funds	October 2017 November 2017 January 2018 February 2018	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #
nce Review sessions d at each campus strict level CBA or -depth analysis of the	Principals	Local Funds, Title 1 Funds	October 2017 November 2017 January 2018 February 2018	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #
ssions (DRSs) will be :t level to review CBA ata with the principal teps.	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October 2017 November 2017 January 2018 February 2018	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #

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

1: Increase the number of students that score at Meets and Masters levels on STAAR

Steps and Action	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title School/ Compon
be provided for the nt groups in each phase lity to ensure students scores to Meets and ; on the STAAR	Principals, teachers Instructional Coach	Local Funds, Title 1 Funds/ SCE	August 2018-June 2019	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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Goal 5: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Success Criteria
Activities geared toward preparation of standardized testing	Principals, Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2018 - May 2019	Sign-in Sheets	Parent Surveys		Title I
Activities geared toward preparation of developmental	Parental Director, Logistic Specialist, Parent Educators	Title I Funds	August 2018 - May 2019	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I
Activities geared toward preparation of developmental	Principals, Teachers, Parent Educators	Title I Funds	August 2018-May 2019	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I
Activities geared toward preparation of developmental	Principals, Teachers, Parent Educators	Title I Funds	August 2018-May 2019	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I
Activities geared toward preparation of developmental	Principals, Teachers, Librarian	Title I Funds	August 2018-May 2019	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I

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Goal 5: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I
Initiatives geared toward use of web based technology that are available to	Principals, Parental Director, Logistic-Specialist, Parent Educators	Local Funds, Title I Funds	January 2018	Sign-in Sheets	Parent Surveys		Title I
Initiatives geared toward parents, community leaders, and other stakeholders to participate in our Summer Reading Program	Principal, teacher		August 2018-May 2019	Sign In Sheets	Increase in Reading Comprehension on TPRI/Tejas Lee, Circle STAAR, progress monitoring		Title I

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Goal 5: Family 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	Formative/ Summative	Student/Community
Provide volunteer services to include students @ all	Parental Director, Logistic Specialist	Local Funds, Title I Funds	May 2018	Volunteer sign-in card	Tally of Volunteer hours		Title I-
Provide DAEP and Student programs to engage students in community service projects	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2018	Registration forms, MOU'S, Projects Participation Forms	Measure DAEP recidivism rate, Tally of volunteer hours On a monthly basis		Title I-

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Goal 5: Family and Community Involvement

Objective 4: Increase Parental involvement

Initiatives and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Measure
At least 2 major events per year	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2018	Sign-in Sheets	Parent Surveys		Title I
Grade curriculum night in middle school	Parental Educator, Counselor, Principal	Local Funds, Title I Funds	May 2018	Sign-in Sheets	Parent Surveys		Title I
Literacy Night	Librarian Principal	Local Funds, Title I Funds	October 2018- May 2019	Sign-in Sheets	Parent Surveys		Title I
Principal Night Teacher Night	Principal Teachers	Title I Funds	August 2018	Sign-in Sheets	Parent Surveys		Title I
Open House	Principal, Assistant Principal, Teachers, Staff,	Local Funds	November 2018	Sign In Sheets	Parent Surveys		Title I

Pharr-San Juan-Alamo Independent School District
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: Goal 5: Family and Community Involvement

ve 4: Increase Parental involvement

gies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	c
y Night	CIT	Local Funds, Title I Funds	February 2019	Sign-in Sheets	Parent Surveys		Title
r Posada	Campus community committee, Principal, Assistant Principal	Local Funds, Title I Funds	December 2018	Sign-in Sheets	Parent Surveys		Title
Day Program	Student Council Sponsor, Music teacher, Principal	Local Funds, Title I Funds	November 2018	Sign-in Sheets	Parent Surveys		Title
e, Read With Me Days with Grandparents, Muffins . Donuts with Dad	Librarian, Principal, Assistant Principal	Local Funds, Title I Funds	November 2018- May 2019	Sign-in Sheets	Parent Surveys		Title
ents, community leaders, iders and other ars to participate in our aader Program	Principal, teacher		August 2018-May 2019	Sign In Sheets	Increase in Reading Comprehension on TPRI/Tejas Lee, Circle STAAR, progress monitoring		Title:

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Goal 5: Family and Community Involvement

Objective 5: Increase average of parents with high school diplomas

Initiatives and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Success Criteria
Enrollment of adult Literacy by 15%	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2018	Classroom attendance sheets	End of year course completion certificates		Title I
Parent Community Centers	Parental Director	Title I Funds	December 2017-2018	Attendance sheets	End of year course completion certificates		Title I-

16: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology

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

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title
<p>and physical resource tional staff to effectively y into the curriculum. it through a Technology ny. These academies will h of the core content relectives</p>	<p>Technology Director MIS Coordinator Instructional Technology Coordinator Chief Financial Officer Superintendent of Schools</p>	<p>Instructional Technology Staff and various state, federal, and local budgets</p>	<p>Ongoing... This will be a yearly expense with additions each year as funds become available.</p>	<p>Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology</p>	<p>Increased student scores.</p>	<p>Budget reviews and monthly campus visits with principals</p>	<p>Title :</p>
<p>and support for Campus ologists to work directly ntegrate technology into</p>	<p>Instructional Technology Coordinator Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools</p>	<p>Software, hardware, and professional development</p>	<p>Ongoing. This is a yearly expense that will be increased every year as funds are available.</p>	<p>Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).</p>	<p>Increased student scores. More technology projects in core classes.</p>	<p>Instructional Technology Department reviews.</p>	<p>Title :</p>
<p>ult literacy and on skills training to its' tal involvement rental involvement hnology literate teachers SL Department to conduct e training take place on a ghout the year. The ance its own adult literacy</p>	<p>Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers</p>	<p>Software, hardware, and professional development</p>	<p>ongoing. This is a strategy that is carried out year- round and in the summers.</p>	<p>Sign-in sheets An increase in the number of technology literate and English Proficient parents</p>	<p>Increase in the number of Technology Literate parents, and community members.</p>		<p>Title :</p>

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I 6: Technology

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

Ind Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title
/ Department will logy resources ated Reading facilitate reading or all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Accelerated Reader Software, adequate bandwidth, and adequate hardware	August 2018- May 2019	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	Title 1
Department will elivery of online resources (Destiny icilitate the use resources in the resources will be lassroom and at home	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Destiny Software, adequate bandwidth, and adequate hardware	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

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al 6: Technology

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

and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	S C
<p>ulum and integrate antial knowledge and he K-8 level and ate courses for ilications at the</p>	<p>Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum coordinators Elementary Administrator Technology Applications Review committee for (HS) Area Administrators Superintendent of Schools District Technology Advocacy Committee</p>	<p>Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.</p>	<p>This is an ongoing process. However, a committee will be formed to specifically address the secondary Technology applications courses at the High School level. This will be done Sept 2018.</p>	<p>Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.</p>	<p>Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.</p>	<p>Ongoing review of the district course offerings and alignment with state course requirements.</p>	<p>Title 1</p>
<p>practice aligned with the riculum.</p>	<p>Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer</p>	<p>Core content curriculum resources. Learning.com</p>	<p>ongoing This will be done by June 2018.</p>	<p>Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.</p>	<p>Increased scores on technology benchmarks and state tests.</p>	<p>Instructional Technology department campus visits and observations.</p>	<p>Title 1</p>

I 6: Technology

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

1d Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Sch Con Title 1 - #
<p>Learning efforts to improve instruction. The Region One Video Consortium.</p>	<p>Instructional Technology Coordinator, Technology Integration Specialist, Core content area coordinators</p>	<p>Video conferencing equipment, online curriculum resources</p>	<p>Aug 2018</p>	<p>Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events.</p>	<p>Increased student enrollment and completion of online classes.</p>		Title 1 - #
<p>Port computer lab in computer lab settings.</p>	<p>Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist</p>		<p>Ongoing. This is a regular service that is provided to all campuses.</p>	<p>Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).</p>	<p>Increase in student achievement (higher TAKS scores). Higher TA 8th Grade Scores</p>		Title 1 - #
<p>Mandate that all teachers dedicate at least 10 minutes for TA instruction</p>	<p>Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist</p>	<p>Learning.com, Instructional Technology Labs</p>	<p>2017-2018</p>	<p>LAB usage logs</p>	<p>Increase in student achievement (higher TAKS scores). Higher TA 8th Grade Scores</p>		Title 1 - #

Pharr-San Juan-Alamo Independent School District
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6: Technology

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

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Sc Co
<p>er computer training students. 19 y camps gations, Web Design, will be hosted during 19- and throughout 019. The district will r education classes district's Parental am. Summer of Year</p>	<p>Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists Parental Involvement staff which will be trained by the Technology Center Staff.</p>	<p>Hardware, software. And Technology Applications Instructors.</p>	<p>Summer of 2018 2018-2019 School Year</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>		<p>Title 1 -</p>
<p>campus computer student produced will be actively airs. They will serve ime cases judges.</p>	<p>Technology Director MIS Coordinator Instructional Technology Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners</p>	<p>Hardware, software, and other technology resources</p>	<p>By Spring of 2019. Campuses will have at least one technology fair a year. By 2019 the district will designate a PSJA Technology Day.</p>	<p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.</p>	<p>Increased use of technology by students and teachers.</p>		<p>Title 1 -</p>

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al 6: Technology

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

and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title :
<p>date district : to include campus and tes. The district will nline web hosting I facilitate updating of : sites by teachers and ts will use the district's o collaborate with other l with students .</p>	<p>Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee</p>	<p>District website, share point/intrane t site</p>	<p>June 2019</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration on curriculum, business and administrative projects.</p>		Title :
<p>aintain a district ource for instruction hool to community i. The district will ational updates on the mplementation of other projects ongoing s well as up coming</p>	<p>Technology Director Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content areas coordinators PSJA Department Directors and Coordinators</p>	<p>District website, Living Tree, and district Intranet</p>	<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects.</p>		Title 1

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Goal 6: Technology

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

Goals and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title
Intranet instruction to all students. The district will provide training for all K-8 students Learning for all others. Teachers have to be trained on new internet resources and updates every year because resources are constantly changing.	Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator	Learning.com, Atomic Learning, and other online resources.	ongoing, Aug 2018-June 2019 Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.	online campus and classroom web sites	Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).		Title

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6: Technology

1. Maintain and replace the instructional lab computers every three years in order to maintain the highest I

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	S C
<p>chnology Department l funds to replace all components s/mouse) in campus ery three years and ed. The district has lease purchase plan trict to procure all of ame year. The placed every three</p>	<p>Technology Director</p>	<p>Local/Federal Technology Budget, and hardware</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs in 2015-2016. They will receive new computers in 2016-2017.</p>	<p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p>	<p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p>		<p>Title 1</p>
<p>ress the decrease in nal computers due to esence plan, the e computers to er of computer lost nce.</p>	<p>Technology Director Instructional Technology Coordinator, MIS Coordinator</p>		<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>computer inventory counts</p>	<p>Increased teacher collaboration on curriculum projects.</p>		<p>Title 1</p>

Pharr-San Juan-Alamo Independent School District
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Goal 7: Create a Safe School Culture and Climate.

1: Discipline Protocols will be applied consistently and fairly throughout the district.

and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Tit Schoc Compr
Administrators on al protocols, de- restorative practices	Student Services Department	Local Funds	August 2018- June 2019	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title :
ulty and Staff on l abuse and neglect, jicide	Student Services Department	Local Funds	August 2018- June 2019	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title :
Committee for DAEP ning to home campus	Buell , Home Campus, Student Services Department	Local Funds, Title I	August 2018- June 2019	Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title :
ersion Plan for first	Student Services Department, Buell Staff	Local Funds, Title I	August 2018- June 2019	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title :

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7: Create a Safe School Culture and Climate.

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

nd Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Ti Scho Comf
with individual student mental, vision and social services agencies or services	-Director of Health Services -Nursing Staff	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2018- June 2019	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title
gement, attendance, e of children with tional clinical guideless th care providers. cation between d parents. ff is trained about riggers and resources	-Director of Health Services -Nursing Staff	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2018- June 2019	Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed	Less asthma related emergencies	Side by side data analysis	Title
it general well-being by dge and access to il health care.	-Director of Health Services -Nursing Staff	-School based clinics -Local health care providers -Local hospitals	August 2018- June 2019	Live monitoring of uninsured students with dashboards by individual campus and student	Decrease percentage of student without a medical home	Side by side data analysis	Title

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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 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:
<p>Assess current or national outcome and/or tool to assess wellness and disseminate a best-practice document for community members to the appropriate services (school based clinics)</p> <p>Support services including counseling of bullying/emotional risk.</p> <p>Assess current use of the bullying/suicide prevention plan</p>	<p>Director of Health Services -Nursing Staff</p>		<p>August 2018- June 2019</p>	<p>Referrals</p>	<p>Resource referral</p>		Title:
<p>Support services including counseling of bullying/emotional risk.</p> <p>Assess current use of the bullying/suicide prevention plan</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Behavioral Centers -PSJA LPC</p>	<p>August 2018- June 2019</p>	<p>Drills run yearly throughout district</p>	<p>Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies</p>	<p>Side by side data analysis</p>	
<p>Ensure safety of all students and staff</p> <p>Assess current use of the bullying/suicide prevention plan</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Emergency medical services from Pharr, San Juan and Alamo</p>	<p>August 2018- June 2019</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	

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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	Success Criteria
School environment free of violence. Partnerships with parents to share responsibilities of each. Referrals to programs to address at risk. Develop a positive view Learn to use effective social skills.	-Director of Health Services -Nursing Staff	-Texas Tropical Behavioral Centers -Police Departments	August 2018- June 2019	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	
Development of each whole person. Personal growth, self-responsible behavior, youth trust and citizenship. Increase the participation rate in all activities.	-Director of Health Services -Nursing Staff	-Athletic Department -LPC	August 2018- June 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	

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Goal 7: Create a Safe School Culture and Climate.

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

Steps and Action	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Success Criteria
<p>Childhood and adolescent promoting physical activity, and educating their healthcare providers.</p> <p>exercise and nutrition for ment of healthy lifestyle students.</p> <p>will coaches will try to improve a amount of ivity in school setting.</p> <p>olicies that support healthy physical activities.</p> <p>healthy USA School and e challenge.</p> <p>olic awareness, provide materials and appropriate</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Child nutrition department -Coaching staff -Dietician DHR school based clinic</p>	<p>August 2018- June 2019</p>	<p>Let's get fit initiative Referrals for abnormal BMI Continue assessing and referring for Acanthosis Nigracans Host parent sessions throughout school years</p>	<p>Verbal knowledge of community Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>7</p>

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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
3 daily security/safety all district campuses	Security and Safety Department	Local Funds	August 2018- June 2019	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis
1 security staff on proper professional management	Security Director	Local Funds	August 2018- June 2019	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis
1 school staff on lockdown	Security Director	Local Funds	August 2018- June 2019	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis
1 security staff to always be available and courteous to all school staff	Security and Safety Department	Local Funds	August 2018- June 2019	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis

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Goal 7: Create a Safe School Culture and Climate.

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

Steps and Action	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	School Corner
<p>Identify current enrollment procedures to ensure student engagement and</p>	<p>Pupil Accounting Director, Campus Personnel, District Program Directors (Bilingual, Migrant, Special Education, CTE)</p>	<p>Local Funds</p>	<p>August 2018- June 2019</p>	<p>-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training</p>	<p>-District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS</p>	<p>Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports</p>	<p>Tit</p>
<p>Develop and implement Non-Attendance/Non-Attendance Guidelines and</p>	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>August 2018- June 2019</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application</p>	<p>Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.</p>	<p>Data Analysis Review Updated through corrective measures.</p>	<p>Tit</p>
<p>Implement and monitor strategies for</p>	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>August 2018- June 2019</p>	<p>Correspondence, Emails, District Plan, Annual Report Card</p>	<p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance</p>	<p>Tit</p>

Pharr-San Juan-Alamo Independent School District
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Goal 7: Create a Safe School Culture and Climate.

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

Stand Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Sch Con
Visit district monitoring implement effective measures of attendance program evaluation program manager	Pupil Accounting Director	Local Funds	August 2018-June 2019	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report Onpointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Tit
Student support through district ensure student academic	Pupil Accounting Director	Local Funds	August 2018-June 2019	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Tit

Goal 8: Staff Quality, Recruitment, and Retention

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

and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Ti School Comp
<p>Salaries for all District staff</p> <p>Stipends for d/or certifications rt district initiatives</p>	HR, Business office	Funds for salaries and stipends	Feb.-Aug. 2018	<p>Greater Retention Rate of district staff</p> <p>Higher staff moral</p>	<ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery 	<p>Staff Retention reports</p>	
<p>incentives .ocal Days</p> <p>tribution for medical plan</p>	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> Staff retiring from district 	<p>More experience work force</p>	
<p>lan for teacher retention</p> <p>SL certified ication certified certifications</p> <p>rees and acement certified itudents, and to excellence</p>	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> 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 	
<p>y Student Interns onstrated the classroom</p>	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	

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Goal 8: Staff Quality, Recruitment, and Retention

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

Action	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Success
Implementation of	HR Admin, 13 dept. staff	Documentation Handbook	Nov.- March	<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 the reform improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards 	
Professional and coaching in need very of action.	Director Department Instructional Coaches	Local funds 13 Invest in Innovation funds	August 2018-May 2019	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
Professional of Alum	Director Department Instructional Coaches	Local funds 13 Invest in Innovation funds	August 2018-May 2019	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Coaching ers ners pport	Director Department Instructional Coaches	Local funds 13 Invest in Innovation 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	CBAs, BMs, STAAR, TELPAS	

8: Staff Quality, Recruitment, and Retention

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

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	Aug. 2018 –May 2019	Mentor Logs	Increase in teacher satisfaction and moral improvement in student performance	McREL Evaluation Student Academic Performance Rigor/Relevance Rubric
Active hiring system with annual development	Director Campus Principals	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 attainment RRR
Annual development elementary and instructional	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 attainment RRR
Active Instructional Rounds Instructional	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 attainment RRR
Monitoring Instructional	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 RRR