

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



# Campus Improvement Plan

2018-2019

## ***Mission Statement***

To graduate all students from high school with an associate degree or college core complete while providing advanced educational experiences in the areas of Science, Technology, Engineering, the Arts and Mathematics.

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

### ***Guiding Principles:***

***Respectful, Responsible and Safe***

***Powerful teaching, powerful learning and coherent college preparation***

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

Every student will graduate bi-literate, STEAM endorsed and college core complete or with an associate degree.

## Campus Performance Objective Council Members

|                     |                                   |
|---------------------|-----------------------------------|
| Virna Bazan         | Principal                         |
| Sylvia Lizcano      | Assistant Principal               |
| Raul Nava           | Dean of Instruction               |
| Ana Villarreal      | Counselor                         |
| Maria Dolores Duran | ELA/Dept. Head                    |
| Elizabeth Cortez    | Science Teacher/Dept. Head        |
| Alicia Martinez     | Mathematics Teacher/Dept. Head    |
| Gerardo Herrera     | Social Studies Teacher/Dept. Head |
| Sylvia Garcia       | Spanish Teacher/Dept. Head        |
| Israel Serna        | CTE Teacher/Dept. Head            |
| Eva Rodriguez       | Inclusion Teacher                 |
| Clarissa Torres     | STC Liaison                       |
| Ignacio Almaguer    | Parent                            |
| Gricelda De Leon    | Parent                            |
| Rogelio Lizcano     | Community Members                 |
| Lizbeth Cedillo     | Student Council President         |

## 2018-2019 Campus Goals

- Goal 1 – Increase Student Achievement
- Goal 2 – Increase Academic Growth for all students
- Goal 3 - Close the Achievement Gaps among all sub-groups
- Goal 4 – Increase Post- Secondary Readiness
- Goal 5 – Increase Family and Community Involvement
- Goal 6 –Increase & Improve Technology
- Goal 7 – Improve School Safety & Culture
- Goal 8 – Recruit and Retain High Quality Staff

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

| GOAL  | Items Reviewed   | Key Findings  | Areas of Focus   |
|---|--|---|--|
| <p><b>1</b><br/> <b>Increase Student Achievement</b></p>              | <p>Student Achievement (Domain 1)<br/>                     STAAR<br/>                     CCMR<br/>                     Graduation</p> | <p>Distinction earned in post-secondary readiness &amp; science<br/>                     60% STAAR Performance = 90 scaled score<br/>                     99% of our seniors are College, Career and Military Ready = 100 scaled score<br/>                     100% graduates in 2018 = 95 scaled score<br/>                     99% graduates in 2017<br/>                     100% graduates in 2016<br/>                     US History<br/>                     Earned a met standard rating</p> | <p>20% of all students scored at mastery level. 68% of all students met standard, 23% of EL's met standard<br/>                     4% of EL's scored at mastery level<br/>                     EL reading comprehension<br/>                     Increase Students at Meets level by 10%. Increase Students at Masters level by 20%<br/>                     Increase EL's at Meets level by 35%<br/>                     Increase EL's at Masters level by 30%</p> |
| <p><b>2</b><br/> <b>Increase Academic Growth for all students</b></p> | <p>STAAR School Progress (Domain 2)<br/>                     Academic Growth<br/>                     Relative Performance</p>         | <p>Earned a met standard rating<br/>                     +3% growth in Math<br/>                     A component score of 67 in academic growth (scaled score=76)<br/>                     A component score of 80 in relative performance (scaled score = 95)</p>  | <p>An overall -11 % Academic Growth<br/>                     -14% in Reading<br/>                     Improve student learning outcomes in :<br/>                     • English II<br/>                     • Algebra I</p>  |

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

| GOAL  | Items Reviewed   | Key Findings  | Areas of Focus  |
|---|--|---|---|
| <p>3<br/>Close<br/>Achievement<br/>Gaps</p>             | <p>STAAR EOC</p>   | <p>Earned a met standard rating with a component score of 96<br/>Non-continuously enrolled students did not meet the target in reading</p>  | <ul style="list-style-type: none"> <li>• 2018 data indicates a 30% gap in all 3 performance levels subject tests with current EL's when compared to the all student group.</li> <li>• Special Ed</li> </ul>   |
| <p>4<br/>Increase Post-<br/>Secondary<br/>Readiness</p> | <p>TSI scores<br/>PSAT scores<br/>ACT scores<br/>SAT scores<br/>Advanced Placement<br/>Industry Certifications</p> | <p>Earned a post-secondary readiness distinction<br/>43% of students are not TSI complete<br/>ACT average is a 19<br/>SAT average is a 522 in reading &amp; writing and a 497<br/>AP Summary: The data indicates that performance in each subject has increased by an average of 2%</p> | <p>Increase TSI completion by 20%<br/>Increase ACT average to a 24<br/>Increase SAT average to a 550 in reading and writing and a 540 in mathematics<br/>Increase industry certificates offered to our students<br/>Increase AP performance by 5%</p> |

## Summary of Findings

| GOAL   | Items Reviewed  | Key Findings  | Areas of Focus  |
|--|---|---|---|
| <p>5<br/> <b>Increase Family &amp; Community Involvement</b></p>     | <p>Sign In sheets<br/>           Observations<br/>           Calendars<br/>           Advisory Board<br/>           CPOC</p>  | <p>Part time Parent Educator<br/>           Meet the Teacher<br/>           Open House<br/>           Fall Festival<br/>           Parent University (meetings)<br/>           Fine Arts Concerts<br/>           Literacy Night<br/>           Robotics Night</p>   | <p>Increase Parental Involvement<br/>           Communication in both English and Spanish<br/>           Increase parental volunteer time<br/>           Build Community Relations</p>  |
| <p>6<br/> <b>Increase &amp; Improve the use of Technology</b></p>    | <p>Survey<br/>           Observations</p>   | <p>Availability of technology resources for students and teachers, and staff.</p>   | <p>Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor<br/>           Provide training on the implementation of technology integration;<br/>           increase on-line resource use</p> |
| <p>7<br/> <b>Improve safety &amp; positive culture on campus</b></p> | <p>Student Survey &amp; Interviews<br/>           Staff Survey &amp; Meetings<br/>           Observations<br/>           Parent Surveys &amp; Meetings<br/>           Conferences with parents &amp; visitors</p> | <ul style="list-style-type: none"> <li>• Good student attendance</li> <li>• Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline</li> <li>• Collaborative Learning Communities with common planning periods</li> <li>• Customer Service</li> <li>• College for All Culture</li> </ul> | <ul style="list-style-type: none"> <li>• Increase student enrollment</li> <li>• Build stronger public relations</li> <li>• Improve student retention</li> </ul>   |
| <p>8<br/> <b>Recruit &amp; Retain High Quality Staff</b></p>         | <p>Interviews<br/>           SBEC<br/>           TalentEd<br/> <ul style="list-style-type: none"> <li>• New Teacher Institute</li> <li>• McRel Evaluation Tool</li> </ul> </p>                                    | <p>100% Highly Qualified Staff<br/>           We continue to use a high quality process to select staff to serve our students. The district has systems in place to ensure we recruit qualified staff.</p>  | <p>Teachers with a masters in social studies, English, science, mathematics, speech, Spanish and music<br/>           Retaining students by offering them opportunities</p>   |

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

**Objective 1:** By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will increase the academic performance of all students and all student groups while closing the achievement gaps between students of special populations and the all student group.

| Strategies and Action Steps  | Person(s) Responsible  | Budget  | Timelines              | Evidence of Implementation   | Evidence of Impact  | Resources Needed  | Title 1 Schoolwide Components |
|--|--|---|------------------------|--|---|---|-------------------------------|
| Teachers will participate in summer Curriculum Writing sessions for all contents assessed.   | Principal, Assistant Principal, Dean of Instruction, Department Heads Teachers | Title I & II Funds, State Bilingual Funds, Title III, Sp. Ed. Funds     | May 2019- August 2019  | Curriculum Documents, lesson plans, student products, Pacing Guides and Timelines                                | Student achievement gains on the STAAR, TELPAS, PBMIAS Miniassessments, CBAs, BMs | General Supplies<br>Copier machine<br>Laptop<br>TEKS<br>Advanced Placement  | Title 1 & II- #2, 4           |
| Training on the state standards, Domains, depth and complexity of the TEKS and the use of data to develop an intentional curriculum for each course. | Assistant Principal<br>Department Heads  | Local Funds, Title 1, II, & III Funds, State Bilingual Funds, Sp Ed 162 | May 2018 - August 2019 | Agenda and Sign-in Sheets, Assessment and TEKS unpacking by Teacher, State and Regional Accountability documents | Student achievement gains on the STAAR, TELPAS Advanced Placement, PSAT, ACT/SAT  | Mobile Lab<br>Promethean<br>TEKS<br>Binders, pens, pencils, highlighters, bulletin paper<br>Irma Duran Consulting | Title 1 & II - #4             |
| Curriculum documents will include ELPS strategies, accommodations, differentiated instruction for All Students                                       | Assistant Principal<br>Department Heads  | Local Funds 199, Title I Funds 211, State Bilingual Funds               | May 2018 - August 2019 | Curriculum Documents, lesson plans, student products, Pacing Guides and Timelines                                | Student achievement gains on the STAAR, TELPAS                                    | General Supplies<br>ESL Certification<br>SIOP Training<br>Dual Language Dept                                      | Title 1-#1, 2                 |
| Academic and Assessment Calendars and instructional timelines will be regularly written and revised for all assessed courses.                        | Dean of Instruction  | Local Funds, Title 1 Funds  | May 2018 - August 2019 | Completed Academic and Testing Calendars, Agendas, Sign In sheets  | Student achievement gains on the STAAR, TELPAS                                    | Laptop<br>Copier Machine<br>Poster machine,<br>poster paper<br>Print shop   | Title 1 - #1, 2               |



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

**Objective 1:** By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will horizontally align curriculum in all courses.

| Strategies and Action Steps   | Person(s) Responsible   | Budget  | Timelines  | Evidence of Implementation   | Evidence of Impact  | Resources Needed   | Title 1 Schoolwide Components |
|---|---|---|--|--|---|--|-------------------------------|
| District curriculum and aligned assessment will be used with fidelity to monitor the effectiveness of teaching and learning             | Assistant Principal<br>Department Heads                                   | Local Funds, Title 1<br>Funds   | September<br>2018 -<br>August 2019   | Formative and Summative<br>Assessments   | CBAs,<br>Benchmark<br>scores, student<br>achievement<br>gains | District Curriculum<br>Benchmarks<br>Supplies & Materials<br>Promethean, Mimio<br>Calculators, Science<br>Lab supplies | Title 1-IV -#8                |
| Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark                    | Principals, assistant<br>principals                                       | Local Funds, Title 1<br>Funds   | October 2018<br>November 2018<br>January 2019<br>February 2019<br>April 2019 | Agendas and sign-in<br>sheets, Data Analysis<br>Documents,<br>CBAs/Benchmark<br>Response, CLC planning | CBAs, Benchmark<br>scores, student<br>achievement<br>gains    | Promethean<br>Power Point<br>General Supplies  | Title 1 - #2, 4, 8            |
| Campus Leadership Team will monitor the implementation of the curriculum at each campus   | Principals, assistant<br>principals,<br>Department<br>Heads<br>CLL, CLF's | Local Funds, Title 1<br>Funds,<br>State Bilingual,<br>SpEd 162, Migrants<br>Funds     | September<br>2018-<br>August 2019  | Walk-through<br>documentation  | Benchmark<br>scores, student<br>achievement<br>gains          | Laptop<br>Observation rubric<br>General Supplies   | Title 1 - #2, 3               |
| Professional development training will be provided for teachers, administrators and program related staff in all standards and subjects | Dean of Instruction   | Title 1 Funds,<br>Title II, Title III,<br>State Bilingual, SpEd<br>162, Migrant Funds | September<br>2018-<br>August 2019  | Agendas and sign-in<br>sheets  | Benchmark<br>scores, student<br>achievement<br>gains          | Region 1 Training<br>College Board<br>Webinars<br>Irma Duran Consulting<br>Lead4ward Training<br>General Supplies      | Title 1 - #4                  |

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

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

| Strategies and Action Steps   | Person(s) Responsible   | Budget  | Timelines                   | Evidence of Implementation                                      | Evidence of Impact                                  | Resources Needed                | Title 1 Schoolwide Components |
|---|---|---|-----------------------------|---|---|---------------------------------|-------------------------------|
| Provide hands-on learning and exposure to Science, Technology, Engineering, and Mathematics and support the use of field-based or service learning to enhance the students' understanding of STEM subjects. | Principals, Assistant Principals, Department Heads, CLL and CLF's | Local Funds, Title I, III, IV, Migrant Funds  | September 2018– August 2019 | Master Schedule, Summer Schedules, Enrichment Program Schedules | Student Achievement Gains, Closing Achievement Gaps | CBAs, Benchmarks, STAAR, TELPAS | Title 1#: 1, 2                |
| Foreign language and environmental education instruction  | Principals, Assistant Principals, Department Heads, CLL and CLF's | State Bilingual, Title IV   | September 2019– August 2019 | Schedules   | Student Achievement Gains, Closing Achievement Gaps | CBAs, Benchmarks, STAAR, TELPAS | Title: 2                      |
| Purchase manipulatives, supplemental aides, and instructional resources to support student learning.  | Principals, Assistant Principals, Secretary                       | Local Funds 199, Title I, IV Funds, Bilingual Funds, Migrant Funds, SPED Funds, SCE | September 2019– August 2019 | Walkthrough Documentation                                       | Closing the Gap                                     | CBAs, Benchmarks, STAAR, TELPAS | Title 1 2, 9                  |
| Ensure Program Directors/Coordinators have the resources to effectively carry out program objectives ( ex: purchasing items, copiers, supplies, materials. etc.)  | Principals, Assistant Principals, Secretary                       | Local Funds 199, Title I, IV Funds, Bilingual Funds, Migrant Funds, SPED Funds, SCE | September 2019– August 2019 | Purchase Orders   | Program Checklist                                   | Program Evaluation              | Title I- #10                  |

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

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

| Strategies and Action Steps  | Person(s) Responsible                     | Budget   | Timelines  | Evidence of Implementation | Evidence of Impact                                  | Resources Needed                          | Title 1 Schoolwide Components |
|--|---|--|--|----------------------------|---|---|-------------------------------|
| Data Rooms will be utilized at each campus for data analysis and monitoring student progress immediately following each District Assessment. | Campus leadership team                    | Local Funds, Title 1 Funds                             | September 2019– August 2019  | Data Reports               | Student achievement gains                           | CBAs, BMs, STAAR, TELPAS General Supplies | Title 1 - #2, 8               |
| Campus level monitoring of the progress of migrant, ELL, Special Education students will be done immediately following each CBA and BM       | Migrant Counselor, Dual Language Teachers | Title I, SCE, Migrant Funds, SpEd 162, State Bilingual | October 2018<br>November 2018<br>January 2018<br>February 2018<br>April 2018 | Agendas and Sign-in Sheets | student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS General Supplies | Title 1 - #1, 2               |

| <b>District Goal 1: Improve Student Academic Achievement</b>  |   |   |  |   |   |   |                                      |
|---|---|---|--|---|---|---|--------------------------------------|
| <b>Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR</b> |   |   |  |   |   |   |                                      |
| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>                            | <b>Budget</b>   | <b>Timelines</b>   | <b>Evidence of Implementation</b>                                   | <b>Evidence of Impact</b>                           | <b>Resources Needed</b>   | <b>Title 1 Schoolwide Components</b> |
| Campus Goals will be specific for each subgroup   | Principal, Assistant Principals, Campus Leadership Team | SCE, Migrant Funds 212, SpEd 162, State Bilingual, Title I, Local Funds               | September 2018 - August 2019   | District and Campus Goals for 2018-2018                             | Student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS General Supplies Computer Copier Machine   | Title 1 - #2                         |
| Prepare campus level data to develop action plans to target areas of concern  | Campus Leadership Team                                  | STAAR Data, DMAC, TAPR Report, Weekly mini-assessments, CBAs, TELPAS, TPRI, Tejas Lee | September 2018 – August 2019   | Student Progress Profiles, DMAC Reports, Campus Data Reports        | Student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS, Weekly-assessment, CBAs, TPRI, Tejas Lee General Supplies Computer Copier Machine | Title 1 –IV, #2, 8                   |
| Special population data will be reviewed following each district-level CBA and Benchmark for progress toward Mastery of Grade Level Performance.  | Campus Leadership Team, Teachers                        | Local Funds 199, Title 1 Funds 211, State Comp 166, State Bilingual, SpEd 162         | October 2018<br>November 2018<br>January 2019<br>February 2019<br>April 2019 | Special Populations' Data Templates<br>Individual Learning Profiles | Student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS General Supplies Computer Copier Machine   | Title 1 - #2, 8                      |
| Professional development training on data analysis will be provided for campus teachers.  | Principal, Assistant Principals, Dean of Instruction    | Lead/ward, Regional Reports, Comparison, Title I, II Funds                            | September 2018– September 2019   | Agendas and Sign-in Sheets, Powerpoint                              | Student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS, Weekly-mini assessment General Supplies Computer Copier Machine                   | Title 1 –IV, #4                      |

| <b>District Goal 1: Improve Student Academic Achievement</b>   |  |  |  |  |  |   |                                      |
|--|--|--|--|--|--|---|--------------------------------------|
| <b>Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR</b>                                  |  |  |  |  |  |   |                                      |
| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b>                                     | <b>Budget</b>  | <b>Timelines</b>   | <b>Evidence of Implementation</b>  | <b>Evidence of Impact</b>  | <b>Resources Needed</b>   | <b>Title 1 Schoolwide Components</b> |
| 30 minute Academic Interventions, afterschool tutorials, and/or Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark | Dean of Instruction, Instructional Coaches, Teachers             | Local 199, Title I, 211, State Comp 166, State Bilingual, SpEd 162             | September 2019-July 2018   | Tutorial Sign-in sheets, Schedules, Targeted Tutorials, Intervention Plans | Student achievement gains, closing achievement gaps  | CBAs, BMs, STAAR, TELPAS  | Title 1 - #9                         |
| Communication will be conducted following each district-level Benchmark to inform parents of students in the identified subgroups of interventions available.                      | Campus Administration, Teachers, Program Personnel, Coordinators | Local 199, Title I 211, State Comp 166, Migrant 212, State Bilingual, SpEd 162 | October 2018<br>November 2018<br>January 2018<br>February 2018<br>April 2018 | Phone Logs, Sign-in sheets, Campus Letter, Tutoring permission slip        | Student achievement gains, closing achievement gaps, increased student participation in tutorial program | Weekly-mini assessments, Unit assessments CBAs, BMs, STAAR, TELPAS, TPRI, Tejas Lee | Title 1 - #6                         |

**District Goal 1: Improve Student 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   | Budget                            | Timelines                    | Evidence of Implementation                                    | Evidence of Impact  | Resources Needed                         | Title 1 Schoolwide Components |
|---|---|-----------------------------------|------------------------------|---|---|--|-------------------------------|
| Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Domain, Distinguished Awards and the Systems Safeguards are calculated.                                    | Campus Administration   | Local Funds 199<br>Title I, II    | September 2019 – August 2019 | Agendas and Sign-in Sheets                                    | Student achievement gains, closing achievement gaps                   | CBAs, BMs, STAAR, TELPAS                 | Title 1 - #4                  |
| ELPS training will be provided for all staff members to serve the needs of our ELL students.  | Dual Language, Assistant Principals, Dean of Instruction  | State Bilingual                   | 2018-2019                    | Agendas and Sign-in Sheets                                    | Student achievement gains, closing achievement gaps                   | CBAs, BMs, STAAR, TELPAS                 | Title 1 - #4                  |
| Collaborative Learning Communities [CLCs] will be scheduled daily in high schools for unpacking the TEKS and lesson plan collaboration  | Campus Administration, Campus Leadership Team   | Title 1 211, Local Funds 199      | September 2019- August 2019  | Walk-throughs, Master Schedule Unpacking of the TEKS document | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS                 | Title 1 - #4                  |
| Administrators and teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group | Campus Administration   | Title 1 211, Local Funds 199      | September 2019- August 2019  | Agendas and Sign-in Sheets                                    | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS                 | Title 1 - #4                  |
| Inclusion, accommodations, and Rti training will be provided for all staff members to meet the needs of students.   | Special education personnel, RTI Coordinator, Campus RTI Administrator, Dual Language Personnel | Special Ed 162, Title I, Title II | 2018-2019                    | Agendas and Sign-in Sheets, Class Rosters                     | Student achievement gains, closing achievement gaps                   | CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee | Title 1 -IV #4                |

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

**Objective 1: School – wide Reading/Writing Instruction will be aligned and interdisciplinary.**

| Strategies and Action Steps  | Person(s) Responsible   | Budget                                  | Timelines                   | Evidence of Implementation                          | Evidence of Impact  | Resources Needed         | Title 1 Schoolwide Components |
|--|---|---|-----------------------------|---|---|--------------------------|-------------------------------|
| The reading/writing curriculum will be developed/ revised using thematic-based instruction and CIF teaching strategies                       | District ELA/ SLA Content Coordinators, Instructional Coaches Teachers    | Title 1 211, Local Funds 199            | September 2019- August 2019 | Completed Curriculum Documents                      | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS | Title I - #1, 2, 4, 8         |
| ELAR/ SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation                     | Executive Officers, Campus Administrators, Content Coordinators' Teachers | Title 1 211, Title II, Local Funds 199, | September 2019 and on-going | Agenda and Sign-in Sheets                           | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS | Title I - #1, 2, 4, 8         |
| Depth of Knowledge Questions (DOK) will be updated for each literary selection (all genres) during Collaborative Learning Communities (CLCs) | District ELA/ SLA Content Coordinators, Campus Principals, Teachers       | Title 1 211, Local Funds 199,           | Summer 2018 and on-going    | Completed DOK questions in the curriculum documents | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS | Title I - #1, 2, 4, 8, 9      |
| Building Rigorous Readers activities will be implemented in all contents   | District ELA/ SLA Content Coordinators, Teachers                          | Title 1 211, Local Funds 199            | Summer 2018 - August 2019   | Completed Close Reading Documents                   | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS | Title I - #1, 2, 4, 8         |

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

**Objective 1: Reading/Writing Instruction will be aligned to STAAR, Advanced Placement, ACT/SAT, to increase college readiness standard by 10% .**

| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b>                                 | <b>Budget</b>                | <b>Timelines</b>   | <b>Evidence of Implementation</b>   | <b>Evidence of Impact</b>   | <b>Resources Needed</b>  | <b>Title 1 Schoolwide Components</b> |
|--|--|------------------------------|--|---|---|--|--------------------------------------|
| A minimum of 3 compositions per semester will be required at each grade level                              | Campus Administration, District ELA Teachers                 | Title 1 211, Local Funds 199 | September 2018 - August 2019                                   | Completed composition prompts<br>Lesson Plans                                     | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS<br>Criterion<br>Dictionary Calculators<br>Mobile labs<br>Laying the foundation<br>Springboard<br>Student portfolios<br>General Supplies | Title 1 - #1, 2, 4, 8                |
| STAAR, AP, ACT/SAT Connected questions will be developed/ revised for all literary selections [all genres] | District ELA teachers  | Title 1 211, Local Funds 199 | September 2018 - August 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, TELPAS | CBAs, BMs, STAAR, TELPAS<br>Novels<br>Springboard<br>ACT/SAT consumables<br>Windbooks<br>Promethean Boards & equipment   | Title 1 - #8, 9                      |
| One aligned CBA and two district benchmarks will be administered district-wide                             | Content Coordinators, Campus Principals, Dean of Instruction | Title 1 211, Local Funds 199 | October 2018<br>November 2018<br>January 2019<br>February 2019 | Walk-throughs, DMAC data reports, Data Rooms                                      | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS<br>DMAC<br>Promethean<br>Windbooks<br>Calculators<br>Dictionaries/Thesaurus   | Title 1 - #8, 9                      |
| CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills               | Campus Principals<br>Dean of Instruction                     | Title 1 211, Local Funds 199 | September 2018- August 2019                                    | DMAC reports, CLC agendas and sign-in sheets, action plans, Tutorial Lesson Plans | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS<br>DMAC<br>Promethean<br>Windbooks<br>Calculators<br>Dictionaries/Thesaurus<br>Color Overlays<br>Computer Lab                           | Title 1 - #8, 9                      |
| CBA and Benchmark data will be used to identify students in need of extended learning opportunities        | Campus Principals<br>Dean of Instruction                     | Title 1 211, Local Funds 199 | September 2018- August 2019                                    | DMAC reports, CLC Agendas and sign-in sheets, action plans, Tutorial Lesson Plans | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS<br>Tutoring<br>DMAC<br>District Curriculum  | Title 1 - #8, 9                      |



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

**Objective 2: Math Instruction will be aligned with district curriculum.**

| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b>   | <b>Budget</b>                          | <b>Timelines</b>  | <b>Evidence of Implementation</b>            | <b>Evidence of Impact</b>   | <b>Resources Needed</b>  | <b>Title 1 Schoolwide Components</b> |
|--|--|--|---|--|---|--------------------------|--------------------------------------|
| Mathematics curriculum will include CIF strategies   | Content Coaches  | Title 1 211, Local Funds 199           | June 2018-June 2019   | Completed Curriculum Documents               | Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS | Title I - #1, 2, 4, 8                |
| Teachers will receive training on unpacking the math TEKS, analyzing data during CLCs        | Campus Principals, Dean of Instruction                                   | Title 1 211, Title II, Local Funds 199 | September 2019 and on-going                                     | Agendas and Sign-in Sheets                   | Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS | Title I - #1, 2, 4, 8                |
| One aligned CBA and two district Benchmarks will be administered district-wide               | Content Coaches, Campus Principals, Dean of Instruction                  | Title 1 211, Local Funds 199           | October 2018<br>November 2018<br>December 2018<br>February 2019 | Walk-throughs, DMAP data reports, Data Rooms | Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS | Title I - #1, 2, 4, 8                |
| CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills | Content Coordinators, Principals, Deans, Instructional Coaches, Teachers | Title 1 211, Local Funds 199           | September 2019-August 2019                                      | CLC agendas and sign-in sheets               | Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS | Title I - #1, 2, 4, 8                |

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

**Objective 2: Math Instruction will be aligned with district curriculum.**

| Strategies and Action Steps   | Person(s) Responsible                                   | Budget                                 | Timelines                   | Evidence of Implementation     | Evidence of Impact  | Resources Needed         | Title 1 Schoolwide Components |
|---|---|--|-----------------------------|--------------------------------|---|--------------------------|-------------------------------|
| Instructional strategies will be developed/ revised as spiraled activities in STAAR format                      | Principals, Dean of Instructional Coaches               | Title 1 211, Local Funds 199           | September 2019- August 2019 | Walk-throughs, lesson plans    | Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS | Title I - #1, 2, 4, 8         |
| Provide professional development on effective teaching strategies.  | Principals, Dean of Instructions, Instructional Coaches | Title 1 211, Title II, Local Funds 199 | September 2019 and on-going | Agendas and Sign-in Sheets     | Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS | Title I - #4                  |
| Provide professional development on effective leadership strategies for administrators.                         | Principals, Dean of Instructions, Instructional Coaches | Title I, II Funds 211, Local Funds 199 | July 2018 – July 2019       | Agendas and sign-in sheets     | Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS | Title I - #4                  |
| DMAC quintile reports will be used to monitor students progress to determine accountability performance levels. | Campus Administrators, Teachers                         | Title 1 211, Local Funds 199           | October 2018 - June 2019    | CLC agendas and sign-in sheets | Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS | CBAs, BMs, STAAR, TELPAS | Title I - #1, 2, 4, 8         |

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

**Objective 1: Decrease the student achievement gap among all subgroups by 10%**

| Strategies and Action Steps   | Person(s) Responsible  | Budget  | Timelines            | Evidence of Implementation   | Evidence of Impact  | Resources Needed  | Title 1 Schoolwide Components |
|---|--|---|----------------------|--|---|---|-------------------------------|
| <p>To meet the needs of subgroups, research-based practices/supplemental will be implemented, such as:</p> <ul style="list-style-type: none"> <li>•Accommodations</li> <li>•Nonlinguistic Representation Activities</li> <li>•Frayer model</li> <li>•Interactive Word Walls                             <ul style="list-style-type: none"> <li>• Thinking Maps/Graphic Organizers</li> </ul> </li> <li>•Station</li> <li>•Imagine Learning</li> <li>•Read and Write</li> <li>•<i>Read 180 &amp; IXL</i></li> <li>•<i>Systems 44 New Generation</i> <ul style="list-style-type: none"> <li>• Velocity</li> </ul> </li> <li>•Imagine Math &amp; Achiever                             <ul style="list-style-type: none"> <li>• Literacy Strategies</li> </ul> </li> <li>•SIOP Model</li> <li>•Close Reading strategies</li> <li>•Differentiated instruction</li> <li>•Technology Devices &amp; equipment and software                             <ul style="list-style-type: none"> <li>•Collaborative Learning Community</li> </ul> </li> <li>•Rtl Plans</li> <li>•Strategic Plans</li> <li>•ELPS</li> <li>•Personal Graduation Plans</li> <li>•Corrective Reading</li> <li>•TPRI/Tejas Lee</li> </ul> | <p>Content Coordinators/Coaches, Dual Language Director, Special Ed Director Campus Personnel District Support Staff</p> | <p>Title 1 211, Local Funds 199 State Bilingual, Special Ed 162, Migrant Funds 212 State Comp 166</p> | <p>2018-2019</p>     | <p>-Strategies embedded in the district curriculum guides.<br/>                     -Lesson plans, -walkthroughs,<br/>                     -Intervention plans,<br/>                     -Progress Monitoring<br/>                     -Learning walks</p> | <p>Closing the achievement gap among all student populations.</p> | <p>Weekly assessments CBAs, BMs, STAAR, EOC, TELPAS, PBMAS,</p> | <p>Title 1: #2,3,4,9</p>      |
| <ul style="list-style-type: none"> <li>• Migrant Students will engage in political discourse while visiting the capital's many institutions central to the political system.</li> </ul>   | <p>Migrant Program Coordinator, Migrant Strategists</p>  | <p>Migrant Funds 212</p>  | <p>May-June 2019</p> | <p>Itinerary, Close Up Agenda</p>  | <p>Closing the achievement gap in US History</p>                  | <p>STAAR</p>  | <p>Title 1: #2</p>            |

| <b>District Goal 3: Close the student achievement gap among all populations.</b>  |   |   |                             |   |   |  |
|---|---|---|-----------------------------|---|---|--|
| <b>Objective 1: Decrease the student achievement gap among all subgroups by 10%.</b>  |   |   |                             |   |   |  |
| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>                                    | <b>Budget</b>   | <b>Timelines</b>            | <b>Evidence of Implementation</b>   | <b>Evidence of Impact</b>                                 | <b>Resources Needed</b>  |
| The progress of all subgroups will be monitored and appropriate interventions will be provided.   | Principals, Deans, Coordinators, Instructional Coaches,         | Title 1 211, Local Funds 199, State Bilingual, Migrant Funds 212, Title III, SCE 166                            | September 2019- August 2019 | Walk-throughs, LPAC notes, Lesson Plans, Language Acquisition Monitoring Application, PFS Progress Review | Closing achievement gap among all student populations.    | Weekly Assessments, CBAs, BMs, STAAR,/EOC TELPAS                       |
| Specialized personnel will support the academic needs of each subgroup.   | Dual Language personnel, Special Ed Teacher, Migrant Counselor, | Title 1 211, Local Funds 199, Title III, Migrant Funds 212, Special Ed 16 2/224/225                             | September 2019- August 2019 | Organizational Charts   | Closing of the achievement gap among all subgroups        | Job descriptions, Staff evaluations                                    |
| Provide professional staff development to district staff to meet the needs of all subgroups.  | Principals, Dean of Instructions, Instructional Coaches         | Title 1 211, Title II, Title III, Local Funds 199, State Bilingual, Migrant Funds 212, Special Ed 162           | September 2019- August 2019 | Sign-in Sheets, Agendas, CPE Hours  | Closing of the achievement gap among all subgroups        | CBAs, BMs, STAAR, TELPAS Mini-Assessments, Six Weeks Exams,            |
| Increase access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students to high quality courses. | Principals, Dean of Instructions, Instructional Coaches         | Title 1 211, Title II, Title III, Title IV, Local Funds 199, State Bilingual, Migrant Funds 212, Special Ed 162 | September 2019- August 2019 | Master Schedules, Student Schedules   | Increase in accrual of college & AP credits, certificates | CBAs, BMs, STAAR, TELPAS, AP Exams, Mini-Assessments, Six Weeks Exams, |

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

**Objective 1: Decrease the student achievement gap among all subgroups by 10%.**

| Strategies and Action Steps  | Person(s) Responsible  | Budget  | Timelines                   | Evidence of Implementation   | Evidence of Impact   | Resources Needed  | Title 1 Schoolwide Components |
|--|--|---|-----------------------------|--|--|---|-------------------------------|
| The progress of all students will be monitored through district formative assessments and campus-wide initiatives such as:<br>--cold calling questions<br>--Close reading strategies<br>--DOK questions<br>--CIF | Principals, Dean of Instruction, Instructional Coaches               | Title 1 211, Local Funds 199 Special Ed 162                 | September 2019- August 2019 | DMAC data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions .Progress Monitoring Data Reports, Walkthrough Reports | Closing the achievement gap among all student populations.               | Weekly Assessments, CBAs, BMs, STAAR/EOC, TELPAS General Supplies | Title 1: #2 ,3,9              |
| Classrooms will be monitored for implementation of accommodations, inclusion support and interventions to accelerate student progress.   | Principals, Deans, Special Ed Teacher, Instructional Coaches         | Title 1 211, Local Funds 199 Special Ed 162                 | September 2019- August 2019 | Walk-throughs, ARDs, Accommodations, Lesson Plans, Monitoring of the IEP   | Closing the achievement gap among all student populations.               | Weekly Assessments, CBAs, BMs, STAAR/EOC, TELPAS General Supplies | Title 1: #2,8,9               |
| 504 students' performance and progress will be monitored and accommodations and interventions will be provided.  | 504 District Coordinator, Counselors, Dean of Instruction            | Title 1 211, Local Funds 199                                | September 2019- August 2019 | 504 accommodation plans, walk-throughs, lesson plans   | Increase in student achievement of students with 504 accommodations      | Weekly assessments, CBAs, BMs, STAAR/ EOC TELPAS General Supplies | Title 1: #1,2,9               |
| Dyslexia services will be provided (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics.  | Principals, Deans, Administrators, Teacher, Campus Dyslexia Contacts | Title 1 211, Local Funds 199                                | September 2019- August 2019 | Dyslexia progress monitoring data, Walk-throughs, lesson plans Progress Monitoring Reports   | Increase in student achievement of students with dyslexia accommodations | Weekly assessments, CBAs, BMs, STAAR/EOC TELPAS                   | Title 1: #2,8,10              |
| Extended learning and credit recovery opportunities for students not mastering the curriculum will be provided through summer school, credit recovery, academies, tutorials, and enrichment period.              | Campus Administrators  | SCE, State Bilingual, Migrant, SpEd 162, Title I, Title III | September 2019- August 2019 | School rosters, Credit recovery rosters, tutorial schedules, log in sheets   | Students gaining credits, lower failure rates, higher graduation rates   | Weekly assessments, CBAs, BMs, STAAR/EOC TELPAS, Graduation rates | Title 1: #6,9                 |

| <b>District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.</b>   |   |   |                  |  |   |  |                                      |
|---|---|---|------------------|--|---|--|--------------------------------------|
| <b>Objective 1: Increase the number of students that score meets grade level (Domain 1 and 3).</b>  |   |   |                  |  |   |  |                                      |
| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>                                      | <b>Budget</b>   | <b>Timelines</b> | <b>Evidence of Implementation</b>  | <b>Evidence of Impact</b>   | <b>Resources Needed</b>                                      | <b>Title 1 Schoolwide Components</b> |
| Curriculum documents for all HBS STAAR courses will be written/revised each summer.   | Content Coaches<br>Curriculum Team                                | Local Funds,<br>Title 1 Funds,<br>State Bilingual           | 2018-2019        | Completed Curriculum Documents, Scope and Sequence, all Exams and Benchmarks | Benchmark scores, increase number of students scoring at the Meets Grade Level.<br>Increased District Graduation Rates, Increase number of students graduating under the DLA with collegiate honors, Increase number of Distinctions earned at the campuses     | CBAs, BMs, STAAR, TELPAS Mini-Assessments, Six Weeks Exams,  | Title 1- #2, 4                       |
| Professional development will be provided for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation. | Content Coaches ,<br>District Directors,<br>Campus Administrators | Local Funds,<br>Title 1 Funds,<br>State Bilingual, Title II | 2018-2019        | Agenda and Sign-in Sheets, Lesson Plans, Walkthroughs                        | Benchmark scores, increase number of students scoring at the Meets Grade Level. Increase District Graduation Rates, Increase the number of students graduating under the DLA with collegiate honors, Increase the number of Distinctions earned at the campuses | CBAs, BMs, STAAR, TELPAS, Mini-Assessments, Six Weeks Exams, | Title 1 - #4, 8                      |

| <b>District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.</b>  |   |   |                          |  |  |                           |                                      |
|--|---|---|--------------------------|--|--|---------------------------|--------------------------------------|
| <b>Objective 1: Increase the number of students that score the meets grade level (Domain 1 and 3).</b>   |   |   |                          |  |  |                           |                                      |
| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b>  | <b>Budget</b>   | <b>Timelines</b>         | <b>Evidence of Implementation</b>  | <b>Evidence of Impact</b>  | <b>Resources Needed</b>   | <b>Title 1 Schoolwide Components</b> |
| Professional development will be provided on in-depth study of STAAR released test items to define rigor of the lesson.  | Executive officers for Elementary, Middle school and High school, District Content Coaches    | Local Funds, Title 1 Funds, Title II  | June 2018– August 2019   | Agenda and Sign-in Sheets  | Benchmark scores, increased number of students scoring at the Meets Grade Level.                         | CBAs, BMs, STAAR, TELPAS  | Title 1 - #4, 8                      |
| CBAs and two district Benchmarks will be administered district-wide.   | Administrators, Teachers  | Local Funds, Title 1 Funds  | June 2018-April 2019     | Completed Formative and Summative Assessments in the Curriculum Binders                                  | Benchmark scores, increased number of students scoring at the Meets Grade Level, tracking forms          | CBAs, BMs, STAAR, TELPAS  | Title 1 -#8                          |
| Focused and targeted tutorials will be provided for all student groups in each phase of accountability to ensure they improve their scores on the meets grade level on the STAAR assessment. | Campus Administration, Instructional Coaches, CLL, CLFs, Teachers, ELL Tutors, Migrant tutors | Local Funds, Title 1 Funds/ SCE Funds, State Bilingual Funds, Migrant Funds | June 2018 to August 2019 | Tutorial logs (Student Sign-in Sheets & Schedules), Lesson Plans, Walk-Through Documentation, Phone Logs | Benchmark scores, an increase in the number of students that score at the Meets and Masters Grade Level. | CBAs, BMs, STAAR, TELPAS, | Title 1 - #2,4,8                     |

| <b>District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.</b>  |   |                                  |   |   |   |                          |                                      |
|--|---|----------------------------------|---|---|---|--------------------------|--------------------------------------|
| <b>Objective 1: Increase the number of students that score at the meets grade level on STAAR (Domain 1 and 3 ).</b>  |   |                                  |   |   |   |                          |                                      |
| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b>  | <b>Budget</b>                    | <b>Timelines</b>  | <b>Evidence of Implementation</b>                             | <b>Evidence of Impact</b>   | <b>Resources Needed</b>  | <b>Title 1 Schoolwide Components</b> |
| Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Domains, Distinction Awards and the Systems Safeguards are calculated.                   | Content Coaches<br>Campus Administrators, CLLs, CLFs                                    | Local Funds 199<br>Title I Funds | 2018-2019   | Agendas and Sign-in Sheets,                                   | Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms | CBAs, BMs, STAAR, TELPAS | Title 1 - #4, 8                      |
| Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Master's Level on the STAAR assessment. | Campus Administrators, Instructional Coaches, CLL, CLFs, Teacher Leaders, Dept. Chairs, | Local Funds,<br>Title 1 Funds    | October 2018<br>November 2018<br>January 2019<br>February 2019  | Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS | Benchmark scores, student achievement gains, student tracking forms                           | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,4,8, 9                  |
| Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.  | Campus Administrators,<br>Dept. Chairs,   | Local Funds,<br>Title 1 Funds    | October 2018<br>November 2018<br>January 2019<br>February 2019, | Agendas and Sign-in Sheets, Data Analysis Documents           | Benchmark scores, student achievement gains, student tracking forms                           | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,4,8                     |
| Campus Sessions (DRSs) will be held at the campus level to review CBA and Campus Benchmark data to plan next steps.  | Campus Administrators   | Local Funds,<br>Title 1 Funds    | October 2018<br>November 2018<br>January 2019<br>February 2019  | Agendas and Sign-in Sheets, Data Analysis Documents           | Benchmark scores, student achievement gains, student tracking forms                           | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,4,8                     |



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

**Objective 2: Increase the number of students that complete their Core courses, Associates Degree, College Certificate, Post-Secondary Industry Certification Program, and pass Advanced Placement Exams before high school graduation**

| Strategies and Action Steps   | Person(s) Responsible   | Budget   | Timelines              | Evidence of Implementation   | Evidence of Impact  | Resources Needed  | Title 1 Schoolwide Components |
|---|---|--|------------------------|--|---|---|-------------------------------|
| Comprehensive advisement will be provided to students and Professional Development will be provided in the area of Student Advisement . | College Readiness Dept., Campus Administration, IHE, College Transitional Specialists, CTE Dept., Counselors, DC teachers, Financial Aid Officers | High School Allotment Funds<br>STC Course Catalog,<br>CTE Course Catalog | June 2018 - June 2019  | Degree Plans, Documentation on Student Advisement, CTE Code 2 5, STC Degree Works, college/high school schedule, college/high school transcript , Vector | Increase number of students who receive AS degrees, number of students who complete core, completion, College Certificates, Post Secondary Industry Certification | Number of students who have followed a career pathway.              | Title 1 High School Allotment |
| Academic support services will be provided to increase retention and completion rates of all student groups                             | College Readiness Dept. Campus Administration IHE Partner College Transition Specialists Counselors   | High School Allotment Funds, STC Course Catalog, CTE Course Catalog      | June 2018- August 2019 | Student sign-in sheets, Center for Learning Excellence log in  | Increased number of students retained in college courses  | Number of students who successfully complete their college courses. | Title 1 High School Allotment |
| Increase Advanced Placement Exam passing rate of 3 or higher  | Executive Officer of Middle School and High School ,Campus Administration, College Readiness, Advance Academics, Content Coaches AP Teachers      | Local Funds, Title 1   | June 2018- August 2019 | Classroom Lesson Plans AP Exam Scores  | Increased number of students passing with 3 or higher, college credit awarded by IHE  | AP Benchmarks AP Exam Scores  | Title 1: #1,2,4, & 10         |

| <b>District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program</b>           |  |   |                              |   |   |  |                                      |  |
|--|--|---|------------------------------|---|---|--|--------------------------------------|--|
| <b>Objective 3: Increase the number of students who successfully pass the Texas Success Initiative (TSI) College Readiness assessment.</b> |  |   |                              |   |   |  |                                      |  |
| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b>   | <b>Budget</b>                               | <b>Timelines</b>             | <b>Evidence of Implementation</b>                     | <b>Evidence of Impact</b>                                     | <b>Resources Needed</b>  | <b>Title 1 Schoolwide Components</b> |  |
| TSI class instruction will be provided in High School level courses that prepares students for the assessment                              | College Readiness Dept. High School Administration, Teachers                                       | H.S. Allotment - (167), Local Funds - (199) | September 2019 – August 2019 | Attendance Sheets                                     | An increase in the number of students who pass the assessment | The number of students who successfully complete the course and pass the TSI assessment. | Title 1: #9                          |  |
| TSI tutorial sessions will be provided at the high schools that prepare students to pass the assessment                                    | College Readiness High School Administration ELA and Math Content Coaches Assigned TSI Teacher     | Title 1- (211), Local Funds- (199)          | September 2019- August 2019  | Tutorial Sign-in sheets, TSI assessment sign-in sheet | An increase in the number of students who pass the assessment | The number of students who successfully complete the course and pass the TSI assessment. | Title 1: #9                          |  |
| TSI Summer Bridge Program will be available for preparation of students who have not mastered TSI assessment                               | College Readiness Dept., High School Administrators, Assigned TSI Teacher, Early College Director, | H.S. Allotment - (167), Local Funds - (199) | June 2018- August 2019       | Tutorial sign-in sheets, TSI assessment sign-in sheet | An increase in the number of students who pass the assessment | The number of students who successfully complete the course and pass the TSI assessment. | Title 1: #9                          |  |

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

**Objective 4: Increase the number of students who transition into a two-year community college or four-year university**

| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>   | <b>Budget</b>   | <b>Timelines</b>             | <b>Evidence of Implementation</b>   | <b>Evidence of Impact</b>   | <b>Resources Needed</b>  | <b>Title 1 Schoolwide Components</b> |
|---|--|---|------------------------------|---|---|--|--------------------------------------|
| Students will be provided support with a college transition plan                            | College Transition Specialists,<br>Financial Aid Officers,<br>Counselors                           | High School Allotment Funds, Local Funds, Title I funds | September 2019-<br>July 2019 | FAFSA applications,<br>College Applications,<br>Class Registration,<br>Degree Plans                   | The increase in number of students who complete college entrance exams and college applications | The number of students who enroll and transition into a 2-year college or 4-year university. | Title 1: #1, 2, 8, 9                 |
| Continuous registration support will be provided through the College Transition Specialists | College Transition Specialists,<br>Financial Aid Officers  | High School Allotment Funds, Local Funds, Title I funds | September 2019-<br>July 2019 | Advisement Forms,<br>Registration schedule,<br>payment receipt ,<br>College Orientation sign in sheet | The number of students who successfully register and attend college                             | An increased number of students who transition into a 2-year college or a 4-year university. | Title 1: #                           |
| College updates will be provided to key stakeholders  | College Readiness Dept.<br>Campus Administrators,<br>Counselors,<br>College Transition Specialists | Local funds, CTE funds, Title I funds                   | September 2019-<br>July 2019 | Training dates,<br>Sign in sheets, Agendas  | Increase in the number of students who successfully register and attend college                 | The number of students who enroll and transition into a 4 year university.                   | Title 1: #4                          |

**District Goal 5: Family and Community Engagement**

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

| Strategies and Action Steps   | Person(s) Responsible                                  | Funding Resources            | Materials/ Resources   | Timelines                      | Evidence of Implementation  | Evidence of Impact                              | Formative/ Summative                          | Title 1 Schoolwide Components |
|---|--|------------------------------|--|--------------------------------|---|---|---|-------------------------------|
| Parent meetings geared toward knowledge of state assessments will be held (STAAR, TELPAS, EOC)                      | Principals<br>Parental Educator                        | Local Funds<br>Title I Funds | Invite<br>Agenda<br>Assessment<br>Brochures<br>Copier                                | September 2018<br>-August 2019 | Sign-in Sheets<br>Invites<br>Agendas<br>Minutes<br>Testing<br>Brochure<br>Power-Point | Parent Surveys<br>Monthly Attendance<br>Summary | STAAR Results<br>Participation<br>Performance | Title I-#2,#6                 |
| Parent presentations will be conducted on test/tips reminders   | Parental Educators                                     | Local Funds<br>Title I Funds | Invite<br>Agenda<br>Power-Point<br>Topic<br>Copier                                   | September 2018<br>-August 2019 | Sign-in Sheets<br>Telephone Logs<br>Invites<br>Agendas<br>Minutes                     | Parent Surveys                                  | STAAR Results<br>Participation<br>Performance | Title I-#2, #4, #10           |
| Parent training meetings will be held at Individual Campuses and Parent Community Education Services                | Principals<br>Parental Educators<br>Community Partners | Local Funds<br>Title I Funds | Computer<br>Copier<br>PRE-GED<br>GED<br>ESL, Books,<br>Work Sheet<br>Office Supplies | September 2018<br>-August 2019 | Sign-in Sheets<br>Telephone Logs<br>Invites<br>Agendas<br>Minutes                     | Monthly Attendance<br>Summary                   | STAAR<br>Attendance Summary                   | Title I-#1,#6                 |
| Director and key staff will attend National, State and Local conferences to be able to present at district meetings | Parental Educators                                     | Local Funds<br>Title I Funds | Pamphlets<br>Brochures<br>Agendas<br>Conference<br>Schedule                          | September 2018<br>-August 2019 | Agendas<br>Sign-In Sheets   | Parent Surveys                                  | STAAR Results<br>Participation<br>Performance | Title I-#2,#4                 |

**District Goal 5: Family and Community Engagement**

**Objective 2: Offer tutoring programs that support students taking assessments**

| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>                 | <b>Funding Resources</b>     | <b>Materials/ Resources</b>                           | <b>Timelines</b>               | <b>Evidence of Implementation</b>                   | <b>Evidence of Impact</b>                     | <b>Resources Needed</b>                         | <b>Title 1 Schoolwide Components</b> |
|---|--|------------------------------|---|--------------------------------|---|---|---|--------------------------------------|
| Campuses will receive support in increasing their tutorial academics via telephone contacts, etc.                                       | Parental Educators<br>Parental Volunteers    | Local Funds<br>Title I Funds | Tutorial Fliers<br>Telephone Logs<br>School Messenger | September 2018<br>-August 2019 | Sign-in Sheets<br>Telephone Logs<br>Attendance Logs | Parent Surveys                                | STAAR Increase in Participation and Performance | Title I-#2, #9                       |
| Campus tutorials will be provided by community/college/high school students for At-Risk students focused on assessment personal growth. | Principals<br>Volunteers<br>Hired Volunteers | Local Funds<br>Title I Funds | Educational Materials and Technology Equipment        | September 2018<br>-August 2019 | Sign-in Sheets<br>Attendance logs                   | Monthly Attendance Summary<br>Academic Growth | STAAR Increase in Participation and Performance | Title I-#2, #9                       |

**District Goal 5: Family and Community Engagement**

**Objective 3: Provide opportunities to participate in community service projects**

| Strategies and Action Steps   | Person(s) Responsible  | Funding Resources          | Materials/Resources   | Timelines                    | Evidence of Implementation                       | Evidence of Impact                          | Resources Needed                             | Title 1 Schoolwide Components |
|---|--|----------------------------|---|------------------------------|--|---|--|-------------------------------|
| Adult volunteer services program will be provided to support all students at all grade levels.            | Campus Administrator, Parental Educators                                     | Local Funds, Title I Funds | Registration Forms, Educational Material, Technology Equipment                              | September 2018 - August 2019 | Volunteer Sign-In Card                           | Tally of Volunteer Hours                    | STAAR Increase Participation and Performance | Title I- #6                   |
| Community service projects will be provided to increase parent/student projects                           | Campus Administrator, Parental Educators                                     | Local Funds, Title I Funds | Registration Forms, Educational Material, Technology Equipment                              | September 2018- August 2019  | Community Service Projects Sign in Sheets        | Tally of Volunteer Hours                    | STAAR Increase Participation and Performance | Title I- #6                   |
| Community service projects will be partnered with organizations to engage students in community projects. | Community Personnel, Campus Administrator, Parental Educators, Social Worker | Local Funds, Title I Funds | Registration Forms, Educational Material, Technology Equipment                              | September 2018- August 2019  | Registration Forms, Projects Participation Forms | Tally of Volunteer Hours On a Monthly Basis | STAAR Increase Participation and Performance | Title I- #10                  |
| Establish partnerships within the community to provide resources and support for schools.                 | Community Personnel, Campus Administrator, Parental Educators,               | Title I, IV Local Funds    | Memorandum of Understanding, Registration Forms, Educational Material, Technology Equipment | September 2019- August 2019  | Registration Forms, Projects Participation Forms | Tally of Volunteer Hours On a Monthly Basis | STAAR Increase Participation and Performance | Title 1:#6                    |

| <b>District Goal 5: Family and Community Engagement</b>  |  |                            |   |                             |                                   |                           |   |                                      |  |
|--|--|----------------------------|---|-----------------------------|-----------------------------------|---------------------------|---|--------------------------------------|--|
| <b>Objective 4: Increase parental engagement at campuses</b>   |  |                            |   |                             |                                   |                           |   |                                      |  |
| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b>             | <b>Funding Resources</b>   | <b>Material/ Resources</b>  | <b>Timelines</b>            | <b>Evidence of Implementation</b> | <b>Evidence of Impact</b> | <b>Resources Needed</b>   | <b>Title 1 Schoolwide Components</b> |  |
| Require each campus to host more than one parent meeting per month at the campus                       | School Administrator, Parental Educators | Local Funds, Title I Funds | Fliers, Registration Forms, Reading Material, Agendas, Sign-In-Sheets | September 2018- August 2019 | Parent Surveys                    | Attendance                | Increased Parent Attendance STAAR Participation and Performance | Title I- #6                          |  |
| Collaboration amongst parent educators and site managers to increase parental engagement participation | Site Manager, Parental Educators         | Local Funds, Title I Funds | Fliers, Registration Forms, Sign-In-Sheets                            | September 2018- August 2019 | Sign-In-Sheets                    | Monthly Reports           | STAAR Participation and Performance                             | Title I-#6                           |  |
| Maintain parent participation data and create strategies to promote parental engagement.               | School Administrator, Parental Educators | Local Funds, Title I Funds | Action Plan, Data Charts  | September 2018- August 2019 | Sign-in Sheets                    | Monthly Reports           | STAAR Participation and Performance                             | Title I- #6                          |  |

| <b>District Goal 5: Family and Community Engagement</b>   |                                   |                            |  |                             |  |                           |                                     |                                      |  |
|---|-----------------------------------|----------------------------|--|-----------------------------|--|---------------------------|-------------------------------------|--------------------------------------|--|
| <b>Objective 5: Increase participation in adult programs</b>  |                                   |                            |  |                             |  |                           |                                     |                                      |  |
| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>      | <b>Budget</b>              | <b>Materials/Resources</b>   | <b>Timelines</b>            | <b>Evidence of Implementation</b>        | <b>Evidence of Impact</b> | <b>Resources Needed</b>             | <b>Title 1 Schoolwide Components</b> |  |
| Numerous adult literacy opportunities for parents will be available each year.                      | Parental Educators                | Local Funds, Title I Funds | Statistic Charts<br>District Creative Brochures, Region I, STC Computers | September 2018- August 2019 | Program Certificates, Attendance Rosters | Course Completion         | STAAR Participation and Performance | Title I- #6, #10                     |  |
| Parent Community Education Centers will be accessible to parents.                                   | Parental Educators, Site Managers | Local Funds, Title I Funds | Facilities, Furniture and Fixtures                                       | September 2018- August 2019 | Attendance Rosters                       | Course Completion         | STAAR Participation and Performance | Title I- #6, #10                     |  |
| Flexible schedules during the day, evening, and Saturdays will be considered to recruit parents.    | Parental Educators                | Local Funds, Title I Funds | Parent Registration Forms  | September 2018- August 2019 | Registration Forms                       | Course Completion         | STAAR Participation and Performance | Title I- #6, #10                     |  |
| A college awareness orientation for parents will be held at community centers and all high schools. | Parental Educators                | Local Funds, Title I Funds | College Presenters from local colleges                                   | September 2018- August 2019 | Sign in sheets                           | Session Attendance        | STAAR Participation and Performance | Title I- #6, #10                     |  |



| <b>District Goal 6: Technology</b>   |   |  |                       |  |   |  |                                      |
|--|---|--|-----------------------|--|---|--|--------------------------------------|
| <b>Objective 1: Provide on going support for the implementation/integration of technology into the curriculum.</b>   |   |  |                       |  |   |  |                                      |
| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b>                  | <b>Budget</b>  | <b>Timelines</b>      | <b>Evidence of Implementation</b>  | <b>Evidence of Impact</b>   | <b>Resources Needed</b>                                  | <b>Title 1 Schoolwide Components</b> |
| Financial and physical resource support will be provided for instructional and non-instructional staff through Technology Integration Academies to effectively integrate technology into the curriculum. | Dean of Instruction<br>CLL<br>CIF             | Instructional Technology Staff and various state, federal, and local budgets, Title II, IV | 2018-2019 School Year | Increased number of teachers and students using technology<br>Increase in the number of participant in technology trainings<br>Results of Technology Integration Surveys | Increased student scores.   | Budget reviews and monthly campus visits with principals | Title I - # 9, 10                    |
| Resources and support will be provided for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.  | Dean of Instruction<br>CLL<br>CIF             | Software, hardware, and professional development, Title I Funds, State Comp Funds          | 2018-2019 School Year | Increased technology training sessions being held at the campus level.<br>Increase in the number of participants in campus based technology sessions (sign in sheets).   | Increased student scores.<br>More technology projects in core classes.        | Instructional Technology Department reviews.             | Title I - # 9, 10                    |
| PSJA ISD will provide adult literacy and technology application skills training to parents via the Parental Involvement Department. Integrate Atomic Learning into the Parental Engagement Program.      | Dean of Instruction<br>CLL<br>CIF<br>Teachers | Software, hardware, and professional development, Title I                                  | 2018-2019 School Year | Sign-in sheets<br>An increase in the number of technology literate and English Proficient parents  | Increase in the number of Technology Literate parents, and community members. |  | Title I - # 6                        |

**District Goal 6: Technology**

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

| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>      | <b>Budget</b>   | <b>Timelines</b>           | <b>Evidence of Implementation</b>                                      | <b>Evidence of Impact</b>                                    | <b>Resources Needed</b>                                    | <b>Title 1 Schoolwide Components</b> |
|---|-----------------------------------|---|----------------------------|--|--|--|--------------------------------------|
| The Technology Department will provide technology resources (online Accelerated Reading Software, Read 180, Systems 44, to facilitate reading development for all students.   | Dean of Instruction<br>CLL<br>CIF | Title I, SCE 166,<br>Local 199<br>Accelerated Reader<br>Software,<br>adequate bandwidth,<br>and adequate hardware<br>Read-Write Program | Sept. 2018-<br>August 2019 | AR reports from schools.<br>Progress Reports from each of the programs | Improved scores in reading                                   | Increase in the participation and scores on the AR program | Title I- # 3, 9, 10                  |
| The Technology Department will provide the delivery of online library/research resources (Destiny Online, Office 365) to facilitate the integration of these resources in the classroom. All district users will be trained on MackinVia which will facilitate the location of these online resources. These resources will be available in the classroom and at home for all students. | Dean of Instruction<br>CLL<br>CIF | Destiny<br>Software,<br>Library Media<br>COOP<br>Resources,<br>adequate bandwidth,<br>and adequate hardware,<br>Microsoft<br>Office 365 | Sept. 2018-<br>August 2019 | Usage reports from the Destiny system and Office 365.                  | Increase in the number of students using the Destiny system. | Review of Destiny Reports                                  | Title I- # 3, 9, 10                  |

**District Goal 6: Technology**

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

| Strategies and Action Steps  | Person(s) Responsible             | Budget   | Timelines                      | Evidence of Implementation   | Evidence of Impact   | Resources Needed  | Title 1 Schoolwide Components |
|--|-----------------------------------|--|--------------------------------|--|--|---|-------------------------------|
| The technology and core curriculum content will be audited and common essential knowledge and skills will be identified so as to establish correlation guides between curriculum and technology content.   | Dean of Instruction<br>CLL<br>CIF | Core content curriculum resources.<br>Learning.com resources.<br>State guidelines for required technology courses. | September 2019-<br>August 2019 | 1. Time lines for core curriculum areas<br>2. Scope and sequence for core curriculum areas<br>3. Teacher lesson plans with integrated technology skills<br>4. Reports from the online Technology Applications Curriculum System. | Gains in the Texas Campus Star Charts  | Ongoing review of the district course offerings and alignment with state course requirements. | Title I - # 1, 10             |
| The technology department will create a database of lesson plans that are aligned with the core content curriculum and that are integrated with technology. A SharePoint repository of lessons showcasing technology integration will be setup for teachers. | Dean of Instruction<br>CLL<br>CIF | Core content curriculum resources.<br>Learning.com   | September 2019-<br>August 2019 | Results of technology benchmarks<br>Teacher lesson plans<br>Reports from the online Technology Application TEKS Curriculum.  | Increased scores on technology benchmarks and state tests.                               | Instructional Technology department campus visits and observations.                           | Title I - # 3, 10             |
| The district will mandate that all elementary teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)   | Dean of Instruction<br>CLL<br>CIF | Learning.com, Instructional Technology Labs  | Sept. 2018-<br>August 2019     | LAB usage logs   | Increased scores in student achievement in EOC<br>Higher TA 8 <sup>th</sup> Grade Scores | 8 <sup>th</sup> Grade Technology Applications Test  | Title I - #9,10               |

**District Goal 6: Technology**

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

| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>               | <b>Budget</b>   | <b>Timelines</b>  | <b>Evidence of Implementation</b>  | <b>Evidence of Impact</b>   | <b>Resources Needed</b>                             | <b>Title 1 Schoolwide Components</b> |
|---|--|---|---|--|---|---|--------------------------------------|
| <p>25 Technology enrichment camps (Technology Applications/Microsoft Academy, Computer Coding/Programming) will be hosted during May of 2018. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2018</p> <p>Summer Technology Academies for teachers and administrators during June 2018.</p> | <p>Dean of Instruction<br/>CLL<br/>CIF</p> | <p>Hardware, And Technology Applications Instructors.</p> | <p>2018-2019 School Year, summer 2018</p>   | <p>Increased number of summer technology camps.<br/>Increased enrollment in summer technology camps.<br/>Display of student summer technology projects on district web site.</p> | <p>Increased involvement in school technology programs by students.<br/>Student evaluations of summer technology camps.</p> | <p>Survey results from Summer Camp Participants</p> | <p>Title I - # 3, 4</p>              |
| <p>The district will establish mandatory Technology Clubs at all elementary campuses. These clubs will assist the campus administration in organizing and hosting/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p>                                   | <p>Dean of Instruction<br/>CLL<br/>CIF</p> | <p>Hardware, software, and other technology resources</p> | <p>Spring of 2019<br/><br/>Campuses will have at least one technology fair a year.<br/><br/>By 2019, the district will designate a PSJA Technology Day.</p> | <p>Computer fair schedules, pictures and articles on the computer fairs.<br/>Student and teacher evaluations of the events.</p>  | <p>Increased use of technology by students and teachers.</p>  | <p>Sign in sheets, club rosters</p>                 | <p>Title I - # 3, 10</p>             |

**District Goal 6: Technology**

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

| Strategies and Action Steps   | Person(s) Responsible                      | Budget                                    | Timelines                         | Evidence of Implementation   | Evidence of Impact  | Resources Needed                              | Title 1 Schoolwide Components |
|---|--|---|-----------------------------------|--|---|---|-------------------------------|
| <p>The district will utilize Imagine Math, IStation, Read/Write, Imagine Learning, Compass Learning, Read 180, Learning.com, Study Island, GradPoint&lt; EduSmart and Apex to support computer assisted instruction in labs and distributed settings.</p> | <p>Dean of Instruction<br/>CLL<br/>CIF</p> | <p>Title, I, SCE,<br/>State Bilingual</p> | <p>Sept.2018-<br/>August 2019</p> | <p>Campus visits to computer labs by Instructional Technology Staff.<br/>Program usage reports.<br/>Learning.com TA TEKS Program reports<br/>Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction.<br/>Increase in student achievement (increase STAAR/EOC scores).</p> | <p>Increased scores in student achievement (higher STAAR/EOC scores).<br/>Higher TA 8<sup>th</sup> Grade Scores</p> | <p>8th Grade Technology Applications Test</p> | <p>Title I - # 9,10</p>       |

**District Goal 6: Technology**

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

| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b>      | <b>Budget</b>  | <b>Timelines</b> | <b>Evidence of Implementation</b>   | <b>Evidence of Impact</b>  | <b>Resources Needed</b> | <b>Title 1 Schoolwide Components</b> |
|--|-----------------------------------|--|------------------|---|--|-------------------------|--------------------------------------|
| The district will subscribe to an online web hosting service which will facilitate updating of intranet/Internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with teachers.  | Dean of Instruction<br>CLL<br>CIF | District website, share point/intranet site          | June 2018        | online campus and classroom web sites   | Increased teacher collaboration on curriculum, business and administrative projects. |                         | Title I - # 9                        |
| A district website will be updated as a resource for instruction and a tool for school to community communication.<br><br>The district will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as up coming projects. | Dean of Instruction<br>CLL<br>CIF | District website, Living Tree, and district Intranet | 2018-2019        | Teacher lesson plans<br>Student feedback<br>Community feedback<br>Web site usage reports. | Increased teacher collaboration on curriculum projects.                              | Web site visit reports  | Title I - # 6, 9, 10                 |

**District Goal 6: Technology**

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

| Strategies and Action Steps  | Person(s) Responsible  | Budget   | Timelines                 | Evidence of Implementation            | Evidence of Impact   | Resources Needed                                    | Title 1 Schoolwide Components |
|--|--|--|---------------------------|---------------------------------------|--|---|-------------------------------|
| <p>Teachers will receive training on new internet resources and online initiatives every year because these resources are constantly changing.</p> <p>The district will leverage a BYOD Initiative to utilize Internet resources to enhance student learning.</p> <p>s every year.<br/>                     Technology Director<br/>                     MIS Coordinator<br/>                     Local campus budgets<br/>                     September 2019-May 2018<br/>                     Computer Inventory counts/age of computer<br/>                     To computer ratio will be kept constant and at a desirable level.<br/>                     Number of computers that are removed from inventory<br/>                     Title I - # 1,9,10</p> | <p>Dean of Instruction<br/>                     CLL<br/>                     CIF</p> | <p>Learning.com,<br/>                     Atomic Learning, and other online resources.</p> | <p>Aug 2018-June 2019</p> | <p>campus and classroom web sites</p> | <p>Internet permission forms for students.<br/>                     Acceptable Use Policy<br/>                     Training sign-in sheets.<br/>                     Increased usage of internet resources by teachers and students (reports from network log-in process).</p> | <p>Replace and maintain computers every 3 years</p> | <p>Title I - # 2, 9, 10</p>   |

**District Goal 6: Increase the use of Technology**

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

| Strategies and Action Steps   | Person(s) Responsible                      | Budget                                       | Timelines                               | Evidence of Implementation                       | Evidence of Impact  | Resources Needed   | Title 1 Schoolwide Components |
|---|--|--|---|--|---|--|-------------------------------|
| <p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p> | <p>Dean of Instruction<br/>CLL<br/>CIF</p> | <p>Local Technology Budget, and hardware</p> | <p>September 2019--<br/>August 2019</p> | <p>Computer Inventory</p>                        | <p>All lab computers will be under warranty as long as they are in a lab setting.</p> |  | <p>Title I - #1,9,10</p>      |
| <p>Decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will mandate that all campuses purchase a set number of computers/laptops every year.</p>  | <p>Dean of Instruction<br/>CLL<br/>CIF</p> | <p>Local campus budgets<br/>Title I</p>      | <p>September 2019-<br/>August 2019</p>  | <p>Computer Inventory counts/age of computer</p> | <p>To computer ratio will be kept constant and at a desirable level.</p>              | <p>Number of computers that are removed from inventory</p> | <p>Title I - # 1,9,10</p>     |



**District Goal 7: Create a Safe & Positive School Culture and Climate.**

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

| Strategies and Action Steps  | Person(s) Responsible  | Budget                   | Timelines                 | Evidence of Implementation   | Evidence of Impact   | Resources Needed           | Title 1 Schoolwide Components |
|--|--|--------------------------|---------------------------|--|--|----------------------------|-------------------------------|
| Training for Administrators on student behavior interventions, de-escalation, restorative practices, camera security system, etc.          | Student Services Department  | Local Funds              | September 2019- June 2019 | Agendas, Sign-In Sheets, PEIMS Discipline Data                             | Decrease in Behavior Intervention Forms, ISS, OSS and DAEP (Buell) | Side by side data analysis | Title 1--#10                  |
| Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide   | Student Services Department, All campuses                                | Local Funds              | September 2019- June 2019 | Sign-in Sheets, Certificates, PEIMS Discipline Data                        | Decrease in Behavior Intervention Forms, ISS, OSS and DAEP         | Side by side data analysis | Title 1--#10                  |
| A Back on Track Committee for DAEP students returning to home campus   | Buell , Home Campus, Student Services Department                         | Local Funds, Title I     | September 2019- June 2019 | Sign-in Sheets, Meeting Minutes, Student Contract, PEIMS Discipline Data   | Decrease in placements at DAEP (Buell)                             | Side by side data analysis | Title 1--#10                  |
| A Discipline Diversion Plan for first time offenders utilizing the mitigating factors at the discretion of the Student Services Department | Student Services Department, Buell Staff                                 | Local Funds, Title I, IV | September 2019- June 2019 | Student Hearing Request, Diversion Plan, PEIMS Discipline Data             | Decrease in placements at DAEP (Buell)                             | Side by side data analysis | Title 1--#10                  |
| Provide alternatives to out of school suspensions for all students   | Student Services Department, All campuses                                | Local Funds              | September 2019- June 2019 | PEIMS Discipline Data, Performance-Based Monitoring Analysis System(PBMAS) | Decrease in discipline referrals, ISS, OSS and DAEP                | Side by side data analysis | Title 1--#10                  |
| Implementation of schoolwide positive behavior interventions and supports  | Executive Officers, Campus Principals, Counselors , Behavior Strategists | Title I, IV, SpEd 162    | September 2019- June 2019 | PEIMS Discipline Data, Performance-Based Monitoring Analysis System(PBMAS) | Decrease in discipline referrals, ISS, OSS and DAE                 | Side by side data analysis | Title 1: #10                  |

| <b>District Goal 7: Create a Safe School Culture and Climate.</b>   |  |   |                                      |  |   |                                   |
|---|--|---|--------------------------------------|--|---|-----------------------------------|
| <b>Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.</b>   |  |   |                                      |  |   |                                   |
| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>                         | <b>Budget</b>   | <b>Timelines</b>                     | <b>Evidence of Implementation</b>  | <b>Evidence of Impact</b>                                     | <b>Resources Needed</b>           |
| <p>Students with individual needs will receive assistance ( medical, dental, vision and hearing services)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-coordinate with social services agencies</li> <li>-provide referral for services</li> </ul>  | <p>Director of Health Services<br/>Nursing Staff</p> | <p>-SCE and TI, SpEd 162, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP, Local Healthcare Providers</p> | <p>September 2019-<br/>June 2019</p> | <p>Assistance provided to students as needed</p>   | <p>Health needs met</p>                                       | <p>Side by side data analysis</p> |
| <p>The district will improve the management, attendance, education and care of children with asthma through....</p> <ul style="list-style-type: none"> <li>-Increased use of national clinical guidelines for asthma by health care providers.</li> <li>-Improved communication between schools, clinics and parents.</li> <li>-Ensuring that all staff is trained about asthma symptoms, triggers and resources</li> </ul> | <p>Director of Health Services<br/>Nursing Staff</p> | <p>-National Asthma Education and Prevention Program<br/>-Asthma and Allergy Foundation of America<br/>-Local health care providers</p>           | <p>September 2019-<br/>June 2019</p> | <p>Created hotspot map of students with asthma to determine congestion of illness, Peak flow meters available for all asthmatic by health services,<br/>Assist with all medical asthmatic needs when needed,<br/>Asthma Action Plans</p> | <p>Less asthma related emergencies</p>                        | <p>Side by side data analysis</p> |
| <p>Adolescents' general well-being will be improved through increased knowledge and access to medical and mental health care through the following strategies:</p>  | <p>Director of Health Services<br/>Nursing Staff</p> | <p>-School based clinics<br/>-Local health care providers<br/>-Local hospitals<br/>-Title I, SCE 166</p>  | <p>September 2019-<br/>June 2019</p> | <p>Live monitoring of uninsured students with dashboards by individual campus and student</p>  | <p>Decreased percentage of student without a medical home</p> | <p>Side by side data analysis</p> |

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

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

| Strategies and Action Steps   | Person(s) Responsible                        | Budget  | Timelines                    | Evidence of Implementation   | Evidence of Impact  | Resources Needed           | Title 1 Schoolwide Components |
|---|--|---|------------------------------|--|---|----------------------------|-------------------------------|
| Support services will be provided including deterrent of bullying/emotional abuse, suicide risk through:<br>bullying/suicide box  | Director of Health Services<br>Nursing Staff | Behavioral Centers<br>PSJA District Counselor<br>Emergency Procedure manual, Title IV | September 2019-<br>June 2019 | Training of PSJA employees existing and new  | Successful use of actual plan implemented for emergencies   | Side by side data analysis | Title 1--#10                  |
| Increase the safety of all students and staff<br>Action Steps:<br>-An updated Emergency Response Plan/Team<br>-Training for staff on managing students while emergency is taking place  | Director of Health Services<br>Nursing Staff | Emergency medical services from Pharr, San Juan and Alamo                             | September 2019-<br>June 2019 | Drills run yearly throughout school district.  | Feedback from Emergency Response Team after drill is completed, successful use of actual plan implemented for emergencies | Side by side data analysis | Title 1--#10                  |
| The district will ensure the development of each student as a whole person by:<br>-Strengthening personal growth, self-esteem, responsible behavior, youth development and citizenship.<br>-Encouraging the participation rate in extracurricular activities. | Director of Health Services<br>Nursing Staff | Athletic Department<br>LPC  | September 2019-<br>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 | Title 1--#10                  |

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

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

| Strategies and Action Steps  | Person(s) Responsible                          | Budget   | Timelines                 | Evidence of Implementation   | Evidence of Impact  | Resources Needed           | Title 1 Schoolwide Components |
|--|--|--|---------------------------|--|---|----------------------------|-------------------------------|
| The district improve the management, attendance, education, and care of children with asthma   | Director of Health Services<br>Nursing staff   | National Asthma Education and Prevention Program                                     | September 2019- June 2019 | Created hotspot map of students with asthma to determine illness<br>Asthma action plans  | Decrease in asthma related emergencies  | Side by side data analysis | Title 1--#10                  |
| Adolescents' general well-being will be improved through increased knowledge and access to medical and mental care   | Director of Health Services<br>Nursing staff   | School based clinics,<br>Local health care providers, hospitals                      | September 2019- June 2019 | Live monitoring of uninsured students in district dashboard  | Decrease students without a medical home  | Side by side data analysis | Title 1--#10                  |
| The district will reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.<br>Action Steps:<br>- Emphasize exercise and nutrition for the development of healthy lifestyle choices in students.<br>-School Health Advisory Committee (SHAC) along with coaches will improve amount of physical activity in school setting.<br>-Develop policies that support healthy eating and physical activities.<br>-Become a Healthy USA School<br>-Provide public awareness, provide educational materials and appropriate referrals. | -Director of Health Services<br>-Nursing Staff | -Child nutrition department<br>-Coaching staff<br>-Dietician DHR school based clinic | September 2019- June 2019 | Let's get fit initiative<br>Referrals for abnormal BMI<br><br>Continue assessing and referring for Acanthosis Nigrigians<br><br>Host parent sessions throughout school years | Verbal knowledge of community<br><br>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers | Side by side data analysis | Title 1 - #10                 |

**District Goal 7: Create a Safe School Culture and Climate**

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

| Strategies and Action Steps   | Person(s) Responsible  | Budget   | Timelines                    | Evidence of Implementation                      | Evidence of Impact  | Resources Needed                                   | Title 1 Schoolwide Components |
|---|--|--|------------------------------|---|---|--|-------------------------------|
| <p>The district will provide a school environment free of drugs and violence through:</p> <ul style="list-style-type: none"> <li>-Develop partnerships with parents to establish the responsibilities of each including resource referrals to programs that deal with pupils at risk</li> <li>-train students on how to develop a positive view of self and learn to use effective interpersonal skills.</li> </ul> | <ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> </ul> | <ul style="list-style-type: none"> <li>-Texas Tropical Behavioral Health Centers</li> <li>-Police Departments</li> </ul> | September 2019-<br>June 2019 | Nurses conduct impairment assessment as needed. | Resource referral issued to every student at risk for drug use or violent behavior. | Side by side data analysis                         | Title 1--#10                  |
| Address the needs of the homeless students  | Laura Campos ,<br>Principals,<br>Counselors, Social Workers  | Title I  | September 2019-<br>June 2019 | Referrals                                       | Attendance Reports, Report Cards  | Increased attendance, higher academic, achievement | Title I - 9 , 10              |

**District Goal 7: Create a Safe & Positive School Culture and Climate**

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

| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b>                                 | <b>Budget</b> | <b>Timelines</b>          | <b>Evidence of Implementation</b>  | <b>Evidence of Impact</b>   | <b>Resources Needed</b>    | <b>Title 1 Schoolwide Components</b> |
|--|--|---------------|---------------------------|--|---|----------------------------|--------------------------------------|
| Daily security/safety audits will be conducted at all district campuses  | Security and Safety Department                               | Local Funds   | September 2019- June 2019 | Security Audits sent to all Principals   | Decrease in security incidents  | Side by side data analysis | Title 1--#10                         |
| Training will be provided for all security staff on proper confrontational management techniques, professionalism, courteous to all students and staff | Security Director, Security and Safety Department            | Local Funds   | September 2019- June 2019 | Less incidents of improper force used by security guards, security officers dress and act professionally | Decrease in security and safety incidents, and improved interactions between security guards and students | Side by side data analysis | Title 1--#10                         |
| Training will be provided for all school staff on lockdown procedures  | Security Director  | Local Funds   | September 2019- June 2019 | Minimum two lock downs per campus per school year  | Schools are prepared for emergency situations   | Side by side data analysis | Title 1--#10                         |
| A safe and secure school environment will be provided by utilizing the ID Scanner "Raptor" System  | Safety Department Elementary Campuses Middle School Campuses | Local Funds   | September 2019            | All visitors in the building have a Sticker Picture ID   | Safer School Environment  | Side by side data analysis | Title 1--# 10                        |

## District Goal 7: Create a Safe & Positive School Culture and Climate

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

| Strategies and Action Steps  | Person(s) Responsible  | Budget      | Timelines                    | Evidence of Implementation   | Evidence of Impact  | Resources Needed   | Title 1 School wide Components |
|--|--|-------------|------------------------------|--|---|--|--------------------------------|
| <p>A consistent admission/enrollment plan will be promoted to ensure student engagement and quality data.</p> <ul style="list-style-type: none"> <li>Collaborate with Student Data Center to improve On-line Registration.</li> <li>Implementation of Retention and Recruitment Program to ensure school choice and reduce student mobility.</li> </ul>  | <p>Student Services<br/>Pupil Accounting<br/>Director,<br/>Attendance Recovery<br/>Personnel<br/>School Community<br/>Liaisons<br/>Recruitment &amp;<br/>Retention Personnel<br/>Campus Personnel,</p> | Local Funds | September 2019-<br>June 2019 | <ul style="list-style-type: none"> <li>Pre-registration campaign</li> <li>District Expo</li> <li>Student Choice Transfers</li> <li>Student Recovery Initiatives</li> <li>Pre-Countdown to Zero PEIMS/Leaver Training</li> <li>Countdown to Zero Customer Service Training</li> </ul> | <ul style="list-style-type: none"> <li>District Dashboard Data</li> <li>School Cognos Reports</li> <li>Preliminary Enrollment Counts</li> <li>Sign-In Sheets</li> <li>Public Relations/PEIMS District Increased Enrollment</li> </ul> | <p>Ongoing Data Validation<br/>Leaver Reviews<br/>Semi-annual and Yearly Comparison Reports</p>  | Title 1--#10                   |
| <p>Attendance/Non-attendance guidelines and Truancy Prevention Measures will be implemented at all campuses that include:</p> <ul style="list-style-type: none"> <li>Parent Notices every year.</li> <li>Utilization of eSchool Messenger</li> <li>Parent/Student Handbook</li> <li>Staff Development</li> <li>Implement and follow-up with attendance improvement timeline.</li> </ul>  | <p>Student Services<br/>Pupil Accounting<br/>Director,<br/>Attendance Recovery<br/>Personnel<br/>Campus Personnel</p>  | Local Funds | September 2019-<br>June 2019 | <p>Correspondence, Emails, TEA letter, PEIMS update annual training<br/>Implementation of Truancy and Dropout System Application</p>   | <p>Increase of student attendance through daily, six weeks and year report<br/>Decrease in discipline and truancy.</p>  | <p>Data Analysis Review<br/>Updated through corrective measures.</p>   | Title 1--#10                   |
| <p>Ensure implementation of Attendance and Dropout Prevention Recovery Strategies that include:</p> <ul style="list-style-type: none"> <li>Implementation of an Attendance Recovery Program.</li> <li>Campus Attendance Committee</li> <li>District School Attendance Prevention Measures and Truancy Procedures.</li> <li>Dropout strategies to ensure ongoing prevention.</li> <li>Attendance and Dropout Prevention monitoring</li> </ul> | <p>Pupil Accounting<br/>Director,<br/>Attendance Recovery<br/>Personnel<br/>School Community Liaison<br/>Personnel<br/>Campus Personnel</p>  | Local Funds | September 2019-<br>June 2019 | <p>Correspondence, Emails, District Plan, Annual Report Card<br/>Review of attendance, attendance recovery participants, minutes and completion.</p>   | <p>Maintain attendance accountability in compliance with State Student Attendance Accounting statutes.<br/>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>                                | <p>Ongoing Data Validation<br/>District Attendance Daily, Six Weeks, Yearly Reports.<br/>Annual Report Card<br/>Ongoing Review and Monitoring of Student leavers and withdrawal compliance</p> | Title 1--#10                   |

**District Goal 7: Create a Safe & Positive School Culture and Climate**

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

| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>   | <b>Budget</b>      | <b>Timelines</b>                 | <b>Evidence of Implementation</b>   | <b>Evidence of Impact</b>  | <b>Resources Needed</b>   | <b>Title 1 School wide Components</b> |
|---|--|--------------------|----------------------------------|---|--|---|---------------------------------------|
| <p>Program effectiveness measures will be taken to ensure implementation of accountability measures of attendance improvement and dropout prevention.</p> <ul style="list-style-type: none"> <li>Attendance Recovery Program monitoring weekly.</li> <li>Campus Attendance and Leaver Audits every six weeks.</li> <li>Campus feedback and monitor improvement.</li> <li>Best practices shared for District wide school attendance improvement.</li> </ul>                            | <p>Student Services<br/>Pupil Accounting Director<br/>Attendance<br/>Recovery/Dropout<br/>Personnel<br/>Campus Personnel</p> | <p>Local Funds</p> | <p>September 2019- June 2019</p> | <p>Correspondence, Emails, TEA letter,<br/>PEIMS update annual training</p> | <p>eSchool Cognos Reports<br/>PEIMS end of year report<br/>Onpoint data base software</p>  | <p>Texas Academic Report Card<br/>PBMAS District Improvement<br/>DVM Accountability</p> | <p>Title 1--#10</p>                   |
| <p>Consistent student support and administrative guidance will be provided through district personnel to ensure student academic success.</p> <ul style="list-style-type: none"> <li>Develop Student Attendance Behavior Intervention Plans</li> <li>Provide School-Based support services</li> <li>Offer existing MOU's and Community-Based Program services</li> <li>Provide District level attendance recognition banners and incentives to promote student attendance.</li> </ul> | <p>Student Services<br/>Pupil Accounting Director<br/>Attendance<br/>Recovery/Dropout<br/>Personnel</p>                      | <p>Local Funds</p> | <p>September 2019- June 2019</p> | <p>School Community Liaison Program<br/>Personnel<br/>eSchool Data</p>      | <p>Increase in student achieve through EOC<br/>Improvement in student attendance and behavior<br/>Procedures manual/handbook</p> | <p>Community Resources<br/>Collaborative partnerships</p>                               | <p>Title 1--#10</p>                   |



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

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

| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>  | <b>Budget</b>                           | <b>Timelines</b>            | <b>Evidence of Implementation</b>  | <b>Evidence of Impact</b>   | <b>Resources Needed</b>  | <b>Title 1 Schoolwide Components</b> |
|---|---|---|-----------------------------|--|---|--|--------------------------------------|
| <p>The district will offer competitive salaries for Teachers, and district staff</p> <p>Competitive Stipends for Masters and/or certifications that support district initiatives</p> <ul style="list-style-type: none"> <li>Teacher performance</li> <li>Base compensation</li> <li>Opportunities for advancement</li> <li>Staff morale survey</li> </ul> | HR, Business office,  | Local, Fed. Funds, State Comp Funds 166 | 2018-2019                   | <p>Greater Retention Rate of district staff</p> <p>Employee Loyalty</p>                            | <p>Improvement in instruction delivery</p> <p>Increase student achievement</p> <p>Increase of Performance Base and compensation</p> <p>Large applicant pool</p> | <p>Staff Retention reports</p> <p>Performance Base and Compensation Report</p> | Title 1 #3 & 5                       |
| <ul style="list-style-type: none"> <li>District will consider unique district incentives and stipends</li> <li>Paying of Local Days</li> <li>District contribution for employee medical plan</li> <li>Medical Clinic</li> </ul>   | Business Office, Human Resource   | Local Funds 199, SCE 166                | On going                    | Staff retention  | Staff retiring from district  | experienced work force   | Title 1 #3 & 5                       |
| <p>A plan for teacher selection and retention will be implemented:</p> <ul style="list-style-type: none"> <li>Bilingual/ESL certified</li> <li>Special Education certified</li> <li>Core area certifications</li> <li>Masters degrees</li> <li>CTE certified</li> <li>Advanced placement trained</li> </ul>   | HRS Admin, Bilingual/Special Education, CTE Directors, Principals             | Staffing needs projections              | On going focus in spring    | <p>Staff hired</p> <p>High teacher retention rate</p> <p>Increase number of certified teachers</p> | All classrooms have a highly effective teacher  | Screen applicants for best candidates  | Title 1 #3 & 5                       |
| <p>University Student Interns will be hired that have demonstrated excellence in the classroom</p>  | Principals recommend to HR students interns that should be offered a contract | UTRGV, Texas A&M Kingsville             | Fall -Spring                | Hiring of Student Interns  | Better adjustment for new teacher   | Higher retention rate of new teachers  | Title #3 & 5                         |
| <p>Principals will receive training on interviewing and documentation of teachers</p>   | HR administrators, Instructional coaching staff                               | Documentation handbook                  | September 2019- August 2019 | Better selection of staff, Improvement in documenting staff  | Improve teacher quality Increase student achievement  | Hiring of effective teachers Appropriate documentation of staff performance    | Title 1 #3 & 5                       |

### District Goal 8: Staff Quality, Recruitment, and Retention

#### Objective 1: Develop and retain 100% highly effective staff.

| Strategies and Action Steps  | Person(s) Responsible   | Budget   | Timelines                    | Evidence of Implementation                        | Evidence of Impact  | Resources Needed  | Title 1 Schoolwide Components |
|--|---|--|------------------------------|---|---|---|-------------------------------|
| Professional development for new teachers  | Director of Instructional coaching, principals, Instructional coaches | Local funds  | July 2018-August 2019        | Sign in sheets, Coaching logs and schedules       | Increase student achievement  | CBAs, benchmarks, STAAAR, TELPAS, SLO's, Professional Development Goals | Title 1 #3 & 5                |
| Instructional coaching support will be provided for the following; New teachers, other teachers needing support        | Department of instructional coaches, Directors, TIF Instr. Coaches    | Local funds 199, Title I, II                           | September 2019 July 2019     | Sign in sheets coaching logs and schedules        | McRel teacher evaluation  | CBAs, benchmarks STAAAR, TELPAS   | Title 1 #3 & 5                |
| The district will provide all new teachers with a teacher mentor   | Principal, Dept. Head/Grade-level Rep, Asst. Principal                | Experience teachers that have been trained as mentors. | September 2019 - August 2019 | Mentor Logs                                       | Increase in teacher satisfaction and morale Improvement in student performance            | McRel Evaluation Student Academic Performance Rigor/Relevance Rubric    | Title 1 #3 & 5                |
| Instructional coaching system will be provided with on-going professional development                                  | Instructional coaching department Campus Principals                   | Title One Local Funds                                  | September 2019- August 2019  | Sign-in Sheets, Coaching logs, Coaching schedules | McREL Teacher Evaluation Proficiency level increase to the Effective and Highly Effective | McREL Mid-term and summative evaluations SLO obtainment RRR             | Title 1 #3 & 5                |
| Collaborative Instructional Review, i.e. Instructional Rounds will be provided and led by campus Instructional Coaches | Director Campus Instructional Coaches                                 | Title One Local Funds                                  | September 2019 - August 2019 | Sign-In Sheets, Coaching logs, Coaching schedules | McREL Teacher Evaluation Proficiency level increase to the Effective and Highly Effective | McREL Mid-term and summative evaluations SLO obtainment RRR             | Title 1 #3 & 5                |
| Monthly progress monitoring campus visits and instructional rounds will be provided                                    | Director Campus Instructional Coaches                                 | Title One Local Funds                                  | September 2019 - August 2019 | Sign-In Sheets, Coaching logs, Coaching schedules | McREL Teacher Evaluation Proficiency level increase to the Effective and Higgy Effective  | McREL Mid-term and summative evaluations RRR                            | Title 1 #3 & 5                |