

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2018-2019

PSJA MEMORIAL EARLY COLLEGE HIGH SCHOOL

Campus Mission Statement

All students who graduate from PSJA Memorial Early College High School will successfully continue post-secondary studies in a college, university, and/or a vocation of their choice, fully prepared with adequate knowledge, skills and experiences.

Campus Vision

“All students College Ready, Connected and Complete”

PSJA Memorial Early College High School Comprehensive Needs Assessment



Data Resources Reviewed

1. 2017-2018 STAAR Campus Summary Report
2. 2017-2018 Attendance
3. PEIMS Demographics
4. Walk-through Data
5. Parental Involvement Data
6. McRel Teacher Evaluations
7. Professional Development Plan
8. TELPAS Scores
9. Technology Inventories
10. PBMAS

PSJA Memorial Early College High School Comprehensive Needs Assessment



Sub-Group Demographics Summary

Special Education:

The following sources from PSJA Memorial ECHS were used to review the Special Education data by the Campus Improvement Committee: State of Texas Assessments of Academic Readiness (STAAR) results and Performance Based Monitoring Assessment System (PBMAS) to determine strengths and needs of our Special Education students. Coordinated with the Curriculum and Instruction Department, regular education teachers and special education teachers receive the same Professional Development training to ensure that all general education teachers are well versed in best practices that support the learning of special education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students.

Needs:

Domain I: As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- SpEd students academic achievement percentages were below state and region percentages in the all subjects category in each of the levels of mastery.
- In Reading, the achievement gap between SpEd and All students 2017-2018 is 33%.
- In Mathematics, the achievement gap between SpEd and All students 2017-2018 is 26%.
- In Science, the achievement gap between SpEd and All students 2017-2018 is 20%.
- In Social Studies, the achievement gap between SpEd and All students 2017-2018 is 29%.

Domain III: Closing the gaps (Meets only)

- In Mathematics, the academic achievement percentage in meets was at 23%, 38% points below the expected growth percentage of 61%.
- In Federal graduation rate, the expected percentage of 90% was not met with 84%.

Professional Development Needs:

The Special Education Department must work closely with teachers to provide PD in the area of co-teaching to implement the inclusion model effectively, and an understanding of accommodations and the use of supplemental aids. Co-teaching student ratio must be revisited to ensure that there are enough supports for our students.

PSJA Memorial Early College High School Comprehensive Needs Assessment



Sub-Group Demographics Summary

Special Education:

Strengths:

- Students academic achievement in History for SpEd students was at 61% in US. History, reaching the target percentage for the school year.
- SpEd student academic achievement was at 54% for Algebra I and 51% for Biology, 1-2 points above the state and region percentages.
- The 4-Year Graduate Rate for SpEd students at PSJA Memorial ECHS was 83.3%, 5.1% points above the Region, and 5.9% points above the state.
- The 5-Year Extended Graduation Rate for SpEd students at PSJA Memorial ECHS was 96.9%, 14.5% points above the Region, and 14.2% points above the state.
- The Annual Dropout Rate for ELL students at PSJA Memorial ECHS was 0%, 2.3% points below the Region and 2.6% points below the state.

PSJA Memorial Early College High School Comprehensive Needs Assessment



Sub-Group Demographic Summary Continued: English Learners (EL):

The following sources were used to review the ELs: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. A curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Needs:

Domain I:

- In academic achievement, our campus EL students were below both the state and region in all tested subjects with the exception of US History.

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

- In Reading, the achievement gap between EL and All students 2017-2018 is 25%.
- In Mathematics, the achievement gap between EL and All students 2017-2018 is 11%.
- In Science, the achievement gap between ELL and All students 2017-2018 is 20%.
- In Social Studies, the achievement gap between ELL and All students 2017-2018 is 18%

Domain III: Closing the gaps

- In ELA/Reading academic achievement, EL's expected state percentage of 29% was not attained with the campus percentage of 23%.

Professional Development Needs:

The Dual Language Department must work closely with campus and teachers to provide a refresher/update training on SIOP, ELPS and ESL strategies. Teachers will work to create LEP strategic plans in order to provide strategies for students proficiency level. All ELA teachers will be certified in ESL by the end of May 2019.

PSJA Memorial Early College High School Comprehensive Needs Assessment



Sub-Group Demographics Summary

English Language Learners (ELL):

Strengths:

- In academic achievement for U.S. History, our EL students were above both the state and region percentage in all three levels of mastery as follows:
 - Approaches 72% , 22% above state and 17% above region
 - Meets 61%, 11% above state and 7% above the region.
 - Meets 34%, 4% above state and 2 above the region.
- PSJA Memorial ECHS TELPAS Yearly Progress Indicator Increase every year by ____ from 2017-2018 starting at ____ and ending at ____ (Goal 60%) .
- The 4-Year Graduate Rate for ELL students at PSJA Memorial ECHS was 95.4%, 17.7 % points above the Region, and 19.9 % points above the state.
- The 5-Year Extended Graduation Rate for ELL students at PSJA Memorial ECHS was 96.9%, 15.4% points above the Region, and 17.1% points above the state.
- The Annual Dropout Rate for ELL students at PSJA Memorial ECHS was 0.2%, 3.6 % points below the Region and 4.1 % points below the state.

PSJA Memorial Early College High School Comprehensive Needs Assessment



Sub-Group Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

Domain I:

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

- Economically Disadvantaged students at PSJA Memorial ECHS earned a score of 71% approaches, 40% meets, and 12% Masters approaches. 4% points below the region and 1% points below the state.
- In Reading ECD students at PSJA Memorial ECHS earned a score of 59%, 10% points below state and 7% region in approaches level of mastery.
- In Reading ECD students at PSJA Memorial ECHS earned a score of 3%, 9% points below state.
- The 4-Year Graduate Rate for ECD students at PSJA Memorial ECHS was 97.3%, 7.4% points above the Region, and 10.4% points above the state.
- The 5-Year Extended Graduation Rate for ECD students at PSJA Memorial ECHS was 98.8 %, 7.3% points above the Region, and 9.8% points above the state.
- The Annual Dropout Rate for ECD Students at PSJA Memorial ECHS was 0.2%, 1.5% points below the Region and 2.2% points below the state.

PSJA Memorial Early College High School Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- The Economically Disadvantaged subgroup at PSJA Memorial ECHS earned a 89% in US History, 12% points above region and 18% points above state.
- The Economically Disadvantaged subgroup at PSJA Memorial ECHS was at 0.2%, 2.2% below state and 1.5% below the region.

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

GOAL	Area Reviewed	Summary of Strengths	Areas of Focus	Priorities
1	<p>Domain I: Student Achievement, CCMR, & Graduation Rates</p>	<p>Met Standard in</p> <ul style="list-style-type: none"> • Biology • U.S. History • Algebra I <p>Mastery 70% or Higher in Approaches</p> <ul style="list-style-type: none"> • Graduation 97.4% • Drop out rate 0.1% 	<ul style="list-style-type: none"> • Improvement required for English I and English II • 10% below 2 of our sister schools and 20% below the highest in CCMR. • Less than 60% of re-testers attained a passing score in ELA I, ELA II, and Algebra I. • All EOC subjects did not meet 60% of meets and 30% masters 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • English I • English II • Algebra I - Retesters • CCMR <p>Goal for all tested EOC: 90% or Higher in approaches in ELA I, II, Alg I and Science. 60% or higher in meets 30% mastery in Masters</p>
2	<p>Domain II: School Progress Part A -Academic growth Part B – Relative Performance</p>	<p>Met standard in Domain II (using TEA conversion tool)</p> <ul style="list-style-type: none"> • 82% ELA and Math combined • 80% Reading, grew by 14% from previous year • 83% Math grew by 12% from previous year. • 93.9 % ECD 	<ul style="list-style-type: none"> • 63% of students did not meet expected growth in Reading • 62% of students did not meet expected growth in Math 	<ul style="list-style-type: none"> • Increase expected growth to 80% in both ELA and Math.
3	<p>Domain III: Closing the Achievement Gaps</p> <p>All Students, African American, Hispanic, White, American Indian, P.I, Two or more races, ECD, Current and Former SpEd, Current and Monitored EL's, Cont & Non-Cont Enrolled.</p>	<p>Math met 6 out of the 7 indicators in student achievement. Reading met 5 of 6 indicators in growth status.</p>	<ul style="list-style-type: none"> • All students that tested in 2017-2018 at PSJA Memorial ECHS in Reading only met 29% (2 of 7 indicators) at “meets” grade level in the “closing the gap” domain (III). • 15% gap between all students and EL's • ELA did not meet target in all, Hispanic and EL's demographic groups. 	<ul style="list-style-type: none"> • Increasing student achievement for Reading for all students, EL, continuously and non-continuously (CC) enrolled populations. • Increasing growth in math with our SpEd population and CC students.

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
4	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood schools communication in both English and Spanish • Parent Liaison at campus level • IHE Partnerships • Business partnerships • Count down to Zero – dropout prevention • Parent meets for AP, TELPAS, State Assessments • Community celebrations muffins with mom, million father march, Mothers day, Fall festival, Meet the teacher, Open house • SBDM Committee involvement. 	<ul style="list-style-type: none"> • Campus parent involvement is low. • Increase number of parent volunteers. • Improve communication between parent and school. • Have more curriculum/academic meetings. 	<ul style="list-style-type: none"> • Initiate parent academic conferences at all levels
5	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. • Bring your own device district initiative • Apps for communication with parents – Class dojo, google classroom, clever, one drive, etc. • Instructional software for interventions / enrichment 	<ul style="list-style-type: none"> • Increase inventory of desktop and laptop computers for staff • Technology training for teachers 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use • Purchase of computers
6	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture • Student, parent, and faculty celebrations • Meet the wolverine parade, pep-rallies • Student and staff incentives 	<ul style="list-style-type: none"> • Increase daily attendance throughout the day • Decrease in student discipline referrals. • Increase student and teacher recognitions of achievements 	<ul style="list-style-type: none"> • Improve student retention, daily attendance, and student behavior. • Develop a system for incentives for teacher and student recognitions.
7	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McRel Evaluation Tool • Participate in Best Practice Institute • Student Advisory Council 	<ul style="list-style-type: none"> • Lack of consistent coaching and feedback for struggling teachers • Low number of teachers who can offer DC courses. 	<ul style="list-style-type: none"> • Increase new teacher / struggling teacher coaching and feedback. • Recruitment of teachers with Masters degree

PSJA MEMORIAL ECHS DEMOGRAPHICS



COLLEGE³
 READY/CONNECTED/COMPLETE.

2017-2018	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/LEP	MIGRANT	ECD	GT	CTE
Number	1,875	931	944	111	529	10	49	58	128	1554	209	1,293
Percent	100	49.7	50.3	5.9	28.2	0.5	2.6	52	6.8	82.9	11.1	69

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	1,875	1863	1	3	8	0
Percent	100	99.4%	0.1	0.2	0.4	0



PSJA MEMORIAL ECHS DEMOGRAPHICS

COLLEGE³
READY. CONNECTED. COMPLETE.

2017-2018 Accountability Summary

Domain I	Domain II	Domain III	Overall Rating
84	84	81	83



2017-2018 STAAR Performance

Domain I – Student Achievement						
	All Subjects	Reading	Mathematics	Writing	Science	Social Studies
Approaches	72%	60%	80%		77%	90%
Meets	42%	36%	49%		33%	61%
Masters	12%	3%	25%		7%	34%
2019 Goals						
Approaches	82%	75%	90%		85%	94%
Meets	52%	50%	60%		43%	70%
Masters	24%	15%	30%		12%	40%



2017-2018

Domain I – CCMR		
	2018	2019
Total Graduates	100%	100%
Total Credit CCMR	62%	75%
TSI Reading	48%	60%
TSI Math	28%	40%
AP Exam	13%	25%
Dual Credit	47%	60%
Industry Certifications	4%	15%
Associates	10%	20%
Met Non CTE Criteria	57%	70%



2017-2018 Accountability

Domain II Academic Growth

	2018	2019
Combined	72 %	85 %
ELA / Reading	70 %	85 %
Math	73 %	85 %
Relative Performance	93.9 %	99 %

PSJA MEMORIAL ECHS



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2017-2018

Domain III

	All	African American	Hispanic	White	Asian	SpED Current	Econ Disadv	Els Current & M4	SpED Former	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eval.
Reading	36	0	36	33	50	19	35	23	9	39	21		
Targets	44	32	37	60	74	19	33	29	36	46	42		
2019 Goals	50	32	50	50	60	25	50	35	15	50	30		
Math	49		49		100		49	45	29	52	32		
Targets	46	31	40	59	82	23	36	40	44	47	45		
2019 Goals	60		60		100		60	55	45	60	45		
Grad. Rate	97.4		97.4	100		84.0	97.4	95.5					
Targets	90	90	90	90	90	90	90	90	90	90	90		
2019 Goals	100		100	100		95	100	100					

PSJA MEMORIAL ECHS



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2017-2018

Domain III

	All	African American	Hispanic	White	Asian	SpED Current	Econ Disadv	Els Current & M4	SpED Former	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eval.
TELPAS								48					
Targets								42					
2019 Goals								60					
CCMR	61		61	100		15	59	48	100	64	43		
Targets	47	31	41	58	76	27	39	30	43	50	31		
2019 Goals	70		75	100		30	70	60	100	75	60		

2018-2019 Campus Goals

- Focus Area 1- Domain I: Student Achievement, CCMR, Graduation Rate
- Focus Area 2-Domain II: School Progress, Academic Growth, Relative Performance
- Focus Area 3-Domain III: Closing the Achievement Gap
- Focus Area 4-Prepare all students for postsecondary education
- Focus Area 5-Family and Community Involvement
- Focus Area 6 - Technology
- Focus Area 7-School Culture and Climate
- Focus Area 8 -Staff Quality, Recruitment, and Retention

District Goal 1: Improve Student Academic Achievement

Objective 1: 100% of teachers at memorial ECHS will utilize a curriculum that is focused and aligned to TEKS/STAAR End Of Course for the 2018-2019 school year.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Implement the state and district Core curriculum as outlined by the district curriculum team for all subjects.	Principal, Assistant Principal, Teachers, and Instructional Coach.	Local Funds, Title 1 Funds, State Adopted Textbooks,	September 2018 –August 2019	Completed Curriculum Documents, Lesson Plans	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments.
Provide resources and professional development training for the use of: Spring Board English Curriculum, APEX, State Adopted Textbook, Criterion, and other supplemental resources to ensure intentional and focused delivery of instruction in ELA.	Principals, Assistant Principals, IC, and Department Heads	Local Funds, Title 1 Funds, State Adopted Textbooks, District Written Curriculum, Spring Board, general supplies and resources	September 2018 –August 2019	Lesson Plans, Walk-through documentation, McRel Observations	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS.
Provide resources and professional development training on the Implementation of ALEKS stand alone web-based intervention program to enhance student learning in math.	Principals, Assistant Principals, IC, and Department Heads	McGraw Hill Yearly Subscription Computers	September 2018 –August 2019	Training attendance sign-ins Software program teacher and student login hours	Software data reports, Planning sharing conversations, Local and State assessment scores	Mini assessments, CBAs, BMs, STAAR,
Monitor the implementation of the curriculum, delivery of instruction, district initiatives, and all program in each classroom.	Principals, Assistant Principals, IC, and Department Heads	Walk-through forms	September 2018 –August 2019	Lesson Plans, Walk-through documentation, McRel Observations	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR,

District Goal 1: Improve Student Academic Achievement

Objective 1: 100% of teachers at memorial ECHS will utilize a curriculum that is focused and aligned to TEKS/STAAR End Of Course for the 2018-2019 school year.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide Extended Day Instruction through hands on activities for students who are at risk of failing, to increase and provide mastery of STAAR concepts: <ul style="list-style-type: none"> • Before/During/After School Tutoring • Saturday Tutoring • Optional Extended Year Summer School and Enrichment Campus 	Principal, Assistant Principal, Teachers, and Instructional Coach, Dean of Instruction	Local Funds, Title 1 Funds, High School Allotment funds General supplies Technology supplies	September 2018 –August 2019	Lesson Plans, Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,
Implementation of best practice instructional strategies/activities to enhance student learning: <ul style="list-style-type: none"> • CIF strategies • Kagan strategies • Cornell note taking • Composition portfolios • Foldables • Use of rubrics • Marzano’s high yield strategies • Interactive notebooks • PBL • Graphic organizers • SIOP 	Principal, Assistant Principal, Teachers, and Instructional Coach, Dean of Instruction	Local Funds, Title 1 Funds, High School Allotment funds General supplies Technology supplies	September 2018 –August 2019	Lesson Plans, Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,

District Goal 1: Improve Student Academic Achievement

Objective 2: During the 2018-2019 school year, 100 % of formative and summative assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Principal. Asst. Principals Teachers Instructional Coach	Local Funds, Title 1 Funds	September 2018 – August 2019	Completed Formative and Summative Assessments	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principal. Asst. Principals Department Heads	Local Funds, Title 1 Funds	October 2018 November 2018 December 2018 January 2019 February 2019	Agendas Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,
Data Rooms will be available at campus for data analysis and monitoring of student progress.	Principals Asst. Principals Teachers CLL and CLFs	Local Funds, Title 1 Funds Technology equipment and supplies General supplies	September 2018 – August 2019	Walk-throughs	Benchmark scores and student achievement gains	CBAs, BMs, STAAR, TELPAS
Professional Development Training will be held to analyze and interpret data then utilized to make instructional decisions and set goals.	Principal, Assistant Principals, Teachers, Department Heads CLL and CLF's	Local Funds, Title 1 Funds, Irma Duran Technology equipment and supplies General supplies	October 2018 November 2018 December 2018 January 2019 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,,

District Goal 1: Improve Student Academic Achievement

Objective 2: 100% of district Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Campus will implement the district Curriculum Based Assessments (CBAs) and District-level Benchmarks aligned to the curriculum, for each of the EOC courses	Campus Testing Coordinator, Assistant Principals	Local Funds, Title 1 Funds #8	September 2018 – August 2019	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR,
Campus will monitor the progress of subpopulation of students immediately following each CBA and BMI: <ul style="list-style-type: none"> migrant EL SpEd EcoDis 	Principal, Assistant Principals, SpEd Teachers, Migrant Teacher	Local Funds, Title 1 Funds #2, 4, 8	October 2018 November 2018 December 2018 January 2019 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS

District Goal 1: Improve Student Academic Achievement

Objective 3: 100% of campus subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/EL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc.</p>	<p>Migrant Director, Special Ed Director, Dual Language and ESL Director, Principals, Teachers, Dept. Heads, Assistant Principals</p>	<p>Migrant Funds, Special Ed Funds, Title I Funds #2,8 Title III Funds</p>	<p>September 2018 – August 2019</p>	<p>Teacher data binders</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>
<p>Create individual student profiles (binders) to help measure student achievement and track their academic growth.</p>	<p>Principal, APs, CLL and CLF Teachers</p>	<p>Local funds Title I funds #2</p>	<p>September 2018 – August 2019</p>	<p>Profile tracking sheets</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>
<p>Ensure that all EL students develop academic skills and vocabulary to increase language acquisition by implementing:</p> <ul style="list-style-type: none"> • TELPAS Action Plans • CLC's • CIF Strategies • SIOP strategies • Word Walls • Wolverine time reading and writing activities 	<p>Principal, APs, CLL and CLF's, Teachers</p>	<p>Title I #2 Title III Funds, Training from District Coordinators, Dual Language/ESL Director,</p>	<p>September 2018 – August 2019</p>	<p>Plans created, Sign-ins trainings forms Walk throughs, Observations</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>

District Goal 1: Improve Student Academic Achievement

Objective 3: 100% of Campus subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Ensure that all migrant students receive support from the Migrant staff.	Principals, APs, Migrant Teacher, Teachers	Migrant Funds 212 Title #2	September 2018 – August 2019	Classwork from Migrant Teacher, Lesson Plans from Migrant Teacher	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS
Provide resources to implement interventions, tutorials, and pull-out programs for at-risk/re-tester students to meet their specific academic needs.	Principal, APs, Teachers Inst. Coach	Title 1 - #2,8 Local funds General supplies Technology equipment and supplies	September 2018 – August 2019	Lesson Plans, Report Cards, Walk Throughs, Observations	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS
Ensure that all Economically Disadvantaged students are provided with supplies and instruction to develop academic vocabulary and skills.	Principal, APs, Teachers	Title 1 - #2,8 Title III Funds General supplies Technology equipment and supplies	September 2018 – August 2019	Lesson Plans, Report Cards, walk Throughs, Observations	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS

District Goal 1: Improve Student Academic Achievement .

Objective 3: 100% of all subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
All teachers will be required to follow the modifications and/or accommodations for the special education students in their classroom.	Principals, APS, Teachers SpEd Co-teachers	Title I - #1,2, Special Ed funds	September 2018 – August 2019	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Meets and Masters.	Principals, Aps, Teachers	Local Funds Title 1 Funds #2,8 State Comp Title III Sp. Ed Funds DMAC	October 2018 November 2018 January 2010 February 2019	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps DMAC Reports	CBAs, BMs, STAAR, TELPAS
Ensure that Sped Ed students receive in class support from classroom teacher and co-teacher/paraprofessional.	Principals, Assistant Principal/Testing Coordinator, Teachers	Title 1- #1,2 Special Ed 224	September 2018 – August 2019	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS
Provide Lead4ward training for all principals, assistant principals, and deans on data analysis	Assistant Superintendent for C&I	Title 1 Funds	September 2018 – August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS

District Goal 1: Improve Student Academic Achievement

Objective 3: 100% of all subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide pull-out academies instruction for Sped Ed students who are at risk of failing or fail in the appropriate quintiles.	APs, Sped Ed Teachers Teachers	Local funds, Sped Ed funds General supplies Technology equipment and supplies	September 2018 – August 2019	Lesson Plans Tutorial Sign-in sheets	Benchmark scores, student achievement gains, closing achievement gaps, DMAC Reports	CBAs, BMs, STAAR, TELPAS
Academic afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Principals, Deans, Instructional Coaches	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224 General supplies Technology equipment and supplies	September 2018 – August 2019	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Campus Principals, Deans, Instructional Coaches	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2018 November 2018 January 2019 February 2019	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS

District Goal 1: Improve Student Academic Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Administrators and teachers will be trained on the Texas STAAR A-F Accountability and will understand how they are calculated.	Principal, Assist. Principals, Department heads, Inst. Coach	Local Funds 199 Title 1 #4	September 2018 –August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS
Administrators and teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5	Asst Supt for C&I, C&I Administrators, District Content Coordinators	Local Funds 199 Title 1 #4	September 2018 –August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS
Collaborative Learning Communities [CLCs] will be scheduled weekly for unpacking the TEKS and lesson plan collaboration	Campus Principals, and Deans	Title 1 211, Local Funds 199 Title 1 #4	September 2018 –August 2019	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS
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	Principal, Assist. Principals, Teachers, Inst. Coach	Title 1 211, Local Funds 199 Title 1 #4	September 2018 –August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS

District Goal 1: Improve Student Academic Achievement

Objective 4: 100 % of district stakeholders will be provided with Professional development specific to the state assessed curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Instructional Coaches	Title 1 211, Local Funds 199 Title 1 - #4	September 2018 –August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBA's, BMs, STAAR, TELPAS
RtI training will be provided for all staff members to address the needs of all students.	RtI District Coordinator	Title 1 211 Title 1 - #4	September 2018 –August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBA's, BMs, STAAR, TELPAS
Teachers will create LEP strategic plans for all their EL's to target instruct, and ELPs training will be provided for all staff members to serve the needs of our EL students.	Dual Language/ESL Director ESL Coordinator CLL / CLF's	Title III 263 Title 1 - #4	September 2018 –August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBA's, BMs, STAAR, TELPAS
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director	Special Ed 224 Title 1 - #4	September 2018 –August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBA's, BMs, STAAR, TELPAS

District Goal 2 Improve School Progress in Reading and Math

Objective 1: 100% of all Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies	Principal, Assist. Principals, Teachers, District ELA Content Coordinators, Inst. Coach	Title 1 211, Title 1-# 2,8,9 Local Funds 199	September 2018 –August 2019	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Principal, Assist. Principals, Teachers, District ELA Content Coordinators, Inst. Coach	Title 1 211, Title 1-# 2,8,9 Local Funds 199	September 2018 –August 2019	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS
Writing Rubrics will be developed and incorporated into lessons for all subjects.	Principal, Assist. Principals, Teachers, District ELA Content Coordinators, Inst. Coach	Title 1 211, Title 1-# 2,8,9 Local Funds 199	September 2018 –August 2019	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS

District Goal 2 Improve School Progress in Reading and Math

Objective 1: 100% of all Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principal, Assist. Principals, Teachers, District ELA Content Coordinators, Inst. Coach	Title 1 211, Title 1-# 2,8,9 Local Funds 199	September 2018 –August 2019	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS
Students will use the enrichment period (Wolverine time) to build on their literacy skills. Mondays and Wednesdays SSR with AR and Tues and Thurs for Character building writing lessons.	Principal, Assist. Principals, Teachers, District ELA Content Coordinators, Inst. Coach	Title 1 211, Title 1-# 2,8,9 Local Funds 199	September 2018 –August 2019	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS

District Goal 2 Improve Student Progress in Reading and Math

Objective 1: 100% of all Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
A minimum of 2 compositions per six weeks will be required at each grade level	Principals, Deans, Assist. Principals, Teachers, District Content Coordinators, Inst. Coach	Title 1 211, Local Funds 199 Title 1 - #2, 8, 9	September 2018 – August 2019	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BM's, STAAR	CBAs, BM's, STAAR, TELPAS
STAAR Literature questions will be written for each literary piece/all genres	Principals, Deans, Assist. Principals, Teachers, District Content Coordinators, Inst. Coach	Title 1 211, Local Funds 199 Title 1 - #2, 8, 9	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, BM's, STAAR	CBAs, BM's, STAAR, TELPAS
One aligned CBAs and two district Benchmarks will be administered district-wide	Principals, Deans, Assist. Principals, Teachers, District Content Coordinators, Inst. Coach	Title 1 211, Local Funds 199 Title 1 - #2, 8, 9	September 2018 – August 2019	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BM's, STAAR	CBAs, BM's, STAAR, TELPAS
Data will be used to inform tutorial lessons and to identify spiraled skills. Also to identify students in need of extended learning opportunities.	Principals, Deans, Assist. Principals, Teachers, District Content Coordinators, Inst. Coach	Title 1 211, Local Funds 199 Title 1 - #2, 8, 9	September 2018 – August 2019	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BM's, STAAR	CBAs, BM's, STAAR, TELPAS

District Goal 2 Improve Student Progress in Reading and Math

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Mathematics curriculum will be developed for K-12 using CIF strategies	District Content Coordinators, Principals, Deans, APs, Teachers, Instructional Coaches	Title 1 211, Local Funds 199 Title 1 - #2, 8, 9	September 2018 – August 2019	Walk-throughs and curriculum documents for Math, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	District Content Coordinators, Principals, Deans, APs, Teachers, Instructional Coaches	Title 1 211, Local Funds 199 Title 1 - #2, 8, 9	September 2018 – August 2019	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS
Teachers will receive training on unpacking the math TEKS, analyzing data	District Content Coordinators, Principals, Deans, APs, Teachers, Instructional Coaches	Title 1 211, Local Funds 199 Title 1 - #2, 8, 9	September 2018 – August 2019	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS
One aligned CBAs and two district Benchmarks will be administered district-wide	District Content Coordinators, Principals, Deans, APs, Teachers, Instructional Coaches	Title 1 211, Local Funds 199 Title 1 - #2, 8, 9	September 2018 – August 2019	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS
Data will be used to inform tutorial lessons and to identify spiraled skills. Also to identify students in need of extended learning opportunities.	District Content Coordinators, Principals, Deans, APs, Teachers, Instructional Coaches	Title 1 211, Local Funds 199 Title 1 - #2, 8, 9	September 2018 – August 2019	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS

District Goal 2 Improve Student Progress in Reading and Math

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199 Title 1 - #2, 9	September 2018 –August 2019	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS
Exit tickets will be developed aligned to the skill of the day	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199 Title 1 - #2, 9	September 2018 –August 2019	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS
Provide ALEKS stand alone training and implement software for all re-tester students.	Principals, Deans, Instructional Coaches, Teachers	Title 1 Funds	September 2018 –August 2019	Agendas and Sign-in Sheets ALEKS Program Student achievement and progress reports.	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS

District Goal 3: Close the student achievement gap among all populations.						
Objective 1: Decrease the student achievement gap among all subgroups						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Graphic Organizers •iStation •Lexia •Think through Math •TPRI/Tejas LEE Strategies 	Principal, Assist. Principals, Dean, District Content Coordinators, Inst. Coach	Title 1 211, Local Funds 199 Title III 263, Special Ed 224 Title 1 - #2	September 2018 – August 2019	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Monitor the progress of all students including special population students, i.e. special ed, EL, migrant, 504, dyslexia, etc. through district formative assessments.	Principals, Deans, APs, Bilingual Director, Instructional Coach, District Content Coordinators	Title 1 211, Local Funds 199 Special Ed 224 Title 1 - #2, 9	September 2018 –August 2019	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS
Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principals, Deans, Special Ed Director, Instructional Coaches, District Content Coordinators	Title 1 211, Local Funds 199 Special Ed 224 Title 1 - #2, 9	September 2018 –August 2019	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS
Monitor implementation of ELPS strategies to accelerate the progress of ELs.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Title III 224 Title 1 - #2, 9	September 2018 –August 2019	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS
Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principals, Deans, Bilingual Director, Instructional Coach, counselors, District Content Coordinators	Title 1 211, Local Funds 199 Title III 224 Special Ed 224 Title 1 - #2, 9	September 2018 –August 2019	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Review 504 students' performance and progress and provide accommodations and interventions.	Assistant Superintendent for C&I, District Content Coordinators, 504 District Coordinator	Title 1 211, Local Funds 199 Title 1 - #2, 9	September 2018 –August 2019	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAS, BMs, STAAR, TELPAS
Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal, Dean, District Dyslexia Coordinator, Instructional Coach, District Level Administrator	Title 1 211, Local Funds 199 Title 1 - #2, 9	September 2018 –August 2019	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAS, BMs, STAAR, TELPAS
Provide extended learning and credit recovery opportunities for students not mastering the curriculum through summer school, credit recovery, Saturday academies, tutorials, and enrichment period.	Principals, APs, Counselors	SCE Title 1 - #2, 9	September 2018 –August 2019	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAS, BMs, STAAR, TELPAS, Graduation rates
Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Assistant Superintendent of C&I, District Level Administrators	Title 1 211, Local Funds 199 Title 1 - #2, 9	September 2018 –August 2019	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAS, BMs, STAAR, TELPAS

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Revise all curriculum documents for HB5 STAAR courses.	Assistant Superintendent for C&I	Local Funds, Title 1 Funds Title 1- #2, 4	September 2018 – August 2019	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS
Provide training for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Assistant Supt for C&I	Local Funds, Title 1 Funds Title 1- # 4	September 2018 – August 2019	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Assistant Supt for C&I	Local Funds, Title 1 Funds Title 1- # 4	September 2018 – August 2019	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS
One aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators	Local Funds, Title 1 Funds Title 1- # 8	September 2018 – August 2019	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Attend trained on the Texas STAAR A-F Accountability and will understand how the they are calculated.	Principal, Assist. Principals, Teachers	Local Funds 199 Title 1 - #4	September 2018 – August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups Meets and Masters on the STAAR assessment.	Principal, Assist. Principals, Teachers	Local Funds, Title 1 Funds Title 1 - #2,4,8	September 2018 – August 2019	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS
Campus Performance Review sessions (CPRS) will be held following each district level CBA or Benchmark for in-depth analysis of the data.	Principal, Assist. Principals, Teachers	Local Funds, Title 1 Funds Title 1 - #2,4,8	September 2018 – August 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS
Provide opportunities for Gifted and Talented Students to accelerate in areas of strength and opportunities to earn high school credits	Principal , APs, IC, Teachers, and Counselors	Local Funds, Title 1 Funds Title 1 - #2,4,8	September 2018 – August 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to Meets and Masters on the STAAR assessment.	Principal, Assist, principals, Dean	Local Funds, Title I Funds/ SCE Title 1 - #2,4,8	September 2018 – August 2019	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS

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 and receive their Associates degree or certificate of completion before high school graduation

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide comprehensive advisement for students.	College Readiness, College Advisors, Transitional Specialists, CTE Dept.	High School Allotment funds	September 2018 – August 2019	Degree Plans, advisement, sequence of course, STC Degree Works	Number of students who receive AS degrees, number of students who complete core, certificates of completion	Number of students who have followed a career pathway.
Provide academic support services to increase retention	College Readiness Principal, Partner IHE College Transition Specialists	High School Allotment funds	September 2018 – August 2019	Student sign-in sheets, Center for Learning Excellent log in	An increase in the number of student retained in college courses	Number of students who successfully complete their college courses.
Provide opportunities for all students to participate in AP/DC program and/or Dual Enrollment/Concurrent Enrollment courses.	College Readiness Principal, Partner IHE College Transition Specialists	High School Allotment funds	September 2018 – August 2019	Student sign-in sheets, Center for Learning Excellent log in	An increase in the number of student retained in college courses	Number of students who successfully complete their college courses.
Offer classes/courses for certifications	Principal, Partner IHE College Transition Specialists	High School Allotment funds	September 2018 – August 2019	Student sign-in sheets,	An increase in the number of student acquiring certifications	Number of students who successfully complete their college courses.

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

Objective 3: Increase the number of student who successfully pass the Texas Success Initiative (TSI) College Readiness assessment.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide TSI tutorial sessions that prepare students to pass the assessment	College Readiness Principal Assigned TSI Teacher		September 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.
Provide TSI Summer Bridge Program for preparation of students who have not mastered TSI assessment	College Readiness, Principal, Assigned TSI Teacher		September 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.
Provide non-credit bearing course for preparation of students to pass	College Readiness, Principal, IHE	Local funds	September 2018 – August 2019	Class rosters	An increase in the number of students who pass the assessment	The number of students who successfully complete the course

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Assist students with all college transition processes	College Transition Specialists Financial Aid Officers IHES College Advisors	High School Allotment funds	September 2018 – August 2019	FAFSA applications, College Applications	The increase in number of students who complete all college-related documents	The number of students who enroll in college.
Provide registration support through the College Transition Specialists	College Transition Specialists PSJA College Advisors Financial Aid Officers	High School Allotment funds	September 2018 – August 2019	Advisement Forms, Registration schedule, payment receipt, College Orientation sign in sheet	The number of students who successfully register to attend college	The number of students who register in a college.

District Goal 5: Family and Community Involvement

Objective 1: Increase and promote a strong partnership with parents.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Host at least 2 major events per year	Administrators, Counselors, Parent Educators	Local Funds, Title I Funds Title I- #6, #10	September 2018 – August 2019	Sign-in Sheets	Parent Surveys	
Conduct a graduation requirements seminar for all high school parents	Administrators, Counselors, Parent Educators	Local Funds, Title I Funds Title I- #6, #10	September 2018 – August 2019	Sign-in Sheets, Registration forms	Parent Surveys	
Develop a Parental Calendar to disseminate information such as: <ul style="list-style-type: none"> • State and Federal Accountability Reports • University Financial Aid Information • Income Tax information sessions • Title-I Compliance Meetings • Parent Volunteer Committee 	Administrators, Counselors, Parent Educators, Financial Aid Officers	Local Funds, Title I Funds Title I- #6, #10	September 2018 – August 2019	Parent Notices Sign-in Sheet Teacher-Parent Contact Log	Parent Surveys	Analysis of number of parents attending meetings compared to prior year
Network with local agencies to provide family support: <ul style="list-style-type: none"> • Human Resource Workforce Solutions • <i>Mujeres Unidas</i>, MHMR, CHIPS County /City Officials 	Administrators, Counselors, Parent Educators,	Local Funds, Title I Funds Title I- #6, #10	September 2018 – August 2019	Parent Notices Sign-in Sheet	Parent Surveys	

District Goal 5: Family and Community Involvement

Objective 1: Increase and promote a strong partnership with parents.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Conduct a Parent Survey to obtain parent perception of campus parent meetings, NCLB, Bilingual Programs, Federal and State accountability, and instructional programs.	Administrators, Counselors, Parent Educators	Local Funds, Title I Funds Title I- #6, #10	September 2018 –August 2019	Sign-in Sheets	Parent Surveys	
Conduct Parent Meetings to promote collaboration between home/school with a focus on topics such as: <ul style="list-style-type: none"> • Attendance/Ttruancy • Accountability Systems • TELPAS • TSI • Academic Responsibilities • Campus Goals • DC/AP courses • Presentations on Special Populations <ul style="list-style-type: none"> At-Risk Migrant ELL Special Education 	Administrators, Counselors, Parent Educators	Local Funds, Title I Funds Title I- #6, #10	September 2018 –August 2019	Sign-in Sheets, Registration forms	Parent Surveys	

District Goal 5: Family and Community Involvement

Objective 2: Provide opportunities for parents to assist students in preparing for assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Parent meetings geared toward knowledge of standardized testing – STAAR EOC Assessments	Administrators Counselors Parent Educator	Local Funds, Title I Funds Title I- #4, #6	September 2018 –August 2019	Sign-in Sheets Telephone Logs	Parent Surveys	
Conduct parent session on: <ul style="list-style-type: none"> • literacy development • test taking strategies • tutorial academies 	Administrators Counselors Parent Educator	Title I Funds Title I- #2, #9	September 2018 –August 2019	Sign-in Sheets Telephone Logs	Benchmark Scores CBA	STAAR/EOC, TELPAS Benchmark tests

District Goal 5: Family and Community Involvement

Objective 3: Provide opportunities for students to participate in community service projects

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Modify adult volunteer services program to include students @ all level	Parental Liaison,	Local Funds, Title I Funds Title I- #9	September 2018 –August 2019	Volunteer sign-in card	Tally of Volunteer hours	
Partner National Honors Society Programs to engage students in community service projects	Teachers Parent Educators	Local Funds, Title I Funds Title I- #9	September 2018 – August 2019	Registration forms, Projects Participation Forms	Tally of volunteer hours On a monthly basis	
Provide a IHE Partnership and partner with colleges, universities, and businesses for student job shadowing experiences		Local Funds, Title I Funds Title I- #9	September 2018 – August 2019	Registration forms Participation forms	Sign-in logs Time sheets	

District Goal 6: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration Academy. These academies will be planned for each of the core content areas as well as key electives</p>	<p>Technology Director Instructional Technology Coordinator</p>	<p>Instructional Technology Staff and various state, federal, and local budgets Title 1- #3, 4</p>	<p>September 2018 – August 2019</p>	<p>Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase number of students using technology</p>	<p>Increased student scores.</p>	<p>Budget reviews and monthly campus visits</p>
<p>Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.</p>	<p>Principal APs Campus Instructional Technologists</p>	<p>Software, hardware, and professional development Title 1- #3, 4</p>	<p>September 2018 – August 2019</p>	<p>Increased technology training session being held at the campus. Increase number of participants in campus based technology sessions (sign in sheets).</p>	<p>Increased student scores. More technology projects in core classes.</p>	<p>Instructional Technology Department reviews.</p>
<p>Provide technology resource (online GradePoint Software) to facilitate credit recovery for all students.</p>	<p>Instructional Technology Coordinator Counselors</p>	<p>Credit Recovery Software, adequate bandwidth, and adequate hardware Title 1- #3, 4</p>	<p>September 2018 – August 2019</p>	<p>Reports</p>	<p>Improved scores</p>	<p>Participation and scores</p>

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>The Technology Department and the campus Librarian will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.</p>	<p>Instructional Technology Coordinator Library Coordinator Technology Integration Specialist</p>	<p>Accelerated Reader Software, adequate bandwidth, and adequate hardware</p>	<p>September 2018 – August 2019</p>	<p>AR reports from schools</p>	<p>Improved scores in reading</p>	<p>Increase in the participation and scores on the AR program</p>
<p>The Technology Department and the campus librarian will providetraining for the delivery of online library/research resources (Destiny Online)so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.</p>	<p>Instructional Technology Coordinator Library Coordinator Technology Integration Specialist</p>	<p>Destiny Software, adequate bandwidth, and adequate hardware</p>	<p>September 2018 – August 2019</p>	<p>usage reports from the Destiny system.</p>	<p>Increase in the number of students using the Destiny system.</p>	<p>Review of Destiny Reports</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	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Update and create courses for Technology Applications at the high school level.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum coordinators Technology Applications Review committee for (HS) Area Administrators District Technology	Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.	September 2018 – August 2019	Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the district course offerings and alignment with state course requirements.
Develop units of practice aligned with the core content curriculum.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer	Core content curriculum resources. Learning.com	September 2018 – August 2019	Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.	Increased scores on technology benchmarks and state tests.	Instructional Technology department campus visits and observations.

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	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Expand distance learning efforts to enhance classroom instruction. The district will join the Region One Distance Learning (Video Conferencing) Consortium.	Instructional Technology Coordinator, Technology Integration Specialist, Core content area coordinators	Video conferencing equipment, online curriculum resources	September 2018 – August 2019	Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events.	Increased student enrollment and completion of online classes.	
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist		September 2018 – August 2019	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for campus computer labs which are using computer assisted instruction. Increase in student achievement	Increase in student achievement	

District Goal 6: Technology

Objective 4: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Provide internet instruction to all teachers and students. The district will use Atomic Learning. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.</p>	<p>Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator</p>	<p>Atomic Learning, and other online resources.</p>	<p>September 2018 – August 2019</p>	<p>online campus and classroom web sites</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>	

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

Objective 1: Discipline protocols will be applied consistently and fairly throughout the campus.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Train all staff on student referral protocols, de-escalation and restorative practices	Principal Asst. Principals Counselors	Local Funds Title 1--#10	September 2018 --August 2019	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis
Train Faculty and Staff on student sexual abuse and neglect, bullying, suicide, violence and drug prevention.	Principal Asst. Principals Counselors	Local Funds Title 1--#10	September 2018 --August 2019	Sign-in Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis
Improve discipline, increase attendance and academic achievement through: <ul style="list-style-type: none"> Acknowledging appropriate behavior Distribution of Student Code of Conduct booklet to students and parents and collecting acknowledgement forms 	Principal Asst. Principals Counselors	Local Funds Title 1--#10	September 2018 --August 2019	Sign-in Sheets, Code of Conduct forms,	Decrease in discipline referrals, ISS, OSS	Side by side data analysis
Implementation of tardy sweeps twice a day.	Principal Asst. Principals Counselors	Local Funds Title 1--#10	September 2018 --August 2019	Tardy Slips Tardy calculation Excel Sheet	Decrease in discipline referrals, ISS, OSS	Side by side data analysis

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

Objective 2: Provide a positive, motivating learning environment for all students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Implement and monitor a plan for year-round activities to include the following for 9th thru 12th grade:</p> <ul style="list-style-type: none"> • Red Ribbon Parade • Career Day • Classroom Presentations • Motivational Speakers • College/Scholarship Applications • College/University Fieldtrips • Military Personnel Recruiters • Financial Aid Night • Awards Assembly • Lessons on character 	<p>Counselor Teachers Administrators</p>	<p>Local Funds Title 1 - #10</p>	<p>September 2018 – August 2019</p>	<p>Observations by all staff</p>	<p>Decrease in number of discipline referrals</p>	<p>Data analysis</p>

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

Objective 3: Provide a school environment that promotes wellness for its students in a variety of areas that will yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide individual student needs medical, dental, vision and hearing services. Coordinate with social services agencies and provide referral for services	-Director of Health Services -Nursing Staff	-SCE and T1, School based clinic NCVI, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	September 2018 --August 2019	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	
Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.	-Director of Health Services -Nursing Staff	-School based clinics -Local health care providers -Local hospitals	September 2018 --August 2019	Live monitoring of uninsured students with dashboards by individual campus and student	Decrease percentage of student without a medical home	Side by side data analysis	Title 1--#10
Provide a school environment free of drugs and violence. Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.	-Director of Health Services -Nursing Staff	-Texas Tropical Behavioral Centers -Police Departments	September 2018 --August 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

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

Objective 3: Provide a school environment that promotes wellness for its students in a variety of areas that will yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide support services including deterrent of bullying/emotional abuse, suicide risk.</p> <p>Action Steps: -Continued use of the bullying/suicide App</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Behavioral Centers -PSJA LPC</p>	<p>September 2018 –August 2019</p>	<p>Drills run yearly throughout district</p>	<p>Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1–#10</p>
<p>Increase the safety of all students and staff</p> <p>Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Emergency medical services from Pharr, San Juan and Alamo</p>	<p>September 2018 –August 2019</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1–#10</p>
<p>Promote the development of each student as a whole person.</p> <p>-Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Athletic Department -LPC</p>	<p>September 2018 –August 2019</p>	<p>Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.</p>	<p>Clinic Visits</p>	<p>Side by side data analysis</p>	<p>Title 1–#10</p>

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

Objective 3: Provide a school environment that promotes wellness for its students in a variety of areas that will yield increased attendance and higher academic achievement.

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Pupil Accounting Director, Principal, Aps, Teachers Counselors	Local Funds Title 1--#10	September 2018 – August 2019	-Pre-registration campaign -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data -School Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports
Dissemination of Attendance/Non-attendance guidelines and compliance.	Administration	Local Funds Title 1--#10	September 2018 – August 2019	Correspondence, Emails, TEA letter, PEIMS data	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.
Ensure implementation of Dropout Prevention Strategies and: <ul style="list-style-type: none"> Monitor grades/transcripts to make sure students graduate on time Schedule time for students to recover lost credits 	Administration Counselors	Local Funds Title 1--#10	September 2018 – August 2019	Correspondence, Emails, Campus Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Monitor student attendance and utilize contact system for staff to maintain constant communication with parents about student attendance and parental involvement meetings	Administration Liaison Attendance Committee	Local Funds Title 1--#10	September 2018 – August 2019	Correspondence, Emails, TEA letter,	eSchool Cognos Reports PEIMS /attendance reports	Texas Academic Report Card PBM District improvement Accountability
Monitor student attendance and tardies daily to ensure students make-up time through the Attendance Recovery Program and/or court for truancy.	Administration Liaison Attendance Committee	Local Funds Title 1--#10	September 2018 – August 2019		Attendance Reports	Increased attendance Decrease number of referrals
Provide consistent student support and guidance through campus personnel to ensure student academic success.	Principal Aps Teachers Counselors	Local Funds Title 1--#10	September 2018 – August 2019	Teacher/student rapport	Increase in student achieve through EOC Improvement in student behavior	Data analysis

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

Objective 5: Provide training for all staff on creating a safe school culture and climate.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Conducting security/safety audits of campuses	Administration Security Department	Local Funds Title 1--#10	September 2018 – August 2019	Security Audits	Decrease in security incidents	Side by side data analysis
Training all security staff on proper confrontational management techniques	Security Director	Local Funds Title 1--#10	September 2018 – August 2019	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis
Provide training for all school staff on how to handle themselves during crisis situation: <ul style="list-style-type: none"> • Fire drills • Lockdown • Bomb threats • Crisis drills 	Administration Security Department	Local Funds Title 1--#10	September 2018 – August 2019	Practice drills	School prepared for emergency situations	Side by side data analysis
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds Title 1--#10	September 2018 – August 2019	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<ul style="list-style-type: none"> Competitive Salaries for Teachers, and all District staff Competitive Stipends for Masters and/or certifications that support district initiatives 	HR, Business office	Funds for salaries and stipends Title 1 -#5	September 2018 – August 2019	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery 	Staff Retention reports
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified A passion for students, and commitment to excellence	Principals APs	Staffing needs projections Title 1 -#5	September 2018 – August 2019	<ul style="list-style-type: none"> Staff hired High teacher retention rate 	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs
Hire University Student Interns that have demonstrated excellence in the classroom	Principals APs	UTRGV, Texas A&M Kingsville Title 1 -#5	September 2018 – August 2019	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds Title I - #3, 4, 5	September 2018 – August 2019	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBA's, BMs, STAAR, TELPAS
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds Title I - #3, 4, 5	September 2018 – August 2019	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBA's, BMs, STAAR, TELPAS
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Principal Aps Instructional Coach	Local funds Title I - #3, 4, 5	September 2018 – August 2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McRel Observations Walk-throughs
On-going professional development: <ul style="list-style-type: none"> Sexual harassment Classroom management McRI Evaluation Tool 	Principal APs	Local funds	September 2018 – August 2019	Sign-In Sheets	student achievement	student achievement

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Campus Mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT Title 1 - #3, 4	September 2018 – August 2019	Mentor Logs	Increase in teacher satisfaction and moral improvement in student performance	McREL Evaluation Student Academic Performance Rigor/Relevance Rubric
Implement an effective instructional coaching system with on-going professional development	Director Campus Principals	Title: 1 - #3, 4 Local Funds	September 2018 – August 2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR
Monthly professional development meetings for instructional coaches	Director External Coaches	Title One Local Funds	September 2018 – August 2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One Local Funds	September 2018 – August 2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR