

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Audie Murphy Middle School
Campus Improvement Plan
2018 - 2019**

Board Approved:

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Mission Statement



The mission of Audie Murphy Middle School is to provide a safe, supportive, and healthy environment that meets the educational, social, emotional, and physical needs of all students. By providing quality instruction, students will explore excellence pathways in preparation for a college and career ready future. We believe that all students are valued individuals that can learn and become responsible and productive members of society.

All stakeholders have a shared responsibility
to fulfill this mission.

Motto: Paving the Way to a College and Career Ready Future.

GUIDING PRINCIPLES



What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

Title I, Part A

Schoolwide Components:

1. **Comprehensive Needs Assessment:** A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. **Schoolwide Reform Strategies:** School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. **Instruction by highly qualified teachers:** All teachers of core academic subjects and instructional paraprofessionals in a school wide program school meet qualifications required to be highly qualified.
4. **High Quality Professional Development:** In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. **Strategies to attract high-quality teachers to high-need schools:** The school wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Title I, Part A
Schoolwide Components:

6. **Strategies to Increase Parent Involvement:** Strategies to increase parental involvement in accordance with section 1118, such as family literacy services. Strategies must be developed that increase parent involvement.
7. **Transition:** Plans for elementary students in the transition to middle school.
8. **Teachers Included in Decisions Regarding Assessments:** Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. **Effective and Timely Assistance to Students Experiencing Difficulty:** Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. **Coordination and Integration:** Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2017-18 STAAR District Summary Report
2. 2017-18 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McRel Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories
12. PBMAS
13. DMAC
14. District/Campus Local Testing Results
15. Texas Education Agency Reports

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from across the district were used to review the Special Education data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our 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. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

Domain III

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

- In Reading, the achievement gap between SpEd Current and the expected target for 2017-2018 is 19%.
- In Mathematics, the achievement gap between SpEd Current and the expected target for 2017-2018 is 16%.

Personnel Needs:

The campus must work closely with the Special Education Department and human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Professional Development Needs:

The special education teachers must work closely with the Special Education Department, the Curriculum and Instruction Department, and the general education teachers to receive PD in the area of co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

All Students:

Strengths:

All Subjects overall improved by **2%** from STAAR 2017 to 2018.

Reading has improved by **2%** from STAAR 2017 to 2018.

6th Grade Reading passing rate was a 56%, an improvement **11%** from STAAR 2017.

8th Grade Reading passing rate was a 74%, an improvement **2%** from STAAR 2017.

Math has improved by **4%** from STAAR 2017 to 2018.

6th Grade Math passing rate was a 68%, an improvement **12%** from STAAR 2017.

7th Grade Math passing rate was a 66%, an improvement **5%** from STAAR 2017.

8th Grade Math passing rate was a 84%, an improvement **2%** from STAAR 2017.

Social Studies has improved by **9%** from STAAR 2017 to 2018.

8th Grade Social Studies passing rate was a 52%, an improvement **9%** from STAAR 2017.

Comprehensive Needs Assessment



Demographics

Demographics Summary

All Students:

Strengths:

Needs:

Science had a 1% decrease from STAAR 2017 to 2018.

8th Grade Science passing rate was a 68% on STAAR 2018

Writing had an 11% decrease from STAAR 2017 to 2018.

7th Grade Writing passing rate was a 47% on STAAR 2018

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Learners (EL):

The following sources from across the district were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the District Education Improvement Council: 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 EL students. The DL Department also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each 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 EL 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 EL students.

Strengths:

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

- In all subjects, the achievement gap between EL and All students is 2% on STAAR 2018; however, there was an 11% gain between STAAR 2017 to 2018 for the EL subgroup.
- In Reading, the achievement gap between EL and All students is 16% on STAAR 2018; there was an 1% gain between STAAR 2017 to 2018 for the EL subgroup.
- In Science, the achievement gap between EL and All students is 11% on STAAR 2018; there was an 3% gain between STAAR 2017 to 2018 for the EL subgroup.
- In Writing and Social Studies, the achievement gap between EL and All students is undetermined due to a small sample group.

Needs:

- In Mathematics, the achievement gap between EL and All students is 10% on STAAR 2018.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

On the STAAR exam (results of the ELL student subgroup passing rate in comparison to the district ELL subgroup):

- 7th Grade Reading passing rate for ELL students at Audie Murphy Middle School was 41%, 4 points above the district
- 7th Grade Writing passing rate for ELL students at Audie Murphy Middle School was 33%, 2 points above the district
- 8th Grade Reading passing rate for ELL students at Audie Murphy Middle School was 54%, 9 points above the district
- 6th Grade Math passing rate for ELL students at Audie Murphy Middle School was 58%, 9 point above the district
- 7th Grade Math passing rate for ELL students at Audie Murphy Middle School was 58%, 9 points above the district
- 8th Grade Math passing rate for ELL students at Audie Murphy Middle School was 75%, 1 points above the district
- 8th Grade Science passing rate for ELL students at Audie Murphy Middle School was 56%, 6 points above the district
- 8th Grade Social Studies passing rate for ELL students at Audie Murphy Middle School was 35%, 7 points above the district

Needs:

- 6th Grade Reading passing rate for ELL students at Audie Murphy Middle School was 40%, 3 points below the district

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

On the STAAR exam (results of the ELL student subgroup passing rate in comparison to the previous year 2017 to 2018):

- 6th Grade Reading passing rate for ELL students at Audie Murphy Middle School was 40%, 3 point increase from 2017
- 8th Grade Reading passing rate for ELL students at Audie Murphy Middle School was 54%, 2 point increase from 2017
- 6th Grade Math passing rate for ELL students at Audie Murphy Middle School was 58%, 3 point increase from 2017
- 7th Grade Math passing rate for ELL students at Audie Murphy Middle School was 58%, 5 point increase from 2017
- 8th Grade Science passing rate for ELL students at Audie Murphy Middle School was 56%, 1 point increase from 2017
- 8th Grade Social Studies passing rate for ELL students at Audie Murphy Middle School was 35%, 11. point increase from 2017

Needs:

- 7th Grade Reading passing rate for ELL students at Audie Murphy Middle School was 41%, same as in 2017
- 7th Grade Writing passing rate for ELL students at Audie Murphy Middle School was 33%, 5 point decrease from 2017
- 8th Grade Math passing rate for ELL students at Audie Murphy Middle School was 75%, 3 point decrease from 2017

Audie Murphy Middle School – Campus Improvement Plan 2018 - 2019

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following source from across the district were used to review the Economically Disadvantaged data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results of our Economically Disadvantaged Students.

On the STAAR exam:

Needs:

In all subjects, the achievement gap between Eco Dis 62% and All students 63% on STAAR 2018, is 1%.

In Reading, the achievement gap between Eco Dis 60% and All students 61% on STAAR 2018, is 1%.

In Math, the achievement gap between Eco Dis 72% and All students 73% on STAAR 2018, is 1%.

In Writing, the achievement gap between Eco Dis 46% and All students 47% on STAAR 2018, is 1%.

In Science, the achievement gap between Eco Dis 67% and All students 68% on STAAR 2018, is 1%.

In Social Studies, the achievement gap between Eco Dis 50% and All students 52% on STAAR 2018, is 2%.

Comprehensive Needs Assessment Continued: Goal 1-7 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p align="center">Domain I</p> <p align="center">Student Achievement</p> <p align="center">STAAR Performance</p>	<p>Met Standard</p> <ul style="list-style-type: none"> • 6th Grade Reading • 8th Grade Reading • 6th Grade Math • 7th Grade Math • 8th Grade Math • 8th Social Studies • 7th & 8th Grade Algebra I 	<p>37% of our students did not meet the standard expectations in one or more assessed areas.</p> <ul style="list-style-type: none"> • 7th Grade Writing • 8th Grade Science 	<p>Improve student learning outcomes in</p> <ul style="list-style-type: none"> • 7th Grade Writing and 8th grade Science. <p>Annual Goals:</p> <p>Reading 75/40/27 Writing 68/35/23 Math 85/46/27 Science 85/60/30 Social Studies 64/34/24</p>
2	<p align="center">Domain II</p> <p align="center">Student Progress</p> <p align="center">Academic Growth Relative Performance (ECD 89.3%)</p>	<p>Met Standard</p> <p>Overall Growth 64% Academic growth Reading 64% Academic Growth Math 64%</p> <p>Relative Performance 77%</p>	<ul style="list-style-type: none"> • 36% of our students did not meet or exceed progress measure. 	<ul style="list-style-type: none"> • Address the individualized needs of all students to meet the progress measure in 2018-19 in Reading and Mathematics • Economically disadvantaged subgroups will receive additional support and intensive interventions in Reading and Math in order to reach the highest level of performance.
3	<p align="center">Domain III</p> <p align="center">Closing the Gaps</p> <p align="center">Academic Achievement Status Growth Status English Language Proficiency Student Success Status</p>	<p>Met Standard</p> <p>English Language Proficiency Standard Met TELPAS 42% of students improved by one proficiency level on STAAR 2017.</p> <p>Mathematics (Algebra 1) Performance 100% Advanced Standard</p>	<ul style="list-style-type: none"> • Academic Achievement Status: Improvements are needed in all subgroup areas in order to meet set targets in Reading and Math. • Growth Status: Improvements are needed in 4 of the 7 indicators for Reading and 7 of the 7 indicators in Math. • Student Success Status: Improvement is needed to meet target score in each subgroup for students performing at the Approaches, Meets, and Masters levels combined. 	<p>All subgroups will receive additional support and intensive interventions in all subjects in order to meet or exceed the target score.</p> <p>Students will receive individual growth plans to plan for expected growth and achievement for the year.</p>

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
4	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood schools • Communication in both English and Spanish • Parent Liaison District level and campus • Parent Centers • Business Partnerships 	<ul style="list-style-type: none"> • Parent involvement is low • Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels
5	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
6	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline • Collaborative Learning Communities with common planning periods • Customer Service CPR • College for All Culture 	<ul style="list-style-type: none"> • Decrease in student enrollment in 8th Grade 	<ul style="list-style-type: none"> • Build public relations • Improve student retention
7	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • MicRel Evaluation Tool 	<ul style="list-style-type: none"> • District Job Fair • In-depth application and interview process 	<ul style="list-style-type: none"> • Provide students with the best qualified teachers in every classroom

DEMOGRAPHICS



Audie Murphy	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT
Number	866	451	415	66	380	69	60	35	773	66
Percent	100%	52.1%	47.9%	7.6%	43.9%	8.0%	6.9%	4.0%	89.3%	7.6%

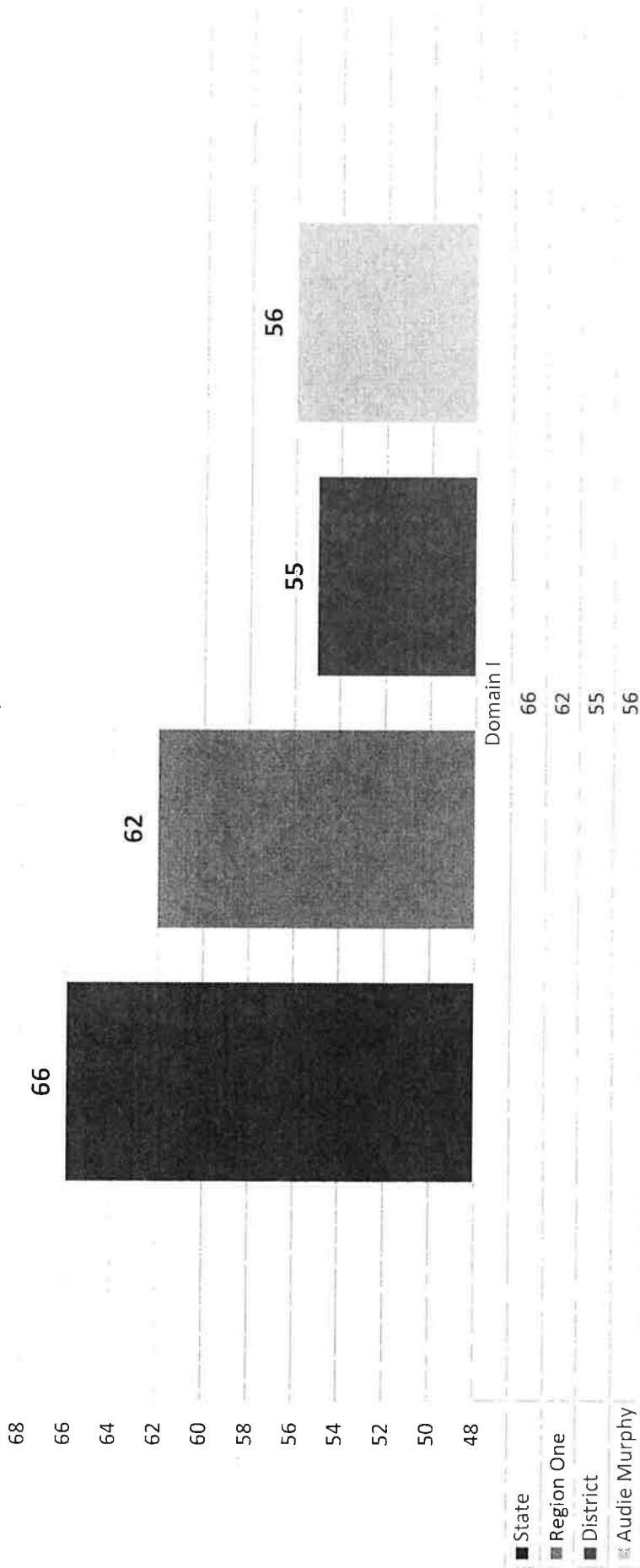
Audie Murphy	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	866	857	0	1	7	1
AUDIE MURPHY	100%	99%	0%	0.1%	0.8%	0.1%

Student Achievement Summary 2018



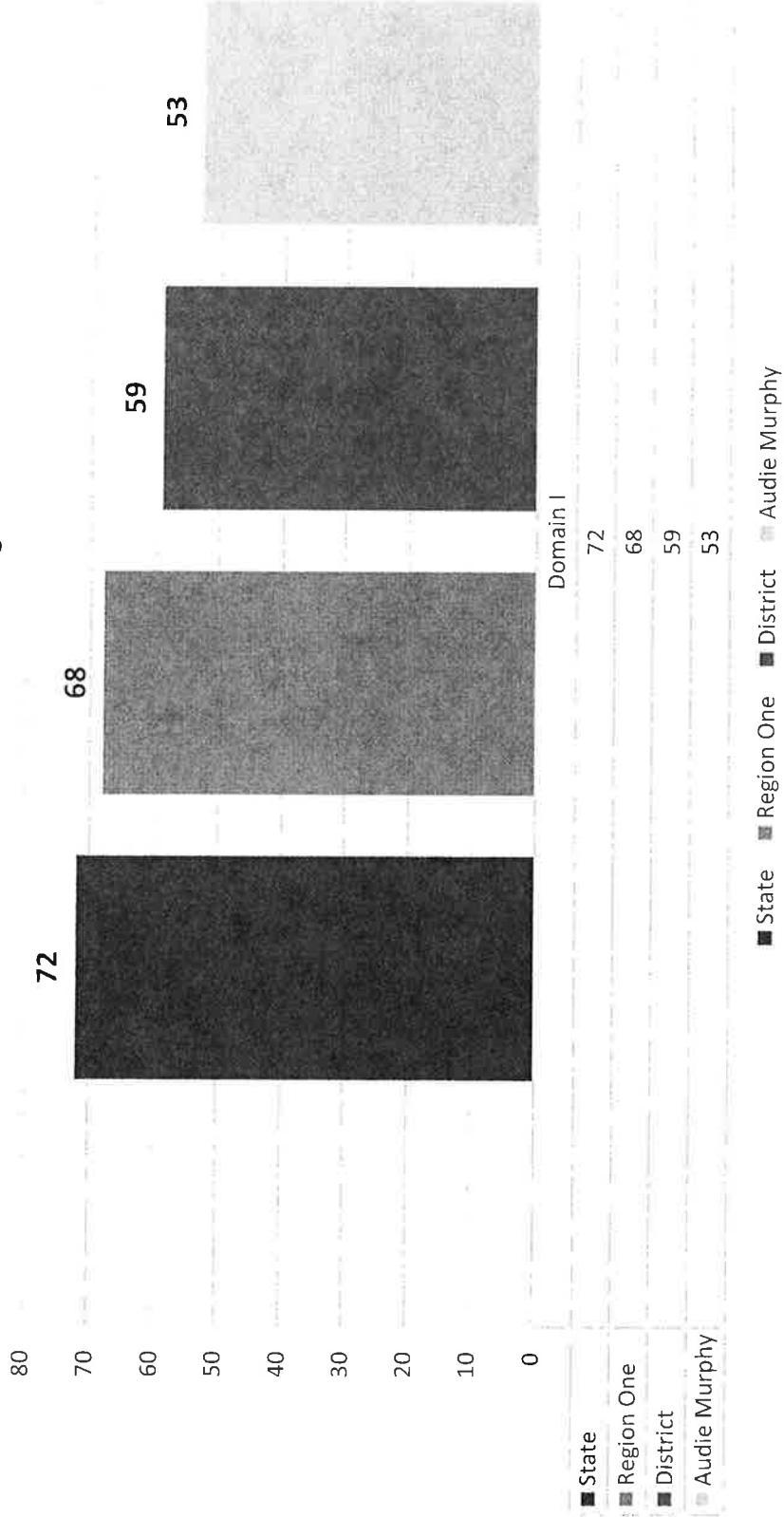
	Audie Murphy Component Score	Audie Murphy Scaled Score	PSJA ISD Component Score	PSJA Scaled Score
Domain I Student Achievement	35	65	44	75
Domain II Academic Growth Relative Performance	64 AG 35 RP	66 77	70 AG 56 RP	80 91
Domain III Closing the Gaps	21	66	74	84
Overall Scaled Score		74 Met Standard		89 B

Student Achievement
 STAAR 2018
 6th Grade Reading

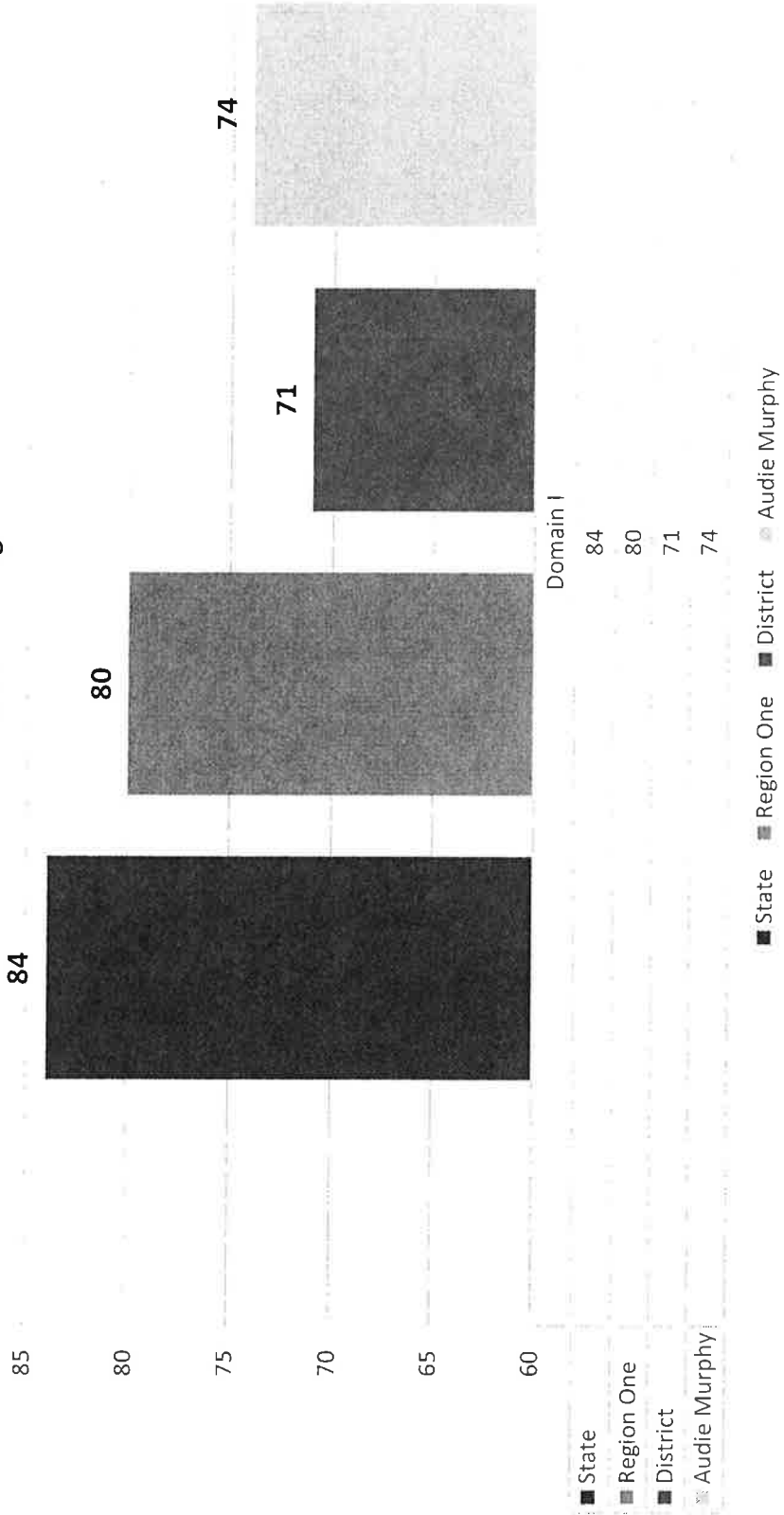


■ State ■ Region One ■ District ■ Audie Murphy

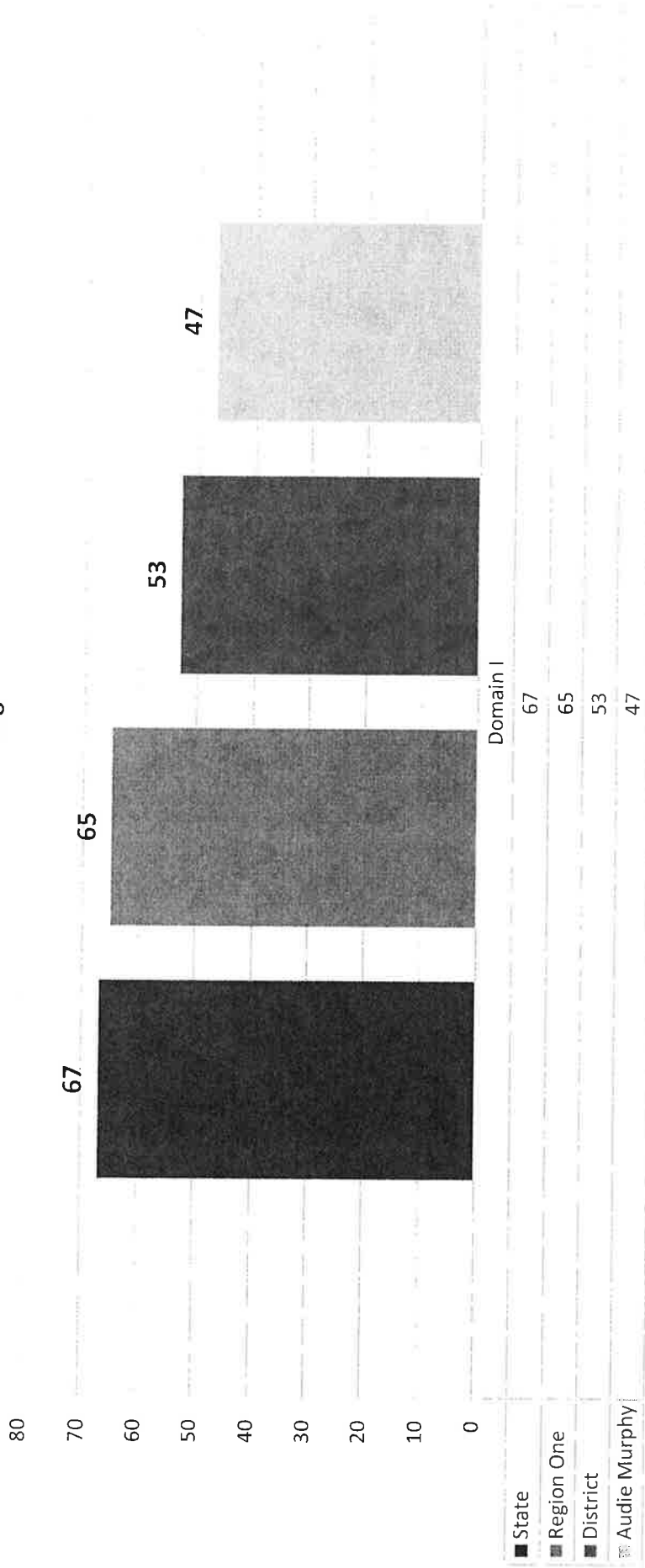
Student Achievement
 STAAR 2018
 7th Grade Reading



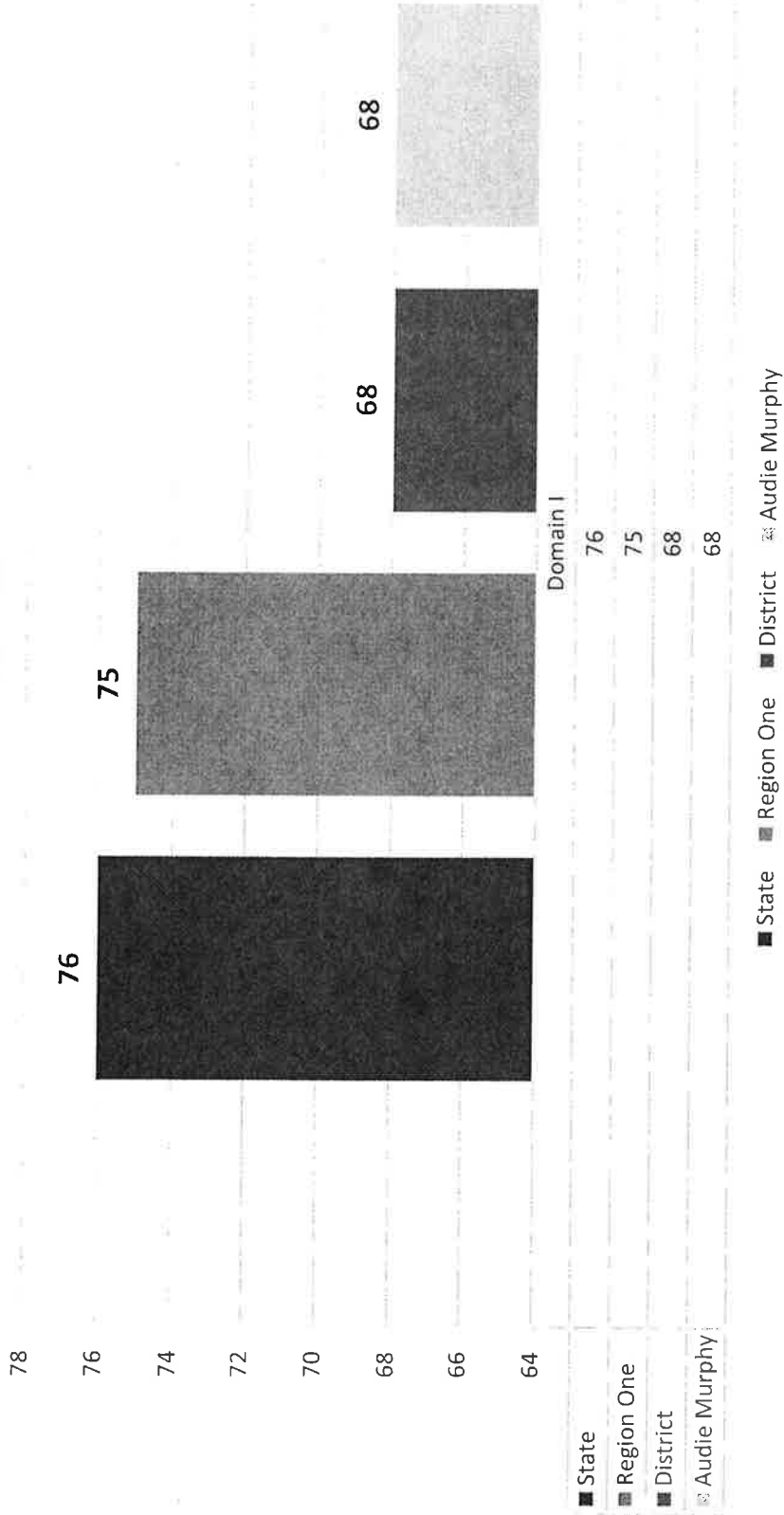
**Student Achievement
STAAR 2018
8th Grade Reading**



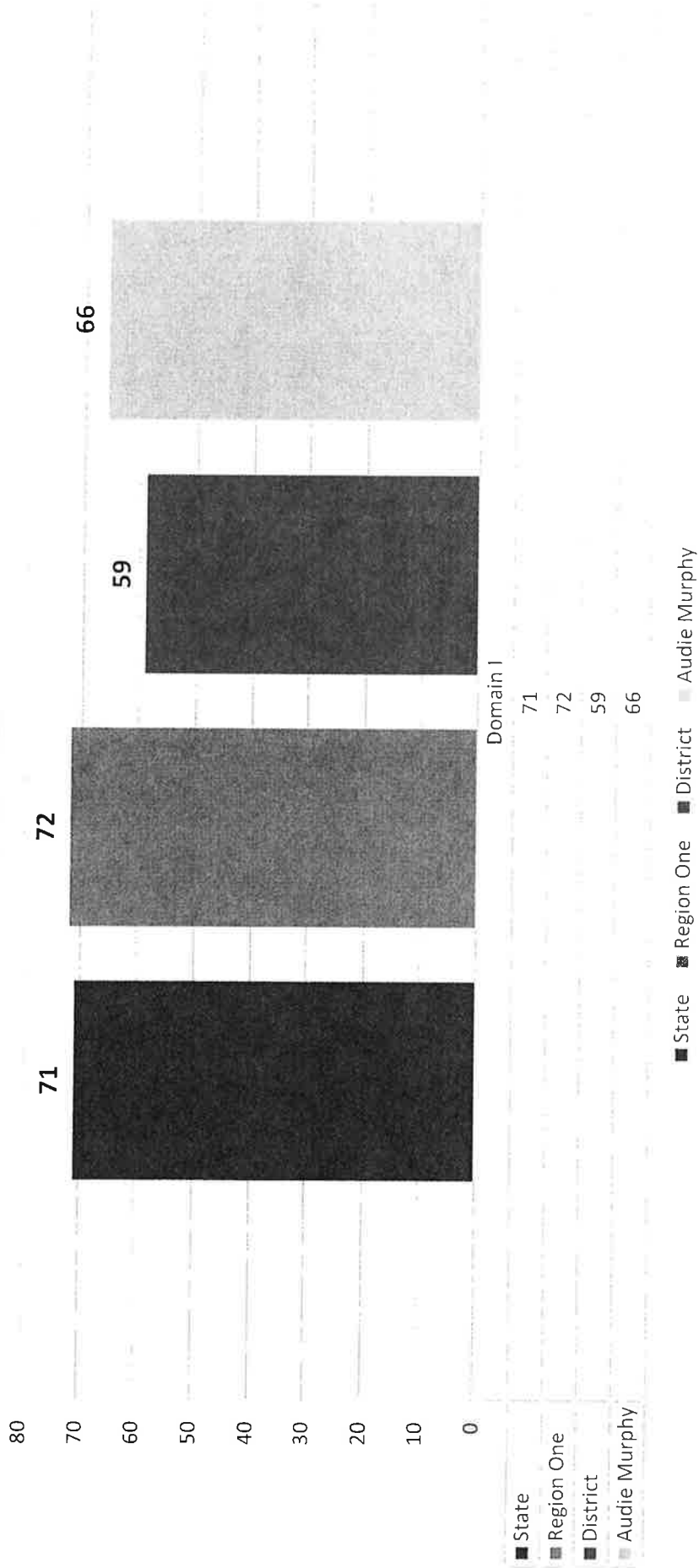
Student Achievement
 STAAR 2018
 7th Grade Writing



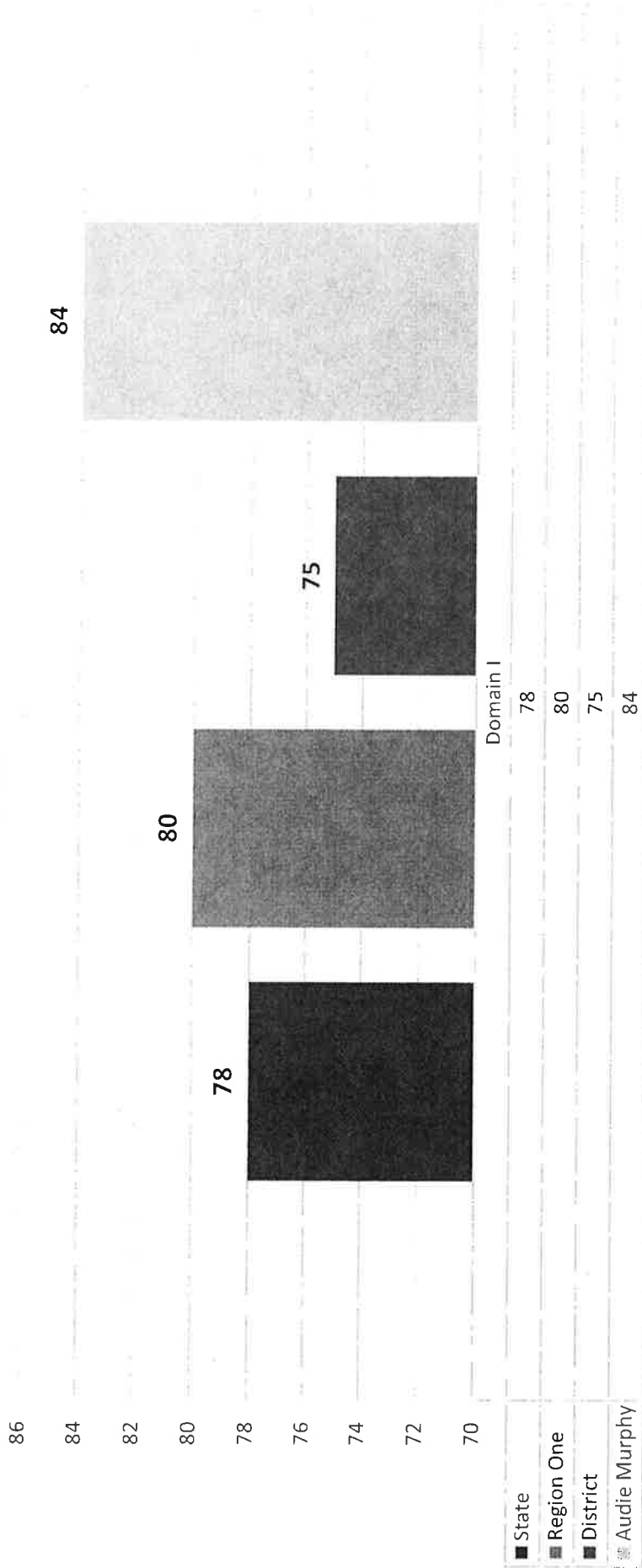
**Student Achievement
STAAR 2018
6th Grade Math**



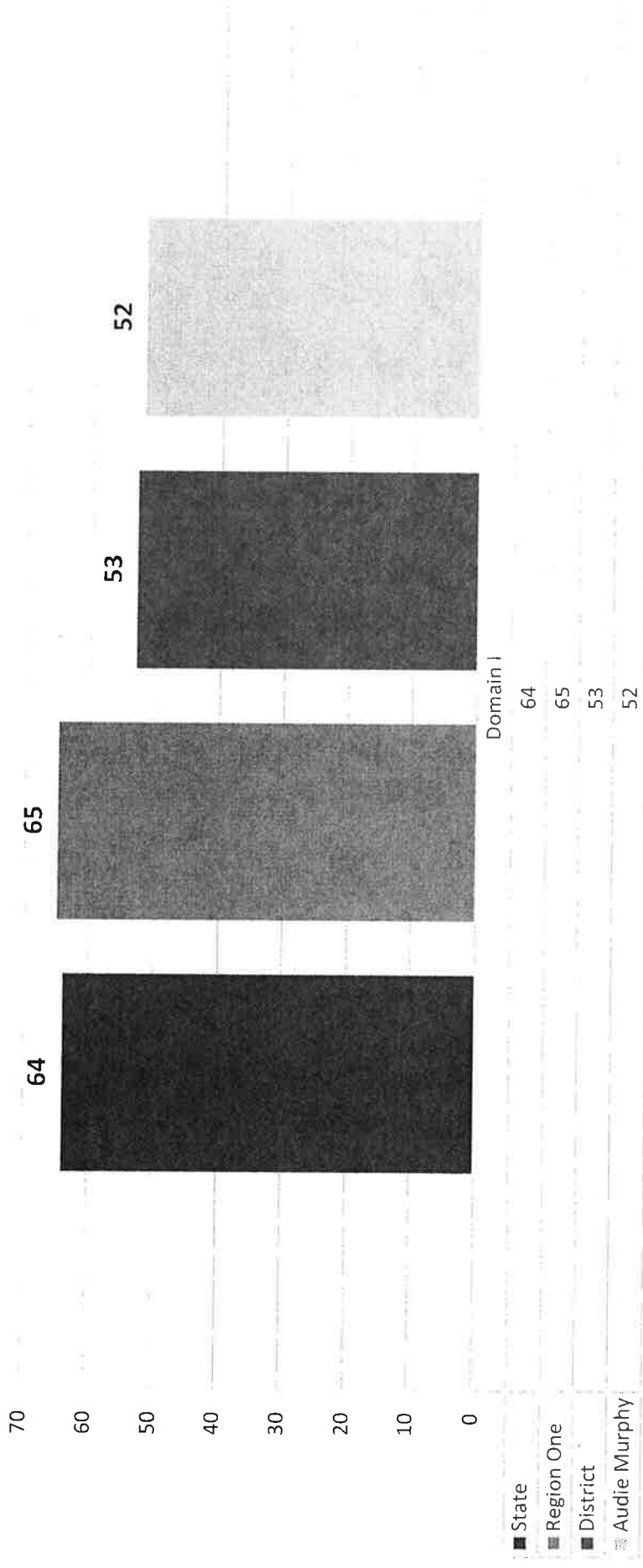
Student Achievement
 STAAR 2018
 7th Grade Math



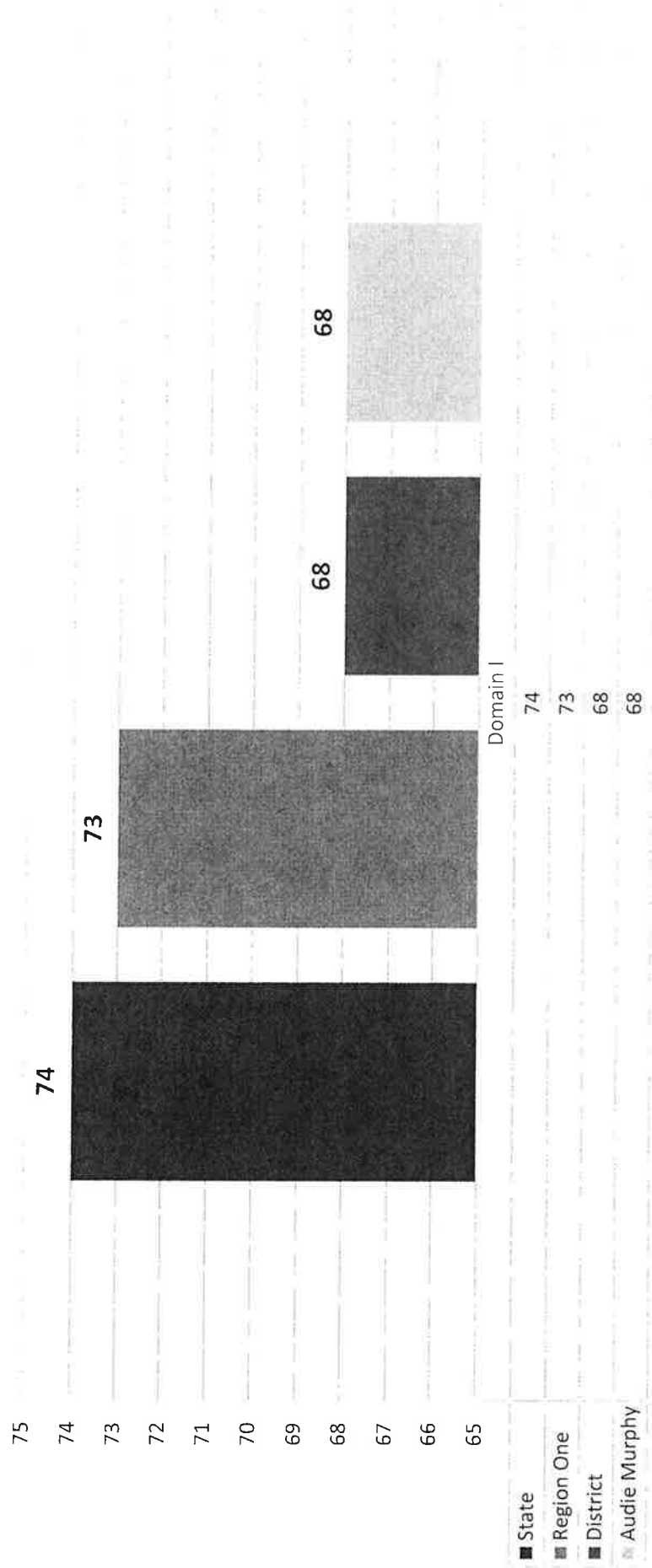
Student Achievement
 STAAR 2018
 8th Grade Math



Student Achievement
STAAR 2018
8th Grade Social Studies



Student Achievement
STAAR 2018
8th Grade Science



Student Achievement Summary 2018



All Students Performance Rates	Performance Target 2018	PSJA ISD All Students District	Audie Murphy Middle School	Goals 2018
All Students	90	73	63	80 Component Score = 49
Reading	90	67	61	75
Math	90	80	73	85
Writing	90	63	47	68
Science	90	77	68	85
Social Studies	90	73	52	64



Student Achievement Summary 2018

ELL Current & Monitored Performance Rates	Performance Target 2018	PSJA ISD All Students District	Audie Murphy Middle School	Goals 2018
All Students	60	68	61	70
Reading	60	60	58	68
Math	60	79	71	78
Writing	60	61	46	60
Science	60	73	68	78
Social Studies	60	60	48	60

Student Achievement Summary 2018



Special Ed Performance Rates	Performance Target 2017	PSJA ISD All Students District	Audie Murphy Middle School	Goals 2018
All Students	60	45	*	60
Reading	60	37	*	60
Math	60	60	*	60
Writing	60	28	*	60
Science	60	46	*	60
Social Studies	60	44	*	60

* Undetermined due to small sample group

Student Achievement Summary 2018



ECO Dis Performance Rates	Performance Target 2017	PSJA ISD All Students District	Audie Murphy Middle School	Goals 2018
All Students	90	71	62	80
Reading	90	65	60	75
Math	90	80	72	85
Writing	90	62	46	68
Science	90	76	67	85
Social Studies	60	71	50	64

Closing the Gaps 2018



% of Students at Meets Grade Level or Above

District 2018 Results	All	African Amer.	Hispanic White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	EL Current & Monitored	Special Ed C	Special Ed F	Continuously ENR	Non-Continuously ENR
State Target Reading	44%	32%	37%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%
Reading	39%	54%	39%	38%	90%	*	*	37%	31%	22%	28%	40%	33%
State Target Math	46%	31%	40%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
Math	49%	38%	49%	62	94%	*	*	47%	46%	32%	44%	50%	42%
Percent of Eligible Measures Met													

Indicators Met
 *Indicates Did Not Meet Minimum Size Requirement
 Met 13 indicators out of 19

Murphy 2018 Results	All	African Amer.	Hispanic White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	EL Current & Monitored	Special Ed C	Special Ed F	Continuously ENR	Non-Continuously ENR
State Target Reading	44%	32%	37%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%
Reading	27%	*	27%	*	*	*	*	26%	23%	*	*	29%	21%
State Target Math	46%	31%	40%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
Math	36%	*	36%	*	*	*	*	35%	34%	7%	*	37%	32%
Percent of Eligible Measures Met													

Indicators Met
 *Indicates Did Not Meet Minimum Size Requirement
 Met 0 indicators out of 14

2018 - 2019 Audie Murphy Goals

6th Grade Reading			GOAL
# of Questions Needed to Meet State Performance Standard Max Raw Score 40	% of Students Passing State Assessment at State Standard of 58%	2017	2018
	Approaches	45%	45%
Meets	14%	14%	23% ↑
Masters	4%	4%	6% ↑
			2019
			75%
			40%
			27%

7th Grade Reading			GOAL
# of Questions Needed to Meet State Performance Standard Max Raw Score 42	% of Students Passing State Assessment at State Standard of 55%	2017	2018
	Approaches	57%	57%
Meets	21%	21%	24% ↑
Masters	8%	8%	11% ↑
			2019
			75%
			40%
			27%

8th Grade Reading			GOAL
# of Questions Needed to Meet State Performance Standard Max Raw Score 44	% of Students Passing State Assessment at State Standard of 57%	2017	2018
	Approaches	73%	73%
Meets	33%	33%	34% ↑
Masters	10%	10%	15% ↑
			2019
			85%
			40%
			27%



2018 - 2019 Audie Murphy Goals

6th Grade Mathematics			
# of Questions Needed to Meet State Performance Standard Max Raw Score 38	% of Students Passing State Assessment at State Standard of 34%	% of Students Passing State Assessment at State Standard of 37%	GOAL
			2018
Approaches	14	57%	2019 85%
Meets	23	18%	46%
Masters	31	5%	27%

7th Grade Mathematics			
# of Questions Needed to Meet State Performance Standard Max Raw Score 40	% of Students Passing State Assessment at State Standard of 40%	% of Students Passing State Assessment at State Standard of 40%	GOAL
			2018
Approaches	16	57.61%	2019 85%
Meets	25	30%	46%
Masters	32	5%	27%

8th Grade Mathematics			
# of Questions Needed to Meet State Performance Standard Max Raw Score 42	% of Students Passing State Assessment at State Standard of 48%	% of Students Passing State Assessment at State Standard of 45%	GOAL
			2018
Approaches	19	83%	2019 95%
Meets	28	33%	60%
Masters	37	8%	27%

2018 - 2019 Audie Murphy Goals



Algebra 1

# of Questions Needed to Meet State Performance Standard Max Raw Score 54	% of Students Passing State Assessment at State Standard of 39%		Goal
	2017	2018	2019
Approaches	N/A	N/A	
Meets	N/A	N/A	
Masters	100%	100% ★	100%

2018 - 2019 Audie Murphy Goals



7th Grade Writing

# of Questions Needed to Meet State Performance Standard Max Raw Score 46	% of Students Passing State Assessment at State Standard of 54%	% of Students Passing State Assessment at State Standard of 54%	GOAL
	2017	2018	2019
Approaches	58%	47% ↓	68%
Meets	21%	22% ↑	35%
Masters	8%	5% ↓	23%

2018 - 2019 Audie Murphy Goals



8th Grade Science

# of Questions Needed to Meet State Performance Standard	% of Students Passing State Assessment at State Standard of 52%		% of Students Passing State Assessment at State Standard of 55%		GOAL
	2017	2018	2019	2019	
Max Raw Score 42					
Approaches	23	68%	69%	85	
Meets	30	42%	33%	60	
Masters	35	19%	6%	30	

2018 - 2019 Audie Murphy Goals



8th Grade U.S. History

# of Questions Needed to Meet State Performance Standard	% of Students Passing State Assessment at State Standard of 52%		GOAL
	2017	2018	
Max Raw Score 44			
Approaches	23	52% ↑	64
Meets	32	22% ↑	34
Masters	36	11% ↑	24

2018 - 2019 Audie Murphy Goals

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

All strategies and action steps highlighted in yellow represent our sub- populations.

Goal 1: Improve Student Academic Achievement (Domain I)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Summer Curriculum writing sessions for all of the four-core subjects assessed on HB5 will be scheduled in May-June [2019].	Executive Officer for MS C&I Department Campus Admin	Local Funds, Title 1 Funds	Summer 2019	Completed Curriculum Documents	Student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Teacher representatives from all district campuses will be selected to write the district curriculum	HS, MS, ES Administrators	Local Funds, Title 1 Funds	August 2018- July 2019	Sign-in Sheets	Student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Curriculum writers will be trained on the state standards, domains, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Executive Officer for MS C&I Department Campus Admin	Local Funds, Title 1 Funds	August 2018 - May 2019	Agenda and Sign-in Sheets	Student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/EL students and Supplemental Aids for SpEd students	Bilingual Director, SpEd Director, Executive Officer for MS	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Summer 2019	Completed Curriculum Documents	Student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2

Goal 1: Improve Student Academic Achievement (Domain I)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Campus Admin Dept. Heads Team Leaders	Local Funds, Title 1 Funds	August 2018 - July 2019	Completed Formative and Summative Assessments in the Curriculum Binders	Student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data	Executive Officer for MS Cont. Coordinators Principal Admin Team	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019 May 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Review Sessions (CRSs) will be held at the campus level to review CBA and Benchmark data with the principal and content administrator to plan next steps	Principal Admin Team	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#2,4,8
Campus Learning Leader, CLFs, Deans, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principal Admin Team	Local Funds, Title 1 Funds	August 2018 – May 2019	Walk-through documentation	Student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3

Goal 1: Improve Student Academic Achievement (Domain I)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC	Executive Officer for MS Cont. Coordinators Principal Admin Team	Local Funds, Title 1 Funds	August 2018 - July 2019	Agenda and Sign-in Sheets	Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar	Principal Admin Team	Local Funds, Title 1 Funds	October 2018 November 2018 December 2018 February 2019	Sign-in Sheets	Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2018-19 .	Principal Admin Team	Local Funds, Title 1 Funds	October 2018 November 2018 December 2018 February 2019	Completed CBAs and Benchmarks	Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

Goal 1: Improve Student Academic Achievement (Domain I)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 48 hours of the test administration	Testing Coordinator Principal Admin Team	Local Funds, Title 1 Funds	October 2018 November 2018 December 2018 February 2019	DIMAC reports	Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available at each campus for data analysis and monitoring student progress.	Testing Coordinator CLL CLFs/Dept. Heads Principal Admin Team	Local Funds, Title 1 Funds	August 2018- June 2019	Walk-throughs	Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Core academies will be held to provide students with individualized assistance in the areas of Reading, Math, Science, and Social Studies.	Testing Coordinator CLL CLFs/Dept. Heads Principal Admin Team	Local Funds, Title 1 Funds	August 2018- June 2019	Data Student Lists Item Analysis Sign in Sheets Focused lessons and activities	Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8

Goal 1: Improve Student Academic Achievement (Domain I)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Migrant Director,	Migrant Funds 212	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM	Special Education Director,	Special Ed Funds 224	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Dual Language/ESL Director,	Title III 263	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

Goal 1: Improve Student Academic Achievement (Domain I)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed and shared with all staff	Migrant Director, Special Ed Director, Dual Language/ESL Director, Principal Admin Team	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	August 2018 – June 2019	District Goal Templates	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Migrant Director, Special Ed Director, Dual Language/ESL Director, Principal Admin Team	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	August 2018 – June 2019	Campus Goal Templates	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level binders with data related to students in each of their subgroups such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc.	Migrant Director, Special Ed Director, Dual Language/ESL Director, Principal Admin Team	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	August 2018– June 2019	Principal Data Binders	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

Goal 1: Improve Student Academic Achievement (Domain I)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/accommodations for the special education students in their classroom.	Campus Principals, Admin Team, Teachers	Special Ed 224	August 2018 – June 2019	Lesson Plans and Walk-throughs	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Meets Grade Level Standard or above.	Campus Principals, Admin Team, Teachers	Local Funds 199, Title I Funds 211, State Comp 199, Title III 263, SpEd 224	October 2018 November 2018 January 2019 February 2019	Special Populations Data Templates	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for campus departments	Campus Principals, Admin Team, Teachers	Local Funds 199, Title I Funds 211	August 2018 – June 2019	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Goal 1: Improve Student Academic Achievement (Domain I)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Academic interventions, afterschool and Saturday tutorial, academies, and STAAR Blitz will be required for students in each subgroup following each district-level CBA and Benchmark	Campus Principal Dean CLL CLFs Admin Team	Local 199, Title I 211, State Comp 199, Migrant 212, Title III 263, SpEd 224	August 2018 - July 2019	Tutorial Sign-in sheets, Schedules	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available and have parents sign action plans	Campus Principal Dean CLL CLFs Admin Team Content Teachers	Local 199, Title I 211, State Comp 199, Migrant 212, Title III 263, SpEd 224	October 2018 November 2018 January 2019 February 2019	PAC sign-in sheets and schedules	Student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Reading camps during scheduled enrichment camps will be held in May, June, and August for all incoming 6 th graders who did not pass the STAAR test, took the STAAR Spanish test, or are reading below grade level.	Campus Principal Dean CLL CLFs Admin Team	SCE	May – June, 2019 August 2019	Reading Camp Sign in Sheets and Lesson Plans	Intentional support provided in reading will help students make academic gains in all content areas	Fluency Assessments	SCE

Goal 1: Improve Student Academic Achievement (Domain I)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Accountability System and will understand how the domains and distinction awards are calculated.	Executive Officer for MS Admin Team, Campus Leadership Team	Local Funds 199	October 2018	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps, and domain results	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to unpack the TEKS for each core content assessed on HB5	Executive Officer for MS CLL CLFs Cont. Coordinators Admin Team	Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps, and domain results	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled 3X weekly for unpacking the TEKS and lesson plan collaboration	Campus Principal Dean CLL CLFs Admin Team	Title 1 211, Local Funds 199	August 2018 and on-going	Walk-throughs and Master Schedule	Student achievement gains, closing achievement gaps, and domain results	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to use the DMAC data management system to assess student achievement progress toward meeting state passing standards on each domain per student/per subpopulation group	Campus Principal Dean CLL Admin Team	Title 1 211, Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps, and domain results	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) and Fundamental Five training will be required for all teaching staff.	Campus Principal Dean CLL CLFs Admin Team	Title 1 211, Local Funds 199	August 2018 and on-going	Walkthroughs	Increased student engagement, student centered instruction	Classroom observables	Title 1 - #4

Goal 1: Improve Student Academic Achievement (Domain I)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RtI training will be provided for all staff members to address the needs of all students.	RtI District Coordinator Counselors	Title 1 211	August 2018	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps, and domain results	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Bilingual Director CLL Admin Team	Title III 263	August 2018	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps, and domain results	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, RtI, and 504 training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director Counselors Dean	Special Ed 224	August 2018	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps, and domain results	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies	District ELA Content Coordinator Curriculum Writing Team	Title 1 211 Local Funds 199	August 2018 – June 2019	Completed Curriculum documents	Increased student progress for all students to include sub populations as measured by formative and summative assessments	CBA's, BMs, STAAR, TELPAS	Title 1 - #2,9
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	District ELA Content Coordinator Principal Dean Admin Team CLL CLFs	Title 1 211 Local Funds	August 2018 – June 2019	Agenda and Sign-in Sheets	Increased student progress for all students to include sub populations as measured by formative and summative assessments	CBA's, BMs, STAAR, TELPAS	Title 1 - #2,9
Writing prompts and scoring rubrics will be developed and used district-wide	District ELA Content Coordinator Curriculum Writing Team ELA Admin	Title 1 211 Local Funds	August 2018 – June 2019	Walkthroughs Student Artifacts	Increased student progress for all students to include sub populations as measured by formative and summative assessments	CBA's, BMs, STAAR, TELPAS	Title 1 - #2,9
Depth of Knowledge (DOK) questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principal Dean Admin Team CLL CLFs	Title 1 211 Local Funds	August 2018 and on-going	Completed DOK questions in the curriculum documents	Increased student progress for all students to include sub populations as measured by formative and summative assessments	CBA's, BMs, STAAR, TELPAS	Title 1 - #2,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
Compositions per six weeks will be required at each grade level per content area	Principal Dean CLL CLFs Admin Team District ELA Content Coordinator	Title 1 211 Local Funds 199	August 2018 – June 2019	Completed composition prompts in Curriculum Documents; walkthroughs, gradebooks, student samples, writing calendar	Increased student progress in Writing for all students to include sub populations	Monthly compositions, CBAs, BMs, STAAR, TELPAS	Title 1 - #2,9
STAAR literature questions will be written for each literary piece/all genres	District ELA Content Coordinator Curriculum Team	Title 1 211, Local Funds 199	Summer 2018 - May 2019	Completed STAAR Literature questions in the Curriculum Documents	Increased student progress for all students to include sub populations	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #2,9
Data will be used to inform tutorial lessons and to identify spiraled skills	Executive Officer for MS District Content Coordinator Campus Principal	Title 1 211, Local Funds 199	August 2018 - May 2019	DMAC reports, CLC agendas, sign-in sheets, action plans, and individual student profiles	Increased student progress for all students to include sub populations	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #2,9
Data will be used to identify students in need of extended learning opportunities	Executive Officer for MS District Content Coordinator Campus Principal Content Teachers	Title 1 211, Local Funds 199	August 2018 - May 2019	DMAC reports, CLC agendas, sign-in sheets, and action plans	Increased student progress for all students to include sub populations	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Two aligned CBAs and two district Benchmarks will be administered district-wide	Executive Officer for MS CTC	Title 1 211, Local Funds 199	October 2018 November 2018 December 2018 February 2019	Walkthroughs DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be developed for 6-8 using CIF strategies	Executive Officer for MS Cont. Coordinator Curriculum Team CLL Admin Team	Title 1 211 Local Funds 199	August 2018 and on-going	Walk-throughs and curriculum documents for State Adoption	Increased student progress for all students to include sub population	CBAS, BMS, STAAR, TELPAS	Title 1 - #2,9
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Executive Officer for MS Admin Team CLL CLFs	Title 1 211 Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets	Increased student progress for all students to include sub population	CBAS, BMS, STAAR, TELPAS	Title 1 - #2,9
Teachers will receive training on unpacking the math TEKS, analyzing data	Cont. Coordinator Curriculum Team Admin Team	Title 1 211 Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets	Increased student progress for all students to include sub population	CBAS, BMS, STAAR, TELPAS	Title 1 - #2,9
Data will be used to inform tutorial lessons and to identify spiraled skills	Cont. Coordinators Principal Deans CLL Admin Team	Title 1 211, Local Funds 199	August 2018- May 2019	CLC agendas and sign-in sheets	Increased student progress for all students to include sub population	CBAS, BMS, STAAR, TELPAS	Title 1 - #2,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities	Content Coordinator Principal Dean CLL Content Teachers Admin Team	Title 1 211 Local Funds 199	August 2018- May 2019	CLC agendas and sign-in sheets, tutorials, enrichment period, attendance rosters	Increased student progress for all students to include sub population	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,9
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	Content Coordinator Principal Dean CLL Content Teachers Admin Team	Title 1 211 Local Funds 199	August 2018- May 2019	Walk-throughs, lesson plans	Increased student progress for all students to include sub population	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,9
Exit tickets will be developed aligned to the skill of the day	Content Coordinator Principal Dean CLL Content Teachers Admin Team	Title 1 211 Local Funds 199	August 2018- May 2019	Walk-throughs, lesson plans	Increased student progress for all students to include sub population	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Two aligned CBAs and two district Benchmarks will be administered district-wide	Executive Officer for MS Admin Team	Title 1 211 Local Funds 199	October 2018 November 2018 December 2018 February 2019	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •Imagine Learning •Imagine Math •Lexia •STAR Test •Systems 44 	<p>Executive Officer for MS</p> <p>District Content Coordinators</p> <p>Bilingual Director</p> <p>Special Ed Director</p> <p>Admin Team</p>	<p>Title 1 211</p> <p>Local Funds 199</p> <p>Title III 263</p> <p>Special Ed 224</p>	<p>August 2018- May 2019</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2,9</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. SpEd, ECD, Hispanic, continuously enrolled, non-continuously enrolled, EL, etc. through district formative assessments.	Principal Dean Bilingual Director Special Ed Director CLL Admin Team	Title 1 211 Local Funds 199 Special Ed 224	August 2018- May 2019	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during Campus Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1- #1, 8,9
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal Dean Special Ed Director CLL Admin Team	Title 1 211 Local Funds 199 Special Ed 224	August 2018- May 2019	Walkthroughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1- #1, 8,9
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principal Dean Bilingual Director CLL Admin Team	Title 1 211 Local Funds 199 Title III 224	August 2018- May 2019	Walk-throughs, LPAC notes, Lesson Plans, strategic linguistic plan	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1- #1, 8,9
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principal Dean Bilingual Director CLL counselors Admin Team	Title 1 211 Local Funds 199 Title III 224 Special Ed 224	August 2018- May 2019	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1- #1, 8,9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Executive Officer for MS District Content Coordinators 504 District Coordinator Admin Team	Title 1 211, Local Funds 199	August 2018- May 2019	504 folders, walkthroughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1- #1, 8,9
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal Dean District Dyslexia Coordinator CLL Admin Team	Title 1 211, Local Funds 199	August 2018- May 2019	Dyslexia Folders, Walkthroughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1- #1, 8,9
8. Provide extended learning opportunities for students not mastering the curriculum through summer school, credit recovery, Saturday academies, tutorials, and enrichment period.	Principal Admin Team	SCE	August 2018- June 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	Title 1- #1, 8,9
9. Using data room, principal will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Executive Officer for MS Principal CLL Admin Team	Title 1 211, Local Funds 199	August 2018- May 2019	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1- #1, 8,9

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 or Masters grade level on STAAR. (Domain III)

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Revise all curriculum documents for HB5 STAAR courses.	Executive Officer for MS Content Coordinators Curriculum Team Admin Team	Local Funds, Title 1 Funds	Summer 2018 (on-going)	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at Meets and Masters level performance	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4
Provide training for all staff members (principals, teachers, Dept. Heads, CLLs, CLFs) on TEKS analysis to determine depth and complexity of each student expectation.	Executive Officer for MS Content Coordinators Admin Team	Local Funds, Title 1 Funds	August 2018 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at Meets and Masters level performance	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Executive Officer for MS Content Coordinators CLL CLFs Admin Team	Local Funds, Title 1 Funds	August 2018 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at Meets and Masters level performance	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide.	Executive Officer for MS Content Coordinators	Local Funds, Title 1 Funds	August 2018 (on-going)	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at Meets and Masters level performance	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

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 grade level on STAAR. (Domain III)

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Accountability System and will understand how the Domains, and Distinction Awards are calculated.	Executive Officer for MS Admin Team	Local Funds 199	October 2018 (on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms for progress	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each performance level of accountability following each CBA and BM using DIMAC reports in order to form intentional tutorial groups for the Meets and Masters performance levels on the STAAR assessment.	Principal Admin Team	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents, and CPRs	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principal Admin Team	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets, and Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Review Sessions (CRSS) will be held at the campus level to review CBA and Benchmark data with the principal and to plan next steps.	Principal Admin Team	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets, and Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#2,4,8

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 grade level on STAAR. (Domain III)

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Tutorials will be provided for the various student groups in each performance level of accountability to ensure students improve their scores to the Meets and Masters grade level performance levels on the STAAR assessment.	Principal Admin Team	Local Funds, Title 1 Funds SCE	August 2018- May 2019	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Meets and Masters grade level performance levels	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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	Title 1 Schoolwide Components
Provide comprehensive advisement to students	Admin Team Mentors Counselors Specialists	Title One Local Funds	August 2018 – May 2019	Degree Plans, advisement, sequence of courses, High School Pathways	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.	Title 1 - #2,4,8
Provide academic support services to increase retention and completion	Admin Team Mentors Counselors Specialists	Title One Local Funds	August 2018- May 2019	Student sign-in sheets, Center for Learning Excellent Log in	An increase in the number of students taking Algebra I, Art HS Credit, and Spanish 3 AP	Number of students who successfully complete their college courses.	Title 1 - #2, 4
Students will attend the Career/College Fair	Admin Team Counselors Guest Speakers	Title One Local Funds	March 2019	Sign – In Sheets Brochure	An increase of students who gain interests in a particular career and college pathway	Number of students enrolled in college courses at the ECHS. Inform parents about the various opportunities available in our district and community.	Title 1 - #2, 4, 6, 8

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	Title 1 Schoolwide Components
Provide TSI class instruction in 8 th grade level courses that prepares students for the assessment in high school	College Readiness Middle School Principals	Title One Local Funds	August 2018 – May 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 - #2,4,8
Provide TSI Summer Bridge Program for preparation of students who have not mastered TSI assessment	College Readiness, High School Principals, Assigned TSI Teacher	Title One Local Funds	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 - #2,4,8
Provide non-credit bearing course for preparation of students to pass	College Readiness, HS Principal, IHE	Title One Local Funds	January 2018- May 2019	Class rosters	An increase in the number of students who pass the assessment	The number of students who successfully complete the course	Title 1 - #2,4,8

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	Title 1 Schoolwide Components
Inform students (CFES cohort) about all college transition processes	College Transition Specialists Financial Aid Officers IHES Counselors College Advisors	Title One Local Funds	August 2018 – May 2019	Exposer to FAFSA application and College Application process	The increase in number of students who are exposed to all college-related documents and have a set pathway in mind	The number of students who enroll in college.	Title 1 - # 2,3
Provide support through the College Transition Specialists College Tours	College Transition Specialists PSJA College Advisors Financial Aid Officers	Title One Local Funds	August 2018 – May 2019	Schedule, College Orientation sign in sheet, sample degree plans	The number of students who enroll in college courses at the PSJA ECHS of choice	The number of students who are interested in a college.	Title 1 - # 2,3

All Core Content Subjects and Subgroups Resources	Resources
<p>All students, all contents and student subgroups/needs: Purchase of consumables in all content areas as needed</p> <p>Implement a continuous monitoring program to ensure continuity and consistency of the curriculum: Conduct grade level meetings to disseminate information, assure adherence to timelines and curriculum standards, sharing of ideas, analyzing student progress, etc.</p> <ul style="list-style-type: none"> • Review grade books and lesson plans • Review student class portfolios • Review individual student STAAR profiles • Vertical academic teams (CLC) • Meet regularly to plan lessons (CLC and content team planning) • Accelerated Reader testing and monitoring • Use student engagement protocols– CIF • Conduct after school and Saturday tutorials • Conduct content academies • STAAR Blitz Wednesdays <p>Conduct grade level meetings to analyze data to include:</p> <ul style="list-style-type: none"> • STAAR • LAS/TELPAS • STAAR Alt., A • Subgroup data • TEA Reports <p>Identify needs of all special populations</p> <p>Identify, select, and implement instructional programs to meet the needs of all population groups in all areas.</p>	<p>Title 1 211</p> <p>Local Funds 199</p> <p>SCE</p>

All Core Content Subjects and Subgroups Resources	Resources
<p><u>ELA</u></p> <ul style="list-style-type: none"> • Reading Portfolios • Fluency Timers • Individual Student Profiles • Reading STAR Program • Thinking Maps • Provide classrooms libraries/programs • Class sets – novels • Newspapers • Magazines • Thesauri • Internet Resources • Response to Intervention (RTI) • Corrective Reading Program • Provide after school and Saturday tutorial snacks on tutoring days • Purchase supplemental workbooks, supplies/materials and equipment/hardware to meet the new STAAR requirements in all core content areas. • Copier Lease • Purchase Supplies/Materials as needed for all academic core classes • Purchase technology supplies and equipment to support lesson delivery in all classrooms • Bulletin Boards for displaying student work and projects • To use District Print Shop for any supplemental reproducible items that are needed for instructional purposes in any core content area. 	<p>Title 1 211</p> <p>Local Funds 199</p> <p>SCE</p>

All Core Content Subjects and Subgroups Resources	Resources
<p><u>ELA Continued</u></p> <ul style="list-style-type: none"> • Provide a literature – rich environment by increasing the number of novels in the classroom and school library and make available to ELL students • ESL Dictionaries • Class sets of Quickreads – Read along stories • Books on CD • Vocabulary Word Walls • Accelerated Reader –Renaissance • Utilize Benchmark/ STAAR/TELPAS results to help students : • Lesson Plan • Graphic Organizers • TEKS – STAAR • STAAR / STAAR Alt , A • Thinking Maps • Interactive Notebooks 	<p>Title 1 211</p> <p>Local Funds 199</p> <p>SCE</p>

All Core Content Subjects and Subgroups Resources	Resources
<p><u>SCIENCE</u></p> <ul style="list-style-type: none"> • STEM – buy consumables <p><u>Science – LEP</u></p> <ul style="list-style-type: none"> • Science Enrichment Course <p>Professional Development</p> <ul style="list-style-type: none"> • HESTEC • RGVSA Conference 	<p>Title 1 211</p> <p>Local Funds 199</p> <p>SCE</p>

Resources	All Core Content Subjects and Subgroups Resources
<p>Title 1 2111</p> <p>Local Funds 199</p> <p>SCE</p>	<p>MATH</p> <p>Mathematics – Migrant Migrant lab</p> <p>Math – LEP Science Enrichment Course</p>

All Core Content Subjects and Subgroups Resources	Resources
<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Jarrett books for Social Studies • Sirius Books for Social Studies • General Supplies for content academies, content camps, classroom lessons • Provide additional tutoring/reinforcement to students identified at-risk of failing. • Interactive Notebooks • Connect Ed • Reading Essentials • NewsELA • Textbook (McGraw-Hill) • Reading Apprenticeship Across all Disciplines (RAAD) <p>Social Studies – LEP Science Enrichment Course</p>	<p>Title 1 2111</p> <p>Local Funds 199</p> <p>SCE</p>

Resources	
<p>All Core Content Subjects and Subgroups Professional Development</p> <ul style="list-style-type: none"> • Establish continuous professional staff development in identified areas of need • Reading academy for the struggling readers • SIOP (Sheltered Instruction Observation Protocol) • Differentiation of Instruction • Cooperative Learning • Train all teachers in GT strategies • AP/Pre-AP Inservice • Jane Schaffer Writing Training • Diana Ramirez • Irma Duran • AdvancED (Accreditation Engagement Review) • Region One Service Center • CAST (Science) • Curriculum Writing (All contents) • Lead4Ward- Conference • Lead4ward-Webinars- Social Studies • McGraw-Hill Consulting (Reading and Math) • Personalized Learning PD by Content • Destination Imagination • Imagine Math/Imagine Language • Trail of Bread Crumbs -- Gretchen Bernabe (Writing Consultant) • Campus Improvement Planning Team • Reading Apprenticeship Across all Disciplines (RAAD) • RICE/TAPIA Center for Excellence and Equity (Students and Staff) • Authentic Literacy PD 	<p>Title 1 211</p> <p>Local Funds 199</p> <p>SCE</p>

**All Core Content Subjects and Subgroups
Professional Development**

- Provide continuous staff development in:
- Data analysis to identify language proficiency levels
 - Data analysis to inform instruction
 - ESL strategies/SIOP
 - Instructional Academies
 - After school & Sat. tutoring
 - Differentiation of Instruction
 - LAS Training
 - LAS Links Training
 - LPAC Training
 - Attending ESL Conferences
 - Author visits - library
 - Motivational Speakers
 - SIOP Training
 - Dual Language
 - University Interscholastic League (UIL)
 - Professional Development – All Core Areas
 - School Improvement Conference
 - Middle Schools Matter Conference
 - HESTEC
 - RGVSA Conference

Resources

Title 1 211
Local Funds 199
SCE

	Resources
<p>All Core Content Subjects and Subgroups Professional Development</p> <p>Support teacher staff development activities in the following:</p> <p>Special Education</p> <ul style="list-style-type: none"> • Bilingual/ESL strategies to support classroom instruction for LEP students • Awareness of cultural factors that influence instruction • Instructional strategies such as modifications and accommodations in general education • Positive behavior intervention strategies to enhance classroom management and de-escalate and/or diffuse inappropriate behavior • CPR Training for teachers and paraprofessionals of self contained classrooms every two years • First Aid • AED training • Tutoring • Differentiation of Instruction <p><u>Support Facilitation- Electives</u></p> <p>Teacher prepared accommodations and modifications (non – core area courses).</p> <p><u>Speech Therapy</u></p> <p><u>Related Services:</u></p> <p>Transportation, Counseling, Psychological services, school health services, social work services, behavior strategist, PT, OT, VI, and OM.</p>	<p>Title 1 211</p> <p>Local Funds 199</p> <p>SCE</p>

Resources	All Core Content Subjects and Subgroups Technology
<p>Title 1 211</p> <p>Local Funds 199</p> <p>SCE</p>	<p>Integrate technology into the curriculum to reinforce and enhance math skills.</p> <ul style="list-style-type: none"> • Data Projectors and data projector parts • All in one classroom computers • Document Cameras • Classroom Clickers • Classroom Speakers (content academies) • Classroom microphones • Presentation Screens (content academies) • Presentation Technology Carts (content academies) • I-Pads • Mobile Classroom Labs • Software <ul style="list-style-type: none"> • Brainpop • Imagine Math • Imagine Language • Read 180/Systems 44 • Corrective Reading • Herman Method • Stemscopes • Mimios • Laptops • Student Lab computers and printers <ul style="list-style-type: none"> • Toner cartridges

Resources	All Core Content Subjects and Subgroups Technology
Title 1 211 Local Funds 199 SCE	<p>Computer Lab Bulletin Boards for student work and presentations Purchase supplemental workbooks, supplies and equipment to meet the new STAAR requirements.</p> <p>Science</p> <ul style="list-style-type: none"> • Keep laboratory equipment up to date • Purchase supplies and equipment needed to do labs and other lessons <p>Math</p> <ul style="list-style-type: none"> • TI – Nspire and TI 84 calculators

Goal 5: Family and Community Involvement								
Objective 1: 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	Title 1 Schoolwide Components	
Parent meetings geared toward knowledge of standardized testing and other campus related information	Principal, Parental Director, Parent Educators	Local Funds, Title I Funds	August 2018 - May 2019	Sign-in Sheets	Parent Surveys		Title I- #4, #6	
Parent Orientations	Parental Director, Parent Educators	Title I Funds	August 2018 - May 2019	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6	
Sponsor after school tutoring camps @ Parental Education Centers throughout District for Elementary & Secondary Campuses	Parental Director, Logistic Specialist, Site Managers	Title I Funds	August 2018 - May 2019	Sign-in Sheets, Telephone Logs	Benchmark Scores CBAS	STAAR, LAS-Links, TELPAS, EOC	Title I- #2, #9	
Assist Secondary Campuses increase their tutorial academies via telephone contacts, etc.	Parent Educators	Title I Funds	August 2018 - May 2019	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR	Title I- #2, #9	

Goal 5: Family and Community Involvement

Objective 4: Increase Parental involvement in secondary campuses

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host at least 2 major events per year	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2018 - May 2019	Sign-in Sheets	Parent Surveys		Title I- #6, #10
Host one (1) graduation requirements seminar for all secondary parents	Parental Director, Logistic Specialist, Parent Educators, Financial Aid Officers	Local Funds, Title I Funds	August 2018 - May 2019	Sign-in Sheets, Registration forms	Parent Surveys		Title I- #6, #10
Increase enrollment of adult Literacy Participation by 15%	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2018 - May 2019	Classroom attendance sheets	End of year course completion certificates		Title I- #6, #10
Partner with DAEP and National Honors Society Programs to engage students in community service projects	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2018 - May 2019	Registration forms, MOU'S, Projects Participation Forms	Measure DAEP recidivism rate, Tally of volunteer hours On a monthly basis		Title I- #9

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	Title 1 Schoolwide Components
Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will participate in a Technology Integration Academy. These academies will be planned for each of the core content areas as well as key electives. Make available classroom mobile for student use.	Technology Director MIS Coordinator Instructional Technology Coordinator Chief Financial Officer Superintendent of Schools	Instructional Technology Staff and various state, federal, and local budgets	Ongoing... This will be a yearly expense with additions each year as funds become available.	Increased number of teachers using technology Increase in the number of participants in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology	Increased student scores.	Budget reviews and monthly campus visits with Central Office Administrator.	Title 1 - #5
Provide resources and support for Campus Instructional Technologists to work directly with teachers to integrate technology into curriculum.	Instructional Technology Coordinator Technology Director Principals Campus Instructional Technologists	Software, hardware, and professional development	Ongoing. This is a yearly expense that will be increased every year as funds are available.	Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title 1 - #10

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	Title 1 Schoolwide Components
The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Accelerated Reader Software, adequate bandwidth, and adequate hardware	August 2018 – May 2019	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	Title 1 - #1
The Technology Department will provide for the delivery of online library/research resources so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Software, adequate bandwidth, and adequate hardware	August 2018 – May 2019	Usage reports from the systems.	Increase in the number of students using the system.	Review Reports	Title 1 - #1
PSJA ISD provides adult literacy and technology application skills training for parents via the Parental Involvement Department. The Parental Involvement Department gets technology literate teachers from the Bilingual/ESL Department to conduct these trainings. These training take place on a monthly basis throughout the year. The department is in essence its own adult literacy provider.	Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development	ongoing. This is a strategy that is carried out year-round and in the summers.	Sign-in sheets An increase in the number of technology literate and English Proficient parents	Increase in the number of Technology Literate parents, and community members.		Title 1 - #6

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	Title 1 Schoolwide Components
Audit the curriculum and integrate technology essential knowledge and skills (TEKS) at the 6-8 level and update and create courses for Technology Applications.	Instructional Technology Coordinator Executive Officer for MS Content coordinators Technology Applications Review committee for (MS) Superintendent of Schools District Technology	Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.	This is an ongoing process. However, a committee will be formed to specifically address the secondary Technology applications courses.	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.	Title 1 - # 1,2
Develop units of practice aligned with the core content curriculum.	Instructional Technology Coordinator Executive Officer for MS Content coordinators Campus Instructional Technologist District Technology Trainer	Core content curriculum resources. Learning.com	ongoing This will be done by June 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.	Title 1 - # 1,2,9

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	Title 1 Schoolwide Components
Expand distance learning efforts to enhance classroom instruction. The district will join the Region One Distance Learning (Video Conferencing Consortium).	Instructional Technology Coordinator, Campus Instructional Technologist, Core content area coordinators	Video conferencing equipment, online curriculum resources Title One Local Funds	Aug 2018– May 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.		Title 1 - # 2
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Title One Local Funds	Ongoing. This is a regular service that is provided to all campuses.	Campus visits to computer labs by Instructional Technology Staff. Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher STAAR scores).	Increase in student achievement (higher STAAR scores). Higher TA 8 th Grade Scores		Title 1 - # 1,2
The campus will mandate that all paraprofessionals dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Instructional Technology Labs Title One Local Funds	Aug 2018 – May 2019	LAB usage logs	Increase in student achievement (higher STAAR scores). Higher TA 8 th Grade Scores		Title 1 - # 2

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	Title 1 Schoolwide Components
Reestablish summer computer training opportunities for students. 19 computer technology camps (Technology Applications, Web Design, and Video Editing) will be hosted during the summer of 2019- and throughout the year in 2018-2019. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2019 and throughout the 2018-2019 School Year	Instructional Technology Coordinator District Technology Trainer ILS Support Specialist Campus Instructional Technologists Parental involvement staff which will be trained by the Technology Center Staff.	Hardware, And software. And Technology Applications Instructors.	Summer of 2018 2018-2019 School Year	Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.	Increased involvement in school technology programs by students. Student evaluations of summer technology camps.		Title 1 - # 2,9
Organize and host/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.	Technology Director MIS Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners	Hardware, software, and other technology resources	By Spring of 2019. Campuses will have at least one technology fair a year.	Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.	Increased use of technology by students and teachers.		Title 1 - # 2,9

Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide internet instruction to all teachers and students. 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 Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator</p>	<p>All available online resources</p>	<p>Ongoing. Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.</p>	<p>online campus and classroom web sites</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>	<p>STAR Chart</p>	<p>Title 1 - # 2,9</p>

Goal 6: 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	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	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>Technology Director</p>	<p>Local Technology Budget, and hardware</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs in 2017-2018. They will receive new computers in 2020-2021.</p>	<p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p>	<p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p>	<p>STAR Chart</p>	
<p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p>	<p>Technology Director Instructional Technology Coordinator, MIS Coordinator</p>	<p>Title One Local Funds</p>	<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>computer inventory counts</p>	<p>Increased teacher collaboration on curriculum projects.</p>	<p>STAR Chart Teacher Survey</p>	<p>Title 1 - # 2,9</p>

Goal 7: Create a Safe School Culture and Climate.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for Administrators on student referral protocols, de-escalation and restorative practices	Student Services Department	Local Funds	August 2018- June 2019	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#2, 10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department	Local Funds	August 2018- June 2019	Sign-in Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#2, 10
Back on Track Committee for DAEP students returning to home campus	Buell, Home Campus, Student Services Department	Local Funds, Title I	August 2018- June 2019	Sign-in Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#2, 10
Discipline Diversion Plan for first time offenders	Student Services Department, Buell Staff	Local Funds, Title I	August 2018- June 2019	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#2, 10

Goal 7: Create a Safe School Culture and Climate.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Assist campuses with individual student needs (medical, dental, vision and hearing services)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -coordinate with social service agencies -provide referral for services 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP 	<p>August 2018- June 2019</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Side by side data analysis</p>	<p>Title 1--#2, 10</p>
<p>Improve the management, attendance, education and care of children with asthma.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Increase use of national clinical guidelines for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers 	<p>August 2018- June 2019</p>	<p>Created a hotspot map of students with asthma to determine congestion of illness</p> <p>Peak flow meters available for all asthmatic by health services</p> <p>Assist with all medical asthmatic needs when needed</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#2, 10</p>
<p>Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.</p>	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -School based clinics -Local health care providers -Local hospitals 	<p>August 2018- June 2019</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decrease percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#2, 10</p>

Goal 7: Create a Safe School Culture and Climate.							
Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Action Steps: -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best-practices document for community providers. -Refer children to the appropriate medical services (school based clinics)	-Director of Health Services -Nursing Staff	-Behavioral Centers -PSJA LPC	August 2018- June 2019	Brochure with available services information included	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#2, 10
Provide support services including deterrent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	-Director of Health Services -Nursing Staff	-Behavioral Centers -PSJA LPC	August 2018- June 2019	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#2, 10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	-Director of Health Services -Nursing Staff	-Emergency medical services from Pharr, San Juan and Alamo	August 2018- June 2019	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#2, 10

Goal 7: Create a Safe School Culture and Climate.							
Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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	August 2018- June 2019	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#2, 10
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.	-Director of Health Services -Nursing Staff	-Athletic Department -LPC	August 2018- June 2019	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis	Title 1--#2, 10

Goal 7: Create a Safe School Culture and Climate.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. - SHAC along with 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>August 2018- June 2019</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #2, 10</p>

Goal 7: Create a Safe School Culture and Climate.							
Objective 3: Provide training for all staff on creating a safe school culture and climate.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conducting daily security/safety audits of all district campuses	Security and Safety Department	Local Funds	August 2018- June 2019	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#2, 10
Training all security staff on proper confrontational management techniques	Security Director	Local Funds	August 2018- June 2019	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis	Title 1--#2, 10
Training all school staff on lockdown procedures	Security Director	Local Funds	August 2018- June 2019	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#2, 10
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds	August 2018- June 2019	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#2, 10

Goal 7: Create a Safe School Culture and Climate.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Pupil Accounting Director, Campus Personnel, District Program, Directors (Bilingual, Migrant, Special Education, CTE)	Local Funds	August 2018- June 2019	-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#2, 10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Pupil Accounting Director, Campus Personnel	Local Funds	August 2018- June 2019	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#2, 10
Ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel	Local Funds	August 2018- June 2019	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance	Title 1--#2, 10

Goal 7: Create a Safe School Culture and Climate.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> School messenger 	Pupil Accounting Director	Local Funds	August 2018- June 2019	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report Onpointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#2, 10
Provide consistent student support and guidance through district personnel to ensure student academic success.	Pupil Accounting Director	Local Funds	August 2018- June 2019	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#2, 10

Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<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	On going	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	Title 1 - # 4
<ul style="list-style-type: none"> Unique district incentives Paying of Local Days District contribution for employee medical plan 	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> Staff retiring from district 	More experience work force	Title 1 - # 4
<ul style="list-style-type: none"> Implement a plan for teacher selection and retention Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified <p>A passion for students, and commitment to excellence</p>	HRS Admin. Bilingual/Special Education Directors Principal	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> Staff hired High teacher retention rate 	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	Title 1 - # 4
Hire University Student Interns that have demonstrated excellence in the classroom	Principal recommends to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	Title 1 - # 4

Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principals training on interviewing, documentation of teachers	HR Admin, 13 dept. staff	Documentation Handbook	Aug. 2018 – May 2019	Better selection of staff Improvement of documentation of staff	Improve the quality of teachers therefore improving student learning	Hiring of better teachers Better documentation of staff not meeting performance standards	Title 1 - # 4
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds	Aug. 2018 – May 2019	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - # 4
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds	Aug. 2018 – May 2019	Sign-in sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title 1 - # 4
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Director Department Instructional Coaches	Local funds	Aug. 2018 – May 2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	Title 1 - # 4

Goal 8: Staff Quality, Recruitment, and Retention

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

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

Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide teacher with ongoing professional development in Reading/Writing, Math, Science, and Social Studies to support needs identified in the campus improvement plan.	Principal Dean Admin Team CLL	Title One Local Funds	Aug. 2018 – May 2019	Agenda Registration Other travel expenses	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - # 4