




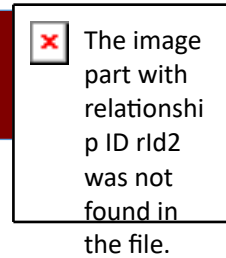
**Allen & William Arnold  
Campus Improvement Plan  
2019-2020**

Board Approved:

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# Mission Statement

Our mission at Allen & William Arnold Elementary is to facilitate the acquisition and the use of knowledge, to nurture a sense of individual worth, and the potential for success in a changing, challenging world. To fulfill this mission, the school, with the support of the school board, central office staff, parents, and community, make the commitment to provide for all learners, a quality core academic program enhanced by enrichment



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

### ***Guiding Principles***

- Commitment to our Student's Education
- Passion For Quality Instruction
- Live the Golden Rule
- Dedicated Staff, Supportive Parents, Successful Students
- Accountability

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

Every student will graduate 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**

### **School wide Components:**

- 1. 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. 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.**
- 4. 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.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
- 8. 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. 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 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.**

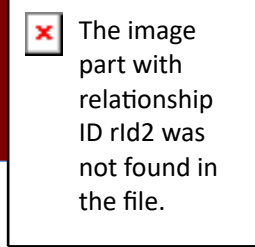
# Comprehensive Needs Assessment

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## Data Resources Reviewed

1. 2018-19 STAAR Campus Summary Report
2. 2018-19 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

# 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:

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

- In Reading, the achievement gap at the Meets Level between SpEd and All students is 5%.
- In Mathematics, the achievement gap at the Meets Level between SpEd and All students is 16%.

#### Personnel Needs:

The Special Education Department must work closely with the 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 Department must work closely with the Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively.

# Comprehensive Needs Assessment



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## Demographics

### Demographics Summary

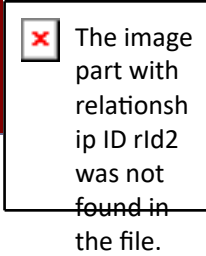
#### Special Education:

#### Strengths:

- The Sp Ed performance was above the performance target set by the state in Domain III for achievement in Reading.
- The Sp Ed performance was above the performance target set by the state in Domain III for achievement in Math.
- The Sp Ed performance was above the performance target set by the state in Domain III for Growth in Reading.
- The Sp Ed performance was above the performance target set by the state in Domain III for Growth in Math.



# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### English Language Learners (ELL):


The following sources from across the district were used to review the Bilingual Education/Dual Language (BE/DL) 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 ELL students. The BE/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 BE/DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

#### Needs:

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

- In Reading, the achievement gap at the Meets Level between ELL and All students is 12%.
- In Mathematics, the achievement gap at the Meets Level between ELL and All students is 11%.
- In Reading, the ELL performance was below the performance target set by the state in Domain III for Growth.
- The ELL performance was below the TELPAS progress rate set by the state.

# Comprehensive Needs Assessment

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## Demographics

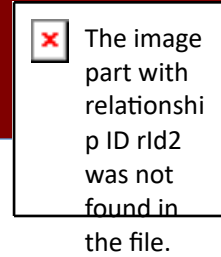
### Demographics Summary

#### English Language Learners (ELL):

##### Strengths:

- The ELL performance was above the performance target set by the state in Domain III for achievement in Reading.
- The ELL performance was above the performance target set by the state in Domain III for achievement in Math.
- The ELL performance was above the performance target set by the state in Domain III for Growth in Math.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

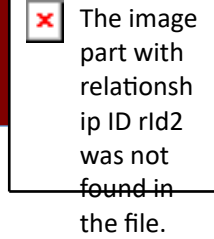
The State of Texas Assessment of Academic Readiness (STAAR) was used to review the Economically Disadvantaged data to determine strengths and needs of our Economically Disadvantaged Students.

#### Needs:

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

- In Reading, the achievement gap at the Meets Level between Eco Disadvantaged and All students is 3%.
- In Mathematics, the achievement gap at the Meets Level between Eco Disadvantaged and All students is 5%.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

##### Strengths:

- The Eco Disadvantage performance was above the performance target set by the state in Domain III for achievement in Reading.
- The Eco Disadvantage performance was above the performance target set by the state in Domain III for achievement in Math.
- The Eco Disadvantage performance was above the performance target set by the state in Domain III for Growth in Reading.
- The Eco Disadvantage performance was above the performance target set by the state in Domain III for Growth in Math.


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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Student Achievement	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> Grade Math</li> <li>• 5<sup>th</sup> Grade Science</li> <li>• 3<sup>rd</sup> Grade Math</li> </ul>	<ul style="list-style-type: none"> <li>• 4<sup>th</sup> Grade Writing</li> <li>• 4<sup>th</sup> Grade Reading</li> <li>• 3<sup>rd</sup> Grade Reading</li> <li>• Students scoring at Meets Level</li> <li>• Students scoring at Masters Level</li> </ul>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> <li>• 4<sup>th</sup> Grade Reading an Writing</li> <li>• 3<sup>rd</sup> Grade Reading Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course</li> <li>• Assess and Monitor all students frequently through common formative assessments</li> </ul>
2	School Progress: Academic Growth, Relative Performance	A&W Arnold received a scale score of 86 on Domain II Pt. B (Relative Performance).	<ul style="list-style-type: none"> <li>• Student progress score dropped</li> <li>• Student progress in 4<sup>th</sup> Grade Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Address the needs of identified students to meet the progress measure in 2019-20 in Reading and Mathematics</li> </ul>
3	Closing the Achievement Gap	A&W Arnold received a scale score of 80 on Domain III.	<ul style="list-style-type: none"> <li>• Target achievement for continuously enrolled students was not met in Reading.</li> <li>• Target growth for ELLs was not met in Reading.</li> <li>• Target for TELPAS was not met.</li> </ul>	Special population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies.
4	Family and Community Involvement	<ul style="list-style-type: none"> <li>• A Neighborhood school</li> <li>• Communication in both English and Spanish</li> <li>• Parent Liaison campus</li> </ul>	<ul style="list-style-type: none"> <li>• Campus parent involvement is low</li> <li>• Parent involvement is low</li> </ul>	<ul style="list-style-type: none"> <li>• Promote to increase parental involvement</li> <li>• Create new opportunities for parental involvement</li> </ul>

## Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Technology	<ul style="list-style-type: none"> <li>• Availability of technology resources for students and teachers, and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of technology in instruction and increase the infrastructure, increase the use of student technology to enhance instructional rigor</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on the implementation of technology integration; increase on-line resource use</li> </ul>
7	School Culture and Climate	<ul style="list-style-type: none"> <li>• Good student attendance</li> <li>• Collaborative Learning Communities with common planning periods</li> <li>• Customer Service</li> <li>• College for All Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain or increase student attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Build public relations</li> <li>• Promote student attendance</li> </ul>
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Mentors</li> <li>• McRel Evaluation Tool</li> </ul>	<ul style="list-style-type: none"> <li>• Partner with universities for opportunities for student observation hours, internships, and student teaching candidates</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a line of communication with universities</li> <li>• Promote A &amp; W Arnold at University and District levels.</li> </ul>


# Allen & William Arnold Demographics

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	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	<b>696</b>	348	348	49	271	1	2	17	10	570	12	0
Percent	100	50	50	7.04	38.94	0.2	0.3	2.6	1.44	81.9%	1.72	0

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	696	678	3	0	15	0
Percent	100	97.41	0.43	0	2.16	0

# Allen & William Arnold Demographics


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Total Enrollment – 696

<b>Percent</b>	<b>PSJA ISD</b>	<b>Campus</b>
<b>Hispanic</b>	99.08%	97.41%
<b>Economically Disadvantaged</b>	91.90%	81.90%
<b>ELL</b>	42.80%	38.94%




# Student Achievement Summary 2019

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	PSJA ISD	A & W Arnold	Goals 2020
Domain I Student Achievement	87	78	90
Domain II School Progress: Academic Growth Relative Performance	89 73 91	86 77 86	90 90 90
Domain III Closing the Gaps	83	79	90

# Student Achievement Summary 2019

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All Students Performance Rates at Approaches Level or Above	PSJA ISD	A & W Arnold	Goals 2020
Reading	69	81	90
Math	83	85	90
Writing	70	77	90
Science	80	77	90

# Student Achievement Summary 2019

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<b>ELL Current &amp; Monitored Performance Rates at Meets Level or Above</b>	<b>Performance Target 2019</b>	<b>PSJA ISD</b>	<b>A &amp; W Arnold</b>	<b>Goals 2020</b>
Reading	29	32	32	40
Math	40	49	44	55

# Student Achievement Summary 2019

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Special Ed Performance Rates at Meets Level or Above	Performance Target 2019	PSJA ISD	A & W Arnold	Goals 2020
Reading	19	24	39	50
Math	23	34	39	50

# Student Achievement Summary 2018



<b>ECO Dis Performance Rates at Meets Level or Above</b>	<b>Performance Target 2019</b>	<b>PSJA ISD</b>	<b>A &amp; W Arnold</b>	<b>Goals 2020</b>
Reading	33	40	41	45
Math	36	51	50	60

# 2019-2020 Campus Goals

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## 3<sup>rd</sup> Grade Mathematics

State Performance Standard	% of <b>Students</b> Passing State Assessment	Goal
	<b>2019</b>	<b>2020</b>
Approaches	82	90
Meets	54	60
Masters	26	30

## 4<sup>th</sup> Grade Mathematics

State Performance Standard	% of <b>Students</b> Passing State Assessment	Goal
	<b>2019</b>	<b>2020</b>
Approaches	82	90
Meets	48	60
Masters	20	30

## 5<sup>th</sup> Grade Mathematics

State Performance Standard	% of <b>Students</b> Passing State Assessment	Goal
	<b>2019</b>	<b>2020</b>
Approaches	94	100
Meets	62	70
Masters	42	50

# 2019-2020 Campus Goals

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## 3<sup>rd</sup> Grade Reading

State Performance Standard	% of <b>Students</b> Passing State Assessment	Goal
	<b>2019</b>	<b>2020</b>
Approaches	79	90
Meets	42	60
Masters	24	30

## 4th Grade Reading

State Performance Standard	% of <b>Students</b> Passing State Assessment	Goal
	<b>2019</b>	<b>2020</b>
Approaches	78	90
Meets	43	60
Masters	18	30

## 5<sup>th</sup> Grade Reading

State Performance Standard	% of <b>Students</b> Passing State Assessment	Goal
	<b>2019</b>	<b>2020</b>
Approaches	80	90
Meets	47	60
Masters	27	30

# 2019-2020 Campus Goals



4th Grade Writing		
State Performance Standard	% of <b>Students</b> Passing State Assessment	Goal
	<b>2019</b>	<b>2020</b>
Approaches	77	90
Meets	44	60
Masters	12	30



# 2019-2020 Campus Goals

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<b>5<sup>th</sup> Grade Science</b>		
State Performance Standard	% of <b>Students</b> Passing State Assessment	Goal
	<b>2019</b>	<b>2020</b>
Approaches	74	90
Meets	54	60
Masters	31	35

## Campus Goal 1: Improve Student Academic Achievement (Domain I)

### Objective 1: Implement an aligned curriculum to ensure that every student reach his/her highest level of achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Develop a comprehensive plan to analyze all test data. To monitor effectiveness of teaching and learning.	Teacher Administration	Local Funds, Title 1 Funds, SCE	August 2019 to June 2020	Testing Calendar Testing Data Results	Progress Monitoring, CBA's, Benchmark Scores, Student Achievement, Gains	Weekly Assessments CBA's Benchmarks STAAR	Title 1 - #8
Continue to implement the following activities/strategies in the classroom on a daily/weekly basis to promote learning and teaching. Literature based strategies as per Dr. Diana Ramirez in-services.	Teachers Administration	Local Funds Title I Funds SEC	August 2019 to June 2020	Lesson Plans Walk Through Sign-in Sheets	Agenda Sign in Sheet Lesson Plan Walk Through	Weekly Assessments CBA's Benchmarks	Title I - #1, #2, #3 and #9
Establish a comprehensive plan to review and analyze test data after every district test.  <ul style="list-style-type: none"> <li>Identify and address areas of need.</li> <li>Make use of district benchmark assessment data for student grouping.</li> <li>District Reading Timelines</li> </ul>	Teachers Administration	Title 1 Funds	August 2019 to June 2020	Test Scores Lesson Plans Walk Through	Student achievement gains Test Scores	Mini Assessments CBAs BM's	Title 1 - #1, #2
Conduct a Vertical and Horizontal study of Spanish TEKS Standards and compare to English TEKS.  Supplement the state adopted reading program to develop reading skills in Spanish	Teacher Administration  Teacher Administration		August 2019 to June 2020	TEKS Aligned  Lesson Plans Student Assessment	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #1, #2
Implement a strong English Oral language Program to ensure a smooth transition into an English curriculum	Teacher Administration	Title 1 Funds	August 2019 June 2020	Walk Through Observations	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, #2

## Campus Goal 1: Improve Student Academic Achievement (Domain I)

### Objective 1: Implement an aligned curriculum to ensure that every student reach his/her highest level of achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide/Purchase materials for Oral Language / Music. -Use chants, songs, stories -Hampton Brown Books -Sing, Spell, Read & Write -Technology Hermi's music of McAllen -Reading theaters	Teacher Music Teacher	Title 1 Funds SCE 199 Local	August 2019 to June 2020	Walk Through Observations	Benchmark scores, student achievement gains	Weekly Tests, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, #2
Provide a literature-rich environment by increasing the number of Spanish books in classroom and school library and make available to LEP students	Teacher	Title 1 Funds SCE 199 Local	August 2019 to June 2020	Walk Through Observations	Benchmark scores, student achievement gains	Weekly Tests, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, #2
Continue to provide opportunities for students not mastering required objectives. <ul style="list-style-type: none"> <li>• After school tutorials</li> <li>• Content Mastery</li> <li>• Summer School</li> </ul>	Teacher Administration Sp. Ed. Teacher	Local Title I SCE 199 Local	August 2019 to June 2020	Lesson Plans	Benchmark scores, student achievement gains	Weekly Tests, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, #3
Emphasize the existing Lang. Arts Program that include strategies and activities aligned to TEKS. <ul style="list-style-type: none"> <li>• Develop strands for each level in all areas of Language Arts</li> <li>• Unpack Language Arts TEKS</li> </ul>	Teacher Administration	Title 1 SCE Local	August 2019 to June 2020	Lesson Plans District Curriculum. Guidelines Walk Through	Increased student progress including sub population as measured on CBS's, BM's and STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1 and #3

**Campus Goal 1: Campus Goal 1: Improve Student Academic Achievement (Domain I)**

**Objective 2: Increase the number of students that score at the Meets and Masters Level on STAAR.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Attend training for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Administration Instructional Coach	Local Funds, Title 1 Funds	Aug 2019 - June 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Meets and Masters Level on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Administration Instructional Coach	Local Funds, Title 1 Funds	Aug 2019 - June 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Meets and Masters Level on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered.	Administration Instructional Coach	Local Funds, Title 1 Funds	Aug 2019 - June 2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Meets and Masters Level on STAAR tracking forms.	CBAs, BMs, STAAR, TELPAS	Title 1 -#8
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Approaches, Meets and Masters Levels on the STAAR assessment.	Administration	Local Funds, Title 1 Funds	October 2019 December 2019 March 2020 May 2020 June 2020	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#2,4,8

**Campus Goal 1: Campus Goal 1: Improve Student Academic Achievement (Domain I)**

**Objective 2: Increase the number of students that score at the Meets and Masters Level on STAAR.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
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.	Administration	Local Funds, Title 1 Funds	October 2019 December 2019 March 2020 May 2020 June 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Attend District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Administration	Local Funds, Title 1 Funds	October 2019 December 2019 March 2020 May 2020 June 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to Meets or Masters Level on the STAAR assessment.	Administration Teachers	Local Funds, Title 1 Funds/ SCE	August 2019-June 2020	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Meets and Masters Level on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

**Campus Goal 1: Improve Student Academic Achievement (Domain I)**

**Objective 3: Assessments aligned to State Standards will be used to monitor student progress in 2019-2020**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Develop a comprehensive plan to analyze all test data to monitor effectiveness of teaching and learning.</p> <ul style="list-style-type: none"> <li>Identify and address areas of need.</li> <li>Make use of District benchmark assessment data for student grouping</li> <li>District Reading Timelines</li> </ul>	Teacher Administrator	Local Funds, Title 1 Funds, SCE	August 2019 to June 2020	Title I #1, #2	Progress Monitoring, CBA's, Benchmark Scores, Student Achievement Gains	Weekly Assessments CBA's Benchmarks STAAR	Title 1 - #8
<p>Provide/purchase reading materials for on-going assessment</p> <ul style="list-style-type: none"> <li>Reading Measuring up</li> <li>STAAR Master</li> <li>STAAR Coach</li> <li>Scott Foresman SS Workbook</li> <li>Mentoring Minds</li> </ul>	Teacher Administrator	Title I	August 2019 to June 2020	Test for Points Test Date	Progress Monitoring, CBA's, Benchmark Scores, Student Achievement Gains	Weekly Assessments CBA's Benchmarks STAAR	Title 1 - #3, #5, #9
<p>Provide tutoring and summer school classes with bus transportation and snack for students that qualify to provide instruction in subjects needed for on going assessment and optional extended year programs. Provide instruction in all subjects for Home Bound students.</p>	Teacher Administration Bus Transportation Central Kitchen/Cafeteria	Title I SCE	August 2019 to June 2020	Resource Student Roster Class Schedule Lesson Plans	Benchmark Scores, Student Achievement Gains, Closing Achievement Gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2

## Campus Goal 1: Improve Student Academic Achievement (Domain I)

### Objective 3: Assessments aligned to State Standards will be used to monitor student progress in 2019-2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Provide supplemental instruction in subjects needed through Optional Extended Year Program.</p> <ul style="list-style-type: none"> <li>Extended Day / tutor</li> </ul>	Teacher Administration	Title 1 SCE	August 2019 to June 2020	Resource Student Roster Class Schedule Lesson Plans	Benchmark Scores, Student Achievement Gains, Closing Achievement Gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Provide/purchase reading materials for Ongoing Assessment	Teacher Administration	Local Funds, Title 1 Funds SCE	August 2019 to June 2020				
Analyze data from science STAAR and district tests to ensure all groups are meeting objectives and goals. Plan at least one science related field trip per grade level per year	Teacher Administration	Local Funds, Title 1 Funds SCE	August 2019 to June 2020	Principals Binder	Benchmark scores, student achievement gains	CBAs, BMs, STAAR,	Title I #4, #8
<p>Purchase/Provide the following materials:</p> <ul style="list-style-type: none"> <li>Measuring Up, GF Educators, In., Lakeshore</li> <li>Science Assessments/Science supplies for camps</li> <li>Science supplies for experiments for classroom use</li> <li>Fusion Science &amp; Options Science, Ward's Science</li> <li>Motivation Science, Literacy Resources Inc.</li> <li>Scholastics Materials &amp; Mentoring Minds</li> <li>Teacher Created Materials, Doyleen &amp; Associates</li> <li>Ateneo Booksellers, Perma-Bound/Voyager-Sopris</li> <li>Forde-Ferrier , Kamico, McGraw Hill</li> <li>General Supplies, Copier paper, skill boxes</li> <li>Memory sticks, head phones with mic</li> <li>Ink cartridges/toners/drums</li> <li>ECS Learning Systems, Inc.</li> <li>Bulbs/lamps- for promethean boards</li> <li>* Sing &amp; Spell Read &amp; Write/canta,deletrea,lee y escribe</li> <li>Thinking Maps-Write from the Beginning</li> <li>ETAHand2Mind, Barnes &amp; Noble, dictionaries</li> <li>Video projectors with mount/Hitachi short throw</li> </ul>	Administration	Local Funds, Title 1 Funds SCE	August 2019 to June 2020	Principals Binder	Benchmark scores, student achievement gains	CBAs, BMs, STAAR,	Title I #4, #8

**Campus Goal 1: Improve Student Academic Achievement (Domain I)**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide staff training on curriculum requirements <ul style="list-style-type: none"> <li>• Provide training to teachers on D. Ramirez Strategies.</li> <li>• Write from the Beginning</li> <li>• District reading curriculum</li> <li>• Region One Staff Development</li> <li>• Lead 4ward</li> <li>• Ford Ferrier Writing Training</li> <li>• Unpacking TEKS for all subjects</li> </ul>	Teacher Administration Reading Resource	Local Title 1	August 2019 to June 2020	In Service training information and evaluation Sign-in Sheets Agendas	Increased progress for all students  Student Gains	Curriculum documentation Progress Monitoring	Title 1 - #1 and #4
Profession Growth <ul style="list-style-type: none"> <li>• Conferences</li> <li>• Training</li> <li>• Meetings</li> <li>• CLC meeting</li> <li>• Staff Presentation</li> </ul>	Teacher Administration	Local Title 1 SCE	August 2019 to June 2020	Agenda Sign in Sheets	Student Achievement Gains, Student Achievement Progress	Weekly Tests CBAs, BMs, STAAR,	Title 1 - #4
Provide/attend continuous staff development sessions in the area of reading <ul style="list-style-type: none"> <li>• Dr. Diana Ramirez Training</li> </ul>	Teacher Administration	Title 1	August 2019 to June 2020	Sign in Sheets	BM Scores Student Achievement Gains	CBAs, BMs, STAAR	Title 1 - #4



**Campus Goal 1: Improve Student Academic Achievement (Domain I)**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide continuous staff development in <ul style="list-style-type: none"> <li>• Data analysis to identify language proficiency levels</li> <li>• ESL Strategies</li> <li>• TPRI/Tejas Lee</li> </ul>	Teacher Administration	Title 1	August 2019 to June 2020	Agenda Sign In Sheet Walk Through	BM Scores Student Achievement Gains	CBAs, BMs, STAAR, Telpas	Title 1 - #4
Personal Growth <ul style="list-style-type: none"> <li>• Conference</li> <li>• Trainings</li> <li>• Meeting</li> </ul>	Teacher Administration	Local Title 1 SCE	August 2019 to June 2020	Agenda Sign In Sheet Walk Through	BM Scores Student Achievement Gains	CBAs, BMs, STAAR, Telpas	Title 1 - #2
Utilize Vertical Academic Team to identify and share effective math strategies through <ul style="list-style-type: none"> <li>• CLC Meeting</li> <li>• Grade Level Meeting</li> <li>• Cross Grade Level Meeting</li> </ul>	Teacher Administration CLL	Local Title 1 SCE	August 2019 to June 2020	Principal Binder	BM Scores Student Achievement Gains	CBAs, BMs, STAAR, Telpas	Title 1 - #4, #8

**Campus 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 School Wide Components
<p>Emphasize the existing Lang. Arts Program that include strategies and activities aligned to TEKS</p> <ul style="list-style-type: none"> <li>• Thinking Maps/</li> <li>• Graphic Organizers</li> </ul> <p>Provide additional time through re-teaching</p> <ul style="list-style-type: none"> <li>• Utilize community guest readers</li> <li>• Implement sing, spell, read and write program</li> <li>• AR, E- Books</li> <li>• Intervention program (TPRI/TeJas Lee)</li> <li>• Learning.com</li> <li>• Imagine Learning</li> <li>• Voyager</li> <li>• Summit K-12</li> </ul>	<p>Administration, Instructional Coach, Teachers</p>	<p>Title 1 211, Local Funds 199</p>	<p>August 2019- June 2020</p>	<p>Lesson plans, Walk through, McRel</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	

**Campus 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 School Wide Components
Provide training teachers on D. Ramirez strategies and Ford Ferrier .	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2019-June 2020	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Integrate writing into Reading curriculum to reinforce and enhance writing skills	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2019-June 2020	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
STAAR Release Questions will be used during Collaborative Learning Communities (CLCs) for review of skills	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2019-June 2020	Lesson plans, Walk-throughs, CLC agendas Sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

**Campus 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 School Wide Components
A minimum of 2 compositions per six weeks will be required at each grade level. 4 <sup>th</sup> grade will write and edit one composition per week	Administration, Instructional coach, Teachers	Title 1 211, Local Funds 199	August 2019-June 2020	Completed compositions , walk-throughs, Lesson plans	Increased Student Progress for all students as measured on Progress Monitoring, CBAs, BMs, STAAR	Progress Monitoring, CBAs, BMs, STAAR, TELPAS	
One aligned CBA and two district Benchmarks will be administered district-wide	Administration, Instructional coach, Teachers	Title 1 211, Local Funds 199	October 2019 December 2019 March 2020 May 2020 June 2020	Walk-throughs, DMAC reports	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to inform tutorial lessons and to identify spiraled skills	Administration, Instructional coach, Teachers	Title 1 211, Local Funds 199	August 2019-June 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Progress Monitoring Data will be used to identify students in need of extended learning opportunities	Administration, Instructional coach, Teachers	Title 1 211, Local Funds 199	August 2019-June 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

## Campus 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 School Wide Components
CIF strategies will be integrated into Sharon Wells and Pearlized Math Curriculum	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	Aug 2019- June 2020	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Mathematics teachers will attend all district training on TEKS analysis to determine the depth and complexity of each student expectation	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	Aug 2019- June 2020	Agendas and Sign-in Sheets	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will attend all trainings on unpacking the math TEKS, analyzing data and continued training during CLCs	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	Aug 2019- June 2020	Agendas and Sign-in Sheets	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
One aligned CBA and two district Benchmarks will be administered district-wide	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	October 2019 December 2019 March 2020 May 2020 June 2020	Walk-throughs, DMAC reports	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

**Campus 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 School Wide Components
Data will be reviewed and used to guide tutorial lessons and to identify spiraled skills	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2019-June 2020	CLC agendas and sign-in sheets	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
All assessment data will be used to identify students in need of extended learning opportunities	Administration, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2019-June 2020	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Attend provided Sharon Wells training on effective teaching strategies for math teachers.	Administration, Instructional Coach, Teachers	Title 1 Funds	August 2019-June 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Campus 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 School wide 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"> <li>•Dictionaries</li> <li>•Nonlinguistic Representation Activities</li> <li>•Frayer model</li> <li>•Interactive Word Walls</li> <li>•Thinking Maps</li> <li>•Graphic Organizers</li> <li>•Voyager Program</li> <li>•Lexia</li> <li>•Imagine Learning</li> <li>•TPRI/Tejas LEE Strategies</li> <li>•Summit K-12</li> </ul>	<p>Administration Teachers</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>Aug. 2019 June 2020</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>	

**Campus 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 School wide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Administrators Teachers	Title 1 211, Local Funds 199 Special Ed 224	August 2019- June 2020	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
3. Monitor campus implementation of accommodations, inclusion support and interventions to accelerate student progress.	Administrators Teachers	Title 1 211, Local Funds 199 Special Ed 224	August 2019- June 2020	Walk-through, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Administrators Teachers	Title 1 211, Local Funds 199 Title III 224	August 2019- June 2020	Walk-through. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Administrators Teachers	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2019- June 2020	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	



**Campus 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 School wide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Administration Counselor Teachers	Title 1 211, Local Funds 199	August 2019- June 2020	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Administration Counselor Teachers	Title 1 211, Local Funds 199	August 2019- June 2020	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	
8. Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Administration	Title 1 211, Local Funds 199	August 2019- June 2020	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	

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

**Objective 2: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Monitoring of the progress of <b>at risk</b> students will be done immediately following each CBA and BM. Additional tutoring/reinforcement to students identified at risk of failing (STAAR)	Teacher Administrator	Title I	August 2019 to June 2020	Principal Data Binder	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Monitoring of the progress of <b>Special Education</b> students will be done immediately following each CBA and BM. Additional tutoring/reinforcement to students identified at risk of failing (STAAR)	Teacher Administrator Special Education Teacher Special Education Para-Professional	Title I	August 2019 to June 2020	Principal Data Binder	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Monitoring of the progress of <b>ELL</b> students will be done immediately following each CBA and BM. Additional tutoring/reinforcement to students identified at risk of failing (STAAR)	Teacher Administrator Bilingual Teacher	Title I	August 2019 to June 2020	Principal Data Binder	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Monitoring of the progress of <b>Migrant</b> students will be done immediately following each CBA and BM. Additional tutoring/reinforcement to students identified at risk of failing (STAAR)	Teacher Administrator Migrant Para-Professional	Title 1	August 2019 to June 2020	Principal Data Binder	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

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

**Objective 2: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide additional tutoring/reinforcement to students identified at risk of failing Provide additional tutoring by hired tutors to reinforce students academic improvement	Teacher Administration	Title 1	August 2019 to June 2020	Principal Data Binder	BM Scores, Student Achievement Gain, Closing Achievement Gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Compile and organize “catch-up” packets for students who come late to school or leave early	Teacher Administration	Tile I	August 2019 to June 2020	Principal Data Binder	BM Scores, Student Achievement Gain, Closing Achievement Gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide one to one tutoring for migrant students, identified on priority for services reported, using a Reading intervention Program	Teacher Administration Migrant Para Professional	Title I	August 2019 to June 2020	Principal Data Binder	BM Scores, Student Achievement Gain, Closing Achievement Gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

**Objective 2: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Ensure that migrant students, identified on the priority for service reports and at risk of failing, attend extended day instruction on the appropriate subjects.	Teacher Administration	Title 1	August 2019 to June 2020	Principal Data Binder	BM Scores, Student Achievement Gain, Closing Achievement Gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Tutor or provide reinforcement to all sub population groups before, during and after school in identified area of need.	Teacher Special Ed Teacher RR Teacher Administration	Title 1	August 2019 to June 2020	Principal Data Binder	BM Scores, Student Achievement Gain	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Schedule all sub population group to reading resource class. Provide additional support to identified at risk students failing 3 <sup>rd</sup> grade.	Teacher Administration RR Teacher	Title 1 SCE	August 2019 to June 2020	Resource, Student Roster Lesson Plans	BM Scores, Student Achievement Gain	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Conduct a Vertical and Horizontal study of Spanish TEKS Standards by unpacking all TEKS to aid subpopulation groups	Teacher Administration RR Teacher	Title 1 SCE	August 2019 to June 2020	Resource, Student Roster Lesson Plans	BM Scores, Student Achievement Gain	CBAs, BMs, STAAR, TELPAS	

**Campus Goal 4: Family and Community Involvement**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Develop and implement a plan to increase parental/ community involvement</p> <ul style="list-style-type: none"> <li>• PSJA annual survey</li> <li>• establish a parental involvement committee analyze existing campus parent program</li> <li>• utilize and implement at the campus if needed</li> <li>• promote campus activities to attract and increase parental attendance</li> <li>• promote parent volunteer program during meeting such as PAC – parenting session</li> <li>• Parent Educator will recruit parents for volunteer program</li> <li>• meet the teacher night</li> <li>• kindergarten graduations</li> <li>• campus wide observance of Texas Public School Week</li> <li>• end of year awards assembly</li> <li>• talent show</li> <li>• UIL</li> <li>• PK-certification program</li> <li>• Parent night/ Literacy night</li> </ul>	<p>Parent educator Administration Teachers/ Sponsors Librarian</p>	<p>Local SCE Title 1</p>	<p>Aug. 2019– June 2020</p>	<p>Sign In Sheets</p>	<p>Parent Survey</p>		<p>Title 1 # 4,6</p>

## Campus Goal 4: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<ul style="list-style-type: none"> <li>school programs on national observances               <ul style="list-style-type: none"> <li>Veterans Day</li> <li>Memorial Day</li> <li>Sept.11</li> <li>Sept. 16 - K/PK</li> <li>Red ribbon rally</li> <li>Spring musical</li> </ul> </li> <li>Choir</li> <li>PALS sport program</li> <li>Cheerleading</li> </ul>			August 2019 – May 2020				
Parent Orientation (Expo)	Administration	Local Funds, Title I Funds	August 2019-June 2020	Sign-in Sheets	Parent Surveys	Parent Surveys Summary	Title I- #4, #6
Parent meetings geared toward knowledge of standardized testing	Administration Parental Director, Parent Educators	Local Funds, Title I Funds	August 2019-June 2020	Sign-in Sheets	Parent Surveys	Parent Surveys Summary	Title I- #4, #6
Parent Orientations Monthly PAC meetings Bi-Monthly Parenting Meetings Parental volunteer recruitment	Parental Director, Parent Educators Administration	Title I Funds	August 2019-June 2020 (monthly)	Sign-in Sheets, Telephone Logs	Parent Surveys	Parent Surveys Summary	Title I- #4, #6

**Campus Goal 4: Family and Community Involvement**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Provide/Purchase Equipment</p> <ol style="list-style-type: none"> <li>1. PAC Meetings</li> <li>2. Parenting Sessions</li> <li>3. Conduct monthly campus parental sessions                             <ul style="list-style-type: none"> <li>• Monthly PAC meetings</li> <li>• Bi-Monthly Parenting Sessions</li> <li>• Parental volunteer recruitment</li> </ul> </li> </ol> <p>Establish a partnership between local businesses and school community</p> <ul style="list-style-type: none"> <li>• Generate a contact list of potential local business to recruit (Campus Rep)</li> </ul> <p>Contact as follows:</p> <ul style="list-style-type: none"> <li>• Send newsletter</li> <li>• Art work</li> <li>• Compositions</li> <li>• Invitations for campus participation (such as career fair)</li> <li>• Continue to nurture existing business partnerships</li> <li>• Serve as judges in student competitions</li> </ul>	<p>Parent educator Administration</p>	<p>Local SCE Title 1</p>	<p>Aug. 2019 – June 2020</p>	<p>Sign In Sheets Notices Flyers Invitations</p>	<p>School Support</p>		<p>Title 1 # 9, 10</p>

**Campus Goal 4: Family and Community Involvement**

**Objective 2: Tutoring Programs that support students taking assessments**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Host a title 1 advisory council meeting through out the year (PAC) <ol style="list-style-type: none"> <li>1. title 1 program</li> <li>2. migrant program</li> <li>3. school nurse</li> <li>4. school truancy liaison</li> <li>5. police dept. crime victim liaison</li> <li>6. school counselor</li> <li>7. public health clinic</li> <li>8. nutritionist</li> <li>9. dental hygiene</li> <li>10. provide snacks for parents</li> </ol> Provide/Purchase Equipment <ol style="list-style-type: none"> <li>1. PAC Meetings</li> <li>2. Parenting Sessions</li> </ol>	Parent Educator Administration District Parental coordinator	Title 1	Aug 2019 – June 2020	Agendas Sign in Sheets Notice of Meetings	Parent Survey		Title 1 # 4,6
After School Tutoring sessions	Administration Teachers	Title 1	Aug 2019 – June 2020	Sign in Sheets Telephone logs Parent letters Tutoring Lesson plans Attendance records	CBA #1 & 2, Benchmarks #1 & 2	TPRI/Tejas LEE, TELPAS, STAAR	Title 1 #2,9



**Campus Goal 4: Family and Community Involvement**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide students to participate school wide community service projects: i.e. <ul style="list-style-type: none"> <li>• Can food drive</li> <li>• Toy drive</li> <li>• Jump for Heart</li> </ul>	Administration Teachers Coaches Sponsors	Local Funds,	Aug 2019 – June 2020	Volunteer participation	Level of Participation	Level of Participation	Title I- #9

**Campus Goal 5: Technology -The campus 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 School wide Components
Designate computer lab time for all instructional classrooms	Assistant Principal Computer Lab Manager Teachers	Local Title 1 SCE	Aug. 2019 – June 2020	Increased number of teachers and students using technology	Increased student scores.	Increase in students' scores from data reports	
Provide the students opportunities to utilize classroom computers for individual and group presentations/ research	Teachers	Local Title 1 SCE	Aug. 2019 – June 2020	Lesson Plans Student projects	Increased student scores. Incorporate technology projects in classes.	Increase student scores	
Purchase/Utilize network software and hardware to impact student Renaissance Accelerated Reader & Renaissance Star Reading Licenses perform in reading, math, science &Lang Arts Winbook Carts(30 units) Purchase promethean pens –teachers & students Purchase promethean remote controls Purchase Promethean bulbs/lamps for Video projectors for promethean boards promethean boards to instruct classroom Poster machine Purchase Headphs for instructional use Copier rental for instructional use Purchase printers for instructional use Purchase of document readers Apple Ipod Touch/ Poster machine Purchase HP EliteBook 840 Staff Laptops Purchase memory sticks for classroom technology use	Teachers Instructional Technology department Computer Lab Manager	Local Title 1 SCE	Aug. 2019 – June 2020	Lesson Plans Walk -through	Increased student scores.	Increased student scores.  Usage data reports	

**Campus Goal 5: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Purchase/Utilize network software and hardware to impact student performance in reading, math, science and language arts	Teachers Instructional Technology department Computer Lab Manager	Local Title 1 SCE	Aug. 2019 – June 2020	Lesson Plans Walk -through	Increased student scores.	Increased student scores.  Usage data reports	
Provide students opportunity to students to join and participate in the Arnold Tech Club	Campus Instructional Technology personal (sponsor)	Local Title I SCE	Oct. 2019– June 2020	Student involvement Student participation Sign in sheets	Student involvement Student participation	Sign in sheets End of year Technology project presentations	

## Campus Goal 5: Technology

### Objective 3: Maintain and update Intranet and Internet capabilities on campus to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Ensure the Maintenance and updates on the district Intranet/Internet to include campus and classroom websites. The campus will use district subscriptions , applications and available resources.	Campus Instructional Technologists Classroom Teachers Campus Administration Librarian	District websites	Aug. 2019 - June 2020	online campus and classroom web sites	Increased teacher and student use	MIS work orders logs Usage reports Teacher feedback CIT feedback	
Maintain campus websites as a resource for instruction and a tool for school to community communication. The campus will provide informational updates on the programs and implementation of technology and other projects ongoing in the district , as well as up coming projects.	Campus Instructional Technologists Campus Librarians Classroom Teachers	District website, Living Tree, and district Intranet	The campus already has a web site which is continually being updated and expanded to include more teacher/student instructional resources and community information. This will be updated on the district's / campus web hosting service. This is an ongoing and continual process.	Teacher lesson plans Parental Feedback Web site usage reports.	Increased teacher collaboration on technological projects usage of resources/websites.	Teacher feedback Parental Feedback Responsible personal feedback CIT feedback Web site usage reports	

**Campus Goal 5: Technology**

**Objective 3: Maintain and update Intranet and Internet capabilities on campus to enhance student learning.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide in campus training for all classroom teachers in the following: <ul style="list-style-type: none"> <li>• Discovery education</li> <li>• Web mail</li> <li>• All district and /or region 1 purchased web sites for teachers and students</li> <li>• Promethean board training</li> <li>• Think central</li> <li>• Sharon wells</li> <li>• EduSmart</li> </ul>	Teachers Campus Instructional Technologists Librarian Administrators	Campus and Region 1 resources	Aug. 2019 – June 2020 * Ongoing process	Teacher and student usage data Sign in sheets	Teacher and student usage data Feedback from responsible personnel	Certificates of training Usage reports	

**Campus Goal 5: 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 School wide Components
The Instructional Technology Department will use local funds to replace all computers on Arnold campus instructional labs on the fifth year of instruction.	Technology Director	District - Local Technology Budget, and hardware	Ongoing... The Arnold Campus will receive new computers in 2019-2020 as per technology department.	computers at Arnold instructional labs will be no more than 3 years old at any given time. (exception)	This means that no lab computer will be out of warranty as long as it is in the lab setting.	Work orders to MIS Computer lab manager reports	
In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the computer lab computers will be used to replace classroom computers that are or will be end of life.	Campus Instructional Technology Coordinator, Computer Lab manager MIS Coordinator	District level Technology budget	Aug 2019 – June 2020	Computer lab computer inventory and classroom computer inventory counts	Increased student and teacher technological resources.	Usage reports MIS work order campus reports.	

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

**Objective 1: The number of incidents will be reduced as measured by PEIMS and discipline referrals.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Establish a structured plan that provides a safe, orderly and positive environment for students and staff	Staff Administration	Local Funds	August 2019- June 2020	Risk management reports			
Ensure nurturing environment for students and staff	Staff Administration Counselor District parent educator	Local Funds	August 2019- June 2020	Safety reports, Staff/Parent meetings, agendas, Counselor/teacher record logs	Decrease in referrals and ISS	PEIMS reports	Title 1 -#10
Promote staff collaboration	Administration	Local Funds	August 2019- June 2020	Sign-In Sheets Meetings Agendas	Rewards		Title 1--#10
Promote school pride by wearing school t-shirts on designated days	All staff, Administration	Fund raisers	August 2019- June 2020	Participation	Spirit shirt participation		Title 1--#10
Reward and recognize students for accomplishments throughout the year	Teachers, Administration	Local test scores	August 2019- June 2020	Test Scores Report cards	Increase student motivation		

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

**Objective 2: Provide a school environment that promotes wellness for its students in a variety of areas.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Refer children to the appropriate medical services (school based clinics)	Nurse	School based clinics	August 2019- June 2020				
Provide support services including determent of bullying/emotional abuse, suicide risk.	Administration Counselor Nurse	Behavioral Centers PSJA LPC	August 2019- June 2020	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
The Emergency Response Plan/Team will be revised and modified annually	Administration Counselor Nurse	Emergency medical services from Pharr, San Juan and Alamo	August 2019- June 2020	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for health, drug use or violent behavior.	Side by side data analysis	Title 1--#10
Provide a school environment free of drugs and violence.	Administration Counselor Nurse Staff	-Texas Tropical -Behavioral Centers -Police Departments	August 2019- June 2020	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10



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

**Objective 2: Provide a school environment that promotes wellness for its students in a variety of areas.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Adopt a drug free and violence free program	Administration Counselor Teachers		August 2019- June 2020	Drug logs Red Ribbon Week activities calendar	Decrease in discipline reports	PEIMS Discipline Data	Title 1--#10
Promote and implement Red Ribbon Week activities	Administration Counselor Teachers		August 2019- June 2020	Drug logs Red Ribbon Week activities calendar	Decrease in discipline reports	PEIMS Discipline Data	Title 1--#10
Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship.	Administration Counselor Nurse Staff	PAL	August 2019- June 2020	Ongoing assistance Trusting relationship and rapport with student.	Student participation in extracurricular activities	Side by side data analysis	Title 1--#10

**Campus 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 School wide Components
Provide staff development for classroom management, student behavior and safety	Administration Counselor Teachers	Region one Consultants At-risk coordinator	August 2019- June 2020	Sign in sheets Certificates	Decrease in discipline referrals	PEIMS	Title 1-#10
Provide opportunities for professional growth through conferences, trainings and mentors	Administration Teachers	Local funds	August 2019- June 2020	Agendas Sign in sheets	Decrease in discipline referrals and ISS	PEIMS reports	Title 1-#10

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

**Objective 4: Attendance programs will be implemented to improve student attendance and increase academic achievement.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide perfect attendance rewards every six weeks	Administration Teachers	Local Funds	August 2019- June 2020	Teacher perfect attendance rosters Grade level movie/holding room lists	PEIMS report	Comparison reports	Title 1--#10
Recognize ongoing perfect attendance with individual student rewards	Administration	Local Funds	August 2019- June 2020	Awards Certificated	PEIMS report	Comparison reports	Title 1--#10
Monitor students with consecutive/excessive absences and tardies	Parent Educator	Local Funds	August 2019- June 2020	Correspondence Phone call logs	PEIMS report	Comparison reports	Title 1--#10

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

**Objective 1: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Conduct interviews that follow district/state procedures to obtain qualified staff	Administration Campus Selection Committee	Local Funds	Aug 2019 – June 2020	Interviews Contracts	Improvement in student academic scores and in instructional delivery	Staff Retention Reports	
Assign mentor teacher to assist AAP student / first year teacher	Administration	Local Funds	Aug 2019 – June 2020	Retention of highly qualified teachers	Improvement in student academic scores and in instructional delivery	Mentor feedback Walkthrough data McREL	
Provide continuous staff development for new teachers in their present assignment	Administration Teachers	Local Funds Title 1 Funds SCI	Aug 2019 – June 2020	Better adjustment for new teachers	Improvement in student academic scores and in instructional delivery	Higher quality of instruction	
Collaborate with Universities and ACP programs for Interns that have demonstrated excellence in the classroom (student teaching or observation hours)	Principals Teacher/mentors HR students interns	Universities Program officials	Aug 2019 – June 2020	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	
Provide opportunities for campus staff to fulfill observation hours or for higher education requirements.	Administration Staff	Universities Program officials	Aug 2019– June 2020	Sign in sheets Observation logs	Attendance of interns Participation with in the classrooms	Sign in sheets Observation logs	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Attend Principals training on interviewing , documentation of teachers	Administration HR Admin, 13 dept. staff	Documentation Handbook	August 2019 – June 2020	<ul style="list-style-type: none"> <li>Better selection of staff</li> <li>Improvement of documentation of staff</li> </ul>	<ul style="list-style-type: none"> <li>Improve the quality of teachers therefore improving student learning</li> </ul>	<ul style="list-style-type: none"> <li>Hiring of better teachers</li> <li>Better documentation of staff not meeting performance standards</li> </ul>	
Ensure participation , as needed, in New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds	August 2019-June 2020	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title I
Ensure participation of On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2019-June 2020	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support <ul style="list-style-type: none"> <li>New teachers</li> <li>Other teachers needing support</li> </ul>	Instructional Coaches	Local funds	August 2019-June 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	

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

**Objective 1: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Implement an effective instructional coaching system with on-going professional development	Administration Instructional Coach	Title One Local Funds SCI	August 2019 - June 2020	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	
Ensure participation of monthly professional development meetings for instructional coaches	Administration Instructional Coach	Title One Local Funds SCI	August 2019 - June 2020	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	
Ensure participation of monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Administration Instructional Coach	Title One Local Funds SCI	August 2019 - June 2020	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	