Campus Improvement Plan
2019-2020

Board Approved:

Mission Statement

At Carmen Anaya Elementary, our mission is to develop, in collaboration with the home and the community, learners that will become participating and productive members of society by providing a comprehensive, quality instructional program that is equitable and accessible to all .

What We Believe In

Guiding Principles

- Commitment to our students
- Commitment to 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.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CARMEN ANAYA Elementary

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

DISTRICT GOALS

Goal 1 - Student Achievement

Goal 2 - School Progress (Part A & Part B)

Goal 3 - Closing the Gaps

Goal 4 - Family and Community Involvement

Goal 5 - Technology

Goal 6 - School Culture and Climate

Goal 7 - Staff Quality, Recruitment, and Retention

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.

Data Resources Reviewed

1. 2017-2019 STAAR Campus Summary Report
2. 2017-2019 TPRI / TEJAS Lee EOY Summary Reports
3. 2017-2019 Attendance
4. Discipline Referrals
5. PEIMS Demographics
6. Walk-through Data
7. Parental Involvement Data
8. McRel Teacher Evaluations
9. Professional Development Plans
10. Teacher Certifications
11. TELPAS Scores
12. Technology Inventories
13. PBMAS

CAMPUS DEMOGRAPHICS

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/LEP	MIGRANT	ECD	GT
NUMBER											
PERCENT											

	ALL	HISPANIC	ASIAN	BLACK	WHITE
NUMBER					
PERCENT					

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

English Language Learners (EL):

The following sources from across the campus were used to review the Dual Language(DL) Department data by the CPOC : 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.

Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows: (at Approaches Gr. Level or Above)

- In Science, the achievement gap between EL (Current and Monitored) (72%) and All students (78%) 2017-2019 is 6%.

Comprehensive Needs Assessment

Demographics

Demographics Summary

English Language Learners (EL):

Needs:

On the STAAR exam by grade level: **2018-2019 scores**

- 5th grade Reading passing rate for EL students at Carmen Anaya Elem. was 70%, 5 points below the All students (75%).

- 5th grade Math passing rate for EL students at Carmen Anaya Elem. was 78%, 5 points below the All students (83%).

- 5th grade Science passing rate for EL students at Carmen Anaya Elem. was 71%, 6 points below the All students (77%).

Comprehensive Needs Assessment

Demographics

Demographics Summary

English Language Learners (EL):

Strengths:

On the STAAR exam by grade level:

- 3rd grade Reading passing rate for EL students at Carmen Anaya Elem. was <mark>92%, above All student (89%).</mark>

- 3rd grade Math passing rate for EL students at Carmen Anaya Elem. was 89%, above All students (87%).

- 4th grade Reading passing rate for EL students at Carmen Anaya Elem. was 89%, above All student (78%).

- 4th grade Math passing rate for EL students at Carmen Anaya Elem. was 89%, above All student (77%).

- 4th grade Writing passing rate for EL students at Carmen Anaya Elem. was 75%, above All student (70%).

- 3rd – 5th Gr. STAAR All Subjects rate at Met or Exceeded Progress for EL students at Carmen Anaya Elem. was 58%, 6% above the All Student (52%).

- STAAR Masters Gr. Level: Reading – 30%, Math – 37%, Writing-26%, Science – 15% for EL students

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

- In Reading, these was a 1% achievement gap between ECD (81%) and All Students (82%).

- In Math, there was a 1% achievement gap between ECD (83%) and All Students (84%).

- In Science, there was a 2% achievement gap between the ECD (76%) and All Students (78%).

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

- In 3rd Reading, these was a 1% achievement gap between ECD (88%) and All Students (89%).

- In 5th Reading, these was a 2% achievement gap between ECD (78%) and All Students (80%).

- In 5th Math, these was a 2% achievement gap between ECD (81%) and All Students (83%).

- In Writing, there was a 1% achievement gap between ECC (69%) and All Students (70%).

- In Science, there was a 3% achievement gap between the ECD (74%) and All Students (77%).

Comprehensive Needs Assessment

Demographics   *

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- **On Domain II Part B Relative for the Economically Disadvantaged,** Carmen Anaya **Elem. earned a score of 53, 1 point below the performance score of an A (54).**

- **4th STAAR Writing rate at Met or Exceeded Progress for ECD students at** Carmen Anaya **Elem. was 21%, 1% above the All Student (20%).**

- **STAAR Masters Gr. Level: Reading – 26%, Math – 31%, Writing-21%, Science – 13% for ECD students**

		VALUE NEEDED FOR: (Scaled Scores)			
Econ. Disadv.	STAAR Performance- Domain I	A 90	B 80	C 37	D 60
87.7%	53	54	44	37	33

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain I: Student Achievement Target Score: 60 Carmen Anaya: ____	• All subject All students were higher than state and district percentages -Approaches C-81%, D-73%, S-77% -Meets C-52%, D-43%, S-48% -Masters C-27%, D-17%, S-22% • Reading All students were higher than the state and district percentages Approaches C-82%, D-67%, S-74% -Meets C-54%, D-39%, S-46% -Masters C-28%, D-14%, S-19% • Math All students were higher than the state and district percentages -Approaches C-84%, D-80%, S-81% -Meets C-57%, D-49%, S-50% -Masters C-32%, D-23%, S-24% • Writing All students were higher than the state and district percentages -Approaches C-74%, D-63%, S-66% -Meets C-48%, D-38%, S-41% -Masters C-20%, D-12%, S-13% Distinction Designations • Academic Achievement In Reading • Academic Achievement in Math • Postsecondary Readiness	• Science All students performance showed that we are performing slightly below the state and district percentages in performance standards -Approaches C-78%, D-77%, S-80% -Meets C-36%, D-43%, S-51% -Masters C-15%, D-16%, S-23%	• 5th Grade Science

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
2	Domain 2: School Progress Part A: Academic Growth Part A-Carmen Anaya Score: (248.5 out of 348) Part B: Relative Performance Target Score: 54 (A) Part B-Carmen Anaya Score:	• Campus Exceeded the State and District Scores for Academic Growth (Reading & Math) -C-71, S-69, D-70 • Campus Exceeded the State and District Scores for Academic Growth (Reading) -C-73, S-69, D-69	• Campus earned the same score as the State and the District for Academic Growth (Math) -C-70, S-70, D-70	• Address the needs of the students who did not meet the expected academic growth for 2017-2019 in Reading and Mathematics
3	Domain 3: Closing the Gaps Target Score: 100 Carmen Anaya Score:	• Component 1-Academic Achievement -Campus Met and Exceeded the 6 eligible indicators (Reading) -Campus Met and Exceeded the 6 eligible indicators (Math) • Component 2-Academic Growth - Campus Met and Exceeded the 6 eligible indicators (Reading) -Campus Met and Exceeded 4 out of the 6 eligible indicators (Math) • Component 3-English Language Proficiency -Campus Met and Exceeded the eligible indicator • Component 4-Student Success -Campus Met and Exceeded 5 of the 6 eligible indicators	• Component 2-Academic Growth -Campus did not meet 2 of the 6 eligible indicators (all student group & continuously enrolled group) • Component 4-Student Success -Campus did not meet 1 of the 6 eligible indicators (special education current) • Campus is identified by the state as a school needing **ADDITIONIONAL TARGETED SUPPORT** in the area of Special Education due to the campus not meeting the STAAR Component Target of 23 (A. Cantu-19)	• Special population groups will receive additional support , intensive interventions during the day and during tutoring in reading, writing, math, and science. • Our campus will provide all teachers with training in accommodations and inclusion best practices. • Students receive prescriptive instruction/accommodations to attain the goals of the IEP. • Campus will continue to provide tutorials for students with special needs.

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
4	Family and Community Engagement	• Neighborhood school • Renovations • Communication in both English and Spanish • Elementary parent engagement is high • Onsite parent meetings • Parent Volunteers • Parent literacy nights by gr. level • Parent Center for ESL & GED classes • Library Parent Reading Nights • Parent Educator at campus level (1/2day) • Parent Centers for Alamo area • Business Partnerships • Participate in community festivals, parades, performances, walks. • Christmas Programs (PK-5th) • Pre-K Roundup (home visits) • Dropout Recovery Visits • McTeacher Night • Meet the Teacher Night/Open House • Thanksgiving Food can drive • Blanket distribution for the needy • School vouchers and Teach the Children	• Full time parent educator on campus	• On-site parent center that offers training such as ESL, GED, and Computer classes.
5	Technology	• Technology equipment available: promethean boards, laptops, winbooks, ipads, ipods, computers in each class, printers, 1 COWs (with sets of 24) • Academic programs: Imagine Learning (PreK-5th Grade) • Campus Instructional Technology teacher on campus • Technology club • Class Dojo communication • School Messenger • Library data bases available • Monthly technology staff trainings.	• Integration of technology in instruction and increase the use of student technology for instructional rigor • Student personal technology devices (e.g., Ipads, ipods) • PreK – 5th Gr. Imagine learning program	• Provide training on the implementation of technology integration; increase on-line resource use

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
6	School Culture and Climate	• Great student attendance – Six Weeks Elementary Champs • 98% Attendance Rate for school yr. • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture • Monthly Staff Birthday celebrations • Student & Staff Birthday recognitions • Student Academic Progress Celebrations • Award's Assemblies • Kindergarten Graduation • Christmas Programs for all grades • Head-Start/Daycare transition • 5th to Middle School transition • High school Children's Shows • Fundraisers for staff/student needs (e.g., cancer, autism, kidney, heart awareness) • Cinco De Mayo, 16 de septiembre, Thanksgiving, Christmas, celebrations. • 100th Days of school Celebrations • Positive Campus based behavior matrix • PSJA Guiding Principles • UIL, cheerleaders, AR Laurete Club • Red Ribbon Month Activities	• Increase in Student Enrollment and Retention • District Level Recognition to school for academic excELence /meeting all STAAR distinctions designations	• Build public relations • Improve student retention
7	Staff Quality, Recruitment, and Retention	• Highly Qualified Staff • New Teacher Academy • New Teacher Mentor Teachers • CLC time for teachers to plan for effective instruction • McRel Evaluation Tool • District Elementary Teacher of the Year • Back to School Fair at PSJA High School • Bilingual, Grade level chairperson, Master's degree, UIL, Chess, DI, Robotics stipends • McRel Teacher Incentive Pay	• Trainings for BTLPT exams • Additional paraprofessionals to effectively reach all students. • CLL used to model and guide new teachers	• Assistance for teachers to pass state exams such as the BTLPT exam

Domain I: Student Achievement

Approaches	Meets	Masters
81%	52%	27%

81%
52%
+27%
160/3=53

Domain I (Raw Score)

Domain II: School Progress
Part A: Academic Growth

4th & 5th Reading & Math---Individual Student Yearly Growth

		CURRENT YEAR PERFORMANCE											
		DID NOT MEET			APPROACHES			MEETS			MASTERS		
		Progress Not Applicable 0 pts.	Did Not Meet Progress 0pts.	Met or Exceeded Progress 1 pts.	Progress Not Applicable 0 pts.	Did Not Meet Progress .5pts.	Met or Exceeded Progress 1 pts.	Progress Not Applicable 0 pts.	Did Not Meet Progress .5pts.	Met or Exceeded Progress 1 pts.	Progress Not Applicable 1 pts.	Growth Points Earned	Total Possible Points
Did Not Meet		-	22	39	-	-	26	-	-	5	1		
App		-	8	-	-	31	15	-	-	25	5		
Meets		-	-	-	16	-	-	-	14	18	20		
Master		-	-	-	7	-	-	24	-	-	72		
Total Tests		-	30	39	23	31	41	24	14	48	98		
Total Pts.		_	0.0	39.0	0.0	15.5	41.0	0.0	7.0	48.0	98.0	248.5	348
Score								DOMAIN II-PART A (RAW SCORE)					

PRIOR YEAR PERFORMANCE

Domain II-Part B: Relative Performance

		VALUE NEEDED FOR: (Scaled Scores)			
Econ. Disadv.	STAAR Performance-Domain I	A 90	B 80	C 37	D 60
87.7%	53	54	44	37	33

DOMAIN II- PART B (RAW SCORE)

Domain III-Closing the GAPS

Component 1-Academic Achievement (Meets or Above)

Carmen Anaya	All Y	His. Y	White N	Sped. Current N	Sped. Former N	ECD Y	ELs Current & M4 Y	Cont. Enrolled Y	Non. Cont. Enrolled Y	Total Met	Total Eligible	Percent Indicators Met	Weight	Score .
Reading Targets	44	37	60	19	36	33	29	46	42					
Reading Actual	54	55	25	20	33	52	60	55	53	6	6			
#of Assess	273	269	4	20	3	242	114	222	51					
Math Targets	46	40	59	23	44	36	40	47	45					
Math Actual	57	57	50	15	67	56	64	59	51	6	6			
#of Assess	273	269	4	20	3	242	114	222	51					
Component Score										12	12	100 %	30.0	30.0

Domain III-Closing the GAPS

Component 2-Academic Growth (Reading & Math)

Anaya	All Y	His. Y	White N	Sped. Current N	Sped. Former N	ECD Y	ELs Current & M4 Y	Cont. Enrolled Y	Non. Cont. Enrolled Y	Total Met	Total Eligible Indicators Met	Percent Met Indicators	Weight	Score
Reading Targets	66	65	69	59	65	64	64	66	67					
Reading Actual	73	73	100	63	50	73	74	71	80	6	6			
#of Assess	173	171	2	15	2	153	71	143	30					
Math Targets	71	69	74	61	70	68	68	71	70					
Math Actual	70	70	50	56	25	68	71	69	74	4	6			
#of Assess	175	173	2	16		154	73							
Component Score										10	12	83%	50.0	41.5

Domain III-Closing the GAPS

Component 3-English Language Proficiency

ELL Current & Monitored		Total Met	Total Eligible	Percent Eligible Indicators Met	Weight	Score
Target	42					
Actual Total	60	1	1	100%	10.0	10.0
Total Assessments	202					

Domain III-Closing the GAPS

Component <mark>4-Student Success</mark>

CANTU	All <mark>Y</mark>	His. <mark>Y</mark>	White N	Sped. Current <mark>Y</mark>	Sped. Former N	ECD <mark>Y</mark>	ELs Current & M4 <mark>Y</mark>	Cont. Enrolled <mark>Y</mark>	Non. Cont. Enrolled <mark>Y</mark>	Total Met	Total Eligible	Percent of Eligible Indicators Met	Weight	Score
Target	47	41	58	23	43	38	37	48	45					
Domain I	53	54	47	19	38	52	57	54	51	6	7			
#of Assess	721	711	10	56	8	638	302	587	134					
Component Score										6	7	86%	10	8.6

Domain III-Closing the GAPS

Raw Score All Components

Components	Weight	Total Points
1. Academic Achievement	30%	
2. Growth	*50%	
3. English Language Proficiency	10%	
4. Student Success	10%	
Domain III-Raw Score		

All Domains Preview (Preliminary)

Domains	Raw Score	Scaled Score	Better of Part A or Part B	Better of Domain 1 or 2	Weight	Weighted Points
Domain I	53	80				
Domain II-Part A	71	74				
Domain II-Part B	53	89	89	89	70%	62.3
Domain 3	90	85			30%	25.5
					Overall Score	88

2019 Campus Overall Rating Label: Met Standard

Approaches

Campus	Prior Year	Current Year
Carmen Anaya Elementary	77%	81% **+4**

Subject	Prior Year	Current Year
Mathematics	79%	84% **+5**
Reading	75%	82% **+7**
Science	69%	78% **+9**
Writing	81%	74% **-7**

Curriculum	Prior Year	Current Year
Mathematics 03	77%	89% **+12**
Mathematics 04	78%	77% **-1**
Mathematics 05	82%	85% **+3**
Reading 03	75%	90% **+15**
Reading 04	69%	78% **+9**
Reading 05	81%	76% **-5**
Science 05	69%	78% **+9**
Writing 04	81%	74% **-7**

Meets

Campus	Prior Year	Current Year
CARMEN ANAYA ELEMENTARY	45%	52% **+7**

Subject	Prior Year	Current Year
Mathematics	52%	57% **+5**
Reading	49%	54% **+5**
Science	37%	36% **-1**
Writing	49%	48% **-1**

Curriculum	Prior Year	Current Year
Mathematics 03	53%	62% **+9**
Mathematics 04	48%	53% **+5**
Mathematics 05	50%	48% **-2**
Reading 03	49%	59% **+10**
Reading 04	38%	51% **+13**
Reading 05	49%	48% **-1**
Science 05	37%	36% **-1**
Writing 04	49%	48% **-1**

Masters

Campus	Prior Year	Current Year
CARMEN ANAYA ELEMENTARY	27%	27%

Subject	Prior Year	Current Year
Mathematics	32%	32%
Reading	30%	28% **-2**
Science	13%	15% **+2**
Writing	16%	20% **+4**

Curriculum	Prior Year	Current Year
Mathematics 03	33%	33%
Mathematics 04	24%	30% **+6**
Mathematics 05	26%	27% **+1**
Reading 03	36%	34% **-2**
Reading 04	22%	26% **+4**
Reading 05	24%	23% **-1**
Science 05	13%	15% **+2**
Writing 04	16%	20% **+4**

Goals 2019-2020

Domain I				
STAAR Performance				
	Reading	**Mathematics**	**Writing**	**Science**
Approaches	82%	84%	74%	78%
Meets	54%	57%	48%	36%
Masters	28%	32%	20%	15%
2020 Goals				
Approaches	86%	87%	80%	84%
Meets	57%	59%	52%	40%
Masters	30%	32%	25%	20%

Goals 2019-2020

Domain II		
Academic Growth		
	2019	**2020 Goals**
Points from 1/2 Point	22.5	50
Points from 1 Point	226	250

Goals 2019-2020

Academic Achievement (Percentage at MEETS Grade Level or Above)

	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non- Continuous Enrolled	Total Met	Total Eval.
Reading	54	-	55	25	-	20	52	60	33	55	53	6	6
Targets	44	32	37	60	74	19	33	29	36	46	42		
2020 Goals													
Math	57	-	57	50	-	15	56	64	67	59	51	6	6
Targets	46	31	40	59	82	23	36	40	44	47	45		
2020 Goals													

Academic Growth

	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non- Continuous Enrolled	Total Met	Total Eval.
Reading	73	-	73	100	-	63	73	74	50	71	80	6	6
Targets	66	62	65	69	77	59	64	64	65	66	67		
2020 Goals													
Math	70	-	70	50	-	56	68	71	25	69	74	4	6
Targets	71	67	69	74	86	61	68	68	70	71	70		
2020 Goals													

English Language Proficiency

								ELs (Current)				Total Met	Total Eval.
TELPAS								60				1	1
Targets								42					
2020 Goals													

Student Achievement Domain

	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non- Continuous Enrolled	Total Met	Total Eval.
Domain I	53	-	54	47	-	19	52	57	38	54	51	6	7
Targets	47	36	41	58	73	23	38	37	43	48	45		
2020 Goals													

2019-2020 District & Campus Goals

- Goal 1-Domain 1:Student Achievement

- Goal 2-Domain 2:School Progress (Part A & Part B)

- Goal 3-Domain 3:Closing the Gaps

- Goal 4-Family and Community Involvement

- Goal 5-Technology

- Goal 6-School Culture and Climate

- Goal 7-Staff Quality, Recruitment, and Retention

District & Campus Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Teacher participation in enhancing Reading instruction. Empower teachers with in-depth knowledge of the revised STAAR TEKS.	Assistant Superintendent for C&I, Principal, Asst. Principal	Local Funds, Title 1 Funds	Summer 2019 August 2019 – June 2020	Completed Curriculum Documents Agenda and sign-in sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Teachers 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.	Principal, Asst. Principal, CLL, Teacher leaders	Local Funds, Title 1 Funds	August 2019- May 2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELs students and Supplemental Aids for special education students	Principal, Asst. Principal, CLL, Special Ed. Teacher	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	August 2019- May 2020	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Monthly Academic Calendars will be written for all courses. (timelines will be written for all subjects and grade levels)	Principal, Asst. Principal	Local Funds, Title 1 Funds	August 2019- May 2020	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all courses.

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	Principal, Asst. Principal	Local Funds, Title 1 Funds	August 2019- May 2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held with grade levels following each district level CBA or Benchmark and campus-based assessments for in-depth analysis of the data	Principal, Asst. Principal	Local Funds, Title 1 Funds	August 2019- May 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Collaborative Learning Leader, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principal, Asst. Principal, CLL, CLFs	Local Funds, Title 1 Funds	August 2019- May 2020	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3

District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Performance Review sessions (CPRs) will be held with grade levels following each district level CBA/Benchmark and campus-based assessments for in-depth analysis of the data.	Principal, Asst. Principal	Local Funds, Title 1 Funds, SCE Funds	August 2019-May 2020	Agendas and Sign-in Sheets, Data Analysis Documents Forms on file & Use of Cannon, HP poster maker, Staples,Ink, rental Copiers for scanned & copied material	Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Instructional Leader, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principal, Asst. Principal	Local Funds, Title 1 Funds, SCE Funds	August 2019 – May 2020	Walk-through documentation, McRel	Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Implement Scientifically –Research based curriculum: **Reading, Math, Science, Writing** – Scholastic –Storyworks, Frog Street, nursery rhymes, fairy tales, SSRW, REACH, National Geographic, Alfarrimas, Bilingual Dictionaries , Cancionero, Treasures/Tesoros, Leveled Readers, **Renaissance Accelerted Reader & STAR,** Istation, Imagine Learning, Voyager/Pasaporte, Thinking Maps, CIF Strategies, ELPS strategies, Lead4ward, Novel Sets, TIME for Kids, E-Books, The Monitor newspaper, DRA, Migrant tutors, McGraw-Hill Reading, Mastering Educ. –measuring Up Rdg., Pearson Educ.-TAKS practice bk., Motivation /Mentoring Minds-Reading, Writing, Science, Kamico-Writing, Jarrett Publishing co.-Science, Lakeshore manipulatives, books, listening center	Principal, Asst. Principal, librarian	Local Funds, Title 1 Funds, SCE Funds	August 2019-August 2020	Data Analysis Documents, Walk-through documentation, lesson plans, library reports	Benchmark scores, progress monitoring charts, student achievement gains, Accelerated Reader & STAR reports	Mini assessments, CBAs, BMs, STAAR, TELPAS, STAR (BOY,MOY,EOY)	Title 1 -#8

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Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement Scientifically- Research based curriculum: **Math –** Frog Street, Go Math, Calendar Math, Sharon WELLs, **Pearlized Math, Tutoring,** TEKSing Toward STAAR, Think thru math, Hands-on Manipulatives, multiple representation charts, basic facts, Multiplication monitoring through Physical Activity (P.E.)	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds, SCE	August 2019- May 2020	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Implement Scientifically-Research based curriculum: **Writing** – Houghton-Mifflin, Treasures/Tesoros, Write From the Beginning, Spelling Connections, SSRW, William MacDonald trainings, The Write Prescription, Content Journal writing, pattern sentences, writing folders, Kamico, Gretchen Bernabei strategies, six weeks district writing samples, CIF strategies, ELPS, Thinking Maps, manipulatives, writing dry/erase boards	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds, SCE	August 2019 – May 2020	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #3
Implement Scientifically-Research based curriculum: **Science –** Seasonal, Halloween & Christmas experiments & rotation activities. Frog Street, Fusion, Newbridge Science Books, Science Journals, Sciencesaurus, FOSS Kits, Mentoring Minds, Kamico, Mastering the 4th Gr. STAAR test, Science manipulatives, Science Lab, CIF strategies, ELPS, Thinking Maps, Science Camps, Vocabulary flashcards, UTRGV Planetarium, Texas Wildlife Association , Santa Ana Refuge presentations, Dictionaries, Science Experiment Consumables, Staff Development Mr. R.Gomez Science consultant	Principal, Asst. Principal, CLL Science Lab teacher	Local Funds, Title 1 Funds, SCE	August 2019- May 2020	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9

District Goal 1: Improve Student Academic Achievement (Domian 1)

Objective 2: **Assessments** aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-2020.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBA) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses PK-5th gr.	Principal, Asst. Principal	Local Funds, Title 1 Funds	June 2019 – May 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teachers in each grade level will be review Benchmark data and create spiraling calendars to address the depth and complexity of STAAR/EOC	Principal, Asst. Principal	Local Funds, Title 1 Funds	June 2019 – May 2020	Agenda and Sign-in Sheets	Benchmark scores, 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, Asst. Principal	Local Funds, Title 1 Funds	October 2019 November 2019 December 2019 February 2020	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
One district-level CBA and two district-level Benchmarks and weekly campus based assessments will be administered.	Principal, Asst. Principal	Local Funds, Title 1 Funds	October 2019 November 2019 December 2019 February 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 2: **Assessments** aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-2020.

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	Principal, Asst. Principal	Local Funds, Title 1 Funds	October 2019 November 2019 December 2019 February 2020	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available for data analysis and monitoring student progress.	Principal, Asst. Principal	Local Funds, Title 1 Funds	August 2019- June 2020	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held in the data room following each district level CBA or Benchmark for in-depth analysis of the data	Principal, Asst. Principal	Local Funds, Title 1 Funds	October 2019 November 2019 December 2019 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-2020.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitoring of the progress of migrant students will be done immediately following each CBA, BM(3rd-5th), six wks. Progress monitoring (PK-2nd)	Principal, Asst. Principal	Migrant Funds 212	October 2019 November 2019 December 2019 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2 SCE
Monitoring of the progress of special education students will be done immediately following each CBA and BM (3rd- 5th), six wks. Progress monitoring (Pk-2nd) Provide homebound students as needed due to critical medical issues.	Principal, Asst. Principal	Special Ed Funds 224 SCE Funds	October 2019 November 2019 December 2019 February 2020	Agendas and Sign-in Sheets Homebound teacher log	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2 SCE
Monitoring of the progress of EL students will be done immediately following each CBA and BM (3rd-5th), six wks. Progress monitoring (Pk-2nd)	Principal, Asst. Principal	Title III 263	October 2019 November 2019 December 2019 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2 SCE
Provide district training for science teachers on enhancing classroom instruction thru make and takes.	Principal, Asst. Principal	Title 1 Funds	August 2019- May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 SCE

District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020 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 at the campus using the district template.	Principal, Asst. Principal	Title I, Local	September 2019	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators & teachers will prepare binders with data related to students in each of their subgroup such as BE/EL, Special Education, Migrant (migrant tutor), Economic Disadvantaged, Hispanic, White, etc	Principal, Asst. Principal	Title I, Local	September 2019 June 2020	Principal & Teacher Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

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District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020 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/accomodations for the special education students in their classroom.	Principal, Assistant Principal	Special Ed 224, Title I, Local	August 2019- June 2020	Lesson Plans and Walk-throughs	Benchmark scores, 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.	Principal, Assistant Principal	Title I , Local	October 2019 November 2019 January 2020 February 2020	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for teachers.	Principal, Assistant Principal	Title I, Local	August 2017 to June 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention, afterschool,3 hr. Saturday tutorials and Summer School will be available for students in each subgroup following each district-level CBA and Benchmark	Principal, Asst. Principal	Local 199, Title I 211 , SCE 199, Migrant 212 , Title III 263, SpEd 224	August 2019-July 2020	Tutorial/Summer School Sign-in sheets, Schedules, lesson plans, student rosters	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences and literacy nights will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Principal, Asst. Principal	Title I, Local, Migrant 212, Sp. Ed	October 2019 November 2019 January 2020 February 2020	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide teachers with Lead4ward training on subpopulation data analysis	Principal, Asst. Principal	Title 1 Funds	July 2019 January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Domains, Distinction Awards, and the Federal Targets are calculated	Principal, Asst. Principal	Title I, Local	October 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5	Principal, Asst. Principal	Title I, Local	August 2019 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled up to 3X weekly for unpacking the TEKS and lesson plan collaboration with CLL and CLFs	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2019- May 2020	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all teaching staff.	Principal, Asst. Principal, CLL, CLFs	Title 1 211, Local Funds 199	August 2019 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

District Goal 1: Improve Student Academic Achievement (Domain 1)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
ELPS training will be provided for all staff members to serve the needs of our ELs students.	Principal, Asst. Principal	Title III 263	August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education.	Principal, Asst. Principal	Special Ed 224	August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Lead4Ward training for all teachers on Data Analysis/Differentiated instruction.	Principal, Asst. Principal	Title 1 Funds	August 2019- May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

District Goal 2 Improve School Progress (Domain 2)	PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
Objective 1: Reading/Writing Instruction will be aligned district-wide.	**CARMEN ANAYA ELEMENTARY 2019-2020**

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	Principal, Asst. Principal, Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2019 and on-going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Write from the Beginning Rubrics will be used to rate six weeks writings	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2019 and on-going	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principal, Asst. Principal, CLL, CLFs	Title 1 211, Local Funds 199	Summer 2019 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9

District Goal 2 Improve School Progress (Domain 2)

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
A minimum of 2 compositions per six weeks will be required at each grade level	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2019-May 2020	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
STAAR Literature questions will be written for each literary piece/all genres	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2019-May 2020	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
One aligned CBA and two district Benchmarks will be administered district-wide	Principal, Asst. Principal	Title 1 211, Local Funds 199	October 2019 November 2019 January 2020 February 2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Data will be used to inform tutorial lessons and to identify spiraled skills	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2019-May 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Data will be used to identify students in need of extended learning opportunities	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2019-May 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9

District Goal 2 Improve School Progress (Domain 2)	PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT CARMEN ANAYA ELEMENTARY 2019-2020	
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
Implement Scientifically – Research based curriculum: **Reading** – manipulatives, Frog Street, nursery rhymes, fairy tales, SSRW, REACH, National Geographic, Alfarrimas, Bilingual Dictionaries , Cancionero, Treasures/Tesoros, Storyworks, Leveled Readers, Renaissance AR, Istation, Imagine Learning, Imagine Learning (Espanol) Voyager/Pasaporte, Thinking Maps, CIF Strategies, ELPS strategies, Lead4ward, Novel Sets, TIME for Kids, E-Books, The Monitor newspaper, Migrant tutors/Teacher Created Materials readers	Principal, Asst. Principal	Local Funds, Title 1 Funds SCE	August 2019 - May 2020	Data Analysis Documents, Walk-through documentation, lesson plans	Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Implement Scientifically- Research based curriculum: **Writing** – Write Source, Treasures/Tesoros, Write From the Beginning, Spelling Connections, SSRW, The Write Source, The Write Prescription, Content Journal writing, pattern sentences, writing folders, Kamico, Time for Kids Writing, Motivation Writing, Gretchen Bernabei strategies, six weeks district writing	Principal, Asst. Principal	Local Funds, Title 1 Funds SCE	August 2019-May 2020	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3

District Goal 2 Improve School Progress (Domain 2)

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 aligned to supplemental resources using CIF strategies	Principal, Asst. Principal	Title 1 211, Local Funds 199	June 2019-May 2020	Walk-throughs and curriculum documents for, Sharon WELs, State Adoption,	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Teachers will receive training on unpacking the math TEKS, analyzing data	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
One aligned CBA and two district Benchmarks will be administered district-wide	Principal, Asst. Principal	Title 1 211, Local Funds 199	October 2019 November 2019 January 2020 February 2019	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Data will be used to inform tutorial lessons and to identify spiraled skills	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2019-May 2020	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9

District Goal 2 Improve School Progress (Domain 2)

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	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2019-May 2020	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Daily problems of the day (multiple representation chart) will be developed as spiraled/warm-up activities in STAAR format	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Provide Sharon Wells training on effective teaching strategies for teachers.	Principal, Asst. Principal	Title 1 Funds	July 2019 January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

District Goal 2 Improve School Progress (Domain 2)

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
30 minute Academic interventions, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmarks	Principal, Asst. Principal	Local Funds, Title I Funds	August 2019-July 2020	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Implement Scientifically-Research based curriculum: **Math –** Frog Street, ETA Cuisenaire, Go Math, Calendar Math, Sharon Wells, TEKSing Toward STAAR, Think thru Math, Hands-on Manipulatives, multiple representation charts, basic facts, Multiplication monitoring	Principal, Asst. Principal	Local Funds, Title 1 Funds	August 2019- May 2020	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8

District Goal 3: Close the gaps among all populations. (Domain 3)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Velocity •Think thru Math •Imagine Learning •TPRI/Tejas LEE Strategies	Principal, Asst. Principal	Title I and Local Funds	August 2019 May 2020	Strategies embedded in the district curriculum guides, walk – thru logs, McRel	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9

District Goal 3: Close gaps among all populations. (Domain 3)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, EL, migrant, 504, dyslexia, etc. through district & campus formative assessments.	Principal, Asst. Principal	Title I, Local Funds	August 2019-May 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	Title 1 - #1,2,9
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal, Asst. Principal, Special Ed.	Title I, Local Funds	August 2019-May 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
4. Monitor implementation of ELPS strategies to accelerate the progress of ELs.	Principal, Asst. Principal, Bilingual Dept.	Title I, Local Funds	August 2019-May 2020	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations such as: UIL, Robotics, Chess, DI, Technology club, Choir, Book Clubs	Principal, Asst. Principal, counselor	Title I, Local Funds	August 2019-May 2020	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9

District Goal 3: Close the gaps among all populations. (Domain 3)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Principal, Asst. Principal, 504 Committee	Title 1 211, Local Funds 199	August 2019-May 2020	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal, Asst. Principal, Dyslexia Designee	Title 1 211, Local Funds 199	August 2019-May 2020	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
8. Provide extended learning opportunities for students not mastering the curriculum through summer school, Saturday academies, and extended day tutorials.	Principal, Asst. Principal	SCE	August 2019-August 2020	Summer school rosters, tutorial schedules	lower failure rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	Title 1 - #1,2,9
9. Using data room, teachers will monitor assessment results, and lead data analysis discussions and plan appropriate targeted instructional interventions.	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2019-May 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	Title 1 - #1,2,9

District Goal 4: Family and Community Engagement

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 skills needed to succeed in standardized testing: -PACS(provide parents with snacks), Meet the Teacher, Open House, Gr. Level Parent Curriculum/literacy nights, 5th Gr. SSI night, Library Reading nights, and teacher conferences.	Principals, Parental Director, Parent Educators	Local Funds, Title I Funds	August 2019 - May 2020	Sign-in Sheets	Parent Surveys, increase in student assessment scores	CBAs, BMs, STAAR, TELPAS	Title I- #4, #6

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District Goal 4: Family and Community Engagement

Objective 2: Offer 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 Schoolwide Components
Student afterschool and Saturday tutoring participation – Continuous contact with parents to assure student participation	Parent Educators, Principal, Asst. Principal, Teachers	Title I Funds	January 2020 May 2020	Sign-in Sheets, Attendance Logs, Telephone Logs	Benchmark Scores CBAs	CBAs, BMs, STAAR, TELPAS	Title I- #2, #9
Increase tutorial academies via telephone contacts, etc.	Parent Educators, Principal, Asst. Principal, Teachers	Title I Funds	January 2020 May 2020	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys Benchmark Scores CBAs	CBAs, BMs, STAAR, TELPAS	Title I- #2, #9

District Goal 4: Family and Community Engagement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Student involvement in Community based activities: Drug-Free parade, Veteran's Parade, Christmas Parade, Autism Walk, Drop-out Recovery walk, Choir Community presentations (nursing homes, businesses, central office), PK3-5th -Christmas Programs.	Parent Educators, Principal, Asst. Principal, Teachers	Local Funds, Title I Funds	August 2019-May 2020	Volunteer sign-in card	Tally of Volunteer hours	CBAs, BMs, STAAR, TELPAS	Title I- #9

District Goal 4: Family and Community Engagement

Objective 4: Increase average of parents with high school diplomas

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Increase enrollment of adult Literacy Participation by 15%	Parental Director, Parent Educators	Local Funds, Title I Funds	August 2019- May 2020	Classroom attendance sheets	End of year course completion certificates	CBAs, BMs, STAAR, TELPAS	Title I- #6, #10
Parent Community Education Centers	Parental Director	Title I Funds	August 2019- May 2020	Attendance sheets	End of year course completion certificates	CBAs, BMs, STAAR, TELPAS	Title I- #6, #10

District Goal 5: 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 resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum. Provide classroom equipment /technology resources that will enhance instruction: headphones, keyboards, mice, laptops, Interactive mimio boards, hitachi short throw projectors, lamps for replacements of Hitachi and Promethean projectors, projector adaptor plate,desktop computers, and subject-specific software, voice amplification System, FrontRow amplification Product	Instructional Technology Coordinator Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools	Software, hardware, replacement items, 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). Increase of teacher use of technology in daily instruction.	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews. Campus walk-thrus	Title 1 - #2 SCE
PSJA ISD provides adult literacy and technology application skills training to its' 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.	Instructional Technology Department reviews. Campus walk-thrus	Title 1 - #2 SCE

District Goal 5: 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	2019-2020	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	Title 1 - #2
The Technology Department will provide for the delivery of online library/research resources (Renaissance Online)so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Destiny Software, adequate bandwidth, and adequate hardware	2019-2020	usage reports from the Renaissance system.	Increase in the number of students using the Renaissance system.	Review of Renaissance Reports	Title 1 - #2

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 K-8 level and update and create courses for Technology Applications at the secondary level. Imagine Learning (PreK – 5th grade)	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum coordinators Elementary Administrator Area Administrators Superintendent of Schools District Technology Advocacy Committee	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 at the High School level. This will be done Sept 2019.	Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the district course offerings and alignment with state course requirements.	Title 1 - #2
Develop units of practice aligned with the core content curriculum.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer	Core content curriculum resources. Learning.com	ongoing this will be done by June 2020.	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 - #2

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, Technology Integration Specialist , Core content area coordinators	Video conferencing equipment, online curriculum resources	Aug 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.	Review of technology data reports on a six weeks basis.	Title 1 - #2
Continue to support computer assisted instruction in computer labs and distributed settings. Provide 1 COW (computers on wheels) to be rotated amongst gr. levels by six weeks. Provide 1 COW (ipads on wheels) to be rotated amongst gr. levels by six weeks.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	2 COWs (Computers/Ipads on Wheels)	Ongoing. Rotating COWs through out grade levels by Six Weeks	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).	Increase in student achievement (higher TAKS scores). Higher TA 8th Grade Scores	Review of technology data reports on a six weeks basis.	Title 1 - #2
Teachers will 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	Learning.com, Instructional Technology Labs	August 2019 May 2020	LAB usage logs	Increase in student achievement (higher TAKS scores). Higher TA 8th Grade Scores	Review of technology data reports on a six weeks basis.	Title 1 - #2

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 2015- and throughout the year in 2019-2020. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2015 2019-2020 School Year	Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists Parental Involvement staff which will be trained by the Technology Center Staff.	Hardware, software. And Technology Applications Instructors.	Summer of 2019 2019-2020 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.	Review of technology data reports on a six weeks basis.	Title 1 - #2
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 Instructional Technology 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. By 2020 the district will designate a PSJA Technology Day.	Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.	Increased us of technology by students and teachers.	Review of technology data reports on a six weeks basis.	Title 1 - #2

District Goal 5: 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
Maintain and update district Intranet/Internet to include campus and classroom websites. The district will subscribe to an online web hosting service which will facilitate updating of intranet/internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with students.	Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee	District website, share point/intranet site	June 2020	online campus and classroom web sites	Increased teacher collaboration on curriculum, business and administrative projects.	Review of technology data reports on a six weeks basis.	Title 1 - #2
Develop and maintain a district website as a resource for instruction and a tool for school to community communication. The district will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as wEL as up coming projects.	Technology Director Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content areas coordinators PSJA Department Directors and Coordinators	District website, Living Tree, and district Intranet	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.	Teacher lesson plans Student feedback Community feedback Web site usage reports.	Increased teacher collaboration on curriculum projects.	Review of technology data reports on a six weeks basis.	Title 1 - #2

District Goal 5: Technology

Objective 1: 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
Provide internet instruction to all teachers and students. The district will use Learning.com for all K-8 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.	Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator	Learning.com, Atomic Learning, and other online resources.	ongoing. Aug 2019-June 2020 Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.	online campus and classroom web sites	Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).	Review of technology data reports on a six weeks basis.	Title 1 - #2

District 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 Schoolwide Components
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.	Technology Director	Local Technology Budget, and hardware	Ongoing... all of the campuses received replacement computers for their instructional labs every 4 years. They will receive new computers in 2019-2020.	computers at each campus instructional lab will be no more than 3 years old at any given time.	This means that no lab computer will be out of warranty as long as it is in the lab setting.	Review of technology data reports on a six weeks basis.	Title 1 - #2
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.	Technology Director Instructional Technology Coordinator, MIS Coordinator		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.	computer inventory counts	Increased teacher collaboration on curriculum projects.	Review of technology data reports on a six weeks basis.	Title 1 - #2

District Goal 6: 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 2019- May 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in Discipline Referrals	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department	Local Funds	August 2019- June 2020	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in Discipline Referrals	Side by side data analysis	Title 1--#10
Back on Track Committee for DAEP students returning to home campus	Buell, Home Campus, Student Services Department	Local Funds, Title I	August 2019- June 2020	Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline	Decrease in Discipline Referrals	Side by side data analysis	Title 1--#10
Discipline Diversion Plan for first time offenders	Student Services Department, Buell Staff	Local Funds, Title I	August 2019- June 2020	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in Discipline Referrals	Side by side data analysis	Title 1--#10

District Goal 6: 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
Address individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	-Director of Health Services -Nursing Staff	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2019-May 2020	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless 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	-Director of Health Services -Nursing Staff	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2019-May 2020	Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed	Less asthma related emergencies	Side by side data analysis	Title 1--#10
Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.	-Director of Health Services -Nursing Staff	-School based clinics -Local health care providers -Local hospitals	August 2019-June 2020	Live monitoring of uninsured students with dashboards by individual campus and student	Decrease percentage of student without a medical home	Side by side data analysis	Title 1--#10

District Goal 6: 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 support services including determent 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 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
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 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

District Goal 6: 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 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
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 2019- June 2020	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis	Title 1--#10

District Goal 6: 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
Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers. Action Steps: - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along will coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals.	-Director of Health Services -Nursing Staff	-Child nutrition department -Coaching staff -Dietician DHR school based clinic	August 2019-June 2020	Let's get fit initiative Referrals for abnormal BMI Continue assessing and referring for Acanthosis Nigracans Host parent sessions throughout school years	Verbal knowledge of community Evidence of returned referral of visits to nutritionist, dieticians, and health care providers	Side by side data analysis	Title 1 – #10

District Goal 6: 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 2019- May 20199	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all security staff on proper confrontational management techniques	Security Director	Local Funds	August 2019- May 2020	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures	Security Director	Local Funds	August 2019- May 2020	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds	August 2019- May 2020	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10

District Goal 6: 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 2019- May 2020	-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--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Pupil Accounting Director, Campus Personnel	Local Funds	August 2019- May 2020	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--#10
Ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel	Local Funds	August 2019- May 2020	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--#10

District Goal 6: 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 • School messenger	Pupil Accounting Director	Local Funds	August 2019- June 2020	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--#10
Provide consistent student support and guidance through district personnel to ensure student academic success.	Pupil Accounting Director	Local Funds	August 2019- June 2020	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--#10

District Goal 7: Staff Quality, Recruitment, and Retention	PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
Objective 1: Develop and retain 100% highly qualified staff.	CARMEN ANAYA ELEMENTARY 2019-2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
• 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	August 2019-May 2020	Greater Retention Rate of district staff Higher staff moral	• Improvement in student academic scores • Improvement in instruction delivery	Staff Retention reports	Title 1--#5
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	• Staff retiring from district	More experience work force	Title 1--#5
Implement a plan for teacher selection and retention • Bilingual/ESL certified • Special Education certified • Core area certifications • Masters degrees • CTE certified • Advance Placement certified A passion for students, and commitment to excELence	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	• Staff hired High teacher retention rate	• All classrooms have a HQ teacher that is prepared to deliver instruction • Teacher will support student success with content expertise	• Screen all applicants for best candidates • Hold Invitational Job Fairs	Title 1--#5
Hire University Student Interns that have demonstrated excELence in the classroom	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	Title 1--#5

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, I3 dept. staff	Documentation Handbook	Nov.2019-March 2020	• 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--#5
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2019- August 2020	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1--#5
On-going professional development of District/Campus Curriculum – Dr. Diana Ramirez (DMR), R. Gomez(Science),Pearl Cantu (Math),RGVSA Conf.	Director Department Principal, Asst. Principal Instructional Coaches	Title I Local funds I3 Invest in Innovation funds	August 2019- August 2020	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title 1--#5
Instructional coaching support • New teachers • Other teachers needing support	Director Department Instructional Coaches	Local funds I3 Invest in Innovation 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	Title 1--#5

District Goal 7: Staff Quality, Recruitment, and Retention

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

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

CARMEN ANAYA ELEMENTARY   2019-2020

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	August 2019- May 2020	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1--#5
Implement an effective instructional coaching system with on-going professional development	Campus Principals	Title One Local Funds	August 2019- May 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	Title 1--#5
Monthly professional development meetings	Principal, Asst. Principal	Title One Local Funds	August 2019- May 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	Title 1--#5
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by district and campus Instructional Coaches	Principal, Asst. Principal CLL, NTI,	Title One Local Funds	August 2019- May 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	Title 1--#5
Monthly progress monitoring Instructional rounds	Principal, Asst. Principal, CLL	Title One Local Funds	August 2019- May 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 RRR	Title 1--#5