

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Graciela Garcia Elementary School



Campus Improvement Plan
2019-2020

Board Approved:

Graciela Garcia Elementary School



Mission Statement

Graciela Garcia Elementary, together with the parents and community, is committed to educate the whole child by providing a meaningful and rigorous learning environment that aims for academic excellence. Rich experiences are offered to foster both multicultural and international-mindedness; striving to develop caring, service-minded life-long learners, while valuing each child's uniqueness.

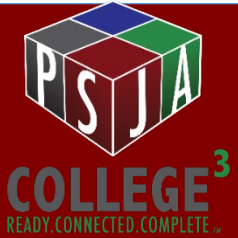
What We Believe In-Guiding Principles

- Support growth of educators through collaborative, reflective inquiry, planning and action
- Create a culture where everyone actively contributes, (staff, parents and community) to school improvement, collegially, professional development, and teacher preparation.
- Enhance the implementation of the International Baccalaureate and Dual Language programs to increase student achievement

What We Want to Accomplish

- Improve all students' achievement
- Improve students' attendance
- Acquire knowledge in inquiry based instruction
- Provide adequate staff development
- Increase active participation of parents and community involvement
- Maintain the authorized International Baccalaureate nomination

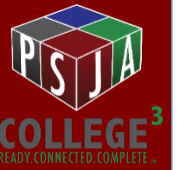
GRACIELA GARCIA ELEMENTARY SCHOOL
“DEDICATED TO EXCELLENCE”
OUR VISION



INTERNATIONAL BACCALAUREATE AUTHORIZED SCHOOL
2019-2020

We envision Graciela Garcia Elementary to be a model school where children, parents, and the community are actively involved in the learning process. Students are surrounded by an environment that will challenge and encourage all students to become creative and independent thinkers. Receiving a well-balanced, quality education through innovative teaching strategies, will allow the students to cooperatively explore, inquire and learn at higher levels of thinking.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION, ACADEMIC GOALS AND OBJECTIVES



THE STATE OF TEXAS PUBLIC EDUCATION MISSION

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

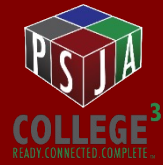
Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A School wide components



- 1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).**
- 2. School wide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.**
- 3. Instruction by highly qualified teachers.**
- 4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.**
- 5. Strategies to attract high-quality teachers to high-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

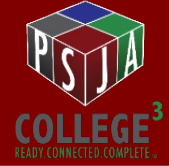
CAMPUS DEMOGRAPHICS



	ALL	SPED	LEP	MIGRANT	ECD	GT
Number	451	33	339	12	442	11
Percent	100%	7.3%	75.2%	3.6%	98%	2.4%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	451	448	0	2	1	0
Percent	100%	99%	0	0	0	0

Accountability Summary 2019



Domain	Component Score	Scaled Score	Rating
Domain 1 Student Achievement	60	90	A
Domain 2 School Progress, Part A – Academic Growth	84	91	A
Domain 2 School Progress, Part B – Relative Performance (Eco Dis: 98.0%)	60	91	A
Domain 3 Closing the Gaps	100	100	A
Overall		94	A

Accountability Summary and Goals 2019



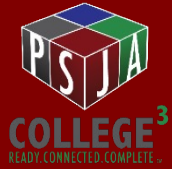
Domain 1	Student Achievement			
	Reading %	Mathematics %	Writing %	Science %
Approaches	88	90	81	83
Meets	53	65	58	67
Masters	30	40	19	35
2020 Goals				
Approaches	90	95	85	86
Meets	56	70	60	70
Masters	35	43	21	38

Accountability Summary and Goals 2019-2020



Domain 2 School Progress	Part A: Academic Growth						
Points from 1/2 Point	Points from 1 Point	Total Growth Points Earned	Total Possible Points	Component Score	Scaled Score	Rating	Goal 2020
12.5	188	200.5	238	84	91	A	86
Domain 2 Relative Performance	Part B: Relative Performance						
% Economically Disadvantaged	STAAR Performance	Rating	2019 Goal				
98.0	60	A	A				

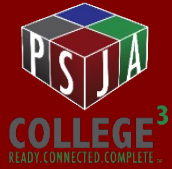
Accountability Summary and Goals 2019-2020



Academic Achievement Status

Domain 3			Closing the Gaps									
	All	African Amer.	Hispanic	White	American Indian	Asian	Econ. Disadv.	ELL's (Current and M4)	Special Ed. (Current)	Special Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled
Reading	53 Y		54 Y				53 Y	54 Y			54 Y	43
Targets	44	32	37	60	43	74	33	29	19	36	46	42
2019 Goals	56		57				55	55	20		55	50
Math	65 Y		65 Y				64 Y	64 Y			67 Y	45
Targets	46	31	40	59	45	82	36	40	23	44	47	45
2019 Goals	65		65				65	65	35		65	55

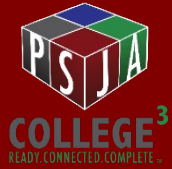
Accountability Summary and Goals 2019-2020



Growth Status

Domain 3			Closing the Gaps									
	All	African Amer.	Hispanic	White	American Indian	Asian	Econ. Disadv.	ELL's (Current and M4)	Special Ed. (Current)	Special Ed. (Former)	Continuously Enrolled	Non-Continuous ly Enrolled
Reading	84 Y		84 Y				85 Y	84 Y			88 Y	
Targets	66	62	65	69	67	77	64	64	59	65	66	67
2019 Goals	85		85				85	85			92	
Math	84 Y		84 Y				84 Y	84 Y			82 Y	
Targets	71	67	69	74	71	86	68	68	61	70	71	70
2019 Goals	75		75				75	75			75	85

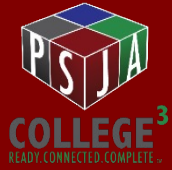
Accountability Summary and Goals 2019-2020



English Language Proficiency Status (TELPAS)

Domain 3			Closing the Gaps		
Target	Target Met	Progress Rate	Progress	Total	Total Indicators
36%	Y	39%	97	249	1
2019 Goals	Y	45	99	250	

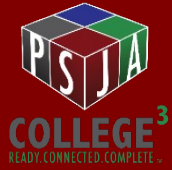
Accountability Summary and Goals 2019-2020



Student Success Status

Domain 3		Closing the Gaps										
	All	African Amer.	Hispanic	White	American Indian	Asian	Econ. Disadv.	ELL's (Current and M4)	Special Ed. (Current)	Special Ed. (Former)	Continuously Enrolled	Non-Continuous ly Enrolled
Domain 1	60 Y		60 Y				59 Y	60 Y	37 Y		61 Y	49 Y
Targets	47	36	41	58	46	73	38	37	23	43	48	45
2020 Goals	63		63				62	63	40		63	52

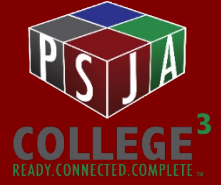
Accountability Summary and Goals 2019-2020



2019 Closing the Gaps Calculation Report

Domain 3	Closing the Gaps				
	Total Met	Total Evaluated	% of Eligible Indicators Met	Weight	Score
Academic Achievement	10	10	100%	30.0%	30.0
Growth Status	10	10	100%	50.0%	50.0
ELP Status	1	1	100%	10.0%	10.0
Student Success Status	7	7	100%	10.0%	10.0
Closing the Gaps Score					100 (A)

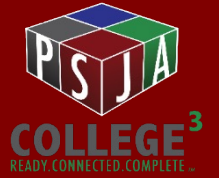
Comprehensive Needs Assessment



Data Resources Reviewed

1. 2018-19 STAAR Campus Summary Report
2. 2018-19 Attendance
3. PEIMS Demographics
4. Walk-through Data
5. Parental Involvement Data
6. McREL Teacher Evaluations
7. Professional Development Plan
8. Teacher Certifications
9. K-5th-TELPAS Scores
10. PK-CIRCLE Scores
11. K-Tx KEA Scores
12. 1st-3rd-TPRI/Tejas Lee Scores
13. Discipline Referrals/IB Reflections
14. Technology Inventories
15. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following accountability sources were used to review the Special Education data by the Campus Leadership Team: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-5 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

- In STAAR Math, % Meets Grade Level Standard for Special Education students at Garcia Elementary was 43%, 9 above the target of 23%.
- In STAAR Reading, % Meets Grade Level Standard for Special Education students at Garcia Elementary was 29%, 6 above the target of 19%.

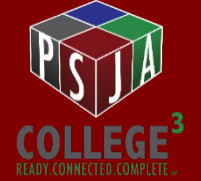
Personnel Needs:

Campus Administrators will work closely with Human Resources (HR) to ensure the selection of highly qualified employee(s) holding valid state issued certification.

Professional Development Needs:

- Special Ed teacher will attend any and all Professional Development offered to general education teachers.
- The Special Education Department will work closely with the Campus and provide PD in the area of co-teaching to implement the inclusion model effectively.
- Special Ed teacher will co-teach in 3rd, 4th, and 5th Grade classrooms where Sp. Ed. Students are enrolled.
- Special Ed teacher will use the Depth of Knowledge questioning techniques throughout her lessons.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (EL):

The following accountability sources were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the Campus Leadership Team: 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 BE/DL Department was very involved in the curriculum writing and revision for grades K-5 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.

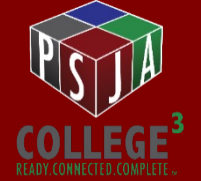
Needs:

As evidenced in the STAAR assessments , the results are as follow:

Subject	Approaches	Meets	Masters
Reading	89%(88% All Students)	54%(53% All Students)	29%(30% All Students)
Math	91%(90% All Students)	64%(65% All Students)	41%(40% All Students)
Writing	81%(81% All Students)	61%(58% All Students)	19%(19% All Students)
Science	83%(83% All Students)	61%(67% All Students)	37%(35% All Students)

- In Reading, the achievement gap between EL and All students in 2018-2019 is 1% in the Masters.
- In Mathematics, the achievement gap between EL and All students in 2018-2019 is 1% in the Meets.
- In Writing, there is no achievement gap between EL and All students in 2018-2019.
- In Science, the achievement gap between EL and All students in 2018-2019 is 6% in the Meets.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

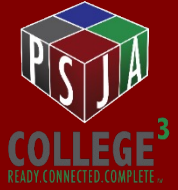
Needs:

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

Subject	Approaches	Meets	Masters
Reading	88%(88% All Students)	53%(53% All Students)	29%(30% All Students)
Math	89%(90% All Students)	64%(65% All Students)	40%(40% All Students)
Writing	81%(81% All Students)	57%(58% All Students)	18%(19% All Students)
Science	83%(83% All Students)	67%(67% All Students)	35%(35% All Students)

- In Reading, the achievement gap between Econ Dis and All students in 2018-2019 is 1% in the Masters.
- In Mathematics, the achievement gap between Eco Dis and All students in 2018-2019 is 1% in the Approaches and Meets.
- In Writing, the achievement gap between Eco Dis and All students in 2018-2019 is 1% in Meets and Masters.
- In Science, there is no achievement gap between Eco Dis and All students in 2018-2019.

Comprehensive Needs Assessment



Demographics

Demographics Summary

All students

Needs:

In 2018-2019, attendance rate was 96.9%, there was a small decrease when compared to 2017-2018 (97.6%).

Interventions:

- Campus Leadership Team will create a calendar for Parent Meetings that will inform them of the importance of attendance.
- Classroom teachers will present to students the same information that parents receive.
- Classroom teachers will keep an attendance log where they will document calls made to parents about attendance.
- Announce weekly attendance on Fridays (top class per grade level.)
- Identify students who are frequently absent by grade level and create an action plan for intervention.
- Students with 7 or more absences will participate in the Attendance Recovery Program.

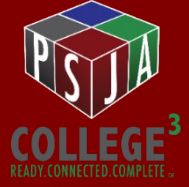
Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

Focus Area	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain 1: Student Achievement	<p>Campus exceeded the state target of 47% for Domain 1 with a 57% meeting or exceeding the student achievement measure.</p> <ul style="list-style-type: none"> 3rd Grade Math and Reading 4th Grade Math and Reading 5th Grade Math and Reading 	<p>STAAR Math</p> <ul style="list-style-type: none"> All Students decreased in STAAR Math. The target was 71% All Students achieved a 70%. 	<p>Improve student learning outcomes in:</p> <ul style="list-style-type: none"> Math Smart Goal for 2019-2020: 75% or higher
2	Domain 2: Part A: Academic Growth	<p>Campus exceeded the state target of 66% in Reading for Domain 2 Part A with a 73%.</p>	<p>STAAR Math</p> <ul style="list-style-type: none"> All Students decreased in STAAR Math. The target was 71% All Students achieved a 70%. 	<p>Address the needs of identified students to meet the progress measure in 2019-2020.</p> <ul style="list-style-type: none"> Smart Goal for 2019-2020: Reading 78% or higher Math 75% or higher
2	Domain 2: Part B: Relative Performance	<p>There were 95.5% of students identified as Economically Disadvantaged and we earned 57% on student achievement. We earned 91% for Domain 2 Part B.</p>	<ul style="list-style-type: none"> Economically Disadvantaged students had a passing percentage of 56% over all. 	<p>Economically Disadvantaged students will receive additional support and intensive interventions in reading, writing, math, and science.</p> <p>Smart Goal for 2019-2020: 60% or higher</p>
3	Domain 3: Closing the Gaps	<p>Campus exceeded the state target for Domain 3 of 44% with a 53% at meets or masters level in Reading.</p> <p>Campus exceeded the state target for Domain 3 of 46% with a 62% at meets or masters level in Math.</p>	<ul style="list-style-type: none"> Increase the percentage of students either reaching Meets or Masters level in math and reading. 	<ul style="list-style-type: none"> Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course Revise curriculum Assess and Monitor frequently through common formative assessments <p>Smart Goal for 2019-2020: 55% or above for Reading 65% or above for Math</p>

Summary of Findings

Focus Area	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
4	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood school • Communication in both English and Spanish • Parental involvement • Parent Center • Business Partnerships • Parent Liaison District Level & Campus 	<ul style="list-style-type: none"> • Increase parent involvement • Increase number of parent volunteers • Low Average of parents with high school diplomas and/or postsecondary education • Increase parent education • Have more family curriculum meetings • Improve communication between parents and school 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels. • Create more opportunities for curriculum meetings • Build public relations with parents and the business community
5	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the use of student technology for instructional rigor • More and newer desktop, I pads, and laptop computers for classrooms. • Technology training for all teachers. 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
6	Increase Learning Time	<ul style="list-style-type: none"> • Protect Instructional time • Announcements early in the morning • Announcements at end of the day • Schedule extra activities after school 	<ul style="list-style-type: none"> • Flexible scheduling that addresses differentiated learning. • Address students at all levels (approaching, meets, and masters) • Provide Intervention Time • Enrichment/Reteach hour 	<ul style="list-style-type: none"> • Protect instructional time • Address the needs of all students • Data Analysis to drive instruction
7	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture • CLC's & CCLC's (weekly) • IB Program 	<ul style="list-style-type: none"> • Decrease in student enrollment • Daily attendance • Enhance implementation of IB and Dual Language Programs 	<ul style="list-style-type: none"> • Improve student retention and daily attendance • Implement/Enhance a campus-wide comprehensive discipline plan.
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool • Opportunities for staff to collaborate through the CLC's 	<ul style="list-style-type: none"> • New teachers lack basic understanding of the instructional process and TEKS-Curriculum-Assessment Alignment. • New teacher training in IB curriculum and dual language program implementation. 	<ul style="list-style-type: none"> • Schedule time for new teachers to observe and work with experienced teachers on a weekly basis. • Attend dual language institute • Attend IB training • Mentorship enhancement

2019-2020 Campus Focus Areas



- Focus Area 1-Student Achievement
- Focus Area 2-Student Progress, Academic Growth, Relative Performance
- Focus Area 3-Closing the Achievement Gaps
- Focus Area 4-Family and Community involvement
- Focus Area 5-Technology
- Focus Area 6-Increase Learning Time
- Focus Area 7-School Culture and Climate
- Focus Area 8-Staff Quality, Recruitment, and Retention

Focus Area 1: Student Achievement

Objective 1: Curriculum will be horizontally aligned in 2018-2019 in all HB5 courses and all other courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum campus team will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Principal, Asst. Principal, Instructional Coach	Local Funds, Title 1 Funds	September 2019- August 2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains, weekly test, report cards, progress reports	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for ELL students and Supplemental Aids for Special Education students.	Principal, Asst. Principal, Instructional Coach	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	September 2019- August 2020	Completed Curriculum Documents	Benchmark scores, student achievement gains, weekly tests, report cards, progress reports	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Academic Calendars will be written for all courses. (timelines will be written for all HB5 courses).	Assistant Supt for C&I, Administrators, Principal, Asst. Principal, Instructional Coach	Local Funds, Title 1 Funds	September 2019- August 2020	Completed Academic Calendars	Benchmark scores, student achievement gains, weekly tests, report cards, progress reports	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning.	District Content Coordinators, Principal, Asst. Principal, Instructional Coach	Local Funds, Title 1 Funds	September 2019- August 2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains, report cards, progress reports	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#8

Focus Area 1: Student Achievement

Objective 1: Curriculum will be horizontally aligned in 2018-2019 in all HB5 courses and all other 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 at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principals, Asst. Principal	Local Funds, Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, report cards, progress reports	Mini assessments, CBAs, BMs, STAAR, TELPAS, Weekly tests	Title 1 - #2,4,8
Campus Instructional Coaches, Assistant principals and principals will monitor the implementation of the curriculum at each campus.	Principals, Asst. Principal, Instructional Coach	Local Funds, Title 1 Funds	September 2019- August 2020	Walk-through documentation McRell evaluations/Observations	Benchmark scores, student achievement gains, report cards, progress reports	Mini assessments, CBAs, BMs, STAAR, TELPAS, Weekly tests	Title 1 - #3

Focus Area 1: Student Achievement

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2017-2018

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.	District Content Coordinators	Local Funds, Title 1 Funds	September 2019-August 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC.	Assistant Supt for C&I, C&I Administrators	Local Funds, Title 1 Funds	September 2019-August 2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains, report cards, progress reports	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.	District Content Coordinators Principal Assistant Principal	Local Funds, Title 1 Funds	September 2019-August 2020	Sign-in Sheets	Benchmark scores, student achievement gains, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
One district-level CBA and two district-level Benchmarks will be administered to all students in 2018-2019.	District Content Coordinators	Local Funds, Title 1 Funds	September 2019-August 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

Focus Area 1: Student Achievement

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

Strategies and Action Steps	Person(s) Responsible	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.	Campus Principals, Asst. Principal and Instructional Coach	Local Funds, Title 1 Funds	September 2019- August 2020	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available on campus for data analysis and monitoring student progress.	Campus Principals, Asst. Principal and Instructional Coach	Local Funds, Title 1 Funds	September 2019- August 2020	Walk-throughs McRell Observations	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Campus Principals, Asst. Principal and Instructional Coach	Local Funds, Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Assistant Supt for C&I, Administrators,	Local Funds, Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8
Monitor Literacy Development	Campus Principals, Asst. Principal and Instructional Coach	Local Fund, Title 1 Funds	September 2019- August 2020	Walk-throughs Lesson Plans McRell Observation	Benchmark scores, student achievement gains	TPRI/Tejas Lee, Report Cards, Progress Reports, Leap Frog, Imagine Learning Reports, IB Units of study, LAS Links	Title 1 -2, 4, 8

Focus Area 1: Student Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
District level monitoring of the progress of migrant students will be done immediately following each CBA and BM. Hiring of Migrant Tutors	Migrant Director, Administrator for Student Success, Principal, Asst. Principal	Migrant Funds 212	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of special education students will be done immediately following each CBA and BM.	Special Education Director, Administrator for Student Success, Principal, Asst. Principal	Special Ed Funds 224	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of ELL students will be done immediately following each CBA and BM.	Dual Language/ESL Director, Administrator for Student Success, Principal, Asst. Principal	Title III 263	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Teachers will receive assessment data for their students within 48 hours of the test administration, create action/intervention plans, and calendar of Spiraling Activities.	Principal, Asst. Principal Instructional Coach And Grade level chairpersons	Local Funds, Title 1 Funds, DMAC Reports	September 2019- August 2020	Action Plans Intervention Plans Calendar of Spiraling Activities	Benchmark scores, student achievement gains	CBA, BMs, STAAR, TELPAS	Title 1 - #8

Focus Area 1: Student Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Weekly meeting will be held to analyze current weekly test scores in order to adjust instruction.	Principal, Asst. Principal Instructional Coach And Grade level	Local Funds, Title 1 Funds	September 2019- August 2020	Walk-through, McRel Observations	Benchmark scores, report cards, progress reports	CBA, BMs, Weekly Grades	Title 1 - #1, 2
Create weekly tests that are aligned to timelines in addition to the tests included in the curriculum.	Principal, Asst. Principal Instructional Coach And Grade level	Local Funds, Title 1 Funds	September 2019- August 2020	Walk-through, McRel Observations	Benchmark scores, report cards, progress reports	CBA, BMs, Weekly Grades	Title 1 - #1, 2
CLC meetings will be held weekly to monitor and discuss student progress in reading fluency and comprehension.	Principal, Asst. Principal Instructional Coach	Local Funds, Title 1 Funds	September 2019- August 2020	Walk-through, McRel Observations	Benchmark scores, report cards, progress reports	CBA, BMs, Weekly Grades	Title 1 - #1, 2
Collaborative Learning Communities	Campus Principals, Asst. Principal, Instructional Coach, CLL, and CIFs	Local Funds, Title 1 Funds	September 2019- August 2020	Sharing innovative ideas, Lesson Planning, Goal Setting, Lesson Cycle, Unit Bundles (TEKS), Create intervention based on item analysis, Instructional Planning document, Deconstruction of the TEKS,	Walk-throughs, Pre and Post Conferences, Student Achievement, Student Activities, Reflect on Effective Lessons	Increase student engagement through effective evidence of CIF, Student Academic Improvement	Title 1 - #1, 2

Focus Area 1: Student Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Ensure that all ELL students develop academic skills and vocabulary and increase language acquisition in Spanish and English by implementing TELPAS Action Plans, CIF Strategies, and ESL strategies.	Principal, AP, IC, Teachers	Title III Funds 263, Training from District Coordinators, Dual Language/ESL Director, IC	September 2019-August 2020	Plans created, Sign-Ins from Trainings, Walk throughs, Observations	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Ensure that all migrant students receive support from the Migrant Teacher on Tuesdays and Thursdays.	Migrant Director, Principals, AP, Migrant Teacher, Teachers	Migrant Funds 212	September 2019-August 2020	Classwork from Migrant Teacher, Lesson Plans from Migrant Teacher	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Ensure that all Economically Disadvantaged students are provided with supplies and instruction to develop academic skills.	Principal, AP, Teachers, IC	Title III Funds 263	September 2019-August 2020	Lesson Plans, Report Cards, Walk Throughs, Observations	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

Focus Area 1: Student Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Ensure that SPED students receive in class support from classroom teacher and co-teacher/paraprofessional.	Campus Principals, Assistant Principal/Testing Coordinator, SpEd Teacher, Teachers	Special Ed 224	September 2019-August 2020	Lesson Plans and Walk-throughs, McRell Observations	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
All teachers will be required to follow the modifications/accommodations for the special education students in their classroom.	Campus Principals, Teachers Asst. Principal Instructional Coach	Special Ed 224	September 2019-August 2020	Lesson Plans and Walk-throughs, McRell Observations	Benchmark scores, student achievement gains, closing achievement gaps, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Campus Principals, Teachers, Asst. Principal, Instructional Coach	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	September 2019-August 2020	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps, report cards, progress reprot	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8

Focus Area 1: Student Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide additional academic support to accelerate and differentiate instruction through intervention services, such as extended day, Saturday tutorials or academies, computer intervention programs, and pull out reading programs will be available for students in each subgroup following each district-level CBA and Benchmark. Summer school will also be available. Hiring of Title One Tutors Purchase Instructional Supplies	Campus Principals, Asst. Principal, Instructional Coaches	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	September 2019- August 2020	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share results and interventions available	Campus Principals, Assistant Principal, Teachers, and IC	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	September 2019- August 2020	PAC sign-in sheets and schedules	BM scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6

Focus Area 1: Student Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will meet weekly (during CLC's) to reflect on units of study and make needed adjustments.	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds 199, Title 1 Funds	September 2019- August 2020	Lesson Plans	Imagine Learning reports, weekly grades, report cards, progress reports	Weekly Assessments, CBA's	Title 1 - #4
Principal will hold weekly meetings to roll out lesson plans. Every teacher will be asked to share an innovated activity to teach concept on time line.	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds 199, Title 1 Funds	September 2019- August 2020	Lesson Plans, foldables, graphic organizers, research based projects	Imagine Learning reports, weekly grades, report cards, progress reports	Weekly Assessments, CBA's	Title 1 - #4
IB coordinator will meet with grade levels to write IB units of study and create questions on inferencing.	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds 199, Title 1 Funds	September 2019- August 2020	IB thematic unit of instruction question stems	Imagine Learning reports, weekly grades, report cards, progress reports	Weekly Assessments, CBA's	Title 1 - #4
Weekly meetings will be held with principal to discuss instructional plans student differentiated instruction and to create intervention plans based on need.	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds 199, Title 1 Funds	September 2019- August 2020	Lesson plans, group rosters, intervention plans	Imagine Learning reports, weekly grades, report cards, progress reports	Weekly Assessments, CBA's	Title 1 - #4

Focus Area 1: Student Achievement

Objective 4: Attendance: Implement an attendance plan to promote high attendance and to improve attendance rate.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide awareness meetings for parents on the importance of student attendance and guidelines on state mandated attendance.</p> <p>Encourage migrant student attendance through uniform voucher.</p>	Principals, Assistant Principal, Teachers, Counselor, and Attendance Committee	Local 199, Uniform voucher Title 1 Part C	September 2019- August 2020 August 2019 and on going	PAC sign-in sheets and schedules, phone logs, copies of letters,	Increased Attendance, Higher Test Scores	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Communicate with parents or guardians on a needed basis with students who are absent through phone calls, home visits, warning letters, written notices., and parent conferences.	Principals, Assistant Principal, Teachers, Counselor, and Attendance Committee	Local 199,	September 2019- August 2020	PAC sign-in sheets and schedules, phone logs, copies of letters,	Increased Attendance, Higher Test Scores	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Promote perfect attendance with students by rewarding them on a six weeks basis with celebrations, raffles, movies, dances, and field trips.	Principals, Assistant Principal, Teachers, Counselor, and Attendance Committee	Local 199, Activity Fund	September 2019- August 2020	Honor Rolls Lists, Perfect Attendance Lists	Increased Attendance, Higher Test Scores	CBAs, BMs, STAAR, TELPAS	Title 1 - #9

Focus Area 1: Student Achievement

Objective 5: 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	Asst. Supt for C&I Principal, Asst. Principal	Local Funds 199	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administration and teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5.	Asst Supt for C&I, C&I Administrators, District Content Coordinators, Principal, Asst. Principal	Local Funds 199	September 2019- August 2020	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 3X weekly in elementary schools and daily at the middle and high schools for unpacking the TEKS and lesson plan collaboration.	Campus Principals, and Deans	Title 1 211, Local Funds 199	September 2019- August 2020	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group.	Asset Supt for C&I, C&I Administrators, District Content Coordinators	Title 1 211, Local Funds 199	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Visible Thinking Routines (VTR) training will be required for all administrators and teaching staff.	Instructional Coaches	Title 1 211, Local Funds 199	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Focus Area 1: Student Achievement

Objective 5: Professional development specific to the state assessed curriculum will be provided for all district stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RTI training will be provided for all staff members to address the needs of all students.	RtI District Coordinator, Counselor	Title 1 211	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director Principal Asst. Principal Instructional Coach	Title III 263	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Promote professional development through state, regional, and district conferences that include best practices , classroom management, and enhance instruction.	Principal, Assistant Principal, IC, and Grade Level Chairpersons	Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #4 Title 1 - #8 Title 1 - #9
Use consultant to train and address needs specific to campus: Diana Ramirez, Susana Ramirez, Susana Escobedo, SPed Staff, Rodger Gomez, Pearlized Math Consultants, Sharon Wells Consutants, Forde-Ferrier, & Summit K-12 Consultants.	Principal, Assistant Principal	Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #4 Title 1 - #8 Title 1 - #9

Focus Area 1: Student Achievement

Objective 5: 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
<p>Special Education Provide teachers PK-5th the opportunity to attend inservices/workshops</p> <ul style="list-style-type: none"> • RTI • Region One Inservices • Mainstreaming Inservices • District Inservices • Bipolar/Autistic • Inclusion for special Ed. • Esperanza/Herman Reading Program • CO-Teaching Program 	Principal Asst. Principal Instructional Coach	Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
<p>McRell Training</p> <ul style="list-style-type: none"> • Teachers will attend training on the McRell evaluation • Value added (SAS EVAAS) • Principal and Asst. Principal will attend three collaborative meetings on leadership • Instructional Coach (CLL) will attend all mandated trainings 	Principal Asst. Principal Instructional Coach	Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
<p>Bilingual Provide teachers PK-5th the opportunity to attend inservices/workshops:</p> <ul style="list-style-type: none"> • 6 hour yearly update • TABE Conference • Region 1 Bilingual inservices • District Inservices • 30hr training for new teachers 	Principal Asst. Principal Instructional Coach	Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Focus Area 1: Student Achievement

Objective 5: 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
Develop Intervention Plan to address STAAR strategies: <ul style="list-style-type: none"> • Lit. Based TEKS Instruction Project • Outside consultant • Thinking Maps • IB outside consultant • Instructional Rounds • Debriefing of observations 	Principal Asst. Principal Instructional Coach	Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Gifted and Talented Provide teachers PK-5 th the opportunity to attend inservices/workshops <ul style="list-style-type: none"> • 30 hour training for new teachers • 6 hour yearly update • G.T. State Conference • G.T. Training for testing potential future GT students • Region 1 & District G.T. Inservices 	Principal Asst. Principal Instructional Coach	Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
IB Training Provide teachers the opportunity to attend inservices/workshops: <ul style="list-style-type: none"> • Visitation to other districts in and out of state • IB strategies • Inquiry based instruction • Level 1 training in Austin • Level II & III training in Austin • International conference • Other trainings related to IB 	Principal Asst. Principal Instructional Coach	Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Focus Area 2: Student Progress

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies.	District ELA Content Coordinators, Instructional Coaches Principal Asst. Principal Teachers	Title 1 211, Local Funds 199	September 2019- August 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 - #2
Writing Rubrics will be developed and used district-wide. Editing and revising session by William McDonald and Forde Ferrier.	District ELA Content Coordinators Principal Asst. Principal William McDonald	Title 1 211, Local Funds 199	September 2019- August 2020	Walk-throughs McRell Observations	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
A minimum of 2 compositions per six weeks will be required at each grade level. Weekly tests will be administered.	Principals, District ELA Content Coordinators	Title 1 211, Local Funds 199	September 2019- August 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 #4
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs).	District ELA Content Coordinators, Campus Principals, Teachers, Asst. Principal Instructional Coach	Title 1 211, Local Funds 199	September 2019- August 2020	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	Title1 - #2

Focus Area 2: Student Progress

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
STAAR Literature questions will be written for each literary piece/all genres. Weekly tests will be administered.	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach	Title 1 211, Local Funds 199	September 2019- August 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 - #2 Title 1 - #8 Title 1 - #9
One aligned CBA and two district Benchmarks will be administered district-wide. Weekly test will be administered .	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach	Title 1 211, Local Funds 199	September 2019- August 2020	Walk-throughs, DMAC reports, McRell Observations	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #8 Title 1 - #9
Data will be used to inform tutorial lessons and to identify spiraled skills.	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach	Title 1 211, Local Funds 199	September 2019- August 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 - #2 Title 1 - #8 Title 1 - #9
All students will use Imagine Learning for intervention and to enhance the instruction in the classroom.	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach	Title 1 211, Local Funds 199	September 2019- August 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 - #2 Title 1 - #8 Title 1 - #9

Focus Area 2: Student Progress

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
CIF strategies such as; literacy groups, four corners, gallery walk, graffiti walk, think pair and share and write to learn will be implemented daily.	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach	Title 1 211, Local Funds 199	September 2019- August 2020	Walk-throughs McRel Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title -#2
Implementation of literacy programs appropriate of each grade level to meet the needs of all students such as; <ul style="list-style-type: none"> • 3 tier Reading Model • Accelerated Reading • Sing Spell Read & Writing/Winning • PYP Planner • Cancionero • Family Reading Nights • IB Units 	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach Librarian	Title 1 211, Local Funds 199	September 2019- August 2020	Walk-throughs McRel Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBAs, BMs, STAAR, TELPAS	Title 1 - #2

Focus Area 2: Student Progress

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
<ul style="list-style-type: none"> • Hands on activities • Research presentations • Integration of curriculum • Small group instruction • Implementation of centers • Saturday & afterschool tutoring • AR Reading • Word bank /vocabulary games • Readers Theater • Graphics organizers • Project based instruction • Thinking Maps • Peer tutoring • Instructional Rounds • Foldables • Summer School • Migrant Tutor • Title One Tutor 	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach	Title 1 211, Local Funds 199	September 2019- August 2020	Walk-throughs McRell Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBA's, BM's, STAAR, TELPAS	Title 1 - #2
<p>Monitor writing skills and the development of the writing process through the implementation and maintenance of the following both English and Spanish</p> <ul style="list-style-type: none"> • Writing contest • Writing timelines • Reflective journals • PYP portfolios (writing) • Critical writing samples • Writing journals • Write from the Beginning 	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach	Title 1 211, Local Funds 199	September 2019- August 2020	Walk-throughs McRell Observations Lesson Plans	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports	CBA's, BM's, STAAR, TELPAS	Title 1 - #2

Focus Area 2: Student Progress

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School-wide Components
Mathematics curriculum will be developed using Sharon Wells Curriculum and Pearlized Math. Provide Sharon Wells and Pearlized Math training on effective teaching strategies for elementary math teachers.	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach	Title 1 211, Local Funds 199	September 2019- August 2020	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS Weekly test	Title 1 - #2
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation and on unpacking the math TEKS, analyzing data.	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach	Title 1 211, Local Funds 199	September 2019- August 2020	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 Weekly Test	Title 1 - #2
One aligned CBA and two district Benchmarks will be administered district-wide.	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach	Title 1 211, Local Funds 199	September 2019- August 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 Weekly test	Title 1 - #2
Data will be used to inform tutorial lessons and to identify spiraled skills. Students will be identified for extended learning opportunities.	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach	Title 1 211, Local Funds 199	September 2019- August 2020	CLC agendas and sign-in sheets Lesson plans District Timeline	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS Weekly test	Title 1 - #2
Students will use Imagine Learning-Think Through Math for intervention and to enhance instruction in the classroom.	Principal, AP, Teachers, District Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	September 2019- August 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 - #2 Title 1 - #9

Focus Area 3: Close the Gaps

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Imagine Learning •Think through Math •Herman Method •Experanza •TPRI/Tejas LEE Strategies •CIF Protocols •IB Planners 	<p>Assistant Superintendent for C&I, District Content Coordinators, Bilingual Director, Special Ed Director Principal, Asst. Principal, Instructional Coach</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>September 2019- August 2020</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS Weekly tests</p>	<p>Title 1 #4 Title 1 #2 Title 1 #9</p>
<p>Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.</p>	<p>Principals, Asst. Principal, Bilingual Director, Instructional Coaches, District Level Administrators</p>	<p>Title 1 211, Local Funds 199 Special Ed 224</p>	<p>September 2019- August 2020</p>	<p>DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 #4</p>

Focus Area 3: Close the Gaps

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principals, Asst. Principal, Special Ed Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 224	September 2019- August 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 #4
Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principals, Asst. Principal, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Title III 224	September 2019- August 2020	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 #4
Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principals, Asst. Principal, Bilingual Director, Instructional Coaches, District Level Administrators, counselors	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	September 2019- August 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 #4

Focus Area 3: Close the Gaps

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review 504 students' performance and progress and provide accommodations and interventions.	Assistant Superintendent for C&I, District Content Coordinators, 504 District Coordinator, Principal, Asst. Principal, Instructional Coach	Title 1 211, Local Funds 199	September 2019-August 2020	504 folders, walk-throughs, lesson plans, McRell observations	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 #4
Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principals, Deans, District Dyslexia Coordinator, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199	September 2019-August 2020	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports , McRell observations	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 #4
Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Principal, Asst. Principal, Instructional Coach	Title 1 211, Local Funds 199	September 2019-August 2020	Agendas and Sign-in Sheets, McRell observations	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 #4

Focus Area 3: Close the Gaps

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Attend training on the Texas STAAR Assessment	Principal Asst. Principal Instructional Coach Teachers	Local Funds, Title 1 Funds	September 2019- August 2020	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1- #2, 4
Provide training for all staff members (teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Assistant Supt for C&I Principal Asst. Principal	Local Funds, Title 1 Funds	September 2019- August 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Assistant Supt for C&I Principal Asst. Principal	Local Funds, Title 1 Funds	September 2019- August 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
One aligned CBA and two district Benchmarks will be administered district-wide.	District Content Coordinators Principal Asst. principal	Local Funds, Title 1 Funds	September 2019- August 2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

Focus Area 3: Close the Gaps

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

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.	Principal Asst. Principal	Local Funds 199	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS, weekly test	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups.	Principals Asst. Principal	Local Funds, Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS, weekly test	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principals Asst. Principal	Local Funds, Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS, weekly test	Title 1 - #2,4,8
Provide enrichment activities to support, Gifted and Talented Students and all students.	Principals Asst. Principal Instructional Coach IB Coordinator Teachers and Librarian	Local Funds, Title 1 Funds	September 2019- August 2020				

Focus Area 3: Close the Gaps

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to the Meeting and Mastered on the STAAR assessment.	Principals Asst. Principal Instructional Coach	Local Funds, Title 1 Funds/ SCE	September 2019- August 2020	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Teachers will receive a refresher course on the dual Language implementation program <ul style="list-style-type: none"> • bilingual pairs • Student generated alphabet • Word walls • Content vocabulary word walls 	Principals Asst. Principal Instructional Coach	Local Funds, Title 1 Funds/ SCE	September 2019- August 2020	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
<ul style="list-style-type: none"> • Teachers will be trained on the IB program and it's philosophy. 	Principals Asst. Principal Instructional Coach IB Coordinator	Local Funds, Title 1 Funds/ SCE	September 2019- August 2020	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Focus Area 4: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host Meet the Teacher at the beginning of the school year (August) and Open House in March	Principal, Asst. Principal, Teachers		September 2019- August 2020	Sign-in Sheets	Parent Surveys	Sign in sheets	Title I - #6
Conduct sessions on state and federal mandates	Parent Educator	Guest Speakers/ Presenters	September 2019- August 2020	Agendas and Sign-in Sheets,	Parent Surveys	Sign in sheets	Title I - #2 Title 1 - #6 Title 1 - #9 Title 1 - #10
Distribute the Title I Survey and use the results to improve and structure parent-school relationship	Parent Educator Teachers	Title I Survey	September 2019- August 2020	Results of Survey	Parent Surveys	Surveys returned	Title I - #6
Inform parents of academic achievement via progress reports (every 3 weeks) and report cards (every 6 weeks)	Principal Asst. Principal PEIMS Clerk Teachers	Progress Report Report Card Teachers Grade Book	September 2019- August 2020	Progress Report Report Card	Parent Surveys	Progress Reports and Report Cards	Title I - #6
Provide parents opportunities to serve on school committees: * LPAC * CPOC * PAC	Principal Asst. Principal Parent Educator		September 2019- August 2020	Agendas Sign-ins	Parent Surveys	Sign in sheets	Title I - #6

Focus Area 4: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent Orientations on Special Programs	Principal, Asst. Principal, Teachers		September 2019- August 2020	Parent Meeting Sign-In Sheets, Parent Surveys, Agendas		CBAs, BMs, STAAR, TELPAS,	Title I- #2 Title 1 - #6 Title 1 - #9
Conduct parent information meetings geared toward knowledge of State Tests and the Accountability system	Principal Asst. Principal Parent Educator		September 2019- August 2020	Parent Meeting Sign-In Sheets, Parent Surveys, Agendas, Parent/Teacher/Student conferences		CBAs, BMs, STAAR, TELPAS,	Title I- #2 Title 1 - #6 Title 1 - #9
Communicate with parents through memos, letters, flyers, marquee, phone calls, home visits, Living Tree, Class Dojo	Principal Asst. Principal Parent Educator Teachers		September 2019- August 2020	Parent Meeting Sign-In Sheets, Parent Surveys, Agendas		CBAs, BMs, STAAR, TELPAS,	Title I- #2 Title 1 - #6 Title 1 - #9
Organize and conduct orientations to inform parents of school mission, vision goals, PYP Programs, objectives, and any other information pertinent to school functions. <ul style="list-style-type: none"> Parent Orientation (Meet the Teacher) Night beginning of the year Head start/Preschool orientation Kennedy Middle School Orientation 	Principal Asst. Principal	Title I Funds	September 2019- August 2020	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA Weekly tests	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC, Increase gains on student achievement	Title I- #2, #9

Focus Area 4: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Organize and conduct meetings, sessions, and inform parents of curriculum being implemented:</p> <ul style="list-style-type: none"> • Bi-weekly meetings on selected topics • Guest speakers • IB/PYP presentations • School programs • Recruit parent volunteers/community members • Open House • Dissemination of information to parents • Literacy Parent Night every other week • Parent conferences • Home visits for parent conferences as needed • Home school compact for parents and students • PAC meetings • Purchase supplies/materials for PAC meetings 	<p>Principal Asst. Principal Instructional Coach</p>	<p>Title I Funds</p>	<p>September 2019- August 2020</p>	<p>Sign-in Sheets, Telephone Logs Agendas Parent Logs Calendar of Activities Increase parental involvement as well as the community</p>	<p>Benchmark Scores CBA Weekly tests</p>	<p>STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC</p>	<p>Title I- #7</p>

Focus Area 4: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Have celebrations through out the year to celebrate culture and heritage as well as to present awards to parents, students, and staff. Some celebrations may include but are not limited to:</p> <ul style="list-style-type: none"> • Fall /Spring Festival • Thanksgiving Luncheon • Christmas Program • Spring Program • End-of the Year Awards • Parents Volunteers Luncheon 	Principal Asst. Principal Instructional Coach	Title I Funds	September 2019- August 2020	Sign-in Sheets, Telephone Logs Agendas Parent Logs Calendar of Activities Increase parental involvement as well as the community	Benchmark Scores CBA Weekly tests	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #1 #2
<p>Increase communication with parents through means of</p> <ul style="list-style-type: none"> • Attendance, Marquee, Notes • Letters, Phone Calls, Announcements • Home Visits, Brochures, Newsletters • Monthly Calendar 	Principal Asst. Principal Instructional Coach Teachers	Title I Funds	September 2019- August 2020	Sign-in Sheets, Telephone Logs Agendas Parent Logs Calendar of Activities Increase parental involvement as well as the community	Benchmark Scores CBA Weekly tests	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #1 #2
Conduct Curriculum PAC meetings for all grade levels.	Teachers Principal Asst. Principal	Curriculum by grade level	September 2019-August 2020	Agenda Sign-ins	Report Card grades CBA Scores Benchmark Scores	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee,	Title I- #2 Title 1 - #6 Title 1 - #9
Conduct parent sessions in the following areas: Literacy development, STAAR strategies	Parent Educators Teachers Principal Asst. Principal	SSI brochure Materials for the make and take	September 2019-August 2020	Sign-in Sheets, Attendance Logs	Parent Surveys	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee,	Title I- #2 Title 1 - #6 Title 1 - #9

Focus Area 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
Provide the following technology support to reinforce learning: <ul style="list-style-type: none"> • Smart board/Promethean • Document readers, printers • Computers/laptops • Headphones • Copier usage/rental • Data Projectors/lamps • Age appropriate keyboards • Speakers • Electrical cords • Palm pilots • Mobi tablets • Mimio Boards • Copiers • Toner for printers • ipads/insurance 	Principal Asst. Principal Teachers	State, federal and local budgets	September 2019-August 2020	Classroom walk throughs	Improved scores	Increase in the participation and scores on the AR program	Title 1 - #3 Title 1 - #4
Provide the following multimedia to reinforce learning: <ul style="list-style-type: none"> • Storage devices (USB) • DVD's • CD's • Computer programs • Educational websites 	Principal Asst. Principal Teachers	State, federal and local budgets	September 2019-August 2020	Classroom walkthroughs	Impoved scores	Increase in the participation and scores on the AR program	Title 1 - #3 Title 1 - #4

Focus Area 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
Provide technology resources (online Accelerated Reading Software & Living with Science Software) to facilitate reading and science development for all students.	Principals, AP Campus Instructional Technologists	Accelerated Reader Software, adequate bandwidth, and adequate hardware Living with Science Software	September 2019-August 2020	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	Title 1 - #3 Title 1 - #4
Provide resources and support for Campus Instructional Technologists (CIT) to work with campus to integrate technology into curriculum.	Principals, AP Campus Instructional Technologists	Software, hardware, and professional development	September 2019-August 2020	Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title 1 - #3 Title 1 - #4
Students will go to Computer Lab for at least 4 times a week and work on Imagine Learning (Reading/Math). Teachers will prescribe units of practice aligned with the core content curriculum.	Principals, AP Campus Instructional Technologists	Core content curriculum resources. Istation ThinkThrough Math Learning.com	September 2019-August 2020	Computer Lab Schedules Reports	Increased scores on technology benchmarks and state tests.	Instructional Technology department campus visits and observations.	Title 1 - #3 Title 1 - #4

Focus Area 5: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator Computer Lab Managers		September 2019-August 2020 Ongoing, this is a regular service that is provided to all campuses.	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.	Increase in student achievement	Observations Walk through	Title 1 #5
The district will mandate that all elementary teachers 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	September 2019-August 2020	LAB usage logs	Increase in student Scores.	Observations Walk through	Title 1 #5

Focus Area 5: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Summer computer training opportunities for students. Computer technology camps The district will also offer computer education classes to parents via the district's Parental Involvement Program.</p>	<p>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.</p>	<p>Hardware, software. And Technology Applications Instructors.</p>	<p>September 2019- August 2020</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>	<p>Observations Walk through</p>	<p>Title 1 - #5</p>
<p>Campus CIT will provide training on available programs and technology such as;</p> <ul style="list-style-type: none"> • Promethean Planet • Mobies • Clickers • Other web sites mandated by the district. 	<p>CIT Principal Asst. Principal</p>	<p>Classflow Other on line resources</p>	<p>September 2019- August 2020</p>	<p>Increased number of technology camps. Increased enrollment in technology camps. Display of student technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>	<p>Observations Walk through</p>	<p>Title 1 - #5</p>

Focus Area 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
<p>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.</p>	<p>Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>September 2019-August 2020 Ongoing, will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.</p>	<p>online campus and classroom web sites</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>	<p>Observations Walk through</p>	<p>Title 1 - #5</p>
<p>Maintain and replace all technology devices that are broken by purchasing equipment as needed.</p>	<p>Technology Director</p>	<p>Local Technology Budget, and hardware</p>	<p>September 2019-August 2020 Ongoing, all of the campuses received replacement computers for their instructional labs.</p>	<p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p>	<p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p>	<p>Observations Walk through</p>	<p>Title 1 - #5</p>

Focus Area 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
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Technology Director</p>	<p>Local Technology Budget, and hardware</p>	<p>September 2019-August 2020 Ongoing... all of the campuses received replacement computers for their instructional labs.</p>	<p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p>	<p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p>	<p>Observations Walk through</p>	<p>Title 1 - #5</p>
<p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p>	<p>Technology Director Instructional Technology Coordinator, MIS Coordinator</p>		<p>September 2019-August 2020 The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>computer inventory counts</p>	<p>Increased teacher collaboration on curriculum projects.</p>	<p>Observations Walk through</p>	<p>Title 1 - #5</p>

Focus Area 6: Increase Learning Time

Objective 1: Protect Instructional Time

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Protect instructional time:</p> <ul style="list-style-type: none"> • Announcements early in the morning and late in the afternoon. • Schedule Extra curricular activities afterschool. • Differentiated Instruction • Flexible schedules • Address students at all levels (approaches, meets, and mastery) • Intervention time (During and after school) • Enrichment/Reteach Hour • Data Analysis to drive instruction 	<p>Principal Asst. Principal, Teachers Instructional Coach CLL and CLFs</p>	<p>Title 1 211, Local Funds 199</p>	<p>September 2019- August 2020</p>	<p>Walk-throughs McRell Observations Lesson Plans</p>	<p>Increased Student Progress as measured by CBA test scores, Benchmark Assessments, report cards, progress reports, TELPAS, STAAR scores</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title -#2</p>

Focus Area 7: School Culture and Climate

Objective 1: Discipline Protocols will be applied 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 and staff on student referral protocols, de-escalation and restorative practices.	Student Services Department Principal Assistant Principal Counselor	Local Funds	September 2019- August 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	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 Principal Assistant Principal Counselor	Local Funds	September 2019- August 2020	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Counselor will address and provide guidance, small group, and individual counseling to students who are identified at risk.	Principal Asst. Principal Counselor	Local Funds	September 2019- August 2020	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS and OSS.	Side by side data analysis	Title 1--#10
International Baccalaureate Essential Agreements in classrooms and common areas. Reflection areas for students to reflect on behavior.	Principal Asst. Principal Counselor Teachers IB Coordinator	Local Funds	September 2019- August 2020	Reflection Binder	Decreased discipline problems on campus		Title 1--#10

Focus Area 7: School Culture and Climate

Objective 1: Discipline Protocols will be applied consistently and fairly.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Improve discipline, which will lead to increased attendance and academic achievement through:</p> <ul style="list-style-type: none"> • Having counselor address at risk populations • Provide Character Education sessions • Acknowledging appropriate behavior • Educating parents and students on behavioral strategies • Distributing Student Code of Conduct booklets to students and parents and collecting acknowledgement form • Small group and individual counseling sessions • Implementing IB Reflection Stations • Rewarding students 	<p>Principal Asst. Principal Counselor</p>	<p>Local Funds</p>	<p>September 2019- August 2020</p>	<p>Counseling log Code of Conduct Acknowledgement Forms</p>	<p>Increase of student attendance through daily, six weeks and year report</p> <p>Decrease in discipline referrals</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

Focus Area 7: School Culture and Climate

Objective 2: Commit to provide a positive, motivation environment that is conducive to learning for all students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide a positive and nurturing environment by: <ul style="list-style-type: none"> • Displaying motivational bulletin boards and banners • Instilling pride in ones self and amongst each other • Promoting and modeling a high degree of respect for students and one another • Respecting school property • Maintaining a clean learning environment • Promoting college readiness 	Principal Asst. Principal Counselor Teachers Paraprofessionals		September 2019- August 2020	Observations by all staff members	Decrease in number of discipline referrals	Side by side data analysis	Title 1--#10
Provide early counseling presentation/intervention for students by: <ul style="list-style-type: none"> • Providing regular scheduled counseling sessions for identified students • Providing scheduled classroom presentations • Developing behavior plans • Rewarding positive behavior 	Counselor	Counseling Calendar	September 2019- August 2020	Counseling Calendar	Decrease in number of discipline referrals	Side by side data analysis	Title I - #10
<ul style="list-style-type: none"> • The Safety department will conduct security/safety audits of the school at least 2 – 3 times a week. 	Safety Department, Security Guards, Safety Committee Rep – Rene Hernandez	Security	September 2019- August 2020	Safety Audit Reports	Positive Safety Reports, Increased Vigilance	Side by side data analysis	Title 1--#10

Focus Area 7: School Culture and Climate

Objective 2: Commit to provide a positive, motivation environment that is conducive to learning for all students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>A positive self-concept of students will be fostered by:</p> <ul style="list-style-type: none"> • Student Participation in morning announcements (Pledge of Allegiance, Texas Pledge, Moment of Silence) • Acknowledging student accomplishments through morning announcements • Acknowledging student birthdays during morning announcements 	Principal Asst. Principal	Morning Announcement Schedule	September 2019- August 2020	Morning Announcements	Decrease in number of discipline referrals	Side by side data analysis	Title 1--#10
<ul style="list-style-type: none"> • Conduct guidance lessons for students to address the fears, expectations, and transition issues that will develop social skills such as: sharing, manners, conflict resolution, problem solving, peer pressure, bullying, drugs, careers, etc. 	Principal, AP, Counselor	Champs, Lesson from Counseling Department	September 2019- August 2020	Schedules		Side by side data analysis	Title 1--#10

Focus Area 7: School Culture and Climate

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote and provide health services to students and make parents aware of student clinic.	Principal Asst. Principal Counselor Coaches Parents Nurse	Clinic Nurse's Office	September 2019- August 2020	Ongoing one to one assistance of physical and emotional needs.	Increased attendance Higher scores	Side by Side Data	Title 1--#10

Focus Area 7: School Culture and Climate							
Objective 4: 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
Train all staff to always be professional and courteous to all students, parents and visitors.	Principal Asst. Principal Counselor	Local Funds	September 2019- August 2020	Staff will act professionally.	Better and improved interactions between staff and students/parents/visitors.	Side by side data analysis	Title 1 – #10
Train all staff and students on safety drills and procedures: <ul style="list-style-type: none"> Practice fire drills, lock down procedures and other emergency codes Practice bus evacuation drills Train staff on CIP Provide CPR training for staff members Provide CPI training for staff members (restraining) Using radios to communicate 	Principal Asst. Principal Counselor Coaches Custodians Nurse	Local Funds	September 2019- August 2020	Conduct 2 lockdowns per school year. Drill logs	Staff and students prepared for emergency situations	Side by side data analysis	Title I - #10
Increase the safety of all students and staff by: <ul style="list-style-type: none"> Revising and modifying the Emergency Response Plan/Team annually Train staff on managing students while emergency is taking place 	Principal Asst. Principal Counselor Nurse	Local Funds	September 2019- August 2020	Review Emergency Response Plan	Successful use of plan implemented for emergencies	Side by side data analysis	Title I- #10

Focus Area 7: School Culture and Climate

Objective 5: Provide a school environment that will increase 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 thru: <ul style="list-style-type: none"> Partnerships with parents to establish the responsibilities of each. Students will develop a positive view of self and learn to use effective interpersonal skill. Provide Drug Education- Red Ribbon Week Provide presentations from Police and Fire Departments 	Principal Asst. Principal Counselor Teachers	Local Funds	September 2019- August 2020	Develop a trusting relationship with students	Decrease in the number of referrals	Side by side data analysis	Title I - #10
Provide incentives for perfect attendance <ul style="list-style-type: none"> Raffle prizes at the end of the six weeks 	Principal Asst. Principal Instructional Coach Attendance Committee Teachers Counselor	Local Funds	September 2019- August 2020	Student Roster Parent Communication log Truancy Policy	Student Achievement Progress	Report cards Progress Repots	Title 1 - #9

Focus Area 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> • Bilingual/ESL certified • Special Education certified • Core area certifications • Masters degrees • CTE certified • Advance Placement certified • Utilize CPOC members and/or Grade Level Chairpersons to assist with interviews A passion for students, and commitment to excellence	Principal Asst. Principal	Staffing needs projections	September 2019- August 2020 On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> • Staff hired High teacher retention rate	<ul style="list-style-type: none"> • All classrooms have a HQ teacher that is prepared to deliver instruction • Teacher will support student success with content expertise 	<ul style="list-style-type: none"> • Screen all applicants for best candidates 	Title 1--#5
Hire University Student Interns that have demonstrated excellence in the classroom.	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	September 2019- August 2020	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	Title 1 - #5
Provide staff development on student population and educational programs so that teachers are well informed on: <ul style="list-style-type: none"> • Migrant • ELL's • Special Education • Content Vocabulary • Classroom Management • IB Program • Dual language Program 	Principal Asst. Principal Grade level Chairpersons CLL, CLFs	Local Funds Title 1 Funds	September 2019- August 2020	Sign – in sheets	Highly qualified staff	Higher retention rate of teachers	Title 1 -#3 Title 1 -#4

Focus Area 8: Staff Quality, Recruitment, and Retention

Objective 2: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Instructional coaching(CLL) support <ul style="list-style-type: none"> • New teachers • Other teachers needing support 	Principal Asst. Principal Instructional Coaches	Local funds I3 Invest in Innovation funds	September 2019- August 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
New teacher Professional Development and instructional coaching support for those are in need of improvement in delivery of classroom instruction.	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	September 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 Curriculum	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	September 2019- August 2020	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title 1 #5
Acknowledge staff promotions, attendance and recognitions with: <ul style="list-style-type: none"> • Plaques • Certificates • Incentives • Raffles 	Principal Asst. Principal	Local Funds	September 2019- August 2020	Sign in sheets	Higher retention of teachers	Higher retention rate of teachers	Title 1 -#3 Title 1--#5

Focus Area 8: Staff Quality, Recruitment, and Retention

Objective 2: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Mentor	Principal Asst. Principal	Experienced teachers that have been trained.	September 2019- August 2020	<ul style="list-style-type: none"> Mentors Logs 	<ul style="list-style-type: none"> Increase in teacher satisfaction and moral improvement in student performance 	<ul style="list-style-type: none"> McRell evaluation Student academic performance Rigor/relevance rubric 	Title 1 - #5
Implement an effective instructional coaching system with on-going professional development.	Director Principal Asst. Principal	Title 1 Local funds	September 2019- August 2020	<ul style="list-style-type: none"> Sign in sheets Coaching logs Coaching schedules 	<ul style="list-style-type: none"> McRell teacher evaluation proficiency level increase to the proficiency, Accomplished and distinguished levels 	<ul style="list-style-type: none"> McRell Mid term and summative evaluations SLO obtainment RRR 	Title 1 - #5
Monthly professional development meetings for instructional coaches.	Director External Coaches	Title 1 Local Funds	September 2019- August 2020	<ul style="list-style-type: none"> Sign in sheets Coaching logs Coaching schedules 	<ul style="list-style-type: none"> McRell teacher evaluation proficiency level increase to the proficiency, Accomplished and distinguished levels 	<ul style="list-style-type: none"> McRell Mid term and summative evaluations SLO obtainment RRR 	Title 1 - #5
Monthly collaborative instructional review, i.e. instructional rounds led by campus instructional coaches.	Instructional Coache CLL and CLFs	Title 1 Local Funds	September 2019- August 2020	<ul style="list-style-type: none"> Sign in sheets Coaching logs Coaching schedules 	<ul style="list-style-type: none"> McRell teacher evaluation proficiency level increase to the proficiency, Accomplished and distinguished levels 	<ul style="list-style-type: none"> McRell Mid term and summative evaluations SLO obtainment RRR 	Title 1 - #5

Focus Area 8: Staff Quality, Recruitment, and Retention

Objective 2: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
<p>Campus will recruit highly qualified staff by:</p> <ul style="list-style-type: none"> • Advertising vacancy in local newspapers, posting, district TV station and on web-page • Participate in district job fairs • Set up and interview committee that is familiar and involved with particular vacancy to interview applicants • Follow committee criteria for hiring • Verify previous employment of top applicants]Consider grade level recommendations • Contact references given by applicants • Maintain communication with HR • Make selection based on Highly Qualified Teachers 	<p>Principal Asst. Principal Instructional Coach Grade Level Chair persons\Committee Members</p>	<p>Local Funds Title I Funds</p>	<p>September 2019- August 2020</p>	<p>Sign in logs</p>	<p>High teacher retention</p>	<p>Report cards Progress Reposts</p>	<p>Title 1 - #5</p>

Focus Area 8: Staff Quality, Recruitment, and Retention

Objective 2: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
<p>To promote the retention of highly qualified staff we will provide a positive attitude by doing the following:</p> <ul style="list-style-type: none"> • Mentor Teachers • District inservices • Outside Consultants • Support Staff • Bilingual Inservices • New teacher academies-1st year • Region One Inservices • Classroom/Discipline Management • Dual Language Institute • IB Training • Mentoring Program • Staff development at Campus Level • Grade level Meetings • TLC Meeting • Feedback from observations • One on one conference (pre conference & post conference) • Mid year conference • Summative conference 	<p>Principal Asst. Principal, CLL, Instructional Coach Grade Level Chair persons, CLFs\Leadership Committee Members</p>	<p>Local Funds Title 1 Funds</p>	<p>September 2019- August 2020</p>	<p>Sign in logs</p>	<p>Highly qualified teachers and teacher retention.</p>	<p>Progress reports Report cards</p>	<p>Title 1 - #5</p>