

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



John McKeever Improvement Plan 2019-2020

Board Approved:

Mission Statement

At John McKeever, we are committed to provide students with safe, nurturing environment in which all students can reach their fullest social, emotional and academic potential. Our goal is to empower life-long learners to become responsible and productive citizens.



What We Believe In

The John McKeever Elementary family believes that all their students can academically grow, learn and reach their full potential in classrooms, their community and beyond. Through collaboration from administrators, teachers, parents, students and the community we can accomplish our campus goals.

What We Want to Accomplish

We are committed to provide a nurturing and distinguished campus to the community where all students are valued and welcomed, feel safe, and have the opportunity to reach their full potential.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

Title I, Part A

School wide Components:

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

Comprehensive Needs Assessment



COLLEGE
READY. CONNECTED. COMPLETE. ³

Data Resources Reviewed

1. 2019-2020 STAAR Campus Summary STAAR Report
2. 2019-2020 Domains Data
3. 2019-2020 Distinctions Designation Summary
4. 2019-2020 Attendance
5. PEIMS Demographics
6. Walk-through Data
7. Parental Involvement Data
8. McRel Teacher Evaluations
9. Professional Development Plan
10. TELPAS Scores
11. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from the campus were used to review the Special Education data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS), and system safeguards indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Personnel Needs:

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

Professional Development Needs:

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

Comprehensive Needs Assessment



Demographics

Demographics Summary

All Students

- Reading Academic Achievement Status was met with a 5% above the target goal.
- All students received a 44% at Meets Level.
- Math Academic Achievement Status was met with a 7% above the target goal.
- All students received a 53% at Meets Level.

Comprehensive Needs Assessment



3
COLLEGE
READY. CONNECTED. COMPLETE.

Demographics

Demographics Summary

Special Education:

- Reading Academic Achievement Status was met with a 31% above the target goal.
- Sp. Ed students received a 50% at Meets Level.
- Math Academic Achievement Status was met with a 30% above the target goal.
- Sp. Ed students received a 53% at Meets Level.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Learners (EL):

Strengths:

- The Dual Language Program at PSJAISD serves EL students in grades PK-12 at PSJAISD. Here at McKeever Elementary we service grades PK – 5th.

On the STAAR exam at MEETS Level:

- 3rd grade Reading, passing rate at MEETS for EL students at McKeever was 41%
- 3rd grade Math, passing rate at MEETS for EL students at McKeever was 41%
- 4th grade Reading, passing rate at MEETS for EL students at McKeever was 25% *below target
- 4th grade Math, passing rate at MEETS for EL students at McKeever was 38% *below target
- 4th grade Writing, passing rate at MEETS for EL students at McKeever was 28%
- 5th grade Reading, passing rate at MEETS for EL students at McKeever was 43%
- 5th grade Math, passing rate at MEETS for EL students at McKeever was 53%
- 5th grade Science, passing rate for EL students at McKeever was 48%

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Learners (EL):

The following sources from the campus were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the campus staff: 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 McKeever Elementary Administration also worked closely with the human resource department to ensure that highly qualified teachers and needs of assigned an English Learners and Spanish Language Development coach to enhance bi-literacy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our EL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of EL students.

Needs:

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

- In Reading, the achievement gap between EL and All students in 2019 - 2020 was 13%.
- In Mathematics, the achievement gap between EL and All students in 2019 - 2020 was 10%.
- In Writing, the achievement gap between EL and All students in 2019 - 2020 was 6%.
- In Science, the achievement gap between EL and All students in 2019 - 2020 was 4%.
- All subjects combined, the achievement gap between EL and All students in 2019 - 2020 was 8%.

Comprehensive Needs Assessment



COLLEGE
READY. CONNECTED. COMPLETE.³

Demographics Demographics Summary Continued: Economically Disadvantaged

Strengths:

Our economically disadvantaged students received free meals, tutoring, and can apply for grants and scholarships as they advance their education.

Needs:

On the STAAR exam at MEETS Level:

- In Reading, the passing rate for Eco Dis students at McKeever was 47%. All students received 49%.
- In Math, the passing rate for Eco Dis students at McKeever was 50%. All students received 53%.
- In Writing, the passing rate for Eco Dis students at McKeever was 31%. All students received 34%.
- In Science, the passing rate for Eco Dis students at McKeever was 50%. All students received 52%.

Student Achievement Summary 2019



	PSJAISD	McKeever	Goals 2020
Domain I STAAR Performance	87	78	90
Domain II Part A Student Growth	89	67	85
Domain II Part B Relative Performance	83	86	91
Domain III Closing the Gap (subgroups)	53	77	100

Post-Secondary Readiness Data Table 2019



COLLEGE³
READY. CONNECTED. COMPLETE.

All Students	PSJAISD	McKeever
2019 STAAR % Meeting Post Readiness Standard	53	77

2019 Accountability Results



COLLEGE³
READY. CONNECTED. COMPLETE.

Domains:

Domain I	Student Achievement	78
Domain II Part A	Student Growth	67
Domain II Part B	Relative Performance	86
Domain III	Closing the Gap	77

Overall Campus Rating

83

2019 Distinctions



COLLEGE³
READY. CONNECTED. COMPLETE.

4 Distinctions:

- | | |
|--|-------------------|
| 1. Academic Achievement in ELA Reading | 5 out of 6 = 83% |
| 2. Academic Achievement in Mathematics | 3 out of 5 = 60% |
| 3. Academic Achievement in Science | 2 out of 2 = 100% |
| 4. Post Secondary Readiness | 2 out of 2 = 100% |

English Language Proficiency Status



COLLEGE³
READY. CONNECTED. COMPLETE.

ALL Students	PSJA	McKeeper	Our Goal
2019 TELPAS % Making Progress	36	36	50

2020 TELPAS Goals – Composite Scores



COLLEGE
READY. CONNECTED. COMPLETE.

	Kinder	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Beginners	90%	50%	15%	10%	5%	2%
Intermediate	10%	40%	25%	10%	5%	3%
Advance	0	10%	40%	30%	20%	15%
Advance High	0	0	20%	50%	70%	80%

McKEEVER DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	734	368	366	61	320	19	4	13	22	631	24	0
Percent	100%	50.1%	49.86%	8.31%	43.59%	2.5%	.05%	1.7%	2.9%	85.96%	3.26%	0

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	734	725	0	3	6	0
Percent	100%	98.77%	0	0.40%	.81%	0

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain I STAAR Performance	<ul style="list-style-type: none"> McKeever Elementary met was higher than the target score in 7 of the 7 areas – All students, Hispanics, Special Education, Economically Disadvantaged, EIs, Continuously Enrolled, and Non-continuously enrolled 	<p>There was a drop in EIs category in the areas of Reading and Writing in 3rd and 4th Grades. There was also a drop in the area of 5th Grade Science for all students.</p> <ul style="list-style-type: none"> Part A (student progress) scaled score was 83 in 2018 and it dropped to a 67 in 2019. <p>In the area of student progress we went from a score of 90 in 2018 to a score of 77 in 2019 due to our 4th grade students not showing significant growth.</p>	<p>Maintain and Improve in the Areas of Reading, Writing, and Science. Keep improving in all pops. Improve student learning outcomes in : Reading Writing</p>
2	Domain II School Progress	<p>McKeever Elementary 5th grade students continued to show significant progress. Part B continues to be our strong area with a score of 90.</p>	<p>We dropped from 100% to a 77% in Closing the Gap due to our EL students not showing significant progress in Reading.</p>	<p>Group students by ability and deliver differentiated instruction so that all students can continue to have academic growth.</p>
3	Domain III Closing the Gaps	<ul style="list-style-type: none"> McKeever Elementary is at 77% Post Readiness. 	<p>We went from 6 distinctions in 2018 to 4 in 2019.</p>	<p>Implementation of Sustainability activities for 2019-2020.</p>
4	T.E.A. Distinctions Designations	<p>McKeever Elementary obtained 4 distinctions for the following areas: Reading/Eia Math Science Post Readiness</p>	<p>Provide Professional development to ensure teachers are prepared to include rigor and relevance in their lessons. Include Sustainability Skills. Assess and Monitor frequently through common formative assessments</p>	<p>Implementation of Sustainability activities for 2019-2020.</p>

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> PK/K Orientations, Meet the Teacher, Curriculum Nights, Open House, Festivals, and Fundraisers Communication in both English and Spanish Parent Liaison PAC meetings Business Partnerships 	<ul style="list-style-type: none"> Parent Volunteers 	<ul style="list-style-type: none"> Build up the number of parent volunteers.
6	Technology	<ul style="list-style-type: none"> Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> Good student attendance Special Purpose Campuses to address special needs, i.e. attendance recovery, discipline Collaborative Learning Communities Customer Service School-wide Behavioral Strategies/contracts 		
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> Highly Qualified Staff New Teacher Academy McRel Evaluation Tool 		<ul style="list-style-type: none"> Professional Development in all Areas Availability of Resources

2019-2020 Campus Goals

- Goal 1-Domain I: Student Achievement and CCMR
- Goal 2-Domain 2: Student Progress
 - Part A: Academic Growth
 - Part B: Relative Performance
- Goal 3-Domain 3: Closing the Gaps/Post Readiness
- Goal 4-Family and Community Involvement
- Goal 5-Technology
- Goal 6-Increase Learning Time
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

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

John Henry "Jack" McKeever Elementary School

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implementation of curriculum writing for 4 th grade assessed as in HB5.	Asst. Supt. For C & I Trainer of Trainers	Local Funds Title 1 Funds	August 2019 - May 2020	Completed Curriculum Documents	Benchmark scores, student achievement gains, Progress Rep.	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assts.	Title 1 - #2, 4
All teachers will be trained on the state standards, indexes, depth and complexity of the TEKS. The use of data to create a viable curriculum.	Asst. Supt. For C & I Trainer of Trainers	Local Funds Title 1 Funds	August 2019 - May 2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains. TPRI ,BOY, MOY, EOY Progress Monitor	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students using materials such as: <ul style="list-style-type: none"> • Write from the beginning (Pk-3) • Hire consultants to train teachers- William McDonald, Noe Granados, Mr. Roger Gomez, DRA, Capestone, Summit K-12 and Pearlied Math. • How to (Ice-cream sundae, Banana split, Popcorn, fruit salad, Smores) • Figurative writing • Expository, Poetry, Drama, narrative • Step up to STAAR • Mentoring Minds Total Motivation Writing, Reading, Math & Science/Think up • Kamico Math, & Rdg. • STAAR Ready • Forde Ferrier-Reading, Science & Math • ESC learning systems STAAR MASTER • Countdown to STAAR 	Counselor, S.E. Teachers Reg. Teachers Principal	Local Funds 199, Title 1 Funds 211, State Comp 166, Title III 263, Special Education 224	August 2019 - May 2020	Completed Curriculum Documents Action Plans Lesson Plans Sp. Accom.	Benchmark scores, student achievement gains	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	Local Funds Title 1 Funds		Completed Academic Calendars	Benchmark scores, Report Cards, student achievement gains.	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Scholastic Book Club (Social Studies) <ul style="list-style-type: none"> • Weekly news • English 2nd – 5th 	Asst. Supt. For C & I Trainer of Trainers	Local Funds Title 1 Funds	August 2019 - May 2020	Completed Curriculum Documents	Benchmark scores, student achievement gains, Progress Rep.	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assts.	Title 1- #2, 4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be followed and monitored.	Teachers Principal Asst.Principal CLL	Local Funds Title 1 Funds	June 2019 – May 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs BMs STAAR TELPAS	Title 1 - #8
Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC.	Teachers	Local Funds Title 1 Funds	June 2019– May 2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs BMs STAAR TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar.	Teachers	Local Funds Title 1 Funds	October 2019 November 2019 December 2019 February 2020	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs BMs STAAR TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2019-2020.	Principal Asst.Principal CLL Teachers	Local Funds Title 1 Funds	October 2019 November 2019 December 2019 February 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs BMs STAAR TELPAS	Title 1 - #8

**John Henry "Jack" McKeever Elementary School
Campus Goal 1: Improve Student Academic Achievement (Domain 1)**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students to analyze.	Principal Asst. Principal CLL	Local Funds Title 1 Funds	October 2019 November 2019 December 2019 February 2020	DIMAC Progress Charts Student's Graphs	Benchmark scores, Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available for data analysis and monitoring student progress. Materials needed: -printer -copier -color laser printers -binders -ink, markers, crayons, colored tag, paper -phone -Poster maker -scanner	Principal Asst. Principal CLL	Local Funds Title 1 Funds	August 2019- June 2020	Progress Charts	Benchmark scores, Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRS) will be held following each district level CBA or Benchmark for in-depth analysis of the data.	Principal Asst. Principal CLL	Local Funds Title 1 Funds	October 2019 November 2019 December 2019 February 2020	Agendas and Sign-in Sheets	Benchmark scores, Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSS) will be held to review CBA and Benchmark data to plan next steps.	Teachers Principal Asst. Principal CLL	Local Funds Title 1 Funds	October 2019 November 2019 December 2019 February 2020	Agendas and Sign-in Sheets	Benchmark scores, Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8
Students will be given access to A.R. testing to improve fluency and comprehension.	Principal Assistant Principal Librarian Teachers	Local Funds Title 1 Funds	August 2019 - May 2020	A.R. reports AR Charts	STAR reports Fluency Checks Student achievement gains	STAAR	Title 1

John Henry "Jack" McKeever Elementary School

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitoring of the progress of migrant students will be done immediately following each CBA and BM.	Teachers Principal Asst. Principal CLL	Migrant Funds 212	October 2019 November 2019 December 2019 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Monitoring of the progress of special education students will be done immediately following each CBA and BM.	Teachers Principal Asst. Principal CLL	Special Ed Funds 224	October 2019 November 2019 December 2019 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of ELL students will be done immediately following each CBA and BM.	Teachers Principal Asst. Principal CLL	Title III 263	October 2019 November 2019 December 2019 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

**John Henry "Jack" McKeever Elementary School
Campus Goal 1: Improve Student Academic Achievement (Domain 1)**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed and shared with all staff.	Principal Asst. Principal Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263, TI Funds 211	September 2019 and on-going	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBA's, BM's, STAAR, TELPAS	Title 1 - #2
Teachers will develop their own specific classroom goals after each CBA and BM.	Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263, TI Funds 211	September 2019 and on-going	Campus Goal Templates	Benchmark scores, action plan's student achievement gains, closing achievement gaps	CBA's, BM's, STAAR, TELPAS	Title 1 - #2
Campus Goals specific for each subgroup will be implemented at the campus using the campus template.	Principal Asst. Principal Teachers CLL	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263, TI Funds 211	September 2019 - 2020	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	M Class Assessment, TPRI, Tejas Lee, CBA's, BM's, STAAR, TELPAS	Title 1 - #2
Data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc. will be provided for all teachers. -Migrant tutors -Day time tutors	Principal Asst. Principal CLL	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263, Title I Funds 211	September 2019- June 2020	Data reports	Benchmark scores, student achievement gains, closing achievement gaps	CBA's, BM's, STAAR, TELPAS	Title 1 -#2, 8

**John Henry "Jack" McKeever Elementary School
Campus Goal 1: Improve Student Academic Achievement (Domain 1)**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/ accommodations for the special education students in their classroom: -colored overlays -Reading place markers -phonological phones -graphic organizers -manipulatives -set of calculators	Principal Asst. Principal Teachers	Special Ed 224	August 2019-June 2020	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards with new accountability.	Principal Asst. Principal Teachers	Local Funds 199, Title 1 Funds 211, State Comp 166, Title III 263, SpEd 224	October 2019 November 2019 December 2019 February 2020	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided.	Principal Asst. Principal Teachers	Local Funds 199, Title 1 Funds 211	October 2019-and on going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**John Henry "Jack" McKeever Elementary
Campus Goal 1: Improve Student Academic Achievement (Domain 1)**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention, afterschool and/or Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark -Hire Day Time Tutor -Migrant tutor Provide additional Academic intervention -Summer School	Teachers Principal Asst. Principal	Local 199, Title I 211 , 166 SCE State Comp. Expense Migrant 212 , Title III 263, SpEd 224	August 2019 - May 2020	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available and to keep them abreast of their child's progress. -Curriculum Nights -Round-Ups -PAC meetings	Teachers Principal Asst. Principal	Local 199, Title I 211 , State Comp 166, Migrant 212, Title III 263, Sp. Ed 224	October 2019 November 2019 January 2020	Sign-in sheets, agendas and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Lead4Ward training for principal and assistant principal on differentiated instruction and on data analysis	Assistant Superintendent for C&I Principal Asst. Principal	Title 1 Funds	July 2019 January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**John Henry "Jack" McKeever Elementary School
Campus Goal 1: Improve Student Academic Achievement (Domain 1)**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute morning intervention using Istation, 45 minute academic tutorials afterschool and Saturdays will be available for students in each subgroup. Specific computer programs and activities will be provided. After School & Saturday Tutors	Teachers	Local 199, Title I 211, State Comp 199, Migrant 212, Title III 263, SpEd 224	August 2019 - May 2020	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMS, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each CBA and Benchmark with parents of students in the identified subgroups to share interventions available.	Principal Asst. Principal Teachers CLL	Local 199, Title I 211, State Comp 199, Migrant 212, Title III 263, Sp. Ed 224	October 2019 November 2019 December 2019 February 2020	Sign-in sheets, agendas and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMS, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward and DMAC training for teachers on how to use data resources.	Principal Asst. Principal CLL	Title 1 Funds	July 2019 January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMS, STAAR, TELPAS	Title 1 - #4

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

Objective 4: Professional development specific to the state assessed curriculum will be provided for all campus stakeholders, 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the State Accountability and Distinguish Awards are calculated.	Principal Asst. Principal CLL	Local Funds 199	October 2019- and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on how to unpack the TEKS for each course assessed on HB5	Principal Asst. Principal CLL	Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled weekly for unpacking the TEKS and lesson plan collaboration with sharing of ideas. CLL teacher will also provide assistance and guidance. Weekly meetings will be scheduled during the week.	Teachers CLF Principal Asst. Principal CLL	Title 1 211, Local Funds 199	August 2019 - May 2020	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Teachers CLF Principal Asst. Principal CLL	Title 1 211, Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) strategies will be required to be taught in the classrooms by all teachers. CLL teacher will provide professional development and teachers will be allowed to attend Region One, other schools, teachers from their grade levels.	Teachers CLF Principal Asst. Principal CLL	Title 1 211, Local Funds 199	August 2019 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**John Henry "Jack" McKeever Elementary School
Campus Goal 1: Improve Student Academic Achievement (Domain 1)**

Objective 4: Professional development specific to the state assessed curriculum will be provided for all campus stakeholders. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RTI training for all staff members to address the needs of all students. Consultants like: Roger Gomez, Noe Granado, Victoria Forde, Forde-Ferrier, LLC, etc. will provide professional development.	RTI campus Team Principal Asst. Principal	Title 1 211	August 2019 - May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Teachers Principal Asst. Principal	Title III 263	August 2019 - May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and IEP training will be provided for all staff members to meet the needs of students served in special education. Implement programs such as: -Hermon Method -Imagine Literacy PK-5 -Learning.com PK-5 -Imagine Learning PK-2 -Imagine Math: Big Brain, Reasons Minds -Think Through Math 3-5	Special Ed Director Sp. Ed. Teachers Principal Asst. Principal	Special Ed 224 Title I	August 2019 - May 2020	Agendas and Sign-in Sheets Visual Aides Boards, Charts Individual Lesson File	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI	Title 1 - #4
Lead4Ward training for all teachers on Data Analysis/Differentiated Instruction.	Teachers Principal Asst. Principal CLL	Title 1 Funds	August 2019 - May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, TPRI	Title 1 - #4

Objective 1: Reading/Writing/Math/Science Instruction will be aligned district-wide. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Component
<p>Implement Reading/Writing curriculum using CUF teaching strategies:</p> <ul style="list-style-type: none"> -Follow District Timelines -Role Playing/Reader's Theatre -Narrative and Expository -Story Drama, Storytelling, Picture Walk -Interactive Reading, -Group rotations --Reading Shield (DMR) (Colored Paper 11"x17") --Administer weekly assessments to build endurance -Bilingual Reading books, Puzzles, manipulatives, games, Scholastic magazines Let's Find Out-Spanish -Scholastic Magazines – Let's Find Out +Science Spin K-1, Scholastic News -Dictionaries 	<p>Principal Asst. Principal Teachers CLL</p>	<p>Title 1 211, Local Funds 199 SCE 166</p>	<p>August 2019 - May 2020</p>	<p>Completed Curriculum documents Student Performance McRel Artifacts</p>	<p>Increase Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs BMs STAAR TELPAS</p>	
<p>ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation. --Provide extended planning time -Consultants like: Bill McDonald, Roger Gomez, Nee Granada Summit K12, Victoria Forde, Forde-Ferrier LLC, DMR, RGV Science Association, Pearliized Mathematics, Renaissance (AR), Mentoring Minds And use their workbooks/handouts, software to incorporate TEKS in their lessons. Science Curriculum – Journal Updates</p>	<p>Principal Asst. Principal Teachers CLL</p>	<p>Title 1 211, Local Funds 199 SCE 166</p>	<p>August 2019 - May 2020</p>	<p>Agenda and Sign-in Sheets Hands on Products</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	
<p>Implement Writing Rubrics, through out all grade levels. -Use Thinking Maps -Graphic Organizers, Butcher Paper as Visual Aides Bordette, envelopes/bins to organize instructional materials for students. -Duplicating paper, construction paper, colored paper, colored tag, notebooks, pencils, pens, markers, crayons, high-lighters, craft sticks, composition spiral notebooks, writing pads, glue, sentence strips, white tag, chart tablet, Poster board -Teaching reinforcements: Games Wall Charts, Calculators, Counters, Pocket Charts, Magnetic Letters/Numbers -Commercially bought/reproduce for Reg., Writing, Math and Science to reinforce instructional experiments, manipulatives, individualized study panels, Books and Workbooks. -Carpet with squares for individual seating. -Skillboxes, Laminating Film, 11x17 Legal Size paper, colored paper, butcher paper TEKS/STAAR Essential Posters.</p>	<p>Principal Asst. Principal Teachers</p>	<p>Title 1 211, Local Funds 199 SCE 166</p>	<p>August 2019 - May 2020</p>	<p>Walk throughs Student's Writing Samples Classroom Visual Aides- Pocket Charts/Posters Student Work stations/ Work displayed on chart stands Focused instruction with the use of area carpet for an individual seating area</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs BMs STAAR TELPAS</p>	
<p>Depth of Knowledge Questions will be implemented for each literary piece/all genres during Collaborative Learning Communities (CLCs).</p>	<p>Principal Asst. Principal Teachers CLF's, CLL</p>	<p>Title 1 211, Local Funds 199 SCE 166</p>	<p>August 2019 - May 2020</p>	<p>Completed DOK questions in the Curriculum documents Weekly Assessments</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	

Objective 1: Reading/Writing/Math/Science Instruction will be aligned district-wide. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 1 compositions per six weeks will be required from each grade level. WFTB scheduled dates	Principal Asst. Principal Teachers CLF's CLL	Title 1 211, Local Funds 199 SCE	August 2019 - May 2020	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
STAAR Literature questions will be implemented for each literary piece/all genres.	Principal Asst. Principal Teachers CLL	Title 1 211, Local Funds 199 SCE	Summer 2019 - May 2020	Completed STAAR Literature questions in the Curriculum Documents Weekly Assessments	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered.	Asst. Supt. For C & I Principal Asst. Principals Teachers	Title 1 211, Local Funds 199 SCE	October 2019 November 2019 January 2020 February 2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to implement tutorial lessons and to identify spiraled skills. May use: -Kamico -STAAR Ready/STAAR Master -Mentoring Minds -Forde Ferrier -Curriculum Associates -Count to STAAR -Write Source -Scholastic-Storyworks, News, Let's Find Out+Science Spin magazines	Principal Asst. Principal Teachers CLF's CLL	Title 1 211, Local Funds 199 SCE	August 2019 - May 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans DMR Timelines	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to identify students in need of extended learning opportunities	Principal Asst. Principal Teachers CLF's CLL	Title 1 211, Local Funds 199 SCE	August 2019 - May 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans Tutoring Rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

John Henry "Jack" McKeever Elementary School

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
Implement Reading and Mathematics curriculum for K-5 using CIF strategies: -Countdown to STAAR, - Go Math -Capstone -TEKSing Towards STAAR -Sharon Wells -Fordie Ferrier -STAAR Ready/Curriculum Associates -Measuring Up -Karnico -Pearlized Math -Mentoring Minds -Explore Learning Reflex Math	Principals Asst. Principal Teachers CIF	Title 1 211, Local Funds 199, SCE 166	August 2019 - May 2020	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind Go Math, Weekly Assts., Classroom Reading Libraries Student Performance	Increased Student Progress for all students to include sub population as measured on weekly asst., CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation Unpacking the TEKS. -binders, staplers, combs, book tape, staples.	Principals Asst. Principal Teachers CIF	Title 1 211, Local Funds 199, SCE 166 Training on TEKS Analysis of DMAC Data	August 2019 - May 2020	Agendas and Sign-in Sheets Hands on Products	Increased Student Progress for all students to include sub population as measured on weekly assts, CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will receive training on unpacking the math TEKS and analyzing Math data. -Leap Forward -Field Guides -Previous STAAR Tests	Principal Asst. Principal Teachers CIF	Title 1 211, Local Funds 199, SCE 166	August 2019 - May 2020	Agendas and Sign-in Sheets Hands on Products	Increased Student Progress for all students to include sub population as measured on weekly assts, CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered district-wide: -pencils, erasers, stapler, dry-erasers, combs, rings, binders, sheet protectors, scotch tape, yard sticks, -Duplicating or reproducing booklets	Teachers, Principals, Asst. Principals	Title 1 211, Local Funds 199, SCE 166	October 2019 November 2019 December 2019 February 2020	Walk-throughs, DMAC reports Progress Monitoring Forms, Action Plans	Increased Student Progress for all students to include sub population as measured on weekly assts, CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to review tutorial lessons and to identify spiraled skills	District Content Coordinators, Principals, Asst. Principals	Title 1 211, Local Funds 199, SCE 166	August 2019 - May 2020	CLC agendas and sign-in sheets Tutoring rosters	Increased Student Progress for all students to include sub population as measured on weekly assts, CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

John Henry "Jack" McKeever Elementary School

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

Objective 2: Reading and Math Instruction will be aligned district-wide. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities. -Action Plans will be developed. -Spiraling calendars	Teachers, CIT Principals, Asst. Principals	Title 1 211, Local Funds 199 SCE	August 2019 - May 2020	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Daily problems of the day will be implemented/developed as spiraled/warm-up activities in STAAR format by utilizing: Multiple Representation Charts Graphic Organizers, Counters, Anchor Charts, Listening Center Journals, Magnetic Tablets w/letters Colored tag paper, markers, folders, chart tablets, Montessori supplies	Teachers, CIT Principals, Asst. Principals	Title 1 211, Local Funds 199 SCE	August 2019 - May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Index Cards will be used as they are aligned to the skill of the day using markers and colored pencils.	Teachers	Title 1 211, Local Funds 199 SCE	August 2019 - May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Provide Sharon Wells training 3 rd - 5 th Pearlized Math training on effective teaching strategies and also for Kinder and 1 st grade teachers.	Assistant Superintendent for C&I	Title 1 Funds SCE	August 2019 - May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

John Henry "Jack" McKeever Elementary School							Page 46
Campus Goal 3: Close the student achievement gap among all populations. (Domain 3)							
Objective 1: Decrease the student achievement gap among all subgroups (Domain 3). 2019 - 2020							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: <ul style="list-style-type: none"> •Dictionaries •Bilingual Dictionaries •Nonlinguistic Representation Activities •Frayer model •Imagine Literacy •Big Brain, Reasons Minds •Interactive Word Walls •Thinking Maps •Graphic Organizers •Student Lesson Planner •Voyager Program •Lexia •McGraw-Hill Treasures Rdg. (SSRW) •Sing, Spell, Read, Write (SSRW) •Think through Math •TELPAS •Learning.com •TPRI/Tejas LEE Strategies •DMR Suggested Books •Imagine Learning Rdg, Math •Paper/white/colored; blue, pink, yellow (11x14 Legal 14x17 ledger) 	Principals Asst. Principals Teachers Sp. Ed. Teachers Bil. Teachers GT teachers	Title 1 211, SCE Local Funds 199 Title III 263, Special Ed 224	August 2019 - May 2020	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBAS BMS Weekly Tests STAAR TELPAS	Title 1--#10

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principals Asst. Principals Counselors Teachers Sp. Ed. Teachers LPAC	Title 1 211, Local Funds 199 Special Ed 224	August 2019 - May 2020	DMAC Disaggregated data reports utilized in district templates and shared during CLC meetings.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress such as tutoring, SSRW-Sing, Spell, Behavior strategies, implement character traits.	Principals Asst. Principals Teachers Sp. Ed. Teachers	Title I 211 Funds SCE 166 Funds Local Funds 199 Special Ed 224	August 2019 - May 2020	Walk-through, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all At-Risk student populations.	CBAs, BMs, STAAR, TELPAS	
4. Monitor implementation of ELPs strategies to accelerate the progress of ELLs.	Principals Asst. Principals Teachers Bil Teachers Sp. Ed teachers	Title 1 211, Local Funds 199 Title III 224	August 2019 - May 2020	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular, enrichment camp and school organizations. -SSRW program	Principals Asst. Principals Counselor Teachers,	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2019 - May 2020	Tutorial Logs, Counseling logs Participation rates and rosters. Creative Expression Art/Displays	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

John Henry "Jack" McKeever Elementary School
Campus Goal 3: Close the student achievement gap among all populations. (Domains 3)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions. -Monitor all student groups	Principal Asst. Principal Sp.Ed. Teachers 504 Coordinator Counselor	Title 1 211, Local Funds 199 SCE	August 2019 - May 2020	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS STAAR A	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee. -Hermon Method, computer programs, Real Well, Individual Expanding Poly Files, manipulatives, etc.	Principal Asst. Principal Teachers Sp. Ed. Teachers 504 Coordinator & Counselor	Title 1 211, Local Funds 199 SCE	August 2019 - May 2020	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS, STAAR A	
8. Provide extended learning and credit recovery opportunities for students not mastering the curriculum through summer school, credit recovery, Saturday academies, tutorials, and Camps, and enrichment period.	Principal Asst. Principal Counselor Teachers	SCE	August 2019 - May 2020	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, STAAR A	
9. Using data room, principal will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions. -Pre-Las -LAS Links -DMAC resources -Mclass/Checklist PK/TPRI/Tejas Lee/W.R.A.P. -TELPAS LEP -State Accountability Reports -District Assessments	Principal Asst. Principal CLL	Title 1 211, Local Funds 199 SCE	August 2019 - May 2020	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, STAAR A, STAAR ALT2, MClass	

Campus Goal 3: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Domain 3)

Objective 1: Increase the number of students that show progress after every benchmark or CBA. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitor Student's progress after each benchmark or CBA.	Teachers Principal Asst. principal CLL CLF	Local Funds, Title 1 Funds	Sept. 2019-- May 2020	DMAC data, Data room showing students progress, Students STAAR progress monitoring charts	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
Review and analyze TEKS to determine depth and complexity of each student expectation.	Teachers Principal Asst. principal CLL CLF	Local Funds, Title 1 Funds	Sept. 2019-- May 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
Review in-depth study of STAAR released test items to define rigor of the lesson.	Teachers Principal Asst. principal CLL CLF	Local Funds, Title 1 Funds	Sept. 2019-- May 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
Two aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators Teachers	Local Funds, Title 1 Funds	Sept. 2019-- May 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

Campus Goal 3: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Domain 3)

Objective 1: Increase the number of students that score at needs and masters. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand the Domains and Distinguish Awards.	Principal Asst. Principal	Local Funds 199	Sept. 2019– May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	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 to reach their goals in the Meets or Masters levels in the STAAR assessment.	Teachers Principals Asst. Principal CLL CLF GLC	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRS) will be held following each district level CBA or Benchmark for in-depth analysis of the data.	Principal Asst. Principal CLL CLF GLC	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSS) will be held to review CBA and Benchmark data with the principal to plan the next steps.	Principal Asst. Principal Teachers CLL CLF	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

John Henry "Jack" McKeever Elementary School

Campus Goal 3: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Domain 3)

Objective 1: Increase the number of students that score at the Meets and Masters levels. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to reach mastery level.</p>	<p>Principal Asst. Principal Teachers Part Time Day Tutors Migrant Tutors</p>	<p>Local Funds, Title 1 Funds/ SCE</p>	<p>Sept. 2019– May 2020</p>	<p>Tutorial logs (Student Sign-in Sheets & Schedules)</p>	<p>Benchmark scores, an increase in the number of students that score at the Meets and Masters Level.</p>	<p>CBAS BMs Weekly tests STAAR TELPAS</p>	<p>Title 1 - #2,4,8</p>
<p>Materials needed to create and implement student centers:</p> <ul style="list-style-type: none"> • Sentence strips (plain & colored) • Magnetic letters • White boards –individual • Dry erase markers • Lined writing paper • Color printer/printer per grade • Teacher centered reading reproducible books TEKS aligned • Floor puzzles • English/Spanish dictionaries • DRA classroom libraries for each teacher implementing the pro. 	<p>Principal Asst. Principal Teachers Part Time Day Tutors Migrant Tutors</p>	<p>Local Funds, Title 1 Funds/ SCE</p>	<p>Sept. 2019– May 2020</p>	<p>Student growth</p>	<p>Benchmark scores, an increase in the number of students that score at the Meets and Masters levels.</p>	<p>CBAS BMs Weekly tests STAAR TELPAS</p>	<p>Title 1 - #2,4,8</p>

Campus Goal 4: Family and Community Involvement

Objective 1: Opportunities for parents to assist students in preparing for assessments. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Parent meetings geared toward knowledge of standardized testing</p> <ul style="list-style-type: none"> Identify and delineate activities which will maximize involvement of parents. Parental Involvement Room with refrigerator/coffee maker/microwave oven; a place for parent volunteers to gather and prepare, duplicate, distribute and materials for students by providing items to complete their tasks: scissors, pens, pencils, sort quik, paper clips, tape, tape dispenser, folders, skills boxes, note pads, paper (for PAC notices) 	<p>Principal Teacher Parent Educator</p>	<p>Local Funds, Title I Funds</p>	<p>Sept. 2019 – May 2020</p>	<p>Sign-in Sheets</p>	<p>Parent Surveys</p>		<p>Title I - #4, #6</p>
<p>Parent Orientations</p> <ul style="list-style-type: none"> Hold orientation meetings to inform parents on: Assessments by grade levels <ol style="list-style-type: none"> Parental Involvement Policy Parent/Teacher/Student Compact STAAR Campus reports Attendance on assessment days ARP decision making through intervention programs. Monday night reading meetings on assessments Counselor Café DAC meetings to be scheduled Curriculum Night Meet the Teacher Night 	<p>Principal Teacher Parent Educator counselor</p>	<p>Title I Funds</p>	<p>Sept. 2019 – May 2020</p>	<p>Sign-in Sheets, Telephone Logs</p>	<p>Parent Surveys</p>		<p>Title I - #4, #6</p>

**John Henry "Jack" McKeever Elementary School
Campus Goal 4: Family and Community Involvement**

Objective 2: Tutoring Programs that support students taking assessments. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>After school tutoring or Saturday tutoring providing tutorial camps throughout District for students.</p> <ul style="list-style-type: none"> • Tutoring during the day • After school tutoring • Saturday Tutoring • Science, Reading, Wtg, and Math • Bring in presenters: (material as required by Science Lab instructor or activities) • Literacy Nights • Lock ins/academies 	<p>Teachers Principal Asst. Principal</p>	<p>Title I Funds SCE Funds</p>	<p>Oct. 2019 – May 2020</p>	<p>Sign-in Sheets Telephone Logs Teachers irregular time sheets</p>	<p>Benchmark Scores CBA RC/IDR</p>	<p>STAAR LAS-Links TELPAS TPRI/Tejas Lee EOC</p>	<p>Title I - #2, #9</p>
<p>Ensure all students that need to attend tutoring attend.</p> <ul style="list-style-type: none"> -conference with students -conference with parents -provide snacks -teacher incentives 	<p>Teachers Principal Asst. Principal Counselor CLL</p>	<p>Title I Funds</p>	<p>Oct. 2019 – May 2020</p>	<p>Sign-in Sheets Attendance Logs Teachers irregular time sheets Telephone Logs</p>	<p>Parent Surveys Test Scores</p>	<p>STAAR</p>	<p>Title I - #2, #9</p>

**John Henry "Jack" McKeever Elementary School
Campus Goal 4: Family and Community Involvement**

Objective 3: Provide opportunities for students to participate in community service projects 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide sponsors to assist in some programs where students participate in:</p> <ul style="list-style-type: none"> • Technology Club • Garden Club • Choir • Student Council • Fundraisers • Festivals • Seasonal Activities (Easter, Xmas,) • Parades • Girl Scouts • Dances • Cheerleading Activities • Estudiantina • Robotics • UIL Teams <p>(Shirts, transportation, computer tablets, USBs and other related materials, and making of student costumes)</p>	<p>Principal Assistant Principal Parental Director Logistic Specialist Music teacher and sponsors</p> <p>UTRGV-PSJA ISD Child Nutrition Program</p>	<p>Local Funds, Title I Funds</p> <p>Title I Funds</p>	<p>May 2020</p> <p>Feb 29 - May 4, 2020</p>	<p>Volunteer sign-in card, Products</p> <p>Students sign in rosters from sponsors</p>	<p>Tally of Volunteer hours</p> <p>Performances</p>	<p>Summative</p> <p>Formative</p>	<p>Title I - #9</p>

Campus Goal 4: Family and Community Involvement

Objective 4: Increase Parental involvement in secondary campuses 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host at least 2 major events per year at primary campuses <ul style="list-style-type: none"> • Million Father March • Counselor Café • Grandparents Day • Muffins for Mom • Doughnuts for Dads • Curriculum night • Meet the teacher night • Veterans Day • Kinder Graduation • Mother's Day Program • End of the year ceremony • Open House • Christmas Program • Pack the House 	Principal Assistant Principal Parent Educator Parent Educators Teachers	Local Funds, Title I Funds	May 2020	Sign-in Sheets	Parent Surveys		Title I - #6, #10

**John Henry "Jack" McKeever Elementary School
Campus Goal 4: Family and Community Involvement**

Objective 5: Increase parent involvement in the school. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Increase enrollment of parent volunteers by 5 more parents than last year.</p> <ul style="list-style-type: none"> -Sign in sheets -Call parents and ask if they are willing to participate -Ask parents what would make them volunteer at our school. -Million Father March -Donuts for Dad -Muffins for Mom -Veterans Program -Mother's Day Program -Kinder Graduations -Pk and K Orientations -Grandparents day Readings <p>(would need fliers, ink, copy paper, reading materials/books, provide snacks and coffee.)</p>	<p>Parental Educator Principal</p>	<p>Local Funds, Title I Funds</p>	<p>August 2019 - May 2020</p>	<p>Sign in sheets Parent volunteer sheets showing more hours.</p>	<p>More parent volunteers than previous year</p>		<p>Title I- #6, #10</p>
<p>Entice parents to participate and attend in our PAC meetings.</p> <ul style="list-style-type: none"> -Send out memos on time -Raffle out gifts -Provide snacks and coffee -Call parents and remind them of the PAC meeting. 	<p>Parental Educator Principal</p>	<p>Title I Funds</p>	<p>August 2019 - May 2020</p>	<p>Sign in sheets Parent volunteer sheets showing more hours.</p>	<p>More parent volunteers than previously</p>		<p>Title I- #6, #10</p>

Campus Goal 5: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology.

Objective 1: Provide on going support for the implementation/integration of technology into the curriculum. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration Training.</p> <ul style="list-style-type: none"> -District trainings on Promethean Boards -District training on Mobi -District training on Mimios -Hoonuit 	<p>Technology Director CIT coordinator Principal Asst. Principal</p>	<p>The use of various state, federal, and local budgets</p>	<p>Ongoing... This will be a yearly expense with additions each year as funds become available.</p>	<p>Increased number of teachers using technology. Full participation in technology trainings through ATOMIC Learning. Results of Technology Integration Surveys Increase in the number of students using technology</p>	<p>Increased student scores.</p>	<p>Daily Weekly Monthly Observations Walkthroughs and the reports provided.</p>	
<p>Provide resources and support for Campus Instructional Technologists to work directly with teachers to integrate technology into curriculum.</p> <ul style="list-style-type: none"> -Color Printers/Printers/Ink -Laptops -All in One-Computers -Video Projectors -Interactive Classroom System/Mimio Teach -Windbook -Interactive Flat Panel/Touch Screen -Mice 	<p>Technology Director CIT coordinator Principal Asst. Principal</p>	<p>The use of various state, federal, and local budgets</p>	<p>Ongoing. This is a yearly expense that will be increased every year as funds are available.</p>	<p>Increased technology training session being held at the campus level. Full participation in technology trainings. campus based technology sessions (sign in sheets).</p>	<p>Increased student scores. Observations: during walk throughs, McREL formal and informal observations, Monthly AR reports and others. Monitoring of students using technology through student work, power point and presentations.</p>	<p>CIT coordinator Librarian</p>	
<p>The district offers courses from the Parental Involvement Department where technology literate personnel conduct these trainings.</p> <ul style="list-style-type: none"> E-books trainings Home Connect Mimio 	<p>Technology Director, Parental Involvement Director, Statistician</p>	<ul style="list-style-type: none"> Title 1 	<p>Ongoing. This is a strategy that is carried out year-over-year.</p>	<p>Sign-in sheets An increase in the number of</p>	<p>Increase in the number of Technology Literate parents,</p>	<p>Administrative walk through</p>	<p>Title 1 3</p>

John Henry "Jack" McKeever Elementary School
Campus Goal 5: Technology

Objective 1: Provide on-going support for the implementation/integration of technology into the curriculum. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The School Librarian will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students. -AR software	CIT Teacher Campus Librarian	Accelerated Reader Software, adequate bandwidth, and adequate hardware Title I - 211	August 2019 - May 2020	AR reports from each teacher.	Improved scores in reading. <u>Recognized in part of the National Honor Roll AR School.</u>	Increase of student participation. Increase in scores on the AR program.	
The Campus Librarian will provide for the delivery of online library/research resources (Destiny Online) so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	CIT Teacher Campus Librarian	<u>Destiny Software</u> , adequate bandwidth, and adequate hardware Title I - 211	August 2019 - May 2020	Usage reports	Increase in the number of students using programs.	Review of Reports	

Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide
<p>Integrate technology into our curriculum aligned with the essential knowledge and skills (TEKS) at the K-5 level..</p> <ul style="list-style-type: none"> Weekly access to computer labs At least 5 working computers per classroom/mice Learning.com Learning literacy Reading Program Think through Math Program Istation *AR *Edusmart BrainPop, Big Brain, Reasons Mind Imagine Learning Summit K-12 Connect Ed reading Think Central Math and Science Star Fall Capstone Library Renaissance Accelerated Reading/Star Reading Science- UTRGV Portable Planetarium-STEM Education Education Galaxy, LLC STAAR Writing Pkg. 	<p>Principal Asst. Principal Teachers CIT Teacher CLL</p>	<p>Title I SCE Core content curriculum resources. State guidelines for required technology courses. UTRGV-STEM Education Software Computers Nimios Promethean Pens Laptops/iPads</p>	<p>August 2019 - May 2020</p>	<p>Time lines for core curriculum areas. Scope and sequence for core curriculum areas. Teacher lesson plans with integrated technology skills. Reports from the online programs. (BOY, MOY, EOY) Walk throughs and observations. STAAR Reports</p>	<p>STAR Charts Technology Reports</p>	<p>On going review of Programs McRel</p>	
<p>Develop units of practice aligned with the core content curriculum.</p> <ul style="list-style-type: none"> Learning.com Learnin literacy Reading Program Imagine Math Program *AR *Edusmart ABC mouse.com BrainPop Big Brain Reasons Minds Imagine Learning Summit K-12 Connect Ed reading Think Central Math and Science Star Fall Capstone Library 	<p>Principal Asst. Principal Teachers CLL</p>	<p>Title I SCE Core content curriculum resources. State guidelines for required technology courses.</p>	<p>This is an ongoing process-May 2020.</p>	<p>Time lines for core curriculum areas. Scope and sequence for core curriculum areas. Teacher lesson plans with integrated technology skills. Reports from the online programs. (BOY, MOY, EOY) Walk throughs and observations.</p>	<p>STAR Charts Technology Reports Teacher and student increase knowledge and usage of various tools in technology.</p>	<p>On going review of Programs McRel</p>	

Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning-2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Continue to support computer assisted instruction in computer labs and distributed settings.</p> <ul style="list-style-type: none"> • Black/Color toner cartridges • Image Drum Kit for printer • Data projectors/Video Projectors • Document readers • Clickers, USB, Remote Control • VGA Extension Cords • Cable splitters, Connection Cords • VGA Cords, mounts for projectors, Wiring. • Light bulbs for projectors • Batteries • Amplification system/Microphone • Radio • Elitebook-Laptop/Electronic Tablet • WinBook/WinBook Cart (30) • Microsoft Service Pro4w • Ebooks/ All in One-Computers • Update Licenses for software • Headphones w/mic • Wireless Cards • Interactive Classroom System/Mimio Teach • Poster maker • Promethean pens • Large wide screens 	<p>Teachers Campus Computer Lab Manager CIT Teacher Principal Asst. Principal</p>	<p>Hoonuit learning thru on line training. Conferencing, mobie, mimio, computer, hatch, and lab tops. Online curriculum resources Title I</p>	<p>August 2019- May 2020</p>	<p>Usage reports for Istations, TTM, Learning.Com TEKS Program reports Increase in student achievement (higher STAAR scores).</p>	<p>Increase in student achievement (STAAR scores 3rd, 4th, 5th). Lab reports</p>		<p>Title I, Part A Sec.11114</p>

Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning-2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Teachers Campus Lab Managers CIT Principals Asst. Principals	Learning.com Education Galaxy.com Manipulatives for Math, Reading & Science	August 2019- May 2020	Usage lab reports	Increase in student achievement (STAAR scores 3 rd , 4 th , 5 th). Lab reports		

Campus Goal 5: Technology

Objective 2: Identify and apply strategies for supporting the use of and integration of technology in learning. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reestablish summer computer training opportunities for students. Provide computer technology camps (Technology Applications, Web Design, and Video Editing) will be hosted during the summer enrichment camps of 2019.</p> <p>-Powerpoint training for students</p> <p>-Coding opportunities</p>	<p>Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists</p>	<p>Hardware, Software, and Technology Applications Instructors.</p>	<p>Summer of 2019 2019 - 2020 School Year</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site. Power point presentations</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>		
<p>Organize and host/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p>	<p>Campus Instructional Technologists Computer Lab Managers Campus Librarians Teachers Parent Educator</p>	<p>Hardware, Software, and other Technology resources</p>	<p>By Spring of 2019. Campuses will have at least one technology fair a year. By 2019 the district will designate a PSIA Technology Day.</p>	<p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.</p>	<p>Increased use of technology by students and teachers.</p>		

Campus Goal 5: Technology

Objective 3: Maintain and update Intranet and Internet capabilities to enhance student learning. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
<p>Continue to support computer assisted instruction in computer labs and distributed settings.</p> <ul style="list-style-type: none"> Mice Interactive Smart Board Smart Panel Canon Copier Copy Graphics-Service Equipment Computer Printer WinBook WinBook Cart (30 unit) 	<p>Teachers Campus Computer Lab Manager CIT Teacher Principal Asst. Principal</p>	<p>Hoonuit learning thru on line training. Conferencing, mobile, mimio, computer, hatch, and lab tops. Online curriculum resource Title I.</p>	<p>September 2019 – August 2020</p>	<p>Usage reports for Istations, Imagine Learning, Learning.com TEKS Program reports, Summit K12 Increase in student achievement (higher STAAR scores)</p>	<p>Increase in student achievement (STAAR scores, 3rd, 4th, 5th). Lab Reports</p>		<p>Title I, part A Sec. 11114</p>
<p>Maintain campus Intranet/Internet to include campus and class DOJO. Teachers will use the district's Share Point site to collaborate with other staff members and administrators.</p> <ul style="list-style-type: none"> Purchase and update Wi-Fi components to insure the entire building has access to internet Wireless USB's Internet cords Modems Facebook 	<p>Technology Director Instructional Technology Coordinator Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology</p>	<p>District website, share point/intranet site</p>	<p>August 2019 - May 2020</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration in curriculum.</p>		
<p>Develop and maintain a campus website as a resource for instruction and a tool for school to community communication. The campus will provide informational updates on the school websites.</p>	<p>Campus PR Campus teachers Principals Asst. Principals</p>	<p>District website, Class DOJO, and district Intranet</p>	<p>August 2019 - May 2020</p>	<p>Web site usage .</p>	<p>Updated website weekly or monthly. Increase in teacher collaboration in curriculum projects.</p>		

Campus Goal 5: Technology

Objective 3: Maintain and update Intranet and Internet capabilities to enhance student learning 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide internet instruction to all teachers and students. The school will use Learning.com for all K-5 students and Hoonuit for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.	Teachers Principal Computer Lab Manager Counselor Librarian	Learning.com, Hoonuit Learning, and other online resources.	Aug 2019 - May 2020 Will ensure that all teachers and students will receive internet instruction.	Usage reports	Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students.		

Campus Goal 5: Technology

Objective 4: Maintain and replace the instructional lab computers every three years in order to maintain the highest level of instruction. 2019 - 2020

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 Central Office Staff</p>	<p>Local Technology Budget, and hardware Computer headphones</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs in 2019 - 2020. They will receive new computers in 2019 - 2020.</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>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>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 or curriculum projec-:s.</p>		

Campus Goal 6: Increase Learning Time

Objective 1: Teachers will follow district guidelines to their working schedules. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Teachers will work on their Daily Schedules to provide for instruction to take place from 7:55am to 3:25pm. Students will have less time to be pulled out during the day. Blocks will run from bell to bell.</p>	<p>Principal Asst. Principal</p>	<p>Daily Schedule form</p>	<p>August 2019 - May 2020</p>	<p>Copies of each teachers Daily Schedules</p>	<p>Students will not be pulled out as often.</p>		

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

Objective 1: Apply discipline protocols consistently and fairly throughout the campus. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for Teachers on student referral protocols, de-escalation and restorative practices	Principal Asst. Principal Counselor	Local Funds	August 2019- May 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals	PEIMS Reports on Discipline referrals	<u>Title 1--#10</u>
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide -View Modules and receive certificate	Principal Asst. Principal Counselor	Local Funds	August 2019- June 2020	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals.	PEIMS Reports on Discipline referrals	<u>Title 1--#10</u>
Promote the Be Respectful, Responsible and Be Safe Program (TRSSM) Emphasize the expectations on posters and banners.	RTI Committee Counselor Teacher Administration Everyone	Local Funds	August 2019- June 2020	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#6, 7, 10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>A nurse will be on duty at all times to deal with student's needs (medical, dental, vision and hearing services)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -coordinate with social services agencies -provide referral for services 	<p>Nurse Teachers Principal Asst. Principal</p>	<p><u>SCE and T1, charities, Dentist who care, Eye glass</u></p>	<p>August 2019 - May 2020</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Nurse</p>	<p>Title 1--#10</p>
<p>Improve the management, attendance, education and care of children with asthma, allergies and diabetic children.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Increase use of national clinical guidelines for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources -Increase school cleanliness 	<p>-Director of Health Services -Nursing Staff -Teachers who have students that have allergies. -Emergency Response Team -Custodians</p>	<p>-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers -EPI pens</p>	<p>August 2019 - May 2020</p>	<p>Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve general well-being by increasing knowledge and access to medical and mental health care.</p>	<p>-Director of Health Services -Nursing Staff -counselor</p>	<p>-School based clinics -Local health care providers -Local hospitals</p>	<p>August 2019 - May 2020</p>	<p>Live monitoring of uninsured students with dashboards.</p>	<p><u>Decrease percentage of student without a medical home</u></p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> -Use a common or national outcome measures and/or tool to assess well-being. -Nurse keeps students records up to date and advices parents to comply. -Refer children to the appropriate medical services (school based clinics) 	Principal Asst. Principal Teachers Nurse Counselor	Nurse provides yearly services	August 2019 - May 2020	Student attendance	Successful use of actual plan implemented for emergencies. Student attendance increased from previous year.	Visual and oral assessments	Title 1--#10
<ul style="list-style-type: none"> Provide support services including deterrent of bullying/emotional abuse, suicide risk. -Counseling classes -Videos, books, presenters like firemen, others. -Continued use of the bullying/suicide box 	-Director of Health Services -Nursing Staff Emergency Team Counselor	-Behavioral Centers -videos -books -PSJA LPC	August 2019 - May 2020	Drills run yearly	Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
<ul style="list-style-type: none"> Increase the safety of all students and staff -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place. -CPI trainings -CPR trainings 	-Director of Health Services -Nursing Staff Emergency Team Principal Asst. Principal Counselor	-Emergency medical services	August 2019 - May 2020	Nurse conducts impairment assessment as needed.	Less referrals issued	Side by side data analysis	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide a school environment free of drugs and violence.</p> <ul style="list-style-type: none"> -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills. -Counseling classes -Drug Awareness Week -Fire Department Drills 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff Counselor Principal Asst. Principal Staff 	<ul style="list-style-type: none"> -Texas Tropical Behavioral Centers -Police Departments Other behavior strategists. 	<p>August 2019 - May 2020</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Visual and oral assessments.</p>	<p>Title 1--#10</p>
<p>Promote the development of each student as a whole person.</p> <ul style="list-style-type: none"> -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities. 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff Counselor Staff 	<p>Counseling Sessions, videos, classroom talks</p>	<p>August 2019 - May 2020</p>	<p>Ongoing one to one assistance of emotional needs. Staff develop a trusting relationship and rapport with student.</p>	<p>Clinic Visits</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along will coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. -Heart Jump Rope -Coaches reinforce good eating habits 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff Coach Counselor <u>District Nutritional Dept.</u> Principal Asst. Principal Parents 	<p>Child nutrition department, Coaching staff, Dietician school nurse</p>	<p>August 2019 - May 2020</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 - #10</p>

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

Objective 3: Provide training for all staff on creating a safe school culture and climate. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Conducting daily security/safety audits by the district. Implement lock downs and fire drills. Be Responsible-Be Respectful-Be Safe posters. Post banners and motivational incentives throughout the school. Show videos and power points on expected behaviors. Follow the District and Campus Goals Character Traits Leadership Goals and activities</p>	<p>Security Director Custodians Staff</p>	<p>Local Funds</p>	<p>August 2019 - May 2020</p>	<p>Security Audits sent to all Principals</p>	<p>Decrease in security incidents</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>DE-ESCALATION TECHNIQUES= Training all staff on proper confrontational management techniques</p>	<p>Principal Assistant Counselor</p>	<p>Local Funds</p>	<p>August 2019 - May 2020</p>	<p>Less incidents of improper force use by De-escalation Techniques</p>	<p>Decrease in security and safety incidents</p>	<p>Side by side data analysis</p>	<p>Title 1--#6, 7, 10</p>
<p>Training all school staff on lockdown procedures and fire drills.</p>	<p>Principal Asst. Principal Counselor</p>	<p>Local Funds</p>	<p>August 2019 - May 2020 Lockdown in October 2019</p>	<p>Minimum two lock downs per school year</p>	<p>Schools are prepared for emergency situations</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

Objective 4: Monitor school attendance initiatives to ensure student academic success 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Ensure safety of students during dismissal time:</p> <ul style="list-style-type: none"> • Add new two way radios • Bull horns/speaker mic • Batteries for Bull horns and speaker mic 							
<p>Promote consistent admission/enrollment procedures. Honor Roll Incentives Perfect Attendance Incentives Trophies and medals to students meeting goals.</p>	<p>Teachers Principals Asst. Principals PEIMS Clerk</p>	<p>Local Funds</p>	<p>August 2019 - May 2020</p>	<p>-Pre-registration campaign -District Expo -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Customer Service Training</p>	<p>-District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS</p>	<p>Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports</p>	<p>Title 1--#10</p>
<p>Dissemination of Attendance/Non-attendance guidelines and compliance. Communicate with parents daily Call parents if absent Participate in the ARP program Attendance incentives</p>	<p>Pupil Accounting Director, Teachers Principals Asst. Principals PEIMS Clerk</p>	<p>Local Funds</p>	<p>August 2019 - May 2020</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training</p>	<p>Increase of student attendance through daily, six weeks annual year report</p>	<p>Data Analysis Review</p>	<p>Title 1--#10</p>

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

Objective 4: Monitor school attendance initiatives to ensure student academic success. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation</p> <ul style="list-style-type: none"> • School messenger • Personal phone calls • ARP attendance committee meetings (Attendance Recovery Program) • Home visits • Attendance incentives 	<p>Pupil Accounting Director Principal Teachers Office Clerk</p>	<p>Local Funds</p>	<p>August 2019 - May 2020</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training</p>	<p>eSchool Cognos Reports PEIMS end of year report</p>	<p>Texas Academic Report Card</p>	<p>Title 1--#10</p>
<p>Provide consistent student support and guidance through district personnel to ensure student academic success.</p>	<p>Pupil Accounting Director Teachers Office Clerk</p>	<p>Local Funds</p>	<p>August 2019 - May 2020</p>	<p>School Community Liaison Program Personnel eSchool Data</p>	<p>Increase in student achievement Improvement in student behavior Procedures manual/handbook Journal writing</p>	<p>Community Resources Collaborative partnerships</p>	<p>Title 1--#10</p>

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> Competitive Salaries for Teachers, and all District staff Competitive Stipends for Masters and/or certifications that support district initiatives 	HR, Business office	Funds for salaries and stipends	August 2019 - May 2020	Greater Retention Rate of campus staff Higher staff moral	<ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery 	Staff Retention reports	
<ul style="list-style-type: none"> Unique district incentives Paying of Local Days District contribution for employee medical plan 	Business Office	Funds to pay days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> Staff retiring from district 	More experienced work force	
<ul style="list-style-type: none"> Implement a plan for teacher selection and retention Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified A passion for students, and commitment to excellence 	HRS Admin. Bilingual/Special Education Directors Principals		On going Strong focus in early spring to meet student needs for upcoming school year	High teacher retention rate	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	
Hire University Student Interns that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offered a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teachers	Higher retention rate of new teachers	

**John Henry "Jack" McKeever Elementary School
Campus Goal 8: Staff Quality, Recruitment, and Retention**

Objective 1: Develop and retain 100% highly qualified staff. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principal training on interviewing, documentation of teachers. Attend New Teacher Trainings.	HR Admin	Title I Local funds Documentation Handbook	Nov. 2019-March 2020	<ul style="list-style-type: none"> Better selection of staff Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers <ul style="list-style-type: none"> Better documentation of staff not meeting performance standards 	
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Principal Asst. Princ. CLL CLF GLC	Title I Local funds I3 Invest in Innovation funds	August 2019 - May 2020	Walk- Thru Sign-In Sheets	Benchmark scores, student achievement gains, closing achievement gaps	DRA Capstone District Assessments CBAS, BMs, STAAR, TELPAS	
On-going professional development of District Curriculum Learning Collaboration with TxCEE Partners	Principal Asst. Princ. CLL CLF GLC	Title I Local funds I3 Invest in Innovation funds	August 2019 – July, 2020	Walk - Thru Sign-in sheets for curriculum development TEEM Project	Curriculum implementation Teacher and School Leader Grant with TxCEE	CBAS, BMs, STAAR, TELPAS	
Instructional coaching support <ul style="list-style-type: none"> New teacher Training Other teachers needing support Rounds 	Principal Asst. Princ. CLL CLF GLC	Title I Local funds I3 Invest in Innovation funds	August 2019 - May 2020	Sign-in Sheets	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	DRA Capstone District Assessments CBAS, BMs, STAAR, TELPAS	

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff. 2019 - 2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1
Campus Mentor Attend new teacher trainings	Principal Asst. Principal CLL CLF GLC	Experience teachers that have been trained as mentors.	August 2019 - May 2020	Mentor Logs NTC Program	Increase in teacher satisfaction and moral improvement in student performance	McREL Evaluation Student Academic Performance Rigor/Relevance Rubric	
Implement an effective instructional coaching system with on-going professional development to create a supportive environment.	Principal Asst. Principal CLL CLF GLC	Title One Local Funds	August 2019 - May 2020	Sign-in Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO	
Monthly professional development meetings for elementary	Director External Coaches CLL Teacher	Title One Local Funds	August 2019 - May 2020	Sign-in Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO	
Weekly instructional meetings Instructional Rounds	Principal Asst. Principal CLL CLF GLC	Title One Local Funds	August 2019 - May 2020	Sign-in Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO	
Bi-Monthly progress monitoring. Allow to visit other campuses Instructional rounds	Teachers Principal Asst. Prin. CLL CLF	Title One Local Funds	August 2019 - May 2020	Sign-in Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO	