



**Sgt. Leonel Treviño Elementary
Campus Improvement Plan
2019-2020**



Mission Statement

To prepare all students to be successful in life by providing quality instruction in a motivated educational environment conducive to helping students learn and excel academically in order to be globally competitive.



School Brand

- Science
- Technology
- Arts
- Reading readiness
- Service



What We Believe In

Guiding Principles

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

What We Want to Accomplish

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



CAMPUS DEMOGRAPHICS



Total District Enrollment – 32,051

Total Campus Enrollment – 469

Percent	Sgt. Trevino EL	PSJA ISD	STATEWIDE
Hispanic	99%	98.89%	51.34%
Economically Disadvantaged	96.4%	89.00%	60.26%
ELL	65.9%	41.04%	17.04%

CAMPUS DEMOGRAPHICS

	ALL TESTS	SPED	LEP	MIGRANT	ECD
Number	555	38	383	4	527
Percent	100	7	69	1	95

	ALL TESTS	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	555	550	0	0	5	0
Percent	100	99	0	0	0	0

Performance Levels 2019

	All Subject	ELA/Reading	Mathematics	Writing	Science
2018	74	70	82	*	69
2019	74	70	82	71	67
Difference	0	0	0	*	-2

Performance Levels 2019



All Students Performance Rates	Approaches	Meets	Masters	Campus Goals 2020
ELA/Reading	70	33	11	90/60/30
Math	82	47	25	90/60/30
Writing	71	31	6	90/60/30
Science	67	36	17	90/60/30

Performance Levels 2019



	Domain I	Domain II Part A	Domain II Part B	Domain III	Campus Overall Rating	Label Rating
2018-2019	72	74	80	79	79	B
Targets for 2019-2020	90	90	90	90	90	A

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

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

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

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

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

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

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

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

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

Title I, Part A

School wide Components:

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

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2018-19 STAAR Campus Summary Report
2. 2018-19 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McRel Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories
12. PBMAS



Comprehensive Needs Assessment



Demographics Summary

Special Education:

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

Needs:

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

- In Reading, the achievement gap between SpEd and All students 2018-2019 is 49%.
- In Mathematics, the achievement gap between SpEd and All students 2018-2019 is 32%.

Personnel Needs:

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

Professional Development Needs:

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

Strengths:

- Majority of student being mainstreamed in the regular classroom.

Comprehensive Needs Assessment



Demographics Summary Continued:

English Language Learners (ELL):

The following sources from across the district were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. The BE/DL Department also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the BE/DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Needs:

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

- In Reading, the achievement gap between ELL and the campus goal for 2018-2019 is 14%.
- In Mathematics, the achievement gap between ELL and the campus goal 2018-2019 is 6%.

Strengths:

- The Dual Language Program at PSJAISD serves ELL students in grades K-12 at PSJAISD
- In Reading, the ELL students are out performing all students by 6%.
- In Mathmatics, the ELL students are out performing all students by 2%.

Comprehensive Needs Assessment



Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

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

- In Reading, the achievement gap between Eco Dis (96.4 of the student population) and All students 2018-2019 is 1%.
- In Mathematics, the achievement gap between Eco Dis (96.4 of the student population) and All students 2018-2019 is 1%.

Strengths:

- In Math, for Eco Dis students at the campus 23% mastered target in the assessment.

2019-2020 District/Campus Goals

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

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Student Achievement	<ul style="list-style-type: none"> 3rd Grade Math and Reading 4th Grade Writing 5th Grade Math, Reading, and Science 	<ul style="list-style-type: none"> students did not meet or exceed state standard in reading and Math. 	<ul style="list-style-type: none"> Concentration and monitoring in the area of reading and math for all students. <p>SMART Goal: 90% or Higher</p>
2	Student Progress	District Exceeded the State Target for Index 2 of 16% with 39% meeting or exceeding the progress measure.	<ul style="list-style-type: none"> 61% of our students did not meet or exceed progress measure. 	<ul style="list-style-type: none"> Address the needs of identified students to meet the progress measure in 2018-19 in Reading and Mathematics
3	Closing the Achievement Gap	<ul style="list-style-type: none"> Bilingual Ed (BE) STAAR 3-8 Met RI as per PBMAS in Math, Reading and Science 	<ul style="list-style-type: none"> BE STAAR 3-8 did not meet PBMAS Standard in Writing LEP students not served failed to meet the PBMAS standard in Reading, Science, and Writing TELPAS ratings for students in U.S. Schools multiple years are at BEG/INT. levels Special Education students did not meet PBMAS Standards in Science, Social Studies, and Writing Migrant students did not meet PBMAS standard in Social Studies, Writing, and Reading 	Special population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies.
4	Post Secondary Readiness	The district met the post secondary readiness target of with a score of .	Mastery at Final Recommended was below 25%.	<ul style="list-style-type: none"> Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course Revise curriculum Assess and Monitor frequently through common formative assessments

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood schools • New buildings/renovations • Communication in both English and Spanish • Elementary parent involvement is high • Parent Liaison District level and campus • Parent Centers • Business Partnerships • IHE Partnerships 	<ul style="list-style-type: none"> • Increase parent participation • Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels
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 and equipment, 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 • Purchase more equipment for staff and students
7	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture 	<ul style="list-style-type: none"> • increase in student enrollment • Build positive culture 	<ul style="list-style-type: none"> • Build public relations • Improve student retention
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"> • New teachers need professional development 	<ul style="list-style-type: none"> • Professional development in core areas

District Goal 1: Improve Student Academic Achievement

Campus Objective 1: Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state’s rigorous academic performance standards.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conduct a needs assessment by grade level and meet to analyze results from Data gathered to include: Texas Primary Reading Inventory (TPRI)/Tejas Lee Checklists Pre-K and Kinder Imagine Learning Reports TELPAS Reports District Assessments Assessments Reports STAAR Assessment Reports AEIS Reports Campus Based Assessments Voyager/Passports Results Science District Test Summit K-12 reports Living with Science data Rising Star Readers Data Fluency Testing GT Testing AR Reports Star Reports iStation Think Through Math EduSmart	Principal Asst. Principal Teachers	Test Scores Data Progress Monitoring Charts	August 2019- May 2020	Data charted for prioritizing & planning instructional needs to improve Student Achievement	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #1, 3

District Goal 1: Improve Student Academic Achievement

Campus Objective 1: Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state’s rigorous academic performance standards.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Identify special population needs and implement instructional programs to meet their needs in all content areas.</p> <p>Strategies Materials Tutorials Incentives Timelines RTI Dual Language/Enrichment Prog. Interventionist Voyager Sing Spell Read and write</p> <p>Develop an intervention & acceleration plan to address the needs of Special population groups.</p>	<p>Principal Asst. Principal Teachers</p>	<p>Test Scores/ Data/ Progress Monitoring Charts</p>	<p>August 2019- May 2020</p>	<p>Data charted for prioritizing & planning instructional needs to improve Student Achievement</p>	<p>Benchmark scores, student achievement gains</p>	<p>Mini assessments, CBAs, BMs, STAAR, TELPAS,</p>	<p>Title 1- #2, 4</p>

District Goal 1: Improve Student Academic Achievement

Campus Objective 1: Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state’s rigorous academic performance standards.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Develop a collaborative plan to increase scores (to include tutoring)</p> <p>Align TEKS activities and materials to meet the needs of all student subgroups in Language Arts, Math, Social Studies and Science.</p> <ul style="list-style-type: none"> -Pearson -Lakeshore -Gateway -Barnes and Noble -Cielo supply <p>Conduct grade-level Chairperson effectiveness of campus plan implementation</p> <p>Provide incentives, & snacks, which will increase academic success.</p> <p>Provide material & activities that will increase academic success.</p> <ul style="list-style-type: none"> -Laptops/tablet for Classroom Use -Headphones for Computers -Newline TruTouch Screens -Paper -Document reader -Promethean board supplies (lamps, pens) -Ink -Classroom Supplies (pencil, paper, glue) -CLC Meetings -Listening Centers -Books and CDs 	<p>Principal Asst. Principal Teachers</p>	<p>Local Funds, Title 1 Funds PFS Funds</p> <p>FED/SCE Programs</p>	<p>Aug 2019- May 2020</p>	<p>Data charted for prioritizing & planning instructional needs to improve Student Achievement</p>	<p>Agendas Benchmark results Campus developed Assessments Agendas/Minutes Calendar</p>	<p>Mini assessments, CBAs, BMs, STAAR, TELPAS,</p>	<p>Title 1- #2</p>

District Goal 1: Improve Student Academic Achievement

Campus Objective 1: Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards.

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"> -Enhance oral language development through music & P.E. -Provide material that will enhance Oral Language -Utilize activities to promote higher thinking skills -Provide classroom libraries with: Big Books Weekly Readers Guided Reading Books Novel Sets StoryWorks Teacher made materials 	Principal Asst. Principal Teachers	Local Funds, Title 1 Funds	Aug 2019- May 2020	Data charted for prioritizing & planning instructional needs to improve Student Achievement	Walkthrough Data	Increased circulation of books in Library.	Title 1- #2, 4
Campus Performance Review sessions (CPRs) will be held at campus following each district level CBA or Benchmark for in-depth analysis of the data	Principal Asst. Principal	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Principal, Assistant principal, and CLL will monitor the implementation of the curriculum at each campus	Principal	Local Funds, Title 1 Funds	August 2019 – May 2020	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #3
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses	District Content Coordinators	Local Funds, Title 1 Funds	June 2019 – May 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

District Goal 1: Improve Student Academic Achievement

Campus Objective 1a: Reading/Writing Instruction will be aligned with district scope and sequence.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Conduct a Vertical and Horizontal study of Spanish TEKS Standards.</p> <p>Enhance the state adopted reading program to develop reading skills in <u>Spanish</u>.</p> <ul style="list-style-type: none"> -implement Cantar, Deletrear, Leer y Escribir -Accelerated Reading Program -Reading aloud -Phonics Through Music -Cancioneros -Pasaportes <p>Implement a strong English Oral Lang. Program to ensure a smooth transition into an English curriculum</p> <ul style="list-style-type: none"> - use chants, songs, stories, REACH 	<p>Principal Asst Prin</p>	<p>Local Funds, Title 1 Funds</p>	<p>Aug 2019- May 2020</p>	<p>Walkthroughs, student work</p>	<p>Test Scores, student achievement gains</p>	<p>Walk throughs Paraprofessional Schedule</p> <p>Lesson Plans Student Results Tutoring schedules Charts Progress Monitoring Benchmark/CBA Assessment Data</p>	<p>Title 1 - #1, 2</p>
<p>Implement a strong English Oral Lang. Program to ensure a smooth transition into an English curriculum</p> <ul style="list-style-type: none"> - use chants, songs, stories, REACH, Pearson books -Sing, Spell, Read and Write -Maintain and upgrade Technology to provide/reinforce student success. <p>Discover English</p> <ul style="list-style-type: none"> -REACH - Scholastic StoryWorks - Ford Farrier, LLC 	<p>Principal Asst Prin</p>	<p>Local Funds, Title 1 Funds</p>	<p>Aug 2019- May 2020</p>	<p>Walkthroughs, student work</p>	<p>Test Scores, student achievement gains</p>	<p>Library Circulation Reports AR Report</p> <p>Lesson Plans Tutoring Schedules Progress Reports</p>	<p>Title 1 - #1, 2</p>

District Goal 1: Improve Student Academic Achievement

Campus Objective 1a: Reading/Writing Instruction will be aligned with district scope and sequence.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide a literature-rich environment by increasing the number of Spanish Books in classroom and school libraries and make available to LEP students.</p> <p>Provide additional tutoring/ reinforcement to students identified at-risk of failing K – 5th grade</p> <p>Voyager group</p>	Principal Asst Prin	Local Funds, Title 1 Funds	Aug 2019-May 2020	Walkthroughs, sign in sheets	Test Scores, student achievement gains	Library Circulation Reports AR Report	Title 1 - #1, 2
<p>Support instructional program in reading through the implementation of:</p> <ul style="list-style-type: none"> -iStation -Peer tutoring -Cooperative learning strategies -Reading Intervention Kits -Rising Star Readers -Voyager -Intervention Strategies <p>Schedule additional computer time before/ after school</p>	Principal Asst Prin	Local Funds, Title 1 Funds	Aug 2019-May 2020	Walkthroughs, sign in sheets	Test Scores, student achievement gains	CBA/Benchmark Assessment Data	Title 1 - #1, 2

District Goal 1: Improve Student Academic Achievement

Campus Objective 1a: Reading/Writing Instruction will be aligned with district scope and sequence.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide additional support to students identified at-risk of failing K-5 th grade -Curriculum Nights: meet with parents/provide ideas of how to help study hints -Provide materials -tutoring after school during library time -tutoring during computer time as needed	Principal Asst Prin	Local Funds, Title 1 Funds	Aug 2019- May 2020	Walkthroughs	Test Scores, student achievement gains	CBA/Benchmark Assessment Data	Title 1 - #1, 2

District Goal 1: Improve Student Academic Achievement

Campus Objective 1a: Reading/Writing Instruction will be aligned with district scope and sequence.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide instruction in a reduced pupil-Teacher ratio to improve language arts.</p> <p>Reading teacher/pupil ratio in the 4th grade to improve opportunities for learning.</p> <p>Provide supplemental instruction in reading needed through Accelerated Reading Instruction</p> <ul style="list-style-type: none"> -Extended Year -Rising Star Readers 	<p>Principal Asst Prin</p>	<p>Local Funds, Title 1 Funds, SCE 166/211</p>	<p>Aug 2019- May 2020</p>	<p>Agendas Sign Ins</p>	<p>Test Scores, student achievement gains</p>	<p>Class rosters Lesson Plans</p> <p>ADA Reports</p> <p>Participants Rosters Lesson Plans Attendance Rosters Schedules</p>	<p>Title 1 - #1, 2</p>

District Goal 1: Improve Student Academic Achievement

Campus Objective 1b: Math Instruction will be aligned with district scope and sequence.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Identify and share effective math strategies through -grade level meetings -cross-grade level meetings -Chairperson Meeting	Principal Asst Prin Teachers	Local Funds, Title 1 Funds	Aug 2019- May 2020	Agendas Sign Ins	Test Scores, student achievement gains	CBA/Benchmark Assessment Data	Title 1 - #1, 4, 8
Participate in continuous staff development through -CLCs -Grade Level Meetings -Pearlized Math -Sharon Wells Trainings -Pearlized Math Trainings -Ford Farrier, LLC Training	Principal Asst Prin	Local Funds, Title 1 Funds PFS Funds	Aug 2019- May 2020	Agendas Sign Ins	Test Scores, student achievement gains	CBA/Benchmark Assessment Data	Title 1 - #1, 2, 4

District Goal 1: Improve Student Academic Achievement

Campus Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-20.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 72 hours of the test administration	Principal Asst. Principal	Local Funds, Title 1 Funds	October 2019 November 2019 December 2020 February 2020	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available for each grade level for data analysis and monitoring student progress.	Principal Asst. Principal	Local Funds, Title 1 Funds	August 2019- June 2020	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principal Asst. Principal	Local Funds, Title 1 Funds	October 2019 November 2019 December 2020 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

District Goal 1: Improve Student Academic Achievement

Campus Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-20 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principals	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2019	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principals	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2019- June 2020	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

District Goal 1: Improve Student Academic Achievement**Campus Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-20 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/ accommodations for the special education students in their classroom.	Campus Principals, 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.	Campus Principals, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2019 November 2019 January 2020 February 2020	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8

District Goal 1: Improve Student Academic Achievement

Campus Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-20 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>30 minute Academic intervention daily, before, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark</p> <p>Summer School for students needing more interventions</p>	Campus Principal, Asst Prin, Instructional Coach	<p>Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224</p> <p>SCE/166</p>	<p>August 2019-July 2020</p> <p>Summer 2020</p>	Tutorial Sign-in sheets, Schedules	<p>Benchmark scores, student achievement gains, closing achievement gaps</p> <p>STAAR ready performance</p>	<p>CBAs, BMs, STAAR, TELPAS</p> <p>STAAF</p>	Title 1 - #9
<p>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</p> <p>Assessment Progress Reports</p>	Campus Principal, Asst Prin, Instructional Coach	<p>Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224</p>	<p>October 2019</p> <p>November 2019</p> <p>January 2020</p> <p>February 2020</p>	PAC sign-in sheets and schedules	<p>Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	Title 1 - #6
<p>Collaborative Learning Communities [CLCs] will be scheduled 3X weekly for unpacking the TEKS and lesson plan collaboration</p>	Campus Principal, and Asst. Prin	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs and Master Schedule	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	Title 1 - #4

District Goal 1: Improve Student Academic Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide continuous staff development in: <ul style="list-style-type: none"> -Data analysis to identify language proficiency levels -ESL strategies/methodologies -Second language acquisition methodologies -Primary language instruction -Region One -Professional Development Consultants. 	Campus Principal, and Asst. Prin	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide staff development in writing to include: <ul style="list-style-type: none"> -Thinking Maps -Write from the Beginning -STAAR Alignment -Writing Across Content 	Campus Principal, and Asst. Prin	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

District Goal 2 Improve Student Progress in Reading and Math

Campus Objective 1: Reading/Writing Instruction will be aligned with district timeline.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per six weeks will be required at each grade level	Principals, Asst. Principals, District ELA Content Coordinators	Title 1 211, Local Funds 199	August 2019-May 2020	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	District ELA Content Coordinators, Campus Principals, Teachers	Title 1 211, Local Funds 199	Summer 2019 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Two aligned CBAs and two district Benchmarks will be administered	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	October 2019 November 2019 January 2020 February 2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

District Goal 2 Improve Student Progress in Reading and Math

Campus Objective 1: Reading/Writing Instruction will be aligned with district timeline.

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 inform tutorial lessons and to identify spiraled skills	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2019-May 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8
Data will be used to identify students in need of extended learning opportunities	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2019-May 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

District Goal 2 Improve Student Progress in Reading and Math

Campus Objective 1: Reading/Writing Instruction will be aligned with district timeline.

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 inform tutorial lessons and to identify spiraled skills	Principals, Asst. Principal	Title 1 211, Local Funds 199	August 2019-May 2020	Walkthroughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 8
Provide extra time at the computer lab based on need. Schedule tutoring and/or extended day for all students.	Principal Asst Prin	Local Funds, Title 1 Funds	Aug 2019- May 2020	Agendas Sign Ins	Test Scores, student achievement gains	CBA/Benchmark Assessment Data	Title 1 - #1, 2, 8

District Goal 2 Improve Student Progress in Reading and Math

Campus Objective 1: Reading/Writing Instruction will be aligned with district timeline.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Implement a quality instructional reading program to meet the needs of all students</p> <p>Provide material that will enhance reading.</p> <p>Conduct a Vertical and Horizontal study of the TEKS Standards for Reading and utilize data to guide instruction and prepare for STAAR.</p> <p>Provide continuous staff development through: -STAAR Alignment Staff Development -Sharon Wells/Pearlized Math training -Rising Star Readers -Progress Monitoring -Research-Based Training -Grade-level meetings -DMR training</p>	<p>Principal Asst. Principal</p>	<p>Local Funds, title 1 Funds</p>	<p>August 2019-May 2020</p>	<p>Walkthroughs, Sign Ins</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>Data desegregation Charts Agendas Progress monitoring charts Increased number of passing scores on TPRI, Tejas Lee TEKS aligned lesson plans Agendas Sign In Sheets Inclusion of Strategies in lesson plans</p>	<p>Title 1 - #1, 2, 8</p>

District Goal 2 Improve Student Progress in Reading and Math

Campus Objective 1: Reading/Writing Instruction will be aligned with district timeline.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Enhance the state adopted reading program to develop reading skills: Provide phonemic awareness instruction -Sing, Spell, Read and Write Provide phonics instruction -Rising Star Readers Strategies Fluency instruction -Leveled readers -Echo, choral, guided, partner Reading -Interactive reading Enhance/align Pearson Reading Adoption to STAAR rigor standards. -Kamico -Rally Education -StoryWorks</p>	<p>Principal Asst. Principal</p>	<p>Listening Stations CDs Promethean Boards Document Readers Laptops Speakers Connect Ed</p>	<p>August 2019-May 2020</p>	<p>Walkthroughs Fluency Checks</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>Grade Level Meeting Agendas Lesson Plans Timelines Increased number of passing scores on TPRI, Tejas Lee Progress monitoring charts Tutoring Schedules Benchmark results</p>	<p>Title 1 - #1, 2</p>

District Goal 2 Improve Student Progress in Reading and Math

Campus Objective 1: Reading/Writing Instruction will be aligned with district timeline.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Vocabulary instruction -Word walls -Academic vocabulary charts -Content vocabulary charts -STAAR Alignment/Stems</p> <p>Comprehension Instruction -Questioning techniques</p> <p>-Passports/Voyager Program -Comprehension Strategies -Use Accelerated Reading program to increase vocabulary & comprehension -Maintain an appropriate # of library books to enhance reading.</p>	<p>Principal Asst. Principal</p> <p>Teachers</p>	<p>Local Funds. Title 1 Funds</p> <p>Forde Ferrier</p>	<p>August 2019-May 2020</p>	<p>Walkthroughs</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>Reading timelines Lesson Plans Benchmark results</p> <p>Grade Level meetings Agendas</p> <p>Computer Lab Schedule AR report results</p> <p>Class schedules Walk-throughs Lesson Plans Progress monitoring Charts</p>	<p>Title 1 - #1, 2</p>

District Goal 2 Improve Student Progress in Reading and Math

Campus Objective 1: Reading/Writing Instruction will be aligned with district timeline.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>-Enhance oral language development through music & P.E. -Provide material that will enhance Oral Language -Utilize activities to promote higher thinking skills -Provide classroom: libraries Big Books Weekly Readers Guided Reading Books StoryWorks Novel Sets</p>	<p>Principal Asst. Principal Teachers</p>	<p>Local Funds. Title 1 Funds</p>	<p>August 2019-May 2020</p>	<p>Walkthroughs</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>Title 1 - #1, 2</p>

District Goal 2 Improve Student Progress in Reading and Math

Campus Objective 1: Reading/Writing Instruction will be aligned with district timeline.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
<p>Implement a quality instructional writing program to meet the needs of all students.</p> <p>Implement the following writing strategies:</p> <ul style="list-style-type: none"> -Write From the Beginning K-5th -Mentoring Minds -Write Source -ESC (STAAR Master) 	<p>Principal Asst. Principal</p> <p>Teachers</p>	<p>Local Funds. Title 1 Funds</p>	<p>August 2019-May 2020</p>	<p>Walkthroughs</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>Title 1 - #1, 2</p>
<ul style="list-style-type: none"> -Thinking Maps -proof reading activities -teacher/student conferencing -grammar and spelling -keep a composition portfolio -writing timelines -daily oral language activities 	<p>Principal Asst. Principal</p> <p>Teachers</p>	<p>Local Funds. Title 1 Funds</p>	<p>August 2019-May 2020</p>	<p>Walkthroughs</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>Title 1 - #1, 2</p>

District Goal 2 Improve Student Progress in Reading and Math

Campus Objective 1: Reading/Writing Instruction will be aligned with district timeline.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
<p>Provide extra reinforcement in the area of:</p> <ul style="list-style-type: none"> -elaboration -vocabulary -spelling -grammar -composition -voice -revising & editing <p>Utilize the following strategies</p> <ul style="list-style-type: none"> -oral language development -read aloud <p>Expository Stories</p> <ul style="list-style-type: none"> -cooperative learning -skill driven instruction -skill specific bench marks -spiraled bench marks 	<p>Principal Asst. Principal Teachers</p>	<p>Local Funds. Title 1 Funds</p>	<p>August 2019-May 2020</p>	<p>Walkthroughs</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>Title 1 - #1, 2</p>

District Goal 2 Improve Student Progress in Reading and Math

Campus Objective 2: Math Instruction will be aligned with district timeline.

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	Principals, Asst Prin, Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Daily problems of the day will be developed as spiraled/ warm-up activities in STAAR format	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Exit tickets will be developed aligned to the skill of the day	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

District Goal 2 Improve Student Progress in Reading and Math

Campus Objective 2: Math Instruction will be aligned with district timeline.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Implement a comprehensive plan to increase math scores for all students.</p> <p>Utilize Pearlized Math (lower grades) and Sharon Wells (upper grades) as curriculum</p> <p>Conduct weekly Vertical alignment, grades K – 5th Curriculum</p>	<p>Principals, Asst Prin, Teachers</p>	<p>Title 1 211, Local Funds 199</p>	<p>August 2019-May 2020</p>	<p>Walk-throughs, lesson plans</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>Lesson plans Staff Development Calendar Grade Level Activities Timelines Grade Level Agendas/Minutes Sign in sheets</p> <p>CBAs, BMs, STAAR, TELPAS</p> <p>Curriculum aligned meetings</p>	<p>Title 1 - #1, 2</p>

District Goal 2 Improve Student Progress in Reading and Math

Campus Objective 2: Math Instruction will be aligned with district timeline.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Enhance math curriculum -utilize Math Sharon Wells Activities & Lessons -Implement Sharon Wells training -Everyday Math -Mentoring Minds -Pearlized Math	Principal Asst. Principal Teachers	Local Funds. Title 1 Funds PFS Funds	August 2019-May 2020	Walkthroughs Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Provide manipulative materials from Lakeshore, Gateway, Cielo Supply to help students with: -problem-solving strategies -graphing skills -basic facts -cooperative learning	Principal Asst. Principal Teachers	Local Funds. Title 1 Funds PFS Funds	August 2019-May 2020	Walkthroughs Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Integrate software into the curriculum to reinforce and enhance math skills -computer lab -classroom computers -Ignite -Success Maker -Prodigy online program	Principal Asst. Principal Teachers	Local Funds. Title 1 Funds	August 2019-May 2020	Walkthroughs Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

District Goal 2 Improve Student Progress in Reading and Math

Campus Objective 2: Math Instruction will be aligned with district timeline.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Introduce the math concepts in the native language as needed.</p> <p>Provide LEP students additional computer time based on need</p> <p>Provide tutoring/Extended Year Program</p> <ul style="list-style-type: none"> -before/after school -utilize Bilingual strategies <p>Small group instruction through the use of paraprofessionals. Schedule parent/teacher conferences to discuss student progress.</p>	<p>Principal Asst. Principal</p> <p>Teachers</p>	<p>Local Funds. Title 1 Funds</p>	<p>August 2019-May 2020</p>	<p>Walkthroughs</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>Title 1 - #1, 2</p>
<p>Provide instruction with supplemental materials to tutor, reinforce identified students on the priority for services report.</p> <p>Hold teacher/parent meetings to discuss student progress.</p>	<p>Principal Asst. Principal</p> <p>Teachers</p>	<p>Local Funds. Title 1 Funds</p>	<p>August 2019- May 2020</p>	<p>Walkthroughs</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>Title 1 - #1, 2</p>

District Goal 2 Improve Student Progress in Reading and Math

Campus Objective 2: Math Instruction will be aligned with district timeline.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide supplemental math instruction & material for identified 3rd, 4th, 5th grade students</p> <p>Provide students with tutoring and/or Extended year program services before/during/after school.</p> <p>Reinforce teacher’s math instruction in areas of need.</p>	<p>Principal Asst. Principal Teachers</p>	<p>Local Funds. Title 1 Funds</p>	<p>August 2019-May 2020</p>	<p>Walkthroughs</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>Title 1 - #1, 2</p>
<p>Provide additional computer time as needed before and after school.</p>	<p>Principal Asst. Principal Teachers</p>	<p>Local Funds. Title 1 Funds</p>	<p>August 2019-May 2020</p>	<p>Walkthroughs</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>Title 1 - #1, 2</p>

District Goal 3: Close the student achievement gap among all populations.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Think through Math •Agile Minds •TPRI/Tejas LEE Strategies 	<p>Assistant Superintendent for C&I, District Content Coordinators, Bilingual Director, Special Ed Director</p>	<p>Title 1 211, Local Funds 199</p>	<p>Aug 2019- May 2020</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1, 2</p>

District Goal 3: Close the student achievement gap among all populations.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principal Asst. Prin		August 2019- May 2020	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8
Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal Asst. Prin		August 2019- May 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8
Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principal Asst. Prin		August 2019- May 2020	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8
Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principal Asst. Prin		August 2019- May 2020	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8

District Goal 3: Close the student achievement gap among all populations.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review 504 students' performance and progress and provide accommodations and interventions.	Principal Asst. Prin	Title 1 211, Local Funds 199	August 2019- May 2020	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8
Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal Asst. Prin	Title 1 211, Local Funds 199	August 2019- May 2020	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8
Provide extended learning and credit recovery opportunities for students not mastering the curriculum through summer school, credit recovery, Saturday academies, tutorials, and enrichment period.	Principal Asst. Prin	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, Graduation rates	Title 1 - #1, 2, 8
Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Principal Asst. Prin	Title 1 211, Local Funds 199	August 2019- May 2020	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8

District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.

Campus Objective 1: Increase the number of students that score at the Mastery Level on STAAR.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide training for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2019 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Mastery Level on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2019 – May 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Mastery Level on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two Benchmarks will be administered.	District Content Coordinators	Local Funds, Title 1 Funds	June 2019-April 2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at Mastery Level on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.

Campus Objective 1: Increase the number of students that score at the Mastery Level on STAAR.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Domains, Progress monitoring, and Distinguish Awards are calculated.	Asst. Supt for C&I	Local Funds 199	October 2019 (on-going)	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 Quintile of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Mastery on the STAAR assessment.	Principals	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 at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principals	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 Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.

Campus Objective 1: Increase the number of students that score at the Mastery Level on STAAR.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to the Mastery Level on the STAAR assessment.	Principals	Local Funds, Title 1 Funds/ SCE	August 2019-May 2020	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Mastery Level on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

District Goal 5: Family and Community Involvement**Campus Objective 1: Opportunities for parents to assist students in preparing for assessments**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing	Principals, Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2019 - May 2020	Sign-in Sheets	Parent Surveys	State Assessment performance	Title I- #4, #6
Parent Orientations	Parental Director, Logistic Specialist, Parent Educators	Title I Funds	August 2019 - May 2020	Sign-in Sheets, Telephone Logs	Parent Surveys	State Assessment performance	Title I- #4, #6

District Goal 5: Family and Community Involvement

Campus Objective 2: Tutoring Programs that support students taking assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide additional support to students identified at-risk of failing K-5 th grade -materials -tutoring after school/before school -tutoring during computer time as needed -Saturday Enrichment Academies -parent meeting/provide with ideas & material to provide support at home	Principals, Asst. Principal	Title 1 211, Local Funds 199	August 2019-May 2020	Walkthroughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 8
Provide Staff development and continuous support -Grade level meetings -Extended planning periods -Cooperative learning strategies -Walk-throughs	Principals, Asst. Principal	Title 1 211, Local Funds 199	August 2019-May 2020	Walkthroughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 8

District Goal 6: Technology

Campus Objective 1: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide internet instruction to all teachers and students. The campus will use Learning.com for all K-5 students.</p> <p>Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing. Meetings occurring twice a month.</p>	<p>Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>Aug 2019 and ongoing</p>	<p>online campus and classroom web sites</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>		<p>Title I - #2, 9, 10</p>
<p>Replace any equipment (to include projectors, computers, and other technology equipment) that is more than 5 years old with new technology. Add to the existing inventory of peripheral and focus devices in the classroom and campus (i.e. one computer on wheels station per grade level)</p>	<p>Technology campus coordinator Campus Instructional Technologist Campus Administrator</p>	<p>Local technology budget Title I</p>	<p>Aug 2019 – May 2020</p>	<p>Computer inventory</p>	<p>More devices available to enhance the students educational experiences</p>		<p>Title I, #1, 9, 10</p>

District Goal 6: Technology**Campus Objective 1: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Determine needs, make selections, and purchase technology supplies or supplies with the input of staff to include: <ul style="list-style-type: none">• White copier paper• Laptops/computers/printers• Conan Lease/Laminator machine• Technology Licenses• TruTouch Multi display board• Promethean boards/head phones/LED monitor• Poster maker printer• Document readers/chrome books	Principals, Asst. Principal	Title 1 211, SCE, Local Funds 199	August 2019- May 2020	Walkthroughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	Needs Survey	Title 1 - #1, 8

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

Campus Objective 1: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Assist campuses with individual student needs (medical, dental, vision, hearing, personal services) Action Steps: -coordinate with social services agencies (such as counseling, welfare, migrant, housing, and emergency) -provide referral for services</p>	<p>-Director of Health Services -Nursing Staff -Counseling staff -Migrant Office staff</p>	<p>-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP, school departments</p>	<p>August 2019- June 2020</p>	<p>Assistance provided to students as needed</p>	<p>Health/welfare Needs Met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers</p>	<p>August 2019- June 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 adolescent general well-being by increasing knowledge and access to medical and mental health care.</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-School based clinics -Local health care providers -Local hospitals</p>	<p>August 2019- June 2020</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decrease percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide support services including determent of bullying/emotional abuse, suicide risk.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Report all incidents to counselor/ administrator -Continued use of the bullying/suicide support app 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Behavioral Centers -PSJA LPC 	August 2019- June 2020	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
<p>Increase the safety of all students and staff</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Emergency medical services from Pharr, San Juan and Alamo 	August 2019- June 2020	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10
<p>Red Ribbon Activities to provide anti-drug message to the students. Red Ribbon materials and prizes.</p>	Counselor	Curriculum Anti Drug Materials	August 2019- May 2020	Scheduled activities during the Month of October.	Student will be able to distinguish right from wrong.	Questioning and discussions.	Title 1 -#10

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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> <p>Action Steps:</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. 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Texas Tropical -Behavioral Centers -Police Departments 	<p>August 2019- June 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>Side by side data analysis</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 	<ul style="list-style-type: none"> -Athletic Department -LPC 	<p>August 2019- June 2020</p>	<p>Ongoing one to one assistance of emotional needs.</p> <p>Nurses 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>

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

Campus Objective 1: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along with coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. -Provide for a recess during the lunch hour and allow for teachers to call for recess during the day 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Child nutrition department -Coaching staff -Dietician DHR school based clinic 	<p>August 2019- June 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>

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

Campus Objective 2: Proper training and implementation of all school staff for effective school security and safety.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conducting daily security/safety audits of campuses	Security and Safety Department	Local Funds	August 2019- June 2020	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all staff on proper confrontational management techniques	Safety department Campus Administration	Local Funds	August 2019- June 2020	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures	Safety department Campus Administration	Local Funds	August 2019- June 2020	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Training all staff to always be professional and courteous to all students and staff	Safety Department Campus Administration	Local Funds	August 2019- June 2020	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10

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

Campus Objective 3: School attendance/nonattendance improvement initiatives will be monitored effectively to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Promote consistent admission/ enrollment procedures to ensure student engagement and quality data.</p> <p>Encourage migrant student attendance through Migrant voucher</p>	<p>Pupil Accounting Director, Campus Personnel, District Program, Directors (Bilingual, Migrant, Special Education, CTE)</p>	<p>Local Funds</p> <p>Uniform Voucher Title I Part C</p>	<p>August 2019- June 2020</p>	<ul style="list-style-type: none"> -Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training 	<ul style="list-style-type: none"> -District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS 	<p>Ongoing Data Validation</p> <p>Leaver Reviews</p> <p>Semi-annual and Yearly Comparison Reports</p>	<p>Title 1--#10</p>
<p>Dissemination of Attendance/Non-attendance guidelines and compliance.</p>	<p>Pupil Accounting Director, Campus Personnel</p>	<p>Local Funds</p>	<p>August 2019- June 2020</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training</p> <p>Development and Implementation of Truancy and Dropout System Application</p>	<p>Increase of student attendance through daily, six weeks and year report</p> <p>Decrease in discipline and truancy.</p>	<p>Data Analysis Review</p> <p>Updated through corrective measures.</p>	<p>Title 1--#10</p>

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

Campus Objective 3: School attendance/nonattendance improvement initiatives will be monitored effectively to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> School messenger 	Pupil Accounting Director	Local Funds	August 2019-June 2020	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report Onpointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through district personnel to ensure student academic success.	Pupil Accounting Director	Local Funds	August 2019-June 2020	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 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	Feb.-Aug.	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery 	Staff Retention reports	Title 1--#5
Unique district incentives <ul style="list-style-type: none"> Paying of Local Days District contribution for employee medical plan 	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> Staff retiring from district 	More experience work force	Title 1--#5
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified 	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> Staff hired High teacher retention rate 	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	Title 1--#5
Hire University Student Interns that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	Title 1--#5

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principals training on interviewing, documentation of teachers	HR Admin, I3 dept. staff	Documentation Handbook	Nov.-March	<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 Better documentation of staff not meeting performance standards 	Title 1--#5
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Title One, Local funds, I3 Invest in Innovation funds	August 2019- July 2020	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1--#5
On-going professional development of District Curriculum - To include off duty pay (Saturday/holiday training) for triaining – i.e. Forde Farrier, Sharron Wells, Write from the Beginning, Pearlize Math, Diana Ramirez, CALP	Director Department Instructional Coaches	Title One, Local funds, I3 Invest in Innovation funds	August 2019- July 2020	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title 1--#5
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Director Department Instructional Coaches	Title One, Local funds, I3 Invest in Innovation funds	August 2019- July 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	Title 1--#5

District Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	August 2019- May 2020	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1--#5
Implement an effective instructional coaching system with on-going professional development.	Director Campus Principals	Title One Local Funds	August 2019- August 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1--#5
Monthly professional development meetings for both elementary and secondary level instructional coaches	Director External Coaches	Title One Local Funds	August 2019- May 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1--#5
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Lead Learner	Director Campus Instructional Coaches	Title One Local Funds	August 2019- May 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1--#5
Monthly progress monitoring campus visits and Instructional rounds	Director Campus Instructional Coaches	Title One Local Funds	August 2019- May 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Mid-term and summative evaluations RRR	Title 1--#5