



**Campus Improvement Plan  
2019-2020**



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## Mission Statement

*The mission of Santos Livas Elementary is to provide a supportive learning environment that involves the entire learning community. The administration along with staff and community will strive to meet the needs of ALL students.*

*Our parents will be involved in the learning process throughout the school year. We will all be committed and strive to seek our **Quest for Excellence** by having a strong innovative instructional program that will enable our students to become successful and well-rounded individuals.*

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

### ***Guiding Principles “Lion Paws”***

- Prepare self
- Act respectfully
- Work together
- Safety first

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

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

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

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

### **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

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

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

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

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

### **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

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

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

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

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

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

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

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

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

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

## **Title I, Part A**

### **School wide Components:**

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

# Comprehensive Needs Assessment

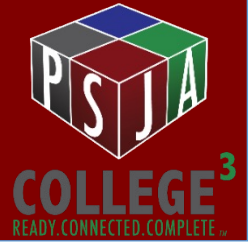


**COLLEGE<sup>3</sup>**  
READY. CONNECTED. COMPLETE.™

## Data Resources Reviewed

1. 2018-2019 STAAR Campus Summary STAAR Report
2. 2018-2019 System Safeguards
3. 2018-2019 Distinctions Designation Summary
4. 2018-2019 Attendance
5. Discipline Referrals
6. PEIMS Demographics
7. Walk-through Data
8. Parental Involvement Data
9. McRel Teacher Evaluations
10. Professional Development Plan
11. Teacher Certifications
12. TELPAS Scores
13. Technology Inventories
14. TPRI/Tejas Lee/ Mclass Reports
15. Voyager Reports

# 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.

#### Needs:

System Safeguards Data: No results available for Special Ed.

In STAAR Writing, the Approaches level 80%, Meets level 57%, Masters 18%.

#### Personnel Needs:

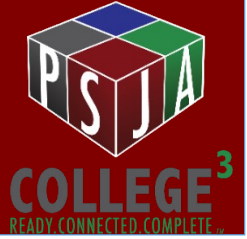
The Santos Livas Elementary Administration must work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

#### Professional Development Needs:

The Santos Livas Elementary Staff 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

#### Special Education:

##### Strengths:

- In STAAR Writing, Approaches Grade Level for EL students at Livas was 88%.
- In STAAR Math, Approaches Grade Level for All students at Livas was 91%.

##### Needs:

- In STAAR ELA/Reading, Approaches Grade Level for SpEd students at Livas was 68%.
- In STAAR Science, Approaches Grade Level for EL students at Livas was 72%.

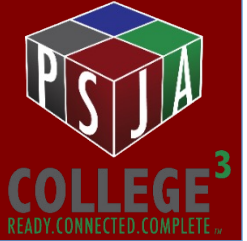
#### Personnel Needs:

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

#### Professional Development Needs:

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

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### English Language Learners (ELL):

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 ELL students. The Santos Livas Elementary Administration also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our 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.

As evidence in the STAAR assessments, the results are as follows:

Reading	80% ( 85% All Students)
Mathematics	92% ( 91 % All Students)
Science	72% ( 80% All Students)
Writing	88% ( 83% All Students)

#### Needs:

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

- In Reading, the achievement gap in 2018-2019 between ELL and All student is -5%
- In Science, the achievement gap in 2017-2018 between ELL and All students is -8%.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

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

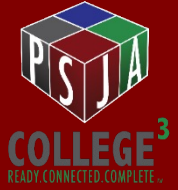
#### Needs:

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

Reading	83%	( 85% All Students)
Math	91%	( 91% All Students)
Writing	82%	( 83% All Students)
Science	78%	(80% All Students)

- In Reading, the achievement gap between Eco Dis and All students 2018-2019 is -2%.
- In Writing, the achievement gap between Eco Dis and All students 2018-2019 is -1%.
- In Science, the achievement gap between Eco Dis and All students 2018-2019 is -2%

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### All students

##### Needs:

In 2018-2019, attendance rate was 97.2 %, there was an increase when compared to 2017-2018 ( 97.5%).

##### Interventions:

- Campus Leadership Team will create a calendar for Parent Meetings that will inform them of the importance of attendance to include curriculum nights, STAAR parent meetings, monthly calendars and use of Class Dojo.
- Classroom teachers will present to students the same information that parents receive as well as incentives such as weekly Lions Arcade and teacher classroom incentives.
- Announce weekly attendance on Mondays (top class per grade level.)
- Identify students who are frequently absent by grade level and create an action plan for intervention.
- Students with 7 or more absences will participate in the Attendance Recovery Program.

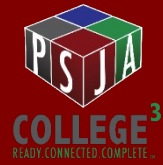
Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain 1: Student Achievement	<ul style="list-style-type: none"> <li>Campus received a scale score of 82.</li> </ul>	<ul style="list-style-type: none"> <li><b>All students decreased in 5<sup>th</sup> grade science. Target was 85% , ALL students achieved a 80%</b></li> </ul>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> <li>5<sup>th</sup> grade science</li> </ul> <p><b>SMART Goal: 85% or Higher</b></p>
2	Domain 2: Part A: Academic Growth	Campus received a scaled score of 74.	<p>STAAR Math</p> <ul style="list-style-type: none"> <li>All students decreased in the number of master level. The target was 30%. All Students achieved a 22%.</li> </ul>	<ul style="list-style-type: none"> <li>Address the needs of identified students to meet the progress measure in 2019-2020 in Reading and Mathematics</li> <li>SMART Goal 2019-2020</li> <li>Reading 80% or higher</li> <li>Math 75% or higher</li> </ul>
3	Domain 2: Part B: Relative Performance	<ul style="list-style-type: none"> <li>There were 86.3 % of students identified as Economically Disadvantage and we earned 54% student achievement. We earned a 90% for Domain 2 Part B.</li> </ul>	<ul style="list-style-type: none"> <li>Economically Disadvantaged students had a passing percentage of 54% overall all.</li> </ul>	Special population groups will receive additional support and intensive interventions in reading, writing, math, and science.
4	Domain 3: Closing the Gaps	Campus exceeded the state target for Domain 3 of 44% with a 89%.	<ul style="list-style-type: none"> <li><b>Increase the percentage of students either reaching meets or Masters level in math and reading</b></li> </ul>	<ul style="list-style-type: none"> <li>Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course</li> <li>Revise curriculum</li> <li>Assess and Monitor frequently through common formative assessments</li> <li>SMART Goal 2019-2020</li> <li>85 % or above for Reading</li> <li>85% or above for Math</li> </ul>

## Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>• Neighborhood school</li> <li>• Renovations</li> <li>• Communication in both English and Spanish</li> <li>• Community involvement is high</li> <li>• Parent Center for District</li> <li>• Business Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parent volunteer program is low in the number of parents participating</b></li> <li>• <b>Low Average of parents with high school diplomas and/or postsecondary education</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for parents to receive postsecondary training/education</li> <li>• Continue and strengthen curriculum meeting at all levels</li> <li>• Conduct PAC Meetings on a monthly basis</li> <li>• Engage parents through curriculum night</li> </ul>
6	Technology	<ul style="list-style-type: none"> <li>• Availability of technology resources for students and teachers, and staff.</li> <li>• Purchased more technology software</li> <li>• Beebots</li> <li>• Tablets ( cow) 2</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor</li> <li>• Need more hardware for classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on the implementation of technology integration; increase on-line resource use</li> <li>• Aligned Technology TEKS across the grade levels for implementation.</li> <li>• Purchase computers, document readers, data projectors and printers for classroom use</li> </ul>
7	School Culture and Climate	<ul style="list-style-type: none"> <li>• Good student attendance</li> <li>• Collaborative Learning Communities with common morning Team meetings (weekly)</li> <li>• CLF implementation</li> <li>• CLL</li> <li>• Customer Service</li> <li>• College for All Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Small decrease in student enrollment</li> <li>• Daily Attendance</li> <li>• ARP</li> </ul>	<ul style="list-style-type: none"> <li>• Build public relations</li> <li>• Improve student retention</li> <li>• Communicate more through class Dojo with parents</li> </ul>
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy</li> <li>• McRel Evaluation Tool</li> <li>• Staff collaboration through CLC's</li> <li>• Leadership opportunities for teachers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Improve knowledge of the instructional process and TEKS curriculum –assessment alignment.</b></li> </ul>	

# CAMPUS DEMOGRAPHICS



	ALL	SPED	LEP	MIGRANT	ECD	GT
Number	613	41	276	15	539	27
Percent	100%	6%	45%	2%	88%	4%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	613	609	0	1	1	2
Percent	100%	99.8%	0%	0.16%	0.16%	0.32%

# Accountability System Summary and Goals 2019



Domain 1	Student Achievement			
	Reading	Mathematics	Writing	Science
Approaches	85%	91%	83%	80%
Meets	53%	53%	63%	47%
Masters	24%	24%	15%	19%
<b>2020 Goals</b>				
Approaches	90%	95%	88%	85%
Meets	60%	60%	60%	60%
Masters	30%	30%	20%	30%

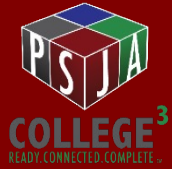


# Accountability System Summary and Goals 2019



Domain 2 School Progress	Part A: Academic Growth		
	2019		2020 Goals
Points from 1/2 Point	17		30
Points from 1 Point	192		220
Domain 2 Relative Performance	Part B: Relative Performance		
% Economically Disadvantaged	STAAR Performance	Rating	2020 Goal
86.3	54	A	A

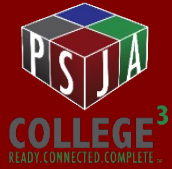
# Accountability System Summary and Goals 2019



## Academic Achievement (Percentage at MEETS Grade Level or Above)

Domain 3			Closing the Gaps										
	All	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current and M4)	Special Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Elig.
Reading	53		53			52	48	46		57	31	6	7
Targets	44	32	37	60	74	19	33	29	36	46	42		
2019 Goals	60		60			55	55	60		60	50	7	7
Math	53		53			68	50	46		54	48	7	7
Targets	46	31	40	59	82	23	36	40	44	47	45		
2019 Goals	60		65			70	60	60		65	60	7	7

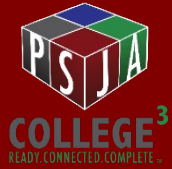
# Accountability System Summary and Goals 2019



## Academic Growth

Domain 3			Closing the Gaps										
	All	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current and M4)	Special Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Elig.
Reading	70/Y		70/Y				70/Y	70/Y		66/Y	66/Y	5	6
Targets	66	62	65	69	77	59	64	64	65	66	67		
2019 Goals	75		75			65	75	75		75	75	6	6
Math	73/Y		73/Y				74/Y	71/Y		73/Y	74/Y	6	6
Targets	71	67	69	74	86	61	68	68	70	71	70		
2019 Goals	75		75				75	75		75	85	6	6

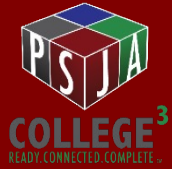
# Accountability System Summary and Goals 2018



## Student Achievement Domain and Student Success Status

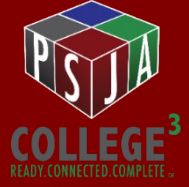
Domain 3		Closing the Gaps											
	All	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current and M4)	Special Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Elig.
Domain 1	54		54				52	51		56	46	7	7
Targets	47	36	41	58	73	23	38	37	43	48	45		
2019 Goals	60		60			35	60	60		60	55	7	7

# Campus Overall Rating Calculation



Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
<b>Student Achievement</b>	<b>82</b>				
<b>School Progress, Part A</b>	<b>74</b>				
<b>School Progress, Part B</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>70%</b>	<b>63.7%</b>
<b>Closing the Gaps</b>	<b>89</b>			<b>30%</b>	<b>25.5%</b>
<b>Overall Score</b>					<b>90</b>
<b>2019 Campus Overall Rating</b>					<b>Met Standard</b>

## 2018 – 2019 Campus Goals



1. Student Achievement
2. Student Progress
3. Closing the Gaps
4. Prepare all students for postsecondary education
5. Family and Community Involvement
6. Technology
7. School Culture and Climate
8. Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement Writing Curriculum for 4 <sup>th</sup> grade assessed on HB5 will be scheduled in May-June [2020].	Assistant Superintendent for C&I Executive Officer for Elem. Schools	Local Funds, Title 1 Funds	<b>Sept. 2019 – August 2020</b>	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
All teachers will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Assistant Supt for C&I Executive Officer for Elem. Schools	Local Funds, Title 1 Funds	<b>Sept. 2019 – August 2020</b>	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students and/or tutoring students using materials such as: <ul style="list-style-type: none"> <li>• Write from the beginning (PK-3<sup>rd</sup>)</li> <li>• Hire consultants to train teachers-Bill McDonald</li> <li>• How to (Ice-cream sundae, Banana split, Popcorn, fruit salad, Smores,</li> <li>• Figurative writing</li> <li>• Expository</li> <li>• Narrative</li> <li>• Step up to STAAR</li> <li>• Motivational Writing</li> <li>• Kamico Writing</li> <li>• STAAR Coach</li> <li>• Countdown to STAAR</li> <li>• Writing folders</li> <li>• Pencils /Markers/Sharpies,</li> <li>• <b>Curriculum planning (TEKS)</b></li> </ul>	Bilingual Director, Special Ed Director, Assistant Supt for C&I	Local Funds 199, <b>Title 1 Funds 211,</b> State Comp 199, Title III 263, SpEd 224	<b>Sept. 2019 – August 2020</b>	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Academic Calendars will be implemented for all courses. (timelines will be written for all HB5 courses)	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	Sept. 2019 – May 2020  <b>Pg 23</b>	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

## Campus Goal 1: Improve Student Academic Achievement

### Objective 1: Curriculum will be horizontally aligned in 2018-2019 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
CBA's, Weekly Benchmarks will be used to monitor the effectiveness of the curriculum, teaching and learning	District Content Coordinators	Local Funds, Title 1 Funds	September 2019 – August 2020	Scores in DMAC	Increase in Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Data Desegregation of Campus Performance Review sessions (CPRs) will be held at Santos Livas Elementary following each district level CBA or Benchmark for in-depth analysis of the data	Principals, facilitator & teachers	Local Funds, Title 1 Funds	Sept. 2019 – May 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Increase in Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Instructional Coaches, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principals, facilitator, CLL,CLF	Local Funds, Title 1 Funds	Sept. 2019 – May 2020	Walk-through documentation	Increase in Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Team Leaders will be meeting with grade level teachers to review scores and implement strategies to assist in student's learning	Grade level chairs, teachers, CLL,CLF	Title 1 Funds	Sept. 2019 – May 2020	Agendas and Sign-in Sheets	Increase in Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Tutoring will be available for students that are struggling in the subjects of reading, writing, math and science: <ul style="list-style-type: none"> <li>Utilize computer software for tutoring and daily instruction</li> <li>Parti – time Professional Tutors</li> <li>After school Tutoring</li> </ul>	School administration CLL,CLF	Title One Funds	Sept. 2019 – May 2020	Tutoring logs, Lesson Plans, Timesheets Attendance Rosters	Increase in Benchmark scores, along with student gains.	CBA BM1 BM2	Title 1 1-3



**Campus Goal 1: Improve Student Academic Achievement**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be administered for each subject area.	Principal Assistant Principal Teachers	Local Funds, Title 1 Funds	June 2019 –May 2020	Completed CBAs Benchmarks Progress Monitoring Voyager TPRI/Tejas Lee MClass	Benchmark scores, student achievement gains DMAC reports	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee Mclass Pre-Las LAS Links	Title 1 - #8
Administration from each campus will be trained on how to administer CBAs and Benchmarks at the depth and complexity of STAAR	Administrators Principal Assistant Principal Teachers	Local Funds, Title 1 Funds	August 2019 – May 2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar	Principal Assistant Principal 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, TPRI	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2015-16.	Principal, Assistant Principal 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, TPRI	Title 1 - #8

## Campus Goal 1: Improve Student Academic Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 48 hours of the test administration	Campus Principal and Assistant Principal	Local Funds, Title 1 Funds	October 2019 November 2019 December 2019 February 2020	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available at each campus for data analysis and monitoring student progress.	Campus Principal Assistant Principal and Teachers	Local Funds, Title 1 Funds	August 2019- May 2020	Walk-throughs	Benchmark scores, student achievement gains Fluency Checks Letter and sound recognition	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Campus Principal and Assistant Principal	Local Funds, Title 1 Funds	October 2019 November 2019 December 2019 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&I, Administrators Campus Principal Assistant Principal	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 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.	Campus Principal Assistant Principal Librarian Teachers	Local Funds, Title 1 Funds	August 2019- May 2020	A.R. reports	STAR reports Fluency Checks Student achievement gains	STAR	Title 1

**Campus Goal 1: Improve Student Academic Achievement**

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

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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
District level monitoring of the progress of migrant students will be done immediately following each CBA and BM P-SJ-A ISD mandatory school uniforms	Migrant Director, Administrator for Student Success	Migrant Funds 212	August 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of special education students will be done immediately following each CBA and BM	Special Education Teacher, Administrator for Student Success	Special Ed Funds 224	August 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Dual Language/ESL Teachers, Administrator for Student Success	Title III 263	August 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

**Campus Goal 1: Improve Student Academic Achievement**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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	M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each campus level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Campus Principals, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, Sp Ed 224	October 2019-April 2020	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for campus teachers by administrators.	Administrators	Local Funds 199, Title 1 Funds 211	October 2019-April 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Campus Goal 1: Improve Student Academic Achievement**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be implemented and shared with each staff members.	Administrators and staff members	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2019-2020	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus Goals specific for each subgroup will be implemented at the campus using the campus template.	Administrators and staff members	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2019-2020	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	M Class Assessment, TPRI, Tejas Lee, 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	Administrators	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2019-2020	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

**Campus Goal 1: Improve Student Academic Achievement 2018-2019**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Breakfast tutorials 30 minutes daily using I station or TTM</p> <p>45 minute Academic interventions for 45 minutes afterschool and Saturday tutorials will be available for students in each subgroup. following each campus -level CBA and Benchmark</p>	<p>Campus administrators, Instructional Coach, and teachers</p>	<p>Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224</p>	<p>August 2019-July 2020</p>	<p>Tutorial Sign-in sheets, Schedules, lesson plans</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1 and #9</p>
<p>Parent Academic Conferences will be conducted following each campus level CBA and Benchmark with parents of students in the identified subgroups to share interventions available</p>	<p>Campus administrators, Instructional Coach, and teachers</p>	<p>Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224</p>	<p>October 2019-2020</p>	<p>PAC sign-in sheets and schedules</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program</p>	<p>M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #6</p>
<p>Provide Lead4Ward training for teachers</p>	<p>Campus administrators and Instructional coach</p>	<p>Title 1 Funds</p>	<p>July 2019-2020</p>	<p>Agendas and Sign-in Sheets</p>	<p>Benchmark scores, student achievement gains</p>	<p>M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #4</p>

## Campus Goal 1: Improve Student Academic Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Asst Supt for C&I	Local Funds 199	October 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5	Coordinators School Administration	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 3X weekly in elementary schools for unpacking the TEKS and lesson plan collaboration	Campus Administrators	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
Teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Coordinators Campus administrators, Instructional coach	Title 1 211, Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Instructional Coaches	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

**Campus Goal 1: Improve Student Academic Achievement (Index 1) Santos Livas Elem-121 2018-2019**

**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
Rtl training will be provided for all staff members to address the needs of all students. 31 <sup>st</sup> RGVSA Annual conference Pearlized Math 52 Annual RGVCTM Conference 8 <sup>th</sup> annual Assessment conference ELAR/SLAR TEKS WORKSHOP DMR MODULE 1 (TEKS) Supplies and materials for staff development TEEM SUMMER INSTITUTE 2019	Rtl District Coordinator RTI Committee Members	<b>Title 1 /166 SCE                      288-13 / 641100</b>	August 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director, Strategists.	<b>Title 1/ 166 SCE                      288-13 / 641100</b>	August 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and Rtl training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director, Supervisors	<b>Title 1/ 166 SCE                      288-13 / 641100</b>	August 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Lead4Ward training for all principals, assistant principals, and deans on Data Analysis/Differentiated instruction.	Assistant Superintendent for C&I	<b>Title 1/ 166 SCE                      288-13 / 641100</b>	August 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4



**Campus Goal 2 Improve Student Progress in Reading, Math and Writing. Santos Livas Elem.-121**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be implemented through thematic-based instruction and CIF teaching strategies <b>Education Galaxy, LLC</b> Writing package Kamico (writing material) LAKESHORE (instructional material/supplies) Forde-Ferrier instructional material Voyager Learning (Passport)	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	<b>Title 1- 211 166 SCE</b> , Local Funds 199	August 2019 August 2020	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS, TPRI, Voyager, Fluency Check, M-Class, CLI Engaged, Dolch Words	1, 2, 3, 4, 9
Use DMR strategies, and TEKS analysis to determine depth and complexity of each student expectation	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	<b>Title 1 -211 166 SCE</b> , Local Funds 199	August 2019 August 2020	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	Diana Ramirez, Figure 19, Bill McDonald, WFTB, District Timeline, CLC's, Grade Level Meetings,	1, 2, 3, 4, 9
Writing Rubrics will be implemented and used campus wide. Teachers will attend Bill McDonald Trainings.	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	<b>Title 1- 211 166 SCE</b> , Local Funds 199	August 2019 August 2020	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	WFTB, Bill McDonald,	1, 2, 3, 4, 9
Depth of Knowledge Questions will be implemented for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	<b>Title 1- 211 166 SCE</b> , Local Funds 199	August 2019 August 2020	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9

## Campus Goal 2 Improve Student Progress in Reading and Math

### Objective 1: Reading/Writing Instruction will be aligned district-wide. Santos Livas Elem. 121

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
A minimum of 3 compositions per six weeks will be required at each grade level <b>Forde-Ferrier curriculum</b> <b>Hire Retired teacher tutors (supplemental pay)</b> <b>Instructional material (warehouse)</b> <b>Mentoring minds- Think up</b> <b>Supplemental pay for Teachers / Paraprofessionals for Summer school</b>	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	<b>Title 1</b> <b>SCE 211-166</b> Local Funds 199	<b>August 2019- August 2020</b>	Completed composition prompts in Curriculum Documents; walk-throughs, grade books	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, Rubric Assessment,	1, 2, 3, 4, 9
STAAR Literature questions will be implemented for each literary piece/all genres	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	<b>Title 1</b> <b>SCE 211-166</b> Local Funds 199	<b>August 2019- August 2020</b>	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
Two aligned CBAs and two district Benchmarks will be administered campus wide	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	<b>Title 1</b> <b>SCE 211-166</b> Local Funds 199	<b>August 2019- August 2020</b>	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	1, 2, 3, 4, 9
Data will be used to address tutorial lessons and to implement spiraled skills	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	<b>Title 1</b> <b>SCE 211-166</b> Local Funds 199	<b>August 2019- August 2020</b>	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS, TPRI, Voyager, STAR Report	1, 2, 3, 4, 9
Data will be used to identify students in need of extended learning opportunities	Principal, AP, Teacher, Para Professional, Counselor, Music Teacher, P.E. Coaches, Sp. Ed, Librarian, Resource Teacher, CIF Coach	<b>Title 1</b> <b>SCE 211-166</b> Local Funds 199	<b>August 2019- August 2020</b>	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs,	CBAs, BMs, STAAR, TELPAS, TPRI, Voyager, STAR Report	1, 2, 3, 4, 9

## Campus Goal 2 Improve Student Progress in Reading and Math

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be implemented for PreK-5 using CIF strategies	Principal, Assistant Principal, Instructional Coach and Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Think through Math.	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation with Pearlized and Sharon Well	Principal, Assistant Principal, Instructional Coach and Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will receive training on unpacking the math TEKS and analyzing data.	Principal, Assistant Principal, Instructional Coach and Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide	Principal, Assistant Principal, Teachers	Title 1 211, Local Funds 199	October 2019-April 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
Data will be used to inform tutorial lessons and to identify spiraled skills	Assistant Principal, Teachers and Tutors	Title 1 211, Local Funds 199	August 2019-May 2020	Lesson Plans, Enrichment Period, Attendance Sheet	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #9

## Campus Goal 2 Improve Student Progress in Reading and Math

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Data will be used to identify students in need of extended learning opportunities	Principal, Assistant Principal, 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, #9
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format. Such as IXL, Kamico, Brain pop Jr, Ford Ferrier, Daily Moose, America Math, Fast Focus, Countdown to Math, Istation, Go Math, Manipulatives, Kamico, Wrap-Ups. STAAR Ready.	Principal, Assistant Principal, 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 - #2
Exit tickets will be developed aligned to the skill of the day	Instructional Coach, Classroom Teachers, Paraprofessionals	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs, lesson plans, CIF strategies/Protocols	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAA	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Provide Sharon Wells training on effective teaching strategies for elementary math teachers.  Provide Pearlized Math training for 1 <sup>st</sup> grade teachers	Assistant Superintendent for C&I, Principal, Assistant Principal, Teachers	Title 1 Funds	August 2019-March 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Special Population students with math concepts in native language and reinforce English.	Principal, Assistant Principal, Classroom Teachers, Paraprofessionals	Title 1 Funds	September 2019-April 2020	Lesson Plans, Translation, Workbooks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Campus Goal 3: Close the student achievement gap among all populations. Santos Livas Elem.- 121**

**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>1. Include supplemental aids, ELPs strategies in the curriculum guides and materials needed to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> <li>•Dictionaries, paper, pencils</li> <li>•Nonlinguistic Representation Activities,,laminating machine</li> <li>•Frayer model posters</li> <li>•Interactive Word Walls</li> <li>•Thinking Maps/Instructional Posters, tag paper, colored paper, notebook binders,</li> <li>•Graphic Organizers</li> <li>•Voyager Program</li> <li>•iStation/Learning .com</li> <li>•Motivational Math, I Reading, Science,Writing</li> <li>•Write from the beginning</li> <li>•Texas Treasures/TPRI</li> <li>•Unique Learning RDG/Math</li> <li>•Go Math/library books</li> <li>•Tutoring/Part time Professional Tutors afterschool/Saturday.</li> <li>•Manipulatives for all subjects</li> <li>•Science Fusion materials</li> <li>•Reach Adoption materials</li> <li>•STAAR Ready/Countdown</li> <li>•Think through Math</li> <li>•<b>Student instructional material (Lakeshore-gateway) Central supply warehouse) Canon copiers/Copy graphics repair service /staples</b></li> </ul>	<p>Assistant Superintendent for C&amp;I, District Content Coordinators, Bilingual Director, Special Ed Director, Teachers</p>	<p><b>Title 1 211/166 SCE</b> Local Funds 199 Title III 263, Special Ed 224</p>	<p><b>Aug 2019- Aug 2020</b></p>	<p>Strategies embedded in the district curriculum guides.</p> <p style="text-align: center;"><b>Pg 37</b></p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS, STAAR ALT 2, Fluency tests, TPRI/Tejas Lee Strategies, LAS and Pre LAS, M class</p>	<p><b>Title1/166SCE</b></p>

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

**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
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Campus Administration Instructional Coaches, Bilingual Director Special Ed Director and supervisors	Title 1 211, Local Funds 199 Special Ed 224	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, STAAR ALT 2,	
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress, such as tutoring, Voyager/ Passaporte	Principals, Special Ed Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 224	August 2019- May 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans, RTI	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, STAAR ALT	
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principals, Bilingual Director, Instructional Coaches, District Level Administrators	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, STAAR ALT	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principals, Bilingual Director, Instructional Coaches, District Level Administrators, counselors, Special Ed	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2019- May 2020	Tutorial Logs, Counseling logs Participation rates and rosters, RTI.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, STAAR ALT	

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

**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
6. Review 504 students' performance and progress and provide accommodations and interventions.	Principals, Counselor, Teacher, 504 Coordinators,	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, STAAR A,	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principals, District Level Administrators, 504 Coordinator,	Title 1 211, Local Funds 199	August 2019-May 2020	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports, ARD	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 enrichment period.	Campus Administrators, Teachers, Attendance Clerk,	SCE Funds	August 2019-August 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	
9. Using data room, administrators will monitor assessment results, and lead data analysis discussions with stakeholders and plan appropriate targeted instructional interventions. Different test to be reviewed will be <ul style="list-style-type: none"> <li>• Pre-LAS</li> <li>• LAS Link</li> <li>• MClass/ Checklist PK/ TPRI/ Tejas Lee</li> <li>• TELPAS LEP</li> </ul>	Campus Administrators, Teachers	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	CBAs, BMs, STAAR, TELPAS, STAAR A, STAAR ALT 2, MClass,	39

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

**Objective 1: Increase the number of students that score at the MEETS level on STAAR and the Masters level**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how domains impact designations.	Assistant Supt. For Curriculum & Instructions Central office Instructional Administrators, Principals and Assistant Principals	Local Funds 199	August 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 - #2,4,8,9
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principals, Assistant Principals, Teachers	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 - #2,4,8,9
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, Assistant Principal, Instructional Coaches,	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 - #2,4,8,9
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Assistant Supt for C&I, Administrators for instructions, principal, assistant 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, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#2,4,8,9



**Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)**

**Objective 1: Increase the number of students that score at meets 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 meets and masters levels.	Principal, Assistant Principal, Teachers. Part time professional tutors	Local Funds, Title 1 Funds/ SCE	October 2019- May 2020	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS, STAAR ALT	Title 1 - #2,4,8,9

**Campus Goal 5: Family and Community Involvement Santos Livas - 121**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Parent meetings geared toward knowledge of standardized testing <b>PAC MEETING</b> <ul style="list-style-type: none"> <li>Identify and delineate activities which will maximize involvement of parents.</li> </ul>	Principals, Assistant Principal, Parental Director, Logistic Specialist, Parent Educators	199 Local Funds, 211/166 Title I Funds	August 2019 -August 2020	Sign-in Sheets PowerPoint	Parent Surveys	Summative	Title I- #4, #6
Parent Orientations <ul style="list-style-type: none"> <li>Hold orientation meetings to inform parents on: Assessments by grade levels</li> <li>1. Parental Involvement Policy</li> <li>2. Parent/Teacher/Student Compact</li> <li>3. STAAR Campus reports</li> <li>4. Attendance on assessment days ARP decision making through intervention programs.</li> <li>5. Monday night reading meetings on assessments</li> </ul>	Teacher, Principal, Assistant Principal, Parental Director, Logistic Specialist, Parent Educators	199- LOCAL FUNDS 211-166 Title 1 Funds	August 2019 – August 2020	Sign-in Sheets, Telephone Logs PowerPoint	Parent Surveys	Summative	Title I- #4, #6

**Campus Goal 5: Family and Community Involvement**

**Objective 2: Offer tutoring programs that support students taking assessments**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Sponsor after school tutoring sessions for elementary students; ask parents to assist in supervision in library for family reading nights.</p> <ul style="list-style-type: none"> <li>• Morning tutoring 8:00-8:30</li> <li>Saturday Tutoring 8:00 – 12:00</li> <li>• Saturday Science academies</li> <li>• Bring in presentations speakers (material as required by Science Lab instructor or activities)</li> </ul>	<p>Principal, Assistant Principal, Lab Managers, Librarians Instructional coaches</p>	<p>Title I Funds</p>	<p>May 2020</p>	<p>Sign-in Sheets, Telephone Logs Activity product</p>	<p>Benchmark Scores CBA</p>	<p>STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC</p>	<p>Title I- #2, #9</p>

**Campus Goal 5: Family and Community Involvement**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Modify adult volunteer services program to include students @ all levels <ul style="list-style-type: none"> <li>• Techie club-computer base skills</li> <li>• Earth Club</li> <li>• Choir</li> <li>• UIL Competitions</li> <li>• Cheerleading Parade</li> <li>• Say No to Drugs Parada</li> </ul> (Shirts, transportation, computer tablets, USB and other related materials for tech)	Principal, Assistant Principal, Parental Director, Logistic Specialist, Music teacher and sponsors	Local Funds, Title I Funds	May 2020	Volunteer sign-in card, products	Tally of Volunteer hours	Summative	Title I- #9

**Campus Goal 5: Family and Community Involvement**

**Objective 4: Increase Parental involvement in elementary campuses**

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"> <li>• Curriculum nights</li> <li>• Meet the teacher night</li> <li>• Veterans Day</li> <li>• Awards Ceremony</li> <li>• Graduation Ceremony</li> <li>• School Pep Rallies</li> <li>• Students of the month</li> </ul>	Principal, Assistant Principal, Parent educator Parent Educators and teachers	Local Funds, Title I Funds	May 2020	Sign-in Sheets	Parent Surveys		Title I- #6, #10

**Campus Goal 5: Family and Community Involvement**

**Objective 5: Increase average of parents with high school diplomas**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Increase enrollment of adult Literacy Participation by 15% <ul style="list-style-type: none"> <li>• Home visits to raise awareness of our resources</li> <li>• Hosting Donuts for Dad</li> <li>• Muffins for Mom</li> <li>• Grandparent's Day Readings (paper for fliers, ink, copy machine, reading material, and baked goods)</li> <li>• Poster maker</li> </ul>	Principal, Assistant Principal, Parent Educators Librarians CIT Trainings	Local Funds, Title I Funds	May 2020	Classroom attendance sheets	End of year course completion certificates	Summative	Title I- #6, #10

**Campus Goal 6: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology.  
Santos Livas elem. 121**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through technology trainings. These trainings will be planned for the proper usage of technology within a classroom setting. <b>HP PRO600 G2 ALL IN ONE COMPUTER (LAB)</b></p> <ul style="list-style-type: none"> <li>• Promethean Boards, chromebooks and cart</li> <li>• Projectors- Plates –laptops-document readers-CPS -Clickers, Mimios, Mobi, all software programs</li> <li>• Purchase needed instructional softwares edusmart, TTM, Istation Computers</li> </ul>	<p>Principal Assistant Principal Counselor Strategist Librarian Teacher</p>	<ul style="list-style-type: none"> <li>• <b>211 Title 1-</b></li> <li>• <b>166 SCE</b></li> <li>• 199 Local Funds</li> </ul>	<p>August 2019- August 2020.</p>	<p>Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology</p>	<p>Increased student scores. More usage of technology in the classroom.</p>	<p>Budget reviews and monthly campus visits with principals. Feedback from administrators.</p>	<p>Title 1 3 4</p>
<p>District technology personnel provide resources and support for instructional teachers to work directly within our campus to integrate technology into curriculum.</p>	<p>Principal Assistant Principal Counselor Strategist Librarian teacher</p>	<ul style="list-style-type: none"> <li>• <b>211 Title 1-</b></li> <li>• <b>166 SCE</b></li> <li>• 199 Local Funds</li> </ul>	<p>August 2019- August 2020</p>	<p>Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).</p>	<p>Increased student scores. More usage of technology in the classroom.</p>	<p>Administrative and CIF instructional reviews.</p>	<p>Title 1 3 4</p>
<p>Santos Livas provides technology application skills training. The district also offers courses from the Parental Involvement Department where technology literate personnel conduct these trainings.</p> <ul style="list-style-type: none"> <li>• <b>E-books trainings</b></li> <li>• <b>Home Connect</b></li> <li>• <b>Microsoft</b></li> <li>• <b>Databases</b></li> <li>• <b>Document readers/projectors bulbs,lamps</b></li> <li>• <b>Headphones</b></li> <li>• <b>Mouse &amp; replacements</b></li> </ul>	<p>Principal Assistant Principal Counselor Strategist Librarian Teacher</p>	<ul style="list-style-type: none"> <li>• <b>211 Title 1-</b></li> <li>• <b>166 SCE</b></li> <li>• 199 Local Funds</li> </ul>	<p>August 2019- August 2020.</p> <p><b>Pg 47</b></p>	<p>Sign-in sheets An increase in the number of technology literate and English Proficient parents</p>	<p>Increase in the number of Technology Literate parents, and community members.</p>	<p>Administrative walk through during parent presentations.</p>	<p>Title 1 3 10</p>

## Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
<p>The campus technology personnel will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.</p> <ul style="list-style-type: none"> <li>Accelerated Reader Software</li> </ul>	<p>Principal Assistant Principal Counselor Strategist Librarian Teacher</p>	<ul style="list-style-type: none"> <li>Title 1</li> <li>Local Funds</li> </ul>	<p>August 2019-May 2020</p>	<p>AR reports from schools</p>	<p>Improved scores in reading</p>	<p>Increase in the participation and scores on the AR program</p>	<p>Title 1 3 4</p>
<p>The Technology Department will provide for the delivery of online library/research resources (Destiny Online and MakinVia) 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.</p>	<p>Principal Assistant Principal Counselor Strategist Librarian Teacher</p>	<ul style="list-style-type: none"> <li>Title 1</li> <li>Local Funds</li> </ul>	<p>August 2019-May 2020</p>	<p>Usage reports from the Destiny system.</p>	<p>Increase in the number of students using the Destiny system.</p>	<p>Review of Destiny Reports</p>	<p>Title 1 3 4</p>



**Campus Goal 6: Technology Santos Livas Elem. 2018-2019**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p><b>Audit the curriculum and integrate technology essential knowledge and skills (TEKS) at the K-5 level and update and create courses for Technology Applications.</b></p> <ul style="list-style-type: none"> <li>• <b>Weekly access to computer labs and at least 5 working computers per class.</b></li> <li>• Learning.com</li> <li>• I station Reading Program</li> </ul>	<p>Principal, Assistant Principal, Counselor, Teachers, Instructional Coach, Librarian,</p>	<p><b>Title 1</b> and Local Funds</p>	<p>This is an ongoing process. This will be done Sept 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 Technology Applications Curriculum System.</p>	<p>Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.</p>	<p>Ongoing review of the district course offerings and alignment with state course requirements.</p>	<p>2</p>
<p>Software <b>Computers / Printers/Toner</b> <b>Promethean boards /Bulbs</b> <b>Headphones</b> <b>Laptops/ Ipads, COWS</b></p>	<p>Principal, Assistant Principal, Counselor, Teachers, Instructional Coach, Librarian,</p>	<p><b>Title 1</b> and Local Funds</p>	<p>Ongoing This will be done by June <b>2020</b></p>	<p>Results of technology benchmarks – Learning.com Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.</p>	<p><b>Increased scores on technology benchmarks and state tests.</b></p>	<p>Instructional Technology department campus visits and observations.</p>	<p>2</p>

## Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Continue to support computer assisted instruction in computer labs and distributed settings.</p> <ul style="list-style-type: none"> <li>• Black ink cartridges</li> <li>• Colored ink</li> <li>• Data projectors</li> <li>• Document readers</li> <li>• Clickers</li> <li>• Usb's</li> <li>• Cable splitters\</li> <li>• VGH Cords, mounts, Wiring</li> <li>• Light bulbs for projectors</li> <li>• Batteries</li> <li>• Amplification system</li> <li>• CD Players</li> <li>• Radios</li> <li>• Connection cords</li> <li>• Ebooks</li> <li>• Update Licenses for software</li> <li>• Headphones w/mic</li> <li>• Wireless Cards</li> <li>• Poster maker (for instructional materials)</li> <li>• Promethean pens</li> <li>• Large wide screens</li> </ul>	Principal, Assistant Principal, Counselor, Teachers, Instructional Coaches, Librarian,	Title 1 and Local Funds	Ongoing.	Campus visits to computer labs by Instructional Technology Staff. Learning.Com Program reports (higher TAKS <u>scores</u> ).	Increase in student achievement (higher TAKS scores). Higher TA 8 <sup>th</sup> Grade Scores	Summative-Reports	2
The campus will mandate that all elementary teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Principal, Assistant Principal, Counselor, Teachers, Instructional Coach, Librarian,	Title 1 and Local Funds	2019-2020	LAB usage logs	Increase in student achievement (higher TAKS scores). Higher TA 8 <sup>th</sup> Grade Scores	Reports Instructional Technology department campus visits and observations.	2

## Campus Goal 6: Technology

### Objective 3: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Maintain and update school Intranet/Internet to include campus and classroom websites. Staff will use the district's Share Point site to collaborate with other teachers and with students.</p> <ul style="list-style-type: none"> <li>• Purchase and update Wi-Fi components to insure the entire building has access to internet</li> <li>• Wireless usbs</li> <li>• Intenet cords</li> <li>• Modems</li> </ul>	<p>Classroom Teachers Campus Administration Computer Lab Manager Counselor Librarian MIS Department Technology Dep.t</p>	<p>Title 1, local</p>	<p>Aug. 2019-June 2020</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration on curriculum, business and administrative projects.</p>		<p>4,6</p>
<p>Develop and maintain a school website as a resource for instruction and a tool for school to community communication. The school will provide informational updates on the programs and implementation of technology and other projects ongoing in the school as well as up coming projects.</p>	<p>Classroom Teachers Campus Administration Computer Lab Manager Counselor Librarian</p>	<p>Title 1, local</p>	<p>The school already has a web site which is continually being updated and expanded to include more instructional resources and community information. This is an ongoing and continual process.</p>	<p>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects.</p>		<p>4,6</p>

**Campus Goal 6: Technology**

**Objective 3: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide internet instruction to all teachers and students. The school will use Learning.com for all K-5 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.</p>	<p>Classroom Teachers Campus Administration Computer Lab Manager Counselor Librarian</p>	<p>Title 1, local</p>	<p>ongoing. Aug 2019-June 2020 Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.</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>4,6</p>

**Campus Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Technology Director Central Office Staff</p>	<p>Local Technology Budget, and hardware</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs. 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 on curriculum projects.</p>		

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

**Objective 1: Apply discipline protocols consistently and fairly throughout the district.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Attend Training for Administrators ,teachers, students, and parents on student referral protocols, de-escalation and restorative practices	Principal Asst. Principal Counselor -Security Guard	Local Funds	August 2019- June 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#6, 7, 10
Promote the Be Respectful, Responsible and Be Safe Program Emphasize the expectations on posters and banners.	RTI Committee Counselor Teacher Administration -Security Guard	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
Assist campuses with individual student needs ( medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	Nurse	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2019- June 2020	Assistance provided to students as needed	Health Needs Met	Health records Side by side data analysis	Title 1--#10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources	Nurse	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2019- June 2020	Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed	Less asthma related emergencies	Health Records Side by side data analysis	Title 1--#10
Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.	Nurse Director of Health Services	-School based clinics -Local health care providers -Local hospitals	August 2019- June 2020	Live monitoring of uninsured students with dashboards by individual campus and student	Decrease percentage of student without a medical home	Health Records, 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>Action Steps:                      -Use a common or national outcome measures and/or tool to assess well-being.                      -Develop and disseminate a best-practices document for community providers.                      -Refer children to the appropriate medical services (school based clinics)</p>	<p>Principal                      Assistant Principal                      Counselor                      Staff Members</p>	<p>-School based clinics                      -Local health care providers                      -Local hospitals</p>	<p>August 2019-                      June 2020</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Provide support services including deterrent of bullying/emotional abuse, suicide risk.                      Action Steps:                      -Continued use of the bullying/suicide box,                      Purchase banners promoting a safe environment</p>	<p>Principal                      Assistant Principal                      Counselor                      Staff Members</p>	<p>-Behavioral Centers                      -PSJA LPC                      Videos</p>	<p>August 2019-                      June 2020</p>	<p>Drills run yearly throughout district</p>	<p>Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Increase the safety of all students and staff                      Action Steps:                      -The Emergency Response Plan/Team will be revised and modified annually                      -Training for staff on managing students while emergency is taking place</p>	<p>Principal                      Assistant Principal                      Counselor                      Staff Members</p>	<p>-Emergency medical services from Pharr, San Juan and Alamo</p>	<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>



**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.                      Action Steps:                      -Develop partnerships with parents to establish the responsibilities of each.                      -Resource referrals to programs to deal with pupils at risk                      -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.</p>	<p>Principal                      Assistant Principal                      Counselor                      Staff Members</p>	<p>-Texas Tropical                      -Behavioral Centers                      -Police Departments                      Videos                      -Security Guard</p>	<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.                      -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship.                      -Encourage the participation rate in extracurricular activities.</p>	<p>Principal                      Assistant Principal                      Counselor                      Staff Members</p>	<p>Coach                      Department                      -LPC                      Videos                      -Security Guard</p>	<p>August 2019-                      June 2020</p>	<p>Ongoing one to one assistance of emotional needs.                      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>

**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> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>- Emphasize exercise and nutrition for the development of healthy lifestyle choices in students.</li> <li>-SHAC along with coaches will constantly try to improve amount of physical activity in school setting.</li> <li>-Develop policies that support healthy eating and physical activities.</li> <li>-Become a Healthy USA School and complete the challenge.</li> <li>-Provide public awareness, provide educational materials and appropriate referrals.</li> </ul>	<p>Coaches Nurse -Director of Health Services</p>	<ul style="list-style-type: none"> <li>-Child nutrition department</li> <li>-Coaching staff</li> <li>-Dietician DHR school-based clinic</li> <li>Catch Program</li> <li>Fitness Gram</li> <li>Testing</li> </ul>	<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>Physical Testing</p> <p>Nutrition Guidelines</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.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus will be getting audited. Implement lock downs and drills. Be Responsible-Be Respectful-Be Safe posters, banners and motivational incentives. Show videos and power points on expected behaviors.	Security and Safety Department	Local Funds	August 2019- June 2020	Security Audits sent to all Principals  Via emails and newsletters	Decrease in security incidents	Side by side data analysis	Title 1--#6, 7, 10
DE-ESCALATION TECHNIQUES= Training all security staff on proper confrontational management techniques	Principal Assistant Counselor	Local Funds	August 2019- June 2020	Less incidents of improper force use by De-escalation Techniques	Decrease in security and safety incidents	Side by side data analysis	Title 1--#6, 7, 10
Training all school staff and students on lockdown procedures	Security Director	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--#6, 7, 10
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds	August 2019- June 2020	DE-ESCALATION dress professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#6, 7, 10

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

**Objective 4: Monitor school attendance initiatives to ensure student academic success.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Promote consistent admission/enrollment procedures to ensure student engagement and quality data.</p>	<p>Principal Assistant Principal PEIMS Clerk Teachers</p>	<p>Local Funds</p>	<p>August 2019- June 2020</p>	<p>-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -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. Create large posters with attendance expectations on a poster maker. Create Be Responsible, Be respectful and BE Safe posters for entire campus with expectations outlined</p>	<p>Pupil Accounting Director, Campus Personnel PEIMS Clerk Teachers</p>	<p>Local Funds</p>	<p>August 2019- June 2020</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application</p>	<p>Increase of student attendance through daily, six weeks and year report  Decrease in discipline and truancy.</p>	<p>Data Analysis Review  Updated through corrective measures.</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.**

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 campus monitoring systems to implement effective accountability measures of attendance and address program evaluation</p> <ul style="list-style-type: none"> <li>• School messenger</li> <li>• Personal phone calls</li> <li>• ARP attendance committee meetings</li> </ul>	<p>Principal, Assistant Principal Teacher, ARP committee members</p>	<p>Local Funds</p>	<p>August 2019-June 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 campus personnel to ensure student academic success.</p>	<p>Pupil Accounting Director</p>	<p>Local Funds</p>	<p>August 2019-June 2020</p>	<p>School community Liason Program Personnel E – School Data</p>	<p>Increase in student achievement 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"> <li>Competitive Salaries for Teachers, and all District staff</li> <li>Competitive Stipends for Masters and/or certifications that support district initiatives</li> </ul>	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"> <li>Improvement in student academic scores</li> <li>Improvement in instruction delivery</li> </ul>	Staff Retention reports	
Unique district incentives <ul style="list-style-type: none"> <li>Paying of Local Days</li> <li>District contribution for employee medical plan</li> </ul>	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> <li>Staff retiring from district</li> </ul>	More experience work force	
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> <li>Bilingual/ESL certified</li> <li>Special Education certified</li> <li>Core area certifications</li> <li>Masters degrees</li> <li>CTE certified</li> <li>Advance Placement certified</li> </ul> A passion for students, and commitment to excellence	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"> <li>Staff hired</li> <li>High teacher retention rate</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms have a HQ teacher that is prepared to deliver instruction</li> <li>Teacher will support student success with content expertise</li> </ul>	<ul style="list-style-type: none"> <li>Screen all applicants for best candidates</li> <li>Hold Invitational Job Fairs</li> </ul>	
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	

## 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
Principals will be trained on interviewing , documentation of teachers	HR Admin, Human res dept. staff	Documentation Handbook	Nov.-March	<ul style="list-style-type: none"> <li>Better selection of staff</li> <li>Improvement of documentation of staff</li> </ul>	<ul style="list-style-type: none"> <li>Improve the quality of teachers therefore improving student learning</li> </ul>	<ul style="list-style-type: none"> <li>Hiring of better teachers</li> <li>Better documentation of staff not meeting performance standards</li> </ul>	
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director of HR Department CLL, CLF	Local funds I3 Invest in Innovation funds	August 2019-May 2020	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
On-going professional development of District Curriculum	Director Department CLL,CLF	Local funds I3 Invest in Innovation funds	August 2019-May 2020	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support <ul style="list-style-type: none"> <li>New teachers</li> <li>Other teachers needing support</li> </ul>	Director Department CLL, CLF	Local funds I3 Invest in Innovation 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	CBAs, BMs, STAAR, TELPAS	

## 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
Campus Mentor will be assigned to new teachers. Provide trainings as needed for subject areas of need.	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	Aug. 2019 –May 2020	Mentor Logs	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	Director Campus Principals	Title One Local Funds	August 2019- May 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	
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	
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	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	
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	



**District Goal 8: Staff Quality, Recruitment, and Retention----Santos Livas elem. - 121**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>To promote the retention of highly qualified staff we will provide a positive attitude by doing the following:</p> <ul style="list-style-type: none"> <li>• Mentor Teachers</li> <li>• District inservices</li> <li>• Outside Consultants</li> <li>• Support Staff</li> <li>• Bilingual Inservices</li> <li>• New teacher academies-1<sup>st</sup> year</li> <li>• Region One Inservices</li> <li>• Classroom/Discipline Management</li> <li>• Dual Language Institute</li> <li>• Mentoring Program</li> <li>• Staff development at Campus Level</li> <li>• Grade level Meetings</li> <li>• Feedback from observations</li> <li>• One on one conference (pre conference &amp; post conference)</li> <li>• Additional coaching</li> <li>• Summative conference</li> <li>• Meeting/Confrence/Travel</li> </ul>	<p>Principal Asst. Principal Instructional Coach Grade Level Chair persons\Committee Members</p>	<p>211-Title 1. 199 local Funds</p>	<p>August 2019- May 2020</p>	<p>Sigh in logs</p>	<p>High teacher retention</p>	<p>Progress reports Report cards</p>	<p>Title 1 - #5</p>