



# **Kelly-Pharr Elementary School Campus Improvement Plan 2019-2020**

Board Approved:

## Mission Statement

*PSJA ISD's mission is to develop, in collaboration with the home and community, the potential of all learners to become participating and productive members of society. The district accomplishes this by providing a comprehensive, quality instructional program that is equitable and accessible to all.*

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

### ***Guiding Principles***

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

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

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

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

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

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

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

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

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

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

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

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

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

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

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

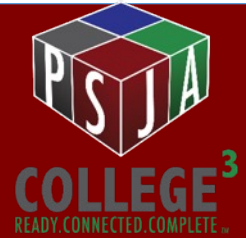
**Objective #9:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## Title I, Part A

### School wide components

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

KELLY-PHARR ELEMENTARY SCHOOL  
“ACHIEVING EXCELLENCE TOGETHER”  
OUR VISION



**“College Ready, College Connected, College Complete”**

The faculty and staff of Kelly-Pharr Elementary School affirm their commitment to excellence in education. To fulfill this commitment, we are dedicated to providing bi-literate learning opportunities for all elementary students in accordance with their needs, backgrounds, interests, and abilities. In our school program we strive to provide a bi-literate balanced curriculum emphasizing academic and social growth and integrating the ideals of democracy and citizenship. We provide the opportunity for the students to have their needs met as they develop individual abilities in a democratic, bi-literate atmosphere: an atmosphere where the students can contribute to be part of the whole. The culmination of our efforts is to instill in our students a lifelong love of learning in two languages thus leading to “College Ready, College Connected, College Complete”.



# Kelly-Pharr Elementary School



## MISSION

### **Mission**

We believe that all elementary children should develop an understanding of the past and identification with the present to meet the challenges in an ever-changing world and to become responsible, ethical members of our society. In order for us to realize our objectives, we, at Kelly-Pharr Elementary School, recognize the need for cooperative efforts of the student, school, home, and community.

### **Goals**

- Integrate technology to enhance learning
- Enhance the home/school/community involvement
- Improve academic achievement in all areas

### **Objectives**

- Increase student technology awareness and competency
- Improve staff and student learning
- Provide an early childhood education that will ensure all early childhood students are kindergarten ready
- Provide programs relevant to the needs and interests of the Kelly-Pharr Elementary School community
- Increase utilization of community volunteers as curriculum and instructional support
- Identify the needs of the school community to improve school climate
- Improve staff skills in effectively addressing Home/School/Community
- Improve state test scores

# Comprehensive Needs Assessment



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## Data Resources Reviewed

1. 2018-19 STAAR Campus Summary Report
2. 2018-19 Campus Attendance
3. 2018-2019 TPRI/Tejas Lee Campus Summary Report
4. 2018-2019 Circle Data
5. Discipline Referrals
6. PEIMS Demographics
7. Walk-through Data
8. Parental Involvement Data
9. McREL Teacher Evaluations
10. Teacher Professional Development Plans
11. Teacher Certifications
12. TELPAS Scores
13. Technology Inventories
14. PBMAS



# Comprehensive Needs Assessment



## Demographics Summary

### Special Education:

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

### Needs:

Reading 77% (85% All Students)

Math 90% (92% All Students)

Writing 67% (95% All Students)

Science 77% (84% All Students)

- In Reading, the achievement gap between special education students and All students 2018-2019 is 8%.
- In Mathematics, the achievement gap between special education students and All students 2018-2019 is 2%.
- In Writing, the achievement gap between special education students and All students 2018-2019 is 28%.
- In Science, there is no achievement gap between special education students and All students 2018-2019 is 7%.

### 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 Education Staff will be included in all Professional Development (PD) provided by the campus/district in the areas that are to be addressed by individual students. 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.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

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

#### Needs:

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

Reading 89% (88% All Students)

Math 91% (92% All Students)

Writing 94% (95% All Students)

Science 73% (75% All Students)

- In Reading, the achievement gap between Eco Dis and All students 2018-2019 is 1%.
- In Mathematics, the achievement gap between Eco Dis and All students 2018-2019 is 1%.
- In Writing, the achievement gap between Eco Dis and All students 2018-2019 is 1%..
- In Science, there is no achievement gap between Eco Dis and All students 2018-2019 is 2%.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p style="text-align: center;"><b>Domain 1 Student Achievement</b></p>	<p>Campus received a 59 in index 1 equated to an 89%</p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade Math and Reading</li> <li>• 4<sup>th</sup> Grade Math and Writing</li> <li>• 5<sup>th</sup> Grade Math and Reading</li> </ul>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade Reading ,Math</li> <li>• 4<sup>th</sup> Grade Reading, Writing</li> <li>• 5<sup>th</sup> Grade Science</li> </ul>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade Reading</li> <li>• 4<sup>th</sup> Grade Reading and Writing</li> <li>• 5<sup>th</sup> grade Science</li> </ul> <p><b>60% of students at the Meets Level</b></p> <p><b>30% of Students at the Masters level</b></p> <p><b>SMART Goal: 90% or Higher</b> At the Approaches level</p>
2	<p style="text-align: center;"><b>Domain II Part A Student Progress</b></p>	<p>Campus received a 79 as a scaled score in this domain. 317.5 points were earned out of a possible 402</p>	<ul style="list-style-type: none"> <li>• 17.5 Total number of tests did not meet progress</li> <li>• 13 Total number of tests did not progress from approaches level</li> </ul>	<ul style="list-style-type: none"> <li>• Address the needs of identified students to meet the progress measure in 2019-20 in Reading and Mathematics</li> </ul>
3	<p style="text-align: center;"><b>Domain II Part B Students Progress Relative Performance</b></p>	<p>Campus received a scale score of an 91. Campus met or exceeded state requirements in 34 out of the 34 possible subgroups.</p>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade Reading ,Math</li> <li>• 4<sup>th</sup> Grade Reading, Writing</li> <li>• 5<sup>th</sup> Grade Science</li> </ul> <p>Increase the percentage of students at approaches, meets and masters by 10% in all areas.</p>	<p>Special population groups (Economically Disadvantaged) will receive additional support and intensive interventions in reading, writing, math, and science.</p>
4	<p style="text-align: center;"><b>Domain III Closing The Gaps</b></p>	<p>Campus met or exceeded state requirements in 34 out of the 34 possible subgroups. Campus scaled score was an 100</p>	<ul style="list-style-type: none"> <li>• In the area of reading the target was not met in All students, special education and continuously enrolled. Students will be identified and target areas of need.</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> </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 outreach</li> <li>• Communication in both English and Spanish</li> <li>• Parental involvement</li> <li>• Parent Center</li> <li>• Business Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Increase parent involvement</li> <li>• Low Average of parents with high school diplomas and/or postsecondary education</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for parents to receive postsecondary training/education (Valley Interfaith)</li> <li>• Initiate parent academic conferences through DE Program</li> </ul>
6	Technology	<ul style="list-style-type: none"> <li>• Availability of technology resources for students and teachers, and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of technology in instruction and increase the use of student technology for instructional rigor</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on the implementation of technology integration; increase on-line resource 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 planning periods</li> <li>• Customer Service</li> <li>• College for All Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a campus-wide discipline plan to ensure that there is consistency.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with outside support (TXCEE) to establish a monitoring system for a campus-wide comprehensive discipline plan.</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>• Mentorship</li> </ul>	<ul style="list-style-type: none"> <li>• New teachers lack basic understanding of the instructional process and TEKS-Curriculum-Assessment Alignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule time for new teachers to observe and work with experienced teachers on a weekly basis.</li> </ul>

# CAMPUS DEMOGRAPHICS



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	ALL	SPED	LEP	MIGRANT	ECD	GT
Number	<b>758</b>	54	400	20	668	14
Percent	100	7.1	52.77	2.64	88.1	1.85

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	758	751	0	1	5	1
Percent	100	99.08	0	.13	.66	.13

# Student Achievement Summary 2019



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	Performance Target 2018	State	Region 1	PSJAISD	Goals 2019
Domain 1 Student Achievement	89				90
Domain II part A School Progress Academic Growth	86				91
Domain II part B School Progress Relative Performance	91				93
Domain 3 Closing the Gaps	100				100

# Domain III 2019



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<b>Campus 2019 Results</b>	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*	% Met for Min Size Req
<b>Reading</b>	54%		54%						52%	46%	51%	
<b>Math</b>	65%	100%	65%						63%	73%	61%	
<b>Percent of Eligible Measures Met</b>												<b>100</b>



Indicates Did Not Meet Minimum Size Requirement

66% =

Met 20 indicators out of 30

# 2019-2020 Kelly-Pharr Campus Goals

## 3<sup>rd</sup> Grade Mathematics

Goals 2020		2018	2019
Approaches	91	81	90
Meets	62	52	61
Masters	36	26	35

## 4th Grade Mathematics

Goals 2020		2018	2019
Approaches	92	82	91
Meets	70	51	69
Masters	47	22	46

## 5<sup>th</sup> Grade Mathematics

Goals 2020		2018	2019
Approaches	91	90	90
Meets	60	66	59
Masters	32	39	31



# 2019-2020 Kelly-Pharr Campus Goals

3 <sup>rd</sup> Grade Reading			
Goals 2020		2018	2019
Approaches	90	78	78
Meets	60	37	47
Masters	30	16	30

4th Grade Reading			
Goals 2020		2018	2019
Approaches	90	84	85
Meets	60	40	54
Masters	30	19	19

5 <sup>th</sup> Grade Reading			
Goals 2020		2018	2019
Approaches	90	71	89
Meets	60	45	54
Masters	30	19	17

# 2019-2020 Kelly-Pharr Campus Goals

## 4th Grade Writing

2019 Goal		2018	2019
Approaches	95	65	94
Meets	75	31	74
Masters	30	4	21

# 2019-2020 Kelly-Pharr Campus Goals



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## 5<sup>th</sup> Grade Science

2019 Goal		2018	2019
Approaches	90	75	84
Meets	60	44	55
Masters	30	19	23

Pharr-San Juan-Alamo Independent School District  
Kelly-Pharr Elementary 2019-2020

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

**Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all HB5 courses and all other courses in 2019--2020.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Summer Curriculum Writing sessions for all of the four-core subjects assessed on HB5 will be scheduled in May-June (2020)	Assistant Superintendent for C&I	Local Funds, Title 1 Funds	Summer 2020	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Teacher representatives from all district campuses will be selected to write the district curriculum	HS, MS, ES Administrators	Local Funds, Title 1 Funds	May 2020	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Curriculum writers 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	Local Funds, Title 1 Funds	June 202-	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	Bilingual Director, Special Ed Director, Assistant Supt for C&I	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Summer 2020	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Academic Calendars will be written for all courses. (timelines will be written for all HB5 courses)	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	Summer 2020	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

Pharr-San Juan-Alamo Independent School District  
Kelly-Pharr Elementary 2019-2020

<b>District Goal 1: Improve Student Academic Achievement (Domain 1)</b>							
<b>Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all HB5.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	District Content Coordinators	Local Funds, Title 1 Funds	June 2019-April 2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principals, Assistant Principals, Instructional Coach	Local Funds, Title 1 Funds	October 2019 December 2019 January 2020 February 2020 March 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October 2019 December 2019 January 2020 February 2020 March 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#2,4,8
Campus Instructional Coaches, assistant principals and principals will monitor the implementation of the curriculum at each campus	Principals	Local Funds, Title 1 Funds	August 2019 – May 2020	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Provide Dana Center training for selected cohort teachers and principals on the vertical alignment of state standards in math and science.	Assistant Superintendent for C&I	Title 1 Funds	August 2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

Pharr-San Juan-Alamo Independent School District  
Kelly-Pharr Elementary 2019-2020

<b>District Goal 1: Improve Student Academic Achievement (Domain 1)</b>							
<b>Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all HB5.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Campus Performance Review sessions (CPRs) will be held at each campus following each window for TPRI/Tejas Lee Assessment for in-depth analysis of the data	Principals, Assistant Principals, Instructional Coach	Local Funds, Title 1 Funds	September 2019 October 2019 January 2020 May 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each window PK Circle Assessment for in-depth analysis of the data	Principals, Assistant Principals, Instructional Coach	Local Funds, Title 1 Funds	December 2019 March 2020 May 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments	Title 1 - #2,4,8
CLC Planning sessions will be held at each campus by grade level	Principals, Assistant Principals, CLL and CLF's	Local Funds, Title 1 Funds	August 2019- May 2020 weekly	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	CBA's, BMs, STAAR, Telpas, TPRI/Tejas Lee, Circle	Title 1 - #2,4,8

Pharr-San Juan-Alamo Independent School District  
Kelly-Pharr Elementary 2019-2020

<b>District Goal 1: Improve Student Academic Achievement (Domain 1)</b>							
<b>Objective 2: Assessments</b> aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-2020							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses	District Content Coordinators	Local Funds, Title 1 Funds	June 2019 – May 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains, progress monitoring	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee	Title 1 - #8
Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC	Assistant Supt for C&I, C&I Administrators	Local Funds, Title 1 Funds	June 2019 – May 2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar	District Content Coordinators	Local Funds, Title 1 Funds	October 2019 December 2019 January 2020 February 2020 March 2020	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2018-19.	District Content Coordinators	Local Funds, Title 1 Funds	October 2019 December 2019 January 2020 February 2020 March 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

Pharr-San Juan-Alamo Independent School District  
Kelly-Pharr Elementary 2019-2020

<b>District Goal 1: Improve Student Academic Achievement (Domain 1)</b>							
<b>Objective 2: Assessments</b> aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-2020							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Teachers will receive assessment data for their students within 48 hours of the test administration	Campus Principals and Deans	Local Funds, Title 1 Funds	October 2019 December 2019 January 2020 February 2020 March 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, CLL	Local Funds, Title 1 Funds	August 2019- June 2020	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Campus Principals and Deans	Local Funds, Title 1 Funds	October 2019 December 2019 January 2020 February 2020 March 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October 2018 December 2018 January 2019 February 2019 March 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8



Pharr-San Juan-Alamo Independent School District  
Kelly-Pharr Elementary 2019-2020

<b>District Goal 1: Improve Student Academic Achievement (Domain 1)</b>							
<b>Objective 2: Assessments</b> aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-2020							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
District level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Migrant Director, Administrator for Student Success	Migrant Funds 212	October 2019 December 2019 January 2020 February 2020 March 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of special education students will be done immediately following each CBA and BM	Special Education Director, Administrator for Student Success	Special Ed Funds 224	October 2019 December 2019 January 2020 February 2020 March 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Dual Language/ESL Director, Administrator for Student Success	Title III 263	October 2019 December 2019 January 2020 February 2020 March 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Provide Dana Center training for cohorted science teachers on creating formative assessments.	Assistant Superintendent for C&I	Title 1 Funds	August 2019- May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/ accommodations for the special education students in their classroom.	Campus Principals, Special Education Teachers/ General Education Teachers	Special Ed 224 Title I Funds 211 Voyager, VPORT and ticket to read, Whisper Phones , Intervention Kits Tier 2	August 2019-June 2020	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Meets and Master levels	Campus Principals, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224 Voyager, VPORT, ticket to read	October 2019 December 2019 January 2020 February 2020 March 2020	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for campus administrators at the elementary, middle and high school levels	C&I Administrators	Local Funds 199, Title 1 Funds 211	October 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Campus Principals, Instructional Coaches, Teachers	Local 199, Title I 211 , State Comp 166, Migrant 212 , Title III 263, SpEd 224 Bus transportation	September 2019- July 2020	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Campus Principals, Deans, Instructional Coaches	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2019 December 2019 January 2020 February 2020 March 2020	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for all principals, assistant principals, and deans on differentiated instruction. And data analysis	Assistant Superintendent for C&I	Title 1 Funds	July 2019 January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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<b>District Goal 1: Improve Student Academic Achievement (Domain 1)</b>							
<b>Objective 3:</b> All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-20 STAAR							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 School wide Components</b>
Lead4Ward training for all teachers on differentiated instruction and data analysis	Principal, Assistant Principal	Title 1 Funds	July 2019-January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBA's, BM's, STAAR, Telpas	Title 1-#4
Professional development training on data analysis will be provided for teachers.	Principal, Assistant Principal	Local Funds 199, Title 1 Funds 211	August 2019 October 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will prepare campus level binders with grade level and campus data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc	Principals Assistant Principal Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2019- June 2020	Teacher Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

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<b>District Goal 1: Improve Student Academic Achievement (Domain 1)</b>							
<b>Objective 4:</b> Professional development specific to the state assessed curriculum will be provided for all district stakeholders							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Domains, 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
Administrators and teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5	Asst Supt for C&I, C&I Administrators, District Content Coordinators	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 and daily at the middle and high schools for unpacking the TEKS and lesson plan collaboration	Campus Principals, and Deans	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Asset Supt for C&I, C&I Administrators, District Content Coordinators	Title 1 211, Local Funds 199	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
Instructional Core training will be required for all administrators and teaching staff.	Instructional Coaches, Principal	Title 1 211, Local Funds 199	August 2019 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RtI training will be provided for all staff members to address the needs of all students.	RtI District Coordinator	Title 1 211	August 2019	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	Title III 263	August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director	Special Ed 224	August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Lead4Ward training for all principals, assistant principals, and deans on Data Analysis/Differentiated instruction.	Assistant Superintendent for C&I	Title 1 Funds	July 2019 January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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<b>District Goal 1: Improve 1270 Student Academic Achievement (Domain 1)</b>							
<b>Objective 4:</b> Professional development specific to the state assessed curriculum will be provided for all district stakeholders							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
DMAC training for all teachers on differentiated instruction and data analysis	Principal, Assistant Principal	Title 1 Funds	July 2019- January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBA's, BM's, STAAR, Telpas	Title 1-#4
Imagine Learning training for all teachers on differentiated instruction and data analysis	Counselor Instructional Coach	Title 1 Funds/SCE Computers, projectors, document readers	November 2019	Agendas and Sign-in Sheets Imagine Learning Reports	Benchmark scores, student achievement gains	CBA's, BM's, STAAR, Telpas,	Title 1-#4
Figure 19 training for all teachers on differentiated instruction and data analysis	Instructional Coach, Lead Teacher	Title 1 Funds/SCE DMR	January 2019	Agendas and Sign-in Sheets Walk-throughs	Benchmark scores, student achievement gains	CBA's, BM's, STAAR, Telpas	Title 1-#4
Differentiated Reading Instruction training for all teachers in PK-2nd.	Principal Assistant Principal	Title 1 Funds	October 2019	Agendas and Sign-in Sheets Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Growth Mindset CAST Annual Conference Rio Grande Valley Science Association	Principal, Assistant Principal, Instructional Coach, CLF Teachers	Title 1 Funds  Title 1 Funds	November 2019- January 2020 October 2019 – May 2020	Agendas and Sign-in Sheets Walk-throughs Registrations	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4



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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies	District ELA Content Coordinators, Instructional Coaches, Teachers	Title 1 211/sce 166,Local Funds 199 Software/headphones, Computers/Chromebooks/chrome book cart, cameras, paper, copier/ lease & overage, copier staples, projectors, document readers, STAAR Master, headphones, literacy resources, inc. Scholastic Manipulatives, instructional material, Voyager, Kamico/STAAR Connection/Accelerated Reader, Education Galaxy, Countdown to the STAAR, Story Works, Chapter books	August 2019- May 2020	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Assistant Superintendent for C&I	Title 1 211, Local Funds 199 RALLY! Education Literacy resources, Inc., Forder Ferrier, Forde Ferrier RTI	August 2019 and on-going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8
Writing Rubrics will be developed and used district-wide	District ELA Content Coordinators	Title 1 211, Local Funds 199 Internet access/copier, read, sing, spell program, oki printers/toner, projectors, document readers	August 2019 and on-going	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	District ELA Content Coordinators, Campus Principals, Teachers	Title 1 211, Local Funds 199 Construction Paper, crayons, glue, color tag board	Summer 2019 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8

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<b>District Goal 2 Improve Student Progress in Reading and Math (Domain 2)</b>							
<b>Objective 1: Reading/Writing Instruction will be aligned district-wide.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title 1 Schoolwide Components</b>
A minimum of 2 compositions per six weeks will be required at each grade level	Principals, Deans, District ELA Content Coordinators	Title 1 211, Local Funds 199 Paper, copier, lease & overages, oki printers/oki toner, Promethean light bulbs	August 2019-May 2020	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8
STAAR Literature questions will be written for each literary piece/all genres	District ELA Content Coordinators	Title 1 211, Local Funds 199 Technology, document readers, Promethean Boards Oki Printers, Promethean Light replacement bulbs	Summer 2019-May 2020	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8
Two aligned CBAs and two district Benchmarks will be administered district-wide	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199 Paper/copier	October 2019 December 2019 January 2020 February 2020 March 2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8
Data will be used to inform tutorial lessons and to identify spiraled skills	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2019-May 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8
Data will be used to identify students in need of extended learning opportunities	Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2018-May 2019	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8

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<b>District Goal 2 Improve Student Progress in Reading and Math (Domain 2)</b>							
<b>Objective 2: Math Instruction will be aligned district-wide.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Mathematics curriculum will be developed for K-12 using CIF strategies	Assistant Superintendent for C&I, Instructional Coaches	Title 1 211/SCE 166, Local Funds 199 Oki printers, document readers, projectors, oki toner, promethean bulbs, STAAR Master, Head phones, Mentoring Minds. Manipulatives, instructional supplies, Kamico/ STAAR Connection	June 2019-May 2020	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Assistant Superintendent for C&I	Title 1 211, Local Funds 199 RALLY !Education	August 2019 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8
Teachers will receive training on unpacking the math TEKS, analyzing data	Assistant Superintendent for C&I	Title 1 211, Local Funds 199 RALLY !Education Literacy resources, Inc.	August 2019 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8
Two aligned CBAs and two district Benchmarks will be administered district-wide	Assistant Superintendent for C&I, District Administrators	Title 1 211, Local Funds 199	October 2019 December 2019 January 2020 February 2020 March 2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8
Data will be used to inform tutorial lessons and to identify spiraled skills	District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2019-May 2020	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8

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<b>District Goal 2 Improve Student Progress in Reading and Math (Domain 2)</b>							
<b>Objective 2: Math Instruction will be aligned district-wide.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Data will be used to identify students in need of extended learning opportunities	District Content Coordinators, Principals, Deans, Instructional Coaches, 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 - #2,8
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format incorporating Countdown to the STAAR	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8
Exit tickets will be developed aligned to the skill of the day	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Provide Sharon Wells training on effective teaching strategies for elementary math teachers.	Assistant Superintendent for C&I	Title 1 Funds	July 2019 January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Think Through Math (Imagine Learning) training on effective teaching strategies for teachers	CIT, computer ab manager	Title 1 Funds	January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide math tutoring in the morning, after school and Saturdays utilizing Imagine Learning, Education Galaxy in the computer labs	Computer lab manager, teacher, etc	Title 1 Funds/SCE 166	May 2019- May 2020	Student Sign In Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Pearlized Math training on effective teaching strategies for elementary math teachers.	Principal	Title 1 Funds Binders, Highlighters, dividers etc.	August 2019-May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Vocabulary Parade for Pre K 3-5 <sup>th</sup> Grade students. Math and Science vocabulary words will be animated and brought to life in a real world experience.	Principal, Assitant Principals, teachers	Title 1 Funds	January 2020-May 2020	Photos, Registration forms, Judge scoring cards	Benchmark scores, students achievement gains	BM, STAAR and Telpas	Title 1 #4
Purchase annual licenses that will include adaptive intervention in math, reading, writing and science	Principal	Title 1 Funds Binders, Highlighters, dividers etc.	September 2019-May 2020	Student Sign In Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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<b>District Goal 3: Close the student achievement gap among all populations. (Domain 3)</b>							
<b>Objective 1: Decrease the student achievement gap among all subgroups (Domain3).</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> <li>•Dictionaries</li> <li>•Nonlinguistic Representation Activities</li> <li>•Frayer model</li> <li>•Interactive Word Walls</li> <li>•Thinking Maps</li> <li>•Graphic Organizers</li> <li>•Voyager Program</li> <li>•Imagine Learning</li> <li>•Lexia</li> <li>•Think through Math</li> <li>•Agile Minds</li> <li>•TPRI/Tejas LEE Strategies</li> <li>•Science lab materials</li> <li>•Summit K12</li> <li>•Dual Language manipulatives</li> <li>•Back to the Roots</li> <li>•Spanish Dictionaries</li> <li>•Leveled Literacy Intervention (Blue- 2<sup>nd</sup> Red- 3<sup>rd</sup>)</li> </ul>	<p>Assistant Superintendent for C&amp;I, District Content Coordinators, Bilingual Director, Special Ed Director</p>	<p>Title 1 211, Federal Programs 166/SCE, Local Funds 199 Title III 263, Special Ed 224</p> <p>Promethean bulbs, projectors, Large format printers</p> <p>Science materials , cups, oil, soap, sand, soil, etc. Manipulatives Force &amp; Motion, Earth science, Light sound etc.</p>	<p>August 2019 May 2020</p> <p>Summer 2019 (on-going)</p>	<p>Strategies embedded in the district curriculum guides.</p> <p>Lesson Plans, Progress Monitoring</p>	<p>Narrowing of the student achievement gap among all student populations.</p> <p>Narrowing the Achievement gap among Special Education Students</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2,9</p>

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<b>District Goal 3: Close the student achievement gap among all populations. (Domain 3)</b>							
<b>Objective 1: Decrease the student achievement gap among all subgroups (Domain 3)</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principals, Bilingual Director, Instructional Coaches, District Level Administrators	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	Title 1 - #2,8,9
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	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	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8,9,
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	Title 1 - #2,8,9
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	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2019- May 2020	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,8,9

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<b>District Goal 3: Close the student achievement gap among all populations. Domain 3)</b>							
<b>Objective 1: Decrease the student achievement gap among all subgroups Domain 3)</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
6. Review 504 students' performance and progress and provide accommodations and interventions.	Assistant Superintendent for C&I, District Content Coordinators, 504 District Coordinator	Title 1 211, Local Funds 199	August 2019-May 2020	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principals, Deans, District Dyslexia Coordinator, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199	August 2019-May 2020	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
8. Provide extended learning and credit recovery opportunities for students not mastering the curriculum through summer school, credit recovery, Saturday academies, tutorials, and enrichment period.	Principals, teachers	SCE/166	August 2019-Augus9 2020	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	Title 1 - #2
9. Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Assistant Superintendent of C&I, District Level Administrators	Title 1 211, Local Funds 199	August 2019-May 2020	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #8



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**District 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 Meets and Masters levels on STAAR.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Revise all curriculum documents for HB5 STAAR courses.	Assistant Superintendent for C&I	Local Funds, Title 1 Funds	Summer 2020 (on-going)	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1- #2, 4
Provide training for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2020(on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2019– May 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators	Local Funds, Title 1 Funds	June 2019-April 2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

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<b>District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)</b>							
<b>Objective 1: Increase the number of students that score at Meets and Masters levels on STAAR.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Asst. Supt for C&I	Local Funds 199	October 2019(on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in 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	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principals	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	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

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**District 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 and Masters levels 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 on the STAAR assessment.	Principals, teachers Instructional Coach	Local Funds, Title 1 Funds/ SCE	August 2019-June 2020	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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<b>District Goal 5: Family and Community Involvement</b>							
<b>Objective 1: Opportunities for parents to assist students in preparing for assessments</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Parent meetings geared toward knowledge of standardized testing	Principals, Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2019-May 2020	Sign-in Sheets	Parent Surveys		Title I- #4, #6
Parent Orientations	Parental Director, Logistic Specialist, Parent Educators	Title I Funds	August 2019 - May 2020	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6
Parent meetings geared toward knowledge of developmental assessment	Principals, Teachers Parent Educators	Title I Funds	August 2019-May 2020	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6
Parental Curriculum Nights geared to inform parents with grade level expectations set by the state.	Principals, Teachers Parent Educators	Title I Funds	August 2019-May 2020	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6
Literacy Night geared to inform parents using research based practices	Principals, Teachers Librarian	Title I Funds	August 2019-May 2020	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6

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<b>District Goal 5: Family and Community Involvement</b>							
<b>Objective 1: Opportunities for parents to assist students in preparing for assessments</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Parent meetings geared toward knowledge of web based technology programs that are available to students	Principals, Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	January 2020	Sign-in Sheets	Parent Surveys		Title I- #4, #6
Inviting parents, community leaders, district leaders and other stakeholders to participate in our Mystery Reader Program	Principal, teacher		August 2019-May 2020	Sign In Sheets	Increase in Reading Comprehension on TPRI/Tejas Lee, Circle STAAR, progress monitoring		Title 1 -#4, #6

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<b>District Goal 5: Family and Community Involvement</b>							
<b>Objective 2: Tutoring Programs that support students taking assessments</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Sponsor after school tutoring camps @ Parental Education Centers throughout District for Elementary & Secondary Campuses	Parental Director, Logistic Specialist, Site Managers	Title I Funds	May 2020	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9
Assist Secondary Campuses increase their tutorial academies via telephone contacts, etc.	Parent Educators	Title I Funds	May 2020	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR	Title I- #2, #9
Provide accelerated and targeted instruction after school, before school and Saturday	Principal, Teacher	Title 1 Funds	October 2019- May 2020	Sign-in Sheets, Attendance Logs, Telephone Logs	Benchmark Scores CBA	STAAR	Title I- #2, #9

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<b>District Goal 5: Family and Community Involvement</b>							
<b>Objective 3: Opportunities for students to participate in community service projects</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Modify adult volunteer services program to include students @ all level	Parental Director, Logistic Specialist	Local Funds, Title I Funds	May 2020	Volunteer sign-in card	Tally of Volunteer hours		Title I- #9
Partner with DAEP and Student Council Programs to engage students in community service projects	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2020	Registration forms, MOU'S, Projects Participation Forms	Measure DAEP recidivism rate, Tally of volunteer hours On a monthly basis		Title I- #9

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<b>District Goal 5: Family and Community Involvement</b>							
<b>Objective 4: Increase Parental involvement</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Host at least 2 major events per year at campus	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2020	Sign-in Sheets	Parent Surveys		Title I- #6, #10
Host a fifth grade curriculum night in conjunction with Middle school feeder campus	Parental Educator, Counselor, Principal	Local Funds, Title I Funds	May 2020	Sign-in Sheets	Parent Surveys		Title I- #6, #10
Host weekly Literacy Night	Librarian Principal	Local Funds, Title I Funds	October 2019- May 2020	Sign-in Sheets	Parent Surveys		Title I- #6, #10
Meet the Principal Night Meet the Teacher Night	Principal Teachers	Title 1 Funds	August 2019	Sign-in Sheets	Parent Surveys		Title I- #6, #10
Feast of Sharing	Principal, Assistant Principal, Teachers, Staff,	Local Funds	November 2019	Sign In Sheets	Parent Surveys		Title I- #6, #10



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<b>District Goal 5: Family and Community Involvement</b>							
<b>Objective 4: Increase Parental involvement</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Technology Night	CIT	Local Funds, Title I Funds	February 2020	Sign-in Sheets	Parent Surveys		Title I- #6, #10
Kelly-Pharr Posada	Campus community committee, Principal, Assistant Principal	Local Funds, Title I Funds	December 2019	Sign-in Sheets	Parent Surveys		Title I- #6, #10
Veteran's Day Program	Student Council Sponsor, Music teacher, Principal	Local Funds, Title I Funds	November 2019	Sign-in Sheets	Parent Surveys		Title I- #6, #10
Read to Me, Read With Me Days Granola with Grandparents, Muffins with Mom, Donuts with Dad	Librarian, Principal, Assistant Principal	Local Funds, Title I Funds	November 2019- May 2020	Sign-in Sheets	Parent Surveys		Title I- #6, #10
Inviting parents, community leaders, district leaders and other stakeholders to participate in our Mystery Reader Program	Principal, teacher		August 2019-May 2020	Sign In Sheets	Increase in Reading Comprehension on TPRI/Tejas Lee, Circle STAAR, progress monitoring		Title 1 -#4, #6

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<b>District Goal 5: Family and Community Involvement</b>							
<b>Objective 5: Increase average of parents with high school diplomas</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Increase enrollment of adult Literacy Participation by 15%	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2020	Classroom attendance sheets	End of year course completion certificates		Title I- #6, #10
Open 2 more Parent Community Education Centers	Parental Director	Title I Funds	December 2019-2020	Attendance sheets	End of year course completion certificates		Title I- #6, #10

**District Goal 6: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology.**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration Academy. These academies will be planned for each of the core content areas as well as key electives</p>	<p>Technology Director MIS Coordinator Instructional Technology Coordinator Chief Financial Officer Superintendent of Schools</p>	<p>Instructional Technology Staff and various state, federal, and local budgets</p>	<p>Ongoing... This will be a yearly expense with additions each year as funds become available.</p>	<p>Increased number of teachers using technology 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.</p>	<p>Budget reviews and monthly campus visits with principals</p>	<p>Title 1 - #2,4</p>
<p>Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.</p>	<p>Instructional Technology Coordinator Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools</p>	<p>Software, hardware, and professional development</p>	<p>Ongoing. This is a yearly expense that will be increased every year as funds are available.</p>	<p>Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).</p>	<p>Increased student scores. More technology projects in core classes.</p>	<p>Instructional Technology Department reviews.</p>	<p>Title 1 - #2,4</p>
<p>PSJA ISD provides adult literacy and technology application skills training to its' parents via the Parental Involvement Department. The Parental Involvement Department gets technology literate teachers from the Bilingual/ESL Department to conduct these trainings. These training take place on a monthly basis throughout the year. The department is in essence its own adult literacy provider.</p>	<p>Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers</p>	<p>Software, hardware, and professional development</p>	<p>ongoing. This is a strategy that is carried out year-round and in the summers.</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>Title 1 - #2,4</p>

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<b>District Goal 6: Technology</b>							
<b>Objective 1: Provide on going support for the implementation/ integration of technology into the curriculum.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Accelerated Reader Software, adequate bandwidth, and adequate hardware	August 2019- May 2020	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	Title 1 - #2,4
The Technology Department will provide for the delivery of online library/research resources (Destiny Online)so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Destiny Software, adequate bandwidth, and adequate hardware	August 2019- May 2020	usage reports from the Destiny system.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	Title 1 - #2,4

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**District Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Audit the curriculum and integrate technology essential knowledge and skills (TEKS) at the K-8 level and update and create courses for Technology Applications at the secondary level.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum coordinators Elementary Administrator Technology Applications Review committee for (HS) Area Administrators Superintendent of Schools District Technology Advocacy Committee	Core content curriculum resources.  Learning.com resources.  State guidelines for required technology courses.	This is an ongoing process. However, a committee will be formed to specifically address the secondary Technology applications courses at the High School level. This will be done Sept 2018.	Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the district course offerings and alignment with state course requirements.	Title 1 - #2,4
Develop units of practice aligned with the core content curriculum.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer	Core content curriculum resources.  Learning.com	ongoing This will be done by June 2020.	Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.	Increased scores on technology benchmarks and state tests.	Instructional Technology department campus visits and observations.	Title 1 - #2,4

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**District Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Expand distance learning efforts to enhance classroom instruction. The district will join the Region One Distance Learning (Video Conferencing) Consortium.	Instructional Technology Coordinator, Technology Integration Specialist , Core content area coordinators	Video conferencing equipment, online curriculum resources	Aug 2019	Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events.	Increased student enrollment and completion of online classes.		Title 1 - #2,4
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist		Ongoing. This is a regular service that is provided to all campuses.	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).	Increase in student achievement (higher TAKS scores). Higher TA 8 <sup>th</sup> Grade Scores		Title 1 - #2,4
The district will mandate that all elementary teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, Instructional Technology Labs	2019-2020	LAB usage logs	Increase in student achievement (higher TAKS scores). Higher TA 8 <sup>th</sup> Grade Scores		Title 1 - #2,4

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**District Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reestablish summer computer training opportunities for students. 19 computer technology camps (Technology Applications, Web Design, and Video Editing) will be hosted during the summer of 2019- and throughout the year in 2018-2019. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2019 2018-2019 School Year</p>	<p>Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists Parental Involvement staff which will be trained by the Technology Center Staff.</p>	<p>Hardware, software. And Technology Applications Instructors.</p>	<p>Summer of 2019 2019-2020 School Year</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>		<p>Title 1 - #2,4</p>
<p>Organize and host/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p>	<p>Technology Director MIS Coordinator Instructional Technology Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners</p>	<p>Hardware, software, and other technology resources</p>	<p>By Spring of 2020. Campuses will have at least one technology fair a year. By 2020 the district will designate a PSJA Technology Day.</p>	<p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.</p>	<p>Increased use of technology by students and teachers.</p>		<p>Title 1 - #2,4</p>

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**District 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 district Intranet/Internet to include campus and classroom websites. The district will subscribe to an online web hosting service which will facilitate updating of intranet/internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with students.</p>	<p>Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee</p>	<p>District website, share point/intranet site</p>	<p>June 2020</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration on curriculum, business and administrative projects.</p>		<p>Title 1 - #2,4</p>
<p>Develop and maintain a district website as a resource for instruction and a tool for school to community communication. The district will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as up coming projects.</p>	<p>Technology Director Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content areas coordinators PSJA Department Directors and Coordinators</p>	<p>District website, Living Tree, and district Intranet</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>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects.</p>		<p>Title 1 - #2,4</p>



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**District Goal 6: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide internet instruction to all teachers and students. The district will use Learning.com for all K-8 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.</p>	<p>Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>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>Title 1 - #2,4</p>

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**District 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/federal funds to replace all computers and their components (monitors/keyboards/mouse) in campus instructional labs every three years and printers/ink as needed. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Technology Director</p>	<p>Local/Federal Technology Budget, and hardware</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs in 2015-2016. They will receive new computers in 2016-2017.</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>Title 1 - #2,4</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>		<p>Title 1 - #2,4</p>

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

**Objective 1: Discipline Protocols will be applied consistently and fairly throughout the district.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for Administrators on student referral protocols, de-escalation and restorative practices	Student Services Department	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--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department	Local Funds	August 2019- June 2020	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Back on Track Committee for DAEP students returning to home campus	Buell , Home Campus, Student Services Department	Local Funds, Title I	August 2019- June 2020	Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
Discipline Diversion Plan for first time offenders	Student Services Department, Buell Staff	Local Funds, Title I	August 2019- June 2020	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
Provide student support services including providing school uniforms for students participating in the migrant program	Migrant department	Migrant Funds	August 2019- June 2020	School shirt referral			Title 1

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<b>District Goal 7: Create a Safe School Culture and Climate.</b>							
<b>Objective 2: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Assist campuses with individual student needs ( medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	-Director of Health Services -Nursing Staff	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2019- June 2020	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources	-Director of Health Services -Nursing Staff	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2019- 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	Side by side data analysis	Title 1--#10
Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.	-Director of Health Services -Nursing Staff	-School based clinics -Local health care providers -Local hospitals	August 2019 June 2020	Live monitoring of uninsured students with dashboards by individual campus and student	Decrease percentage of student without a medical home	Side by side data analysis	Title 1--#10

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

**Objective 2: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>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>Director of Health Services -Nursing Staff</p>		<p>August 2019- June 2020</p>	<p>Referrals</p>	<p>Resource referral</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</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Behavioral Centers -PSJA LPC</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>-Director of Health Services -Nursing Staff</p>	<p>-Emergency medical services from Pharr, San Juan and Alamo</p>	<p>August 2018- June 2019</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>

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<b>District Goal 7: Create a Safe School Culture and Climate.</b>							
<b>Objective 2: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Provide a school environment free of drugs and violence. Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.	-Director of Health Services -Nursing Staff	-Texas Tropical -Behavioral Centers -Police Departments	August 2019- June 2020	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.	-Director of Health Services -Nursing Staff	-Athletic Department -LPC	August 2019- June 2020	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Vists	Side by side data analysis	Title 1--#10

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<b>District Goal 7: Create a Safe School Culture and Climate.</b>							
<b>Objective 2: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
<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>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Child nutrition department</li> <li>-Coaching staff</li> <li>-Dietician DHR school based clinic</li> </ul>	<p>August 2019- June 2020</p>	<ul style="list-style-type: none"> <li>Let's get fit initiative</li> <li>Referrals for abnormal BMI</li> <li>Continue assessing and referring for Acanthosis Nigracans</li> <li>Host parent sessions throughout school years</li> </ul>	<ul style="list-style-type: none"> <li>Verbal knowledge of community</li> <li>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</li> </ul>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>

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<b>District Goal 7: Create a Safe School Culture and Climate.</b>							
<b>Objective 3: Proper training and implementation of all school staff for effective school security and safety.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Conducting daily security/safety audits of all district campuses	Security and Safety Department	Local Funds	August 2019- June 2020	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all security staff on proper confrontational management techniques	Security Director	Local Funds	August 2019- June 2020	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures	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--#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	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10



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<b>District Goal 7: Create a Safe School Culture and Climate.</b>							
<b>Objective 4: School attendance/nonattendance improvement initiatives will be monitored effectively to ensure student academic success.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Pupil Accounting Director, Campus Personnel, District Program, Directors (Bilingual, Migrant, Special Education, CTE)	Local Funds	August 2019- June 2020	-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Pupil Accounting Director, Campus Personnel	Local Funds	August 2019- June 2020	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report  Decrease in discipline and truancy.	Data Analysis Review  Updated through corrective measures.	Title 1--#10
Ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel	Local Funds	August 2019- June 2020	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance	Title 1--#10

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<b>District Goal 7: Create a Safe School Culture and Climate.</b>							
<b>Objective 4: School attendance/nonattendance improvement initiatives will be monitored effectively to ensure student academic success.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation • School messenger	Pupil Accounting Director	Local Funds	August 2019-June 2020	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports  PEIMS end of year report  Onpointe data base	Texas Academic Report Card  PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through district personnel to ensure student academic success.	Pupil Accounting Director	Local Funds	August 2019-June 2020	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10

<b>District Goal 8: Staff Quality, Recruitment, and Retention</b>							
<b>Objective 1: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
<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. 2019	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 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	

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**District Goal 8: Staff Quality, Recruitment, and Retention**

**Objective 1: 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
Principals training on interviewing , documentation of teachers	HR Admin, I3 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 Department Instructional Coaches	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 Instructional Coaches	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 Instructional Coaches	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	

**District Goal 8: Staff Quality, Recruitment, and Retention**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Mentor	Principal, 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 SLO obtainment RRR	