

## Executive Summary



### Campus Improvement Plan: School Year 2019-2020

**Mission:** Ballew College, Career and Technology Academy mission is to create a school culture in partnership with parents and community members, that supports the academic, social emotional and physical development of students who have not succeeded in traditional schools. All school staff will be highly qualified and caring instructors who will teach courses that are challenging, engaging and standard-based. Students will be respectful, self-disciplined, productive citizens who think critically and make informed decisions that will lead to college and career readiness

**Demographics Summary:** The current enrollment of Ballew CCTA as of September 2019 is 274 students. The student population consists of 98% Hispanic, 1% White, 1% African American, of which 97.8% are economically disadvantaged and 3.3% migrant students. Approximately 23.7% of our student population receive special education services, while 4% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 0% of our student population. The bilingual population is approximately 51% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 83-86%.

**Comprehensive Needs Assessment Summary:** Ballew CCTA received an overall grade of C in a A-F grading system. In domain I, we received a 78 for student achievement, a 26 for CCMR (AEA converts to 90-A), and a scale score of 75 (83% ) for graduation rate. In Domain II Part A, we received a component score of 20 (converts to a 45) which is an F. As an AEA, we do not have the option of using the Relative Performance (part B). In Domain III, Closing the Gaps, we received a overall rating of D. Additionally, in 2019, we have 145 high school graduates, 46 students had college hours, and 19 students earned a college certificate from South Texas College.

**Curriculum and Instruction and Assessment:** Teachers in all core areas utilize district created curriculum which are tightly aligned to the state standard (TEKS). CIF (Common Instructional Framework) strategies are integrated in lesson planning and instruction to prepare students for college, career, and military readiness. In addition, teachers provide student centered instruction which affords customize learning, teaching, and assessment to all students. Data-analysis is a key focus in ensuring that teachers design a targeted, prescriptive lesson through teacher collaborative learning community (TCLC). To support our EL learners, teachers attend professional development in SIOP (Sheltered Instructional Observation Protocol) Model and continue to acquire support through mentoring and coaching from a certified SIOP coach. Administrators will monitor implementation of SIOP/HIT by conducting classroom visits and support developing teachers.

**Summary of Goals:** In Domain I – Student Achievement, students will score 65% in ELA STAAR performance (35% in Approaches Level and 15% in Meets Level. Algebra, Biology and US History will increase by at least 10% in Approaches Level compared to 2019 Accountability result. Students scoring in Meets and Masters Level for Algebra, Biology, and US History will increase

## Executive Summary



### Campus Improvement Plan: School Year 2019-2020

at least 10%. CCMR and graduation rate will improve at least 10% and attendance rate 5%. In Domain II – Student Growth Part A, students taking English II and Algebra (1<sup>st</sup> time test takers) will receive 1 point to meet excepted growth. Ballew CCTA will meet at least 3 out of the 12 indicators in academic achievement (EIs in ELA I and II – 29%, EIs in Math -40%, and ECD in ELA I and II – 33%) in Domain III- Closing the Gaps. In addition, students will have at least 40% in English Language Proficiency (TELPAS) under the same domain. Each student will increase by at least one performance level descriptor in TELPAS rating. All students will participate in PBIS and socio emotional initiative and a targeted group of students will participate in counseling support group led by campus social workers and counselors. 100% of parents will have the opportunity to participate in school events and engagement activities. Ballew-CCTA will continue to partner with community stakeholders to ensure student/campus success.

A handwritten signature in black ink, appearing to read "Darcia Cuellar".

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Darcia Cuellar, Principal



# Ballew ECHS 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.

## SBDM Membership

Name : Student

Name: business partner

Central office

# Ballew ECHS Demographics 2019-2020

	All	Male	Female	SPED	LEP	M1	M2	SPED/LEP	MIGRANT	ECD	GT	CTE
Number	236	130	106	62	110	1	9	172	8	230	0	124
Percent		55.1%	44.9%	26.3%	46.6%	0.4%	4.1%	72.8%	3.4%	97.5%	0%	52.5%

	ALL	HISPANIC	ASIAN	BLACK	WHITE
Number	235	233	0	0	2
Percent		99.15%	0%	0%	0.85%

# Accountability Summary 2019

	<b>Domain I Student Achievement</b>	<b>Domain II School Progress</b>	<b>Domain III Closing the Gaps</b>	<b>Overall Rating</b>
Ballew ECHS	78 - C	45 - F	65 - D	74 C

## 2019-2020 Campus Focus Areas

- Focus Area 1 - Student Achievement: CCMR, Graduation
- Focus Area 2 - Student Progress: Academic Growth&, Relative Performance
- Focus Area 3 - Closing the Achievement Gaps
- Focus Area 4 – Family and Community Involvement
- Focus Area 5 - Technology
- Focus Area 6 – Increased Learning Time
- Focus Area 7 – School Culture and Climate
- Focus Area 8 – Teacher Quality: Recruitment, and Retention

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

Focus	Area Reviewed	Strengths	Challenges
1	<p style="text-align: center;"><b>Domain I</b></p> <p style="text-align: center;">Student Achievement STAAR CCMR Graduation Rate</p> <p>*note addressing the use of quality data to drive instruction</p>	<ul style="list-style-type: none"> <li>• Math 73%</li> <li>• Social Studies 67%</li> <li>• CCMR 26%</li> <li>• 12 % dual credit</li> </ul>	<ul style="list-style-type: none"> <li>• English 22% passing</li> <li>• Attendance 86%</li> <li>• Graduation 83%</li> <li>• Increase students at meets and masters level for all content areas.</li> </ul>
2	<p style="text-align: center;"><b>Doman II</b></p> <p style="text-align: center;">School Progress</p> <p style="text-align: center;">Academic Growth</p> <p style="text-align: center;">Relative Performance</p>	<ul style="list-style-type: none"> <li>• Earned 2 points out of the 10 possible points in student growth for ELA II.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 1<sup>st</sup> time testers for ELA II and Algebra I (student testing history).</li> <li>• Calculate required progress measure for 1<sup>st</sup> time testers</li> </ul>

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

Focus	Area Reviewed	Strengths	Challenges
3	<p style="text-align: center;"><b>Domain III</b></p> <p style="text-align: center;">Closing the Achievement Gaps</p>	<ul style="list-style-type: none"> <li>• Met CCMR indicator 26% by enrolling students in post secondary courses</li> <li>• 27% TELPAS</li> </ul>	<ul style="list-style-type: none"> <li>• Increase ELPS Status (TELPAS) to 40%</li> <li>• Meet at least 3 indicators out 12 in student achievement (Els in ELA I and II – 29%, Els in Math – 40%, and ECD in ELA I and II – 33%).</li> <li>• Teachers familiarize with student’s TELPAS PLDS.</li> </ul>
4	<p style="text-align: center;">Family and Community Involvement</p>	<ul style="list-style-type: none"> <li>• Increased opportunities for parental involvement (welding classes, feast of sharing, and VITA).</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary parent involvement is low</li> <li>• Low average of parents with high school diplomas and/or postsecondary education</li> <li>• Incentives for parental involvement</li> <li>• Bring in parents from parental classes to help as tutors in welding and cake decorating classes.</li> </ul>

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

Focus	Area Reviewed	Strengths	Challenges
5	Technology	Availability or resources for students , teachers, and staff (TTIPS) <ul style="list-style-type: none"> <li>• Google classroom</li> <li>• Kahoot, padlet, hpreveal, plickers</li> <li>• Microsoft Expert</li> <li>• Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of technology in instruction to increase student achievement.</li> <li>• Teachers lack of confidence and skills to integrate technology (professional development).</li> </ul>
6	Increased Learning time	<ul style="list-style-type: none"> <li>• Imagine learning</li> <li>• APEX</li> <li>• TSI Labs</li> <li>• Flex schedule</li> <li>• Tutorials</li> <li>• School City</li> <li>• AR and STAR Testing (Renaissance Learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Create student logs for required hours per grading period of online tutorials/independent practice</li> </ul>
7	School Culture and Climate	<ul style="list-style-type: none"> <li>• Address special needs</li> <li>• Credit recovery</li> <li>• Student incentives</li> <li>• Modified schedules</li> <li>• Men’s Monday</li> <li>• Women’s Wednesday</li> <li>• Chalupas con chalupas</li> <li>• RAM bucks</li> </ul>	<ul style="list-style-type: none"> <li>• %Increase student attendance</li> <li>• Parental involvement</li> <li>• Teacher student mentor program</li> <li>• Student accountability</li> <li>• Visual aids in hallways that promote positive learning environment</li> </ul>
8	Teacher Quality Note: Critical Success factor—Leadership Effectiveness	<ul style="list-style-type: none"> <li>• 100% Highly qualified staff</li> <li>• 100 %New teacher institute</li> <li>• Best practice conference for middle and high school (build capacity)</li> <li>• Master/mentor teacher program</li> <li>• Campus Data Team</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled data review meetings once per grading period to do “Action Research” method.</li> </ul>

**Focus Area: Improve Student Academic Achievement**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Summer Curriculum Writing sessions for all contents assessed will be regularly scheduled and ongoing .	Principal Assistant Principal CLL Teachers	Title I & II Funds, State Bilingual Funds, Title III, Sp. Ed. Funds	May 2019- May 2020	Curriculum Documents, lesson plans, student products, Pacing Guides and Timelines	Student achievement gains on the STAAR, System Safeguards, TELPAS, PBMAS	Mini assessments, CBAs, BMs, STAAR,TELPAS, formative assessment log	Title 1 & II- #2, 4
Training on the state standards, Domains, depth and complexity of the TEKS and the use of data to develop an intentional curriculum for each course.	Office of Curriculum and Instructional Dept., Content Coordinators High School, Middle School, Elementary Teachers	Local Funds, Title 1, II, & III Funds, State Bilingual Funds, Sp Ed 162	May 2019- May 2020	Agenda and Sign-in Sheets, Assessment and TEKS unpacking by Teacher, State and Regional Accountability documents	Student achievement gains on the STAAR, System Safeguards, TELPAS	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments, formative assessment log	Title 1 & II - #4
Curriculum documents will include ELPS strategies, accommodations, differentiated instruction for All Students	Executive Officers, Content Coordinators, Coaches, Dual Language Director	Local Funds 199, Title 1 Funds 211, State Bilingual Funds	May 2019- May 2020	Curriculum Documents, lesson plans, student products, Pacing Guides and Timelines	Student achievement gains on the STAAR, System Safeguards, TELPAS	Mini assessments, CBAs, BMs, STAAR, TELPAS, formative assessment log	Title 1-#1, 2
Academic and Assessment Calendars and instructional timelines will be regularly written and revised for all assessed courses.	Executive officers for Elementary, Middle and High Schools, Content coordinators	Local Funds, Title 1 Funds	May 2019- May 2020	Completed Academic and Testing Calendars, Agendas, Sign In sheets	Student achievement gains on the STAAR, System Safeguards, TELPAS	Mini assessments, CBAs, BMs, STAAR, TELPAS, formative assessment log	Title 1 - #1, 2

## Focus Area 1: Improve Student Academic Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assessments will be written and aligned to the curriculum to monitor the effectiveness of teaching and learning	District Content Coordinators	Local Funds, Title 1 Funds	May 2019- May 2020	Formative and Summative Assessments	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-IV -#8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark	Principals, assistant principals	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020 April 2020	Agendas and sign-in sheets, Data Analysis Documents, CBAs/Benchmark Response, CLC planning	CBAs, 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	Executive Officer for Elementary, Middle School, and High School, Campus Principals and Asst. Principals	Local Funds, Title 1 Funds	October 2019 November 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 and Campus Leadership Team will monitor the implementation of the curriculum at each campus	Principals, assistant principals, Executive Officers, Coordinators, Strategists, Directors	Local Funds, Title 1 Funds, State Bilingual, SpEd 162, Migrants Funds	August 2019– May 2020	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2, 3
Professional development training will be provided for teachers, administrators and program related staff in all standards and subjects	Executive Officers, Dual Language Director, Special Education Director, Coordinators, Coaches, Strategists	Title 1 Funds, Title II, Title III, State Bilingual, SpEd 162, Migrant Funds, TTIPS	August 2019– May 2020	Agendas and sign-in sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

## Focus Area 1: Improve Student Academic Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide hands-on learning and exposure to Science, Technology, Engineering, and Mathematics and support the use of field-based or service learning to enhance the students' understanding of STEM subjects.	Executive Officers, Principals, Directors , Coordinators, Coaches Instructional Strategists, Counselors, TTIPS Project Director	Local Funds, Title I, III, IV, Migrant Funds, TTIPS Funds	August 2019– May 2020	Master Schedule, Summer Schedules, Enrichment Program Schedules, Fieldtrip Documents, Camp Documents	Student Achievement Gains, Closing Achievement Gaps	CBAs, Benchmarks, STAAR, TELPAS	Title 1#: 1, 2
Foreign language and environmental education instruction	Executive Officers, Principals, Directors , Coordinators, Coaches Instructional Strategists, Counselors	State Bilingual, Title IV	August 2019– May 2020	Schedules	Student Achievement Gains, Closing Achievement Gaps	CBAs, Benchmarks, STAAR, TELPAS	Title: 2
Purchase manipulatives, supplemental aides, and instructional resources to support student learning.	Executive Officers, Principals, Directors , Coordinators, Coaches Instructional Strategists, Counselors	Local Funds 199, Title I, IV Funds, Bilingual Funds, Migrant Funds, SPED Funds, SCE, TTIPS	August 2019– May 2020	Walkthrough Documentation	Closing the Gap	CBAs, Benchmarks, STAAR, TELPAS	Title 1 2, 9
Ensure Program Directors/Coordinators have the resources to effectively carry out program objectives ( ex: purchasing items, copiers, supplies ,materials. etc.)	Executive Officers, Principals, Directors , Coordinators, Coaches Instructional Strategists, Counselors	Local Funds 199, Title I, IV Funds, Bilingual Funds, Migrant Funds, SPED Funds, SCE, TTIPS Project Director	August 2019– May 2020	Purchase Orders	Program Checklist	Program Evaluation	Title !- #10

**Focus Area 1: Improve Student Academic Achievement**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data Rooms will be utilized at each campus for data analysis and monitoring student progress immediately following each District Assessment.	Campus leadership team	Local Funds, Title 1 Funds	August 2019- June 2020	Data Reports	Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
District level monitoring of the progress of migrant, ELL, Special Education students will be done immediately following each CBA and BM	Executive Officers, Migrant Program Director of , Special Education, Dual Language Director	Title I, SCE, Migrant Funds, SpEd 162, State Bilingual	October 2019 November 2019 January 2020 February 2020 April 2020	Agendas and Sign-in Sheets	student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Provide books for book study for administration, staff and students to build capacity and improve instructional strategies and climate.	Campus leadership team	Local funds, Tutle I funds, TTIPS	August 2019- June 2020	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

## Focus Area 1: Improve Student Academic Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus and District Goals specific for each subgroup	Executive officers for Elementary, Middle and High Schools, Migrant Program Coordinator, Special Ed Director, Dual Language Director, Principals	SCE, Migrant Funds 212, SpEd 162, State Bilingual, Title I, Local Funds	June 2019 - May 2020	District and Campus Goals for 2018-2019	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level data to develop action plans to target areas of concern	Campus Leadership Team	STAAR Data, DMAC, TAPR Report, Weekly mini-assessments, CBAs, TELPAS, TPRI, Tejas Lee	July 2019 – May 2020	Student Progress Profiles, DMAC Reports, Campus Data Reports	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Weekly-assessment, CBAs, TPRI, Tejas Lee	Title 1 –IV, #2, 8
Special population data will be reviewed following each district-level CBA and Benchmark for progress toward Mastery of Grade Level Performance.	Campus Leadership Team, Teachers, Directors	Local Funds 199, Title 1 Funds 211, State Comp 166, State Bilingual, SpEd 162	October 2019 November 2019 January 2020 February 2020 April 2020	Special Populations' Data Templates Individual Learning Profiles	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.	Executive officers for Elementary, Middle and High Schools	Lead4ward, Regional Reports, Comparison, Title I, II Funds, TTIPS Funds	August 2019– May 2020	Agendas and Sign-in Sheets, Powerpoint	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Weekly-mini assessment	Title 1 –IV, #4

## Focus Area 1: Improve Student Academic Achievement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic Interventions, afterschool tutorials, and/or Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Campus Administration, Instructional Coaches, Teachers	Local 199, Title I, 211, State Comp 166, State Bilingual, SpEd 162	August 2019- July 2020	Tutorial Sign-in sheets, Schedules, Targeted Tutorials, Intervention Plans	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Communication will be conducted following each district-level Benchmark to inform parents of students in the identified subgroups of interventions available.	Campus Administration, Teachers, Program Personnel, Coordinators	Local 199, Title I 211, State Comp 166, Migrant 212, State Bilingual, SpEd 162	October 2019 November 2019 January 2020 February 2020 April 2020	Phone Logs, Sign-in sheets, Campus Letter, Tutoring permission slip	Student achievement gains, closing achievement gaps, increased student participation in tutorial program	Weekly-mini assessments, Unit assessments CBAs, BMs, STAAR, TELPAS, TPRI, Tejas Lee	Title 1 - #6
Teachers will be given opportunities to collaborate and plan using data.	Campus Administration, Instructional Coaches, Teachers	Local 199, Title I 211, TTIPS 276	August 2019- July 2020	Schedules, Targeted Tutorials, Intervention Plans, Lesson plans and activities	Student achievement gains, closing achievement gaps	Weekly-mini assessments, Unit assessments CBAs, BMs, STAAR, TELPAS	Title 1 - #9

## Focus Area 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
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Domain, Distinguished Awards and the Systems Safeguards are calculated.	Executive Officer for Elementary, Middle School and High School Campus Administration	Local Funds 199 Title I, II	August 2019 – May 2020	Agendas and Sign-in Sheets	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 Director, ELD Coaches	State Bilingual	August 2019– May 2020	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled daily in elementary, middle and high schools for unpacking the TEKS and lesson plan collaboration	Campus Administration, Campus Leadership Team	Title 1 211, Local Funds 199	August 2019– May 2020	Walk-throughs, Master Schedule Unpacking of the TEKS document	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	Executive Officer for Elementary, Middle School and High School District Content Coordinators, Campus Administration	Title 1 211, Local Funds 199	August 2019– May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, accommodations, Rtl and instructional strategies training along with book studies will be provided for all staff members to meet the needs of students.	Special Ed Director and special education personnel, RTI Coordinator, Campus RTI Administrator, Dual Language Director	Special Ed 162, Title I, Title II, TTIPS	August 2019– May 2020	Agendas and Sign-in Sheets, Class Rosters	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee	Title 1 -IV #4

## Focus Area 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
The reading/writing curriculum will be developed/ revised using thematic-based instruction and CIF teaching strategies	District ELA/ SLA Content Coordinators, Instructional Coaches Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	Completed Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
ELAR/ SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Executive Officers, Campus Administrators, Content Coordinators' Teachers	Title 1 211, Title II, Local Funds 199,	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, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Depth of Knowledge Questions [DOK] will be updated for each literary selection [all genres] during Collaborative Learning Communities (CLCs)	District ELA/ SLA Content Coordinators, Campus Principals, Teachers	Title 1 211, Local Funds 199,	Summer 2019 and on-going	Completed DOK questions in the curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8, 9
Building Rigorous Readers activities will be implemented in all contents	District ELA/ SLA Content Coordinators, Teachers	Title 1 211, Local Funds 199	Summer 2019 - May 2019	Completed Close Reading Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

## Focus Area 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
A minimum of 3 compositions per semester will be required at each grade level	Campus Administration, District ELA/ SLA Content Coordinators, Teachers	Title 1 211, Local Funds 199	August 2019 -May 2020	Completed composition prompts Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
STAAR Connected questions will be developed/ revised for all literary selections [all genres]	District ELA/ SLA Content Coordinators	Title 1 211, Local Funds 199	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, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
One aligned CBA and two district Benchmarks will be administered district-wide	Executive Officers, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	October 2019 November 2019 January 2020 February 2020	Walk-throughs, DMAC data reports, Data Rooms	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	Executive Officers, 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, Tutorial Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
CBA and Benchmark data will be used to identify students in need of extended learning opportunities	Executive Officers, 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, Tutorial Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9

## Focus Area 2 Improve Student Progress in Reading and Math (Domain 2)

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

strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will include CIF strategies	Executive Officers, District Content Coaches	Title 1 211, Local Funds 199	June 2019-June 2020	Completed Curriculum Documents	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Teachers will receive training on unpacking the math TEKS, analyzing data during CLCs	Executive Officer for Elementary, Middle School and High School Campus Principals	Title 1 211, Title II, Local Funds 199	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, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
One aligned CBA and two district Benchmarks will be administered district-wide	Executive Officers, District Content Coaches	Title 1 211, Local Funds 199	October 2019 November 2019 December 2019 February 2020	Walk-throughs, DMAC data reports, Data Rooms	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	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, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

## Focus Area 2 Improve Student Progress in Reading and Math (Domain 2)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Instructional strategies will developed/ revised as spiraled activities in STAAR format	Executive Officers, District Content Coaches, Principals, Instructional Coaches	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, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Provide professional development on effective teaching strategies.	Executive Officers, District Content Coaches	Title 1 211, Title II, Local Funds 199, TTIPS 276	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, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #4
Provide professional development on effective leadership strategies for administrators.	Executive Officers	Title I, II Funds 211, Local Funds 199, TTIPS 276	July 2019 – July 2020	Agendas and sign-in sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #4
DMAC quintile reports will be used to monitor students progress to determine accountability performance levels.	Executive Officers, Campus Administrators, Teachers	Title 1 211, Local Funds 199	October 2019 - June 2020	CLC agendas and sign-in sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

**Focus Area 3: Close the student achievement gap among all populations.**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>To meet the needs of subgroups, research-based practices/supplemental will be implemented, such as:</p> <ul style="list-style-type: none"> <li>•Accommodations</li> <li>•Nonlinguistic Representation Activities</li> <li>•Frayer model</li> <li>•Interactive Word Walls                             <ul style="list-style-type: none"> <li>• Thinking Maps/Graphic Organizers</li> </ul> </li> <li>*iStation</li> <li>*Imagine Learning</li> <li>*Books for Inferencing</li> <li>*<i>Read 180 &amp; IXL</i></li> <li>*<i>Systems 44 New Generation</i> <ul style="list-style-type: none"> <li>• Velocity</li> </ul> </li> <li>•Imagine Math &amp; Achiever                             <ul style="list-style-type: none"> <li>• Literacy Strategies</li> </ul> </li> <li>•SIOP Model</li> <li>•Close Reading strategies</li> <li>•Differentiated instruction</li> <li>•Technology Devices &amp; equipment and software</li> <li>•Collaborative Learning Community</li> <li>•RtI Plans</li> <li>•Strategic Plans</li> <li>•Scholastic Magazines</li> <li>•ELPS</li> <li>•Personal Graduation Plans</li> <li>•Corrective Reading</li> <li>•Dana Center Resources</li> <li>•TPRI/Tejas Lee</li> </ul>	<p>Executive Officers, District Content Coordinators/Coaches, Dual Language Director, Special Ed Director Campus Personnel District Support Staff</p>	<p>Title 1 211, Local Funds 199 State Bilingual, Special Ed 162, Migrant Funds 212 State Comp 166</p>	<p>2019-2020</p>	<p>-Strategies embedded in the district curriculum guides. -Lesson plans, -walkthroughs, -Intervention plans, -Progress Monitoring -Learning walks</p>	<p>Closing the achievement gap among all student populations.</p>	<p>Weekly assessments CBAs, BMs, STAAR, EOC, TELPAS, PBMAS,</p>	<p>Title 1: #2,3,4,9</p>
<ul style="list-style-type: none"> <li>• Migrant Students will engage in political discourse while visiting the capital's many institutions central to the political system.</li> </ul>	<p>Migrant Program Coordinator, Migrant Strategists</p>	<p>Migrant Funds 212</p>	<p>May-June 2020</p>	<p>Itinerary, Close Up Agenda</p>	<p>Closing the achievement gap in US History</p>	<p>STAAR</p>	<p>Title 1: #2</p>

**Focus Area 3: Close the student achievement gap among all populations.**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The progress of all subgroups will be monitored and appropriate interventions will be provided.	Principals, Deans, Coordinators, Directors, Instructional Coaches, Executive Officers	Title 1 211, Local Funds 199, State Bilingual, Migrant Funds 212, Title III, SCE 166	August 2019-May 2020	Walk-throughs, LPAC notes, Lesson Plans, Language Acquisition Monitoring Application, PFS Progress Review	Closing achievement gap among all student populations.	Weekly Assessments, CBAs, BMs, STAAR,/EOC TELPAS	Title 1: #2,8,9, 10
Specialized personnel will support the academic needs of each subgroup.	Dual Language Director, Special Ed Director, Migrant Program Coordinator, Title I Coordinator, TTIPS Project Director	Title 1 211, Local Funds 199, Title III, Migrant Funds 212, Special Ed 16 2/224/225, TTIPS 276	August 2019-May 2020	Organizational Charts	Closing of the achievement gap among all subgroups	Job descriptions, Staff evaluations	Title 1: #9, 10
Provide professional staff development to district staff to meet the needs of all subgroups.	Dual Language Director, Special Ed Director, Migrant Program Coordinator, Title I Coordinator	Title 1 211, Title II, Title III, Local Funds 199, State Bilingual, Migrant Funds 212, Special Ed 162, TTIPS 276	August 2019-May 2020	Sign-In Sheets, Agendas, CPE Hours	Closing of the achievement gap among all subgroups	CBAs, BMs, STAAR, TELPAS Mini-Assessments, Six Weeks Exams,	Title 1: #4, 10
Increase access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students to high quality courses to include college courses, continuing education courses, TSI tutorials, camps and fieldtrips.	Principals, Deans, Coordinators, Directors, Instructional Coaches, Executive Officers	Title 1 211, Title II, Title III, Title IV, Local Funds 199, State Bilingual, Migrant Funds 212, Special Ed 162, TTIPS 276	August 2019-May 2020	Master Schedules, Student Schedules	Increase in accrual of college & AP credits, certificates	CBAs, BMs, STAAR, TELPAS, AP Exams, Mini-Assessments, Six Weeks Exams,	Title 1: # 1,2

**Focus Area 3: Close the student achievement gap among all populations.**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The progress of all students will be monitored through district formative assessments and campus-wide initiatives such as:                      --cold calling questions                      --Close reading strategies                      --DOK questions                      --CIF</p>	<p>Principals, Deans, Directors, Instructional Coaches, District Level Administrators                      Campus Staff</p>	<p>Title 1 211, Local Funds 199                      Special Ed 162</p>	<p>August 2019-May 2020</p>	<p>DMAC data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions .Progress Monitoring Data Reports, Walkthrough Reports</p>	<p>Closing the achievement gap among all student populations.</p>	<p>Weekly Assessments, CBAs, BMs, STAAR/EOC, TELPAS</p>	<p>Title 1: #2 ,3,9</p>
<p>Campuses will be monitored for implementation of accommodations, inclusion support and interventions to accelerate student progress.</p>	<p>Principals, Deans, Special Ed Director, Instructional Coaches, District Level Administrators</p>	<p>Title 1 211, Local Funds 199                      Special Ed 162</p>	<p>August 2019-May 2020</p>	<p>Walk-throughs, ARDs, Accommodations, Lesson Plans, Monitoring of the IEP</p>	<p>Closing the achievement gap among all student populations.</p>	<p>Weekly Assessments, CBAs, BMs, STAAR/EOC, TELPAS</p>	<p>Title 1: #2,8,9</p>
<p>504 students' performance and progress will be monitored and accommodations and interventions will be provided.</p>	<p>Administrators for C&amp;I, District Content Coordinators, 504 District Coordinator</p>	<p>Title 1 211, Local Funds 199</p>	<p>August 2019-May 2020</p>	<p>504 accommodation plans, walk-throughs, lesson plans</p>	<p>Increase in student achievement of students with 504 accommodations</p>	<p>Weekly assessments, CBAs, BMs, STAAR/ EOC TELPAS</p>	<p>Title 1: #1,2,9</p>
<p>Dyslexia services will be provided (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics.</p>	<p>Principals, Deans, District Dyslexia Coordinator, District Level Administrators, Teacher, Campus Dyslexia Contacts</p>	<p>Title 1 211, Local Funds 199</p>	<p>August 2019-May 2020</p>	<p>Dyslexia progress monitoring data, Walk-throughs, lesson plans Progress Monitoring Reports</p>	<p>Increase in student achievement of students with dyslexia accommodations</p>	<p>Weekly assessments, CBAs, BMs, STAAR/EOC TELPAS</p>	<p>Title 1: #2,8,10</p>
<p>Extended learning and credit recovery opportunities for students not mastering the curriculum will be provided through summer school, credit recovery, academies, tutorials, and enrichment period.</p>	<p>Campus Administrators, Dual Language Director, Migrant Program Funds</p>	<p>SCE, State Bilingual, Migrant, SpEd 162, Title I, Title III, TTIPS 276</p>	<p>August 2019-May 2020</p>	<p>School rosters, Credit recovery rosters, tutorial schedules, log in sheets</p>	<p>Students gaining credits, lower failure rates, higher graduation rates</p>	<p>Weekly assessments, CBAs, BMs, STAAR/EOC TELPAS, Graduation rates</p>	<p>Title 1: #6,9</p>

## Focus Area 4: Family and Community Engagement

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

Strategies and Action Steps	Person(s) Responsible	Funding Resources	Materials/ Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of state assessments will be held (STAAR, TELPAS, EOC)	Principals Parental Director Parental Coordinator Parental Educator	Local Funds Title I Funds	Invite Agenda Assessment Brochures Copier Credit check information sessions	September 2019 -May 2020	Sign-in Sheets Invites Agendas Minutes Testing Brochure Power-Point	Parent Surveys Monthly Attendance Summary	STAAR Results Participation Performance	Title I-#2,#6
Parent presentations will be conducted on test/tips reminders	Parental Director Parental Coordinator Parental Educators	Local Funds Title I Funds	Invite Agenda Power-Point Topic Copier	September 2019 -May 2020	Sign-in Sheets Telephone Logs Invites Agendas Minutes	Parent Surveys	STAAR Results Participation Performance	Title I-#2, #4, #10
Parent training meetings will be held at Individual Campuses and Parent Community Education Services	Parental Director Parental Coordinator Principals Site Managers Parental Educators Community Partners	Local Funds Title I Funds	Computer Copier PRE-GED GED ESL, Books, Work Sheet Office Supplies	September 2019 -May 2020	Sign-in Sheets Telephone Logs Invites Agendas Minutes	Monthly Attendance Summary	STAAR Attendance Summary	Title I-#1,#6
Director and key staff will attend National, State and Local conferences to be able to present at district meetings	Parental Director Parental Coordinator Site Managers Parental Educators	Local Funds Title I Funds	Pamphlets Brochures Agendas Conference Schedule	September 2019 -May 2020	Agendas Sign-In Sheets	Parent Surveys	STAAR Results Participation Performance	Title I-#2,#4

## Focus Area 4: Family and Community Engagement

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

Strategies and Action Steps	Person(s) Responsible	Funding Resources	Materials/ Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campuses will receive support in increasing their tutorial academics via telephone contacts, etc.	Parental Educators Parental Volunteers	Local Funds Title I Funds	Tutorial Fliers Telephone Logs School Messenger	September 2019 -May 2020	Sign-in Sheets Telephone Logs Attendance Logs	Parent Surveys	STAAR Increase in Participation and Performance	Title I-#2, #9
Campus tutorials will be provided by community/college/high school students for At-Risk students focused on assessment personal growth.	Principals Volunteers Hired Volunteers	Local Funds Title I Funds	Educational Materials and Technology Equipment	September 2019 -May 2020	Sign-in Sheets Attendance logs	Monthly Attendance Summary Academic Growth	STAAR Increase in Participation and Performance	Title I-#2,#9
Parent meetings will be held to present TTIPS grant progress reports, discuss graduation requirements and all opportunities available to the students, parents and community.	Principal Parent Educator Staff TTIPS Project Director	Local Funds Title I Funds	Campus data Degree plans brochure	September 2019 -May 2020	Sign-in Sheets Agendas Invitations	Parent Survey Monthly Attendance Summary Academic Growth	STAAR Increase in Participation and Performance	Title I-#2,#9

## Focus Area 4: Family and Community Engagement

### Objective 3: Provide opportunities to participate in community service projects

Strategies and Action Steps	Person(s) Responsible	Funding Resources	Materials/ Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Adult volunteer services program will be provided to support all students at all grade levels.	Parental Director, Parental Coordinator, Site Managers Campus Administrator, Parental Educators	Local Funds, Title I Funds	Registration Forms, Educational Material, Technology Equipment	September 2019- May 2020	Volunteer Sign-In Card	Tally of Volunteer Hours	STAAR Increase Participation and Performance	Title I- #6
Community service projects will be provided to increase parent/student projects	Parental Director, Parental Coordinator, Site Managers Campus Administrator, Parental Educators	Local Funds, Title I Funds	Registration Forms, Educational Material, Technology Equipment	September 2019- May 2020	Community Service Projects Sign in Sheets	Tally of Volunteer Hours	STAAR Increase Participation and Performance	Title I- #6
Community service projects will be partnered with organizations to engage students in community projects.	Parental Director, Parental Coordinator, Community Personnel Campus Administrator, Parental Educators, Social Worker	Local Funds, Title I Funds	Registration Forms, Educational Material, Technology Equipment	September 2019- May 2020	Registration Forms, Projects Participation Forms	Tally of Volunteer Hours On a Monthly Basis	STAAR Increase Participation and Performance	Title I- #10
Establish partnerships within the community to provide resources and support for schools.	Parental Director, Parental Coordinator, Community Personnel Campus Administrator, Parental Educators,	Title I, IV Local Funds	Memorandum of understanding, Registration Forms, Educational Material, Technology Equipment	August 2019- May 2020	Registration Forms, Projects Participation Forms	Tally of Volunteer Hours On a Monthly Basis	STAAR Increase Participation and Performance	Title 1:#6

**Focus Area 4: Family and Community Engagement**

**Objective 4: Increase parental engagement at campuses**

Strategies and Action Steps	Person(s) Responsible	Funding Resources	Material/ Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Require each campus to host more than one parent meeting per month at the campus	Parental Director, Parental Coordinator, School Administrator, Parental Educators	Local Funds, Title I Funds	Fliers, Registration Forms, Reading Material, Agendas, Sign-In-Sheets	September 2019-May 2020	Parent Surveys	Attendance	Increased Parent Attendance STAAR Participation and Performance	Title I- #6
Collaboration amongst parent educators and site managers to increase parental engagement participation	Parental Director, Parental Coordinator, Site Manager, Parental Educators	Local Funds, Title I Funds	Fliers, Registration Forms, Sign-In-Sheets	September 2019-May 2020	Sign-In-Sheets	Monthly Reports	STAAR Participation and Performance	Title I-#6
Maintain parent participation data and create strategies to promote parental engagement.	Parental Director, Parental Coordinator, School Administrator, Parental Educators	Local Funds, Title I Funds	Action Plan, Data Charts	September 2019-May 2020	Sign-in Sheets	Monthly Reports	STAAR Participation and Performance	Title I- #6
Provide consultant and materials for parents to receive training on social, emotional and academic supports to help students succeed.	School Administrator, Grant Director, Parental Educator	TTIPS	Invitation Sign In Sheets Consultant Packet	September 2019-May 2020	Sign –in Sheets	Sign In Sheets Grant documentation	Increased Parent Attendance STAAR Participation and Performance	Title I- #6

## Focus Area 4: Family and Community Engagement

### Objective 5: Increase participation in adult programs\_

Strategies and Action Steps	Person(s) Responsible	Funding Resources	Materials/ Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Numerous adult literacy opportunities for parents will be available each year.	Parental Director, Parental Coordinator, Parental Educators	Local Funds, Title I Funds	Statistic Charts District Creative Brochures, Region I, STC Computers	September 2019- August 2020	Program Certificates, Attendance Rosters	Course Completion	STAAR Participation and Performance	Title I- #6, #10
Parent Community Education Centers will be accessible to parents.	Parental Director, Parental Coordinator, Parental Educators, Site Managers	Local Funds, Title I Funds	Facilities, Furniture and Fixtures	September 2019- August 2020	Attendance Rosters	Course Completion	STAAR Participation and Performance	Title I- #6, #10
Flexible schedules during the day, evening, and Saturdays will be considered to recruit parents.	Parental Director, Parental Coordinator, Parental Educators	Local Funds, Title I Funds	Parent Registration Forms	September 2019- August 2020	Registration Forms	Course Completion	STAAR Participation and Performance	Title I- #6, #10
A college awareness orientation for parents will be held at community centers and all high schools.	Parental Director, Parental Coordinator, Parental Educators	Local Funds, Title I Funds	College Presenters from local colleges	September 2019- August 2020	Sign in sheets	Session Attendance	STAAR Participation and Performance	Title I- #6, #10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Financial and physical resource support will be provided for instructional and non-instructional staff through Technology Integration Academies to effectively integrate technology into the curriculum.	Technology Director Technology Integration Specialists Chief Financial Officer Superintendent	Instructional Technology Staff and various state, federal, and local budgets, Title II, IV	2019-2020 School Year	Increased number of teachers and students using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys	Increased student scores.	Budget reviews and monthly campus visits with principals	Title I - # 9, 10
Resources and support will be provided for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent	Software, hardware, and professional development, Title I Funds, State Comp Funds	2019-2020 School Year	Increased technology training sessions being held at the campus level. Increase in the number of participants in campus-based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title I - # 9, 10
PSJA ISD will provide adult literacy and technology application skills training to parents via the Parental Involvement Department. Integrate Atomic Learning into the Parental Engagement Program.	Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development, Title I	2019-2020 School Year	Sign-in sheets An increase in the number of technology literate and English Proficient parents	Increase in the number of Technology Literate parents, and community members.		Title I - # 6

## Focus Area 5: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Technology Department will provide technology resources (online Accelerated Reading Software, Read 180, Systems 44, to facilitate reading development for all students.</p>	<p>Technology Director Library Coordinator Technology Integration Specialist</p>	<p>Title I, SCE 166, Local 199 Accelerated Reader Software, adequate bandwidth, and adequate hardware Read-Write Program</p>	<p>Sept. 2019- May 2020</p>	<p>AR reports from schools. Progress Reports from each of the programs</p>	<p>Improved scores in reading</p>	<p>Increase in the participation and scores on the AR program</p>	<p>Title I- # 3, 9, 10</p>
<p>The Technology Department will provide the delivery of online library/research resources (Destiny Online, Office 365) to facilitate the integration of these resources in the classroom. All district users will be trained on MackinVia which will facilitate the location of these online resources. These resources will be available in the classroom and at home for all students.</p>	<p>Technology Director Library Coordinator Technology Integration Specialist</p>	<p>Destiny Software, Library Media COOP Resources, adequate bandwidth, and adequate hardware, Microsoft Office 365</p>	<p>Sept. 2019- May 2020</p>	<p>Usage reports from the Destiny system and Office 365.</p>	<p>Increase in the number of students using the Destiny system.</p>	<p>Review of Destiny Reports</p>	<p>Title I- # 3, 9, 10</p>

## Focus Area 5: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The technology and core curriculum content will be audited and common essential knowledge and skills will be identified so as to establish correlation guides between curriculum and technology content.	Technology Director, Executive Officer for Elementary, Middle School and High School Curriculum coordinators, Administrator for Technology Applications, Review committee for (HS), curriculum and technology specialists.	Core content curriculum resources.  Learning.com resources.  State guidelines for required technology courses.	August 2019-May 2020	1. Time lines for core curriculum areas 2. Scope and sequence for core curriculum areas 3. Teacher lesson plans with integrated technology skills 4. Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts	Ongoing review of the district course offerings and alignment with state course requirements.	Title I - # 1, 10
The technology department will create a database of lesson plans that are aligned with the core content curriculum and that are integrated with technology. A SharePoint repository of lessons showcasing technology integration will be setup for teachers.	Technology Director Core content area coordinators Technology Integration Specialist	Core content curriculum resources.  Learning.com	August 2019-May 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 I - # 3, 10
The district will mandate that all elementary teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Technology Director ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, Instructional Technology Labs	Sept. 2019- May 2020	LAB usage logs	Increased scores in student achievement in EOC Higher TA 8 <sup>th</sup> Grade Scores	8th Grade Technology Applications Test	Title I - #9,10

## Focus Area 5: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>25 Technology enrichment camps (Technology Applications /Microsoft Academy, Computer Coding/Programming) will be hosted during May of 2019. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2019 Summer Technology Academies for teachers and administrators during June 2019.</p>	<p>Technology Director Technology Integration Specialist 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>2019-2020 School Year, summer 2019</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>Survey results from Summer Camp Participants</p>	<p>Title I- # 3, 4</p>
<p>The district will establish mandatory Technology Clubs at all elementary campuses. These clubs will assist the campus administration in organizing and hosting/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 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>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 articles on the computer fairs. Student and teacher evaluations of the events.</p>	<p>Increased use of technology by students and teachers.</p>	<p>Sign in sheets, club rosters</p>	<p>Title I - # 3, 10</p>

## Focus Area 5: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The district will utilize Imagine Math, IStation, Read/Write, Imagine Learning, Compass Learning, Read 180, Learning.com, Study Island, GradPoint< EduSmart and Apex to support computer assisted instruction in labs and distributed settings.	Technology Director ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Title, I, SCE, State Bilingual	Sept.2019-May 2020	Campus visits to computer labs by Instructional Technology Staff. Program usage reports. Learning.com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (increase STAAR/EOC scores).	Increased scores in student achievement (higher STAAR/EOC scores). Higher TA 8 <sup>th</sup> Grade Scores	8th Grade Technology Applications Test	Title I - # 9,10
Technology resources for students and staff will be provided along with necessary supplies .	Principal, TTIPS Project Director	Laptops, Interactive Response Systems, Winbooks, Toner, Ink, Locks, etc.	August 2019-May 2020	Teacher lesson plans Purchasing Documentation	Increased scores on state tests.	Technology Reports, Lesson Plans	Title I - # 3, 10
District technology staff will provide training on technology equipment/materials.	District Technology Trainer Technology Integration Specialist	Title, I, SCE, State Bilingual, TTIPS	August 2019-May 2020	Agendas, Sign In Sheets	Increased attendance and scores on state tests.	Attendance Reports, STAAR Reports	Title I - # 3, 10

**Focus Area 5: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>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 teachers.</p>	<p>Technology Director 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 2019</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration on curriculum, business and administrative projects.</p>		<p>Title I- # 9</p>
<p>A district website will be updated as a resource for instruction and a tool for school to community communication.</p> <p>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>2019-2020</p>	<p>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects.</p>	<p>Web site visit reports</p>	<p>Title I - # 6, 9, 10</p>

**Focus Area 5: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The district will use Learning.com for all K-8 students and Atomic Learning for all others.</p> <p>Teachers will receive training on new internet resources and online initiatives every year because these resources are constantly changing.</p> <p>The district will leverage a BYOD Initiative to utilize Internet resources to enhance student learning.</p> <p>s every year.</p> <p>Technology Director MIS Coordinator Local campus budgets August 2017-May 2018 Computer Inventory counts/age of computer To computer ratio will be kept constant and at a desirable level. Number of computers that are removed from inventory Title I - # 1,9,10</p>	<p>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>Aug 2019-June 2020</p>	<p>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>Replace and maintain computers every 3 years</p>	<p>Title I - # 2, 9, 10</p>

**Focus Area 5: Technology**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Technology Director</p>	<p>Local Technology Budget, and hardware</p>	<p>August 2019-May 2020</p>	<p>Computer Inventory</p>	<p>All lab computers will be under warranty as long as they are in a lab setting.</p>		<p>Title I - #1,9,10</p>
<p>Decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will mandate that all campuses purchase a set number of computers/laptops every year.</p>	<p>Technology Director MIS Coordinator</p>	<p>Local campus budgets Title I</p>	<p>August 2019-May 2020</p>	<p>Computer Inventory counts/age of computer</p>	<p>To computer ratio will be kept constant and at a desirable level.</p>	<p>Number of computers that are removed from inventory</p>	<p>Title I - # 1,9,10</p>

## Focus Area 6: Create a Safe School Culture and Climate.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for Administrators on student behavior interventions, de-escalation, restorative practices, camera security system, etc.	Student Services Department	Local Funds	August 2019- June 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in Behavior Intervention Forms, ISS, OSS and DAEP (Buell)	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, All campuses	Local Funds	August 2019- June 2020	Sign-In Sheets, Certificates, PEIMS Discipline Data	Decrease in Behavior Intervention Forms, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
A 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 Discipline Data	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
A Discipline Diversion Plan for first time offenders utilizing the mitigating factors at the discretion of the Student Services Department	Student Services Department, Buell Staff	Local Funds, Title I, IV	August 2019- June 2020	Student Hearing Request, Diversion Plan, PEIMS Discipline Data	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
Provide alternatives to out of school suspensions for all students	Student Services Department, All campuses	Local Funds	August 2019- June 2020	PEIMS Discipline Data, Performance-Based Monitoring Analysis System(PBMAS)	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1-#10
Implementation of schoolwide positive behavior interventions and supports	Executive Officers, Campus Principals, Counselors , Behavior Strategists	Title I, IV, SpEd 162	August 2019- June 2020	PEIMS Discipline Data, Performance-Based Monitoring Analysis System(PBMAS)	Decrease in discipline referrals, ISS, OSS and DAE	Side by side data analysis	Title 1: #10
Training and book study for staff on different practices in de-escalation and restorative practices. Provide supplies necessary for restorative circles.	Principal. Staff	Title I, TTIPS 276	August 2019- June 2020	Agendas, Sign In Sheets	Decrease in Behavior ISS, OSS and DAEP	Side by side data analysis	Title 1--#10

**Focus Area 6: Create a Safe School Culture and Climate.**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Students with individual needs will receive assistance ( medical, dental, vision and hearing services)                      Action Steps:                      -coordinate with social services agencies                      -provide referral for services</p>	<p>Director of Health Services                      Nursing Staff</p>	<p>-SCE and T1, SpEd 162, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP, Local Healthcare Providers</p>	<p>August 2019- June 2020</p>	<p>Assistance provided to students as needed</p>	<p>Health needs met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>The district will improve the management, attendance, education and care of children with asthma through....                      -Increased use of national clinical guideless for asthma by health care providers.                      -Improved communication between schools, clinics and parents.                      -Ensuring that all staff is trained about asthma symptoms, triggers and resources</p>	<p>Director of Health Services                      Nursing Staff</p>	<p>-National Asthma Education and Prevention Program                      -Asthma and Allergy Foundation of America                      -Local health care providers</p>	<p>August 2019- June 2020</p>	<p>Created 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, Asthma Action Plans</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Adolescents' general well-being will be improved through increased knowledge and access to medical and mental health care through the following strategies:</p>	<p>Director of Health Services                      Nursing Staff</p>	<p>-School based clinics                      -Local health care providers                      -Local hospitals                      -Title I, SCE 166</p>	<p>August 2019- June 2020</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decreased percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

**Focus Area 6: Create a Safe School Culture and Climate.**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Support services will be provided including determent of bullying/emotional abuse, suicide risk through: bullying/suicide box	Director of Health Services Nursing Staff	Behavioral Centers PSJA District Counselor Emergency Procedure manual, Title IV	August 2019- June 2020	Training of PSJA employees existing and new	Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -An updated Emergency Response Plan/Team -Training for staff on managing students while emergency is taking place	Director of Health Services Nursing Staff	Emergency medical services from Pharr, San Juan and Alamo	August 2019- June 2020	Drills run yearly throughout school district.	Feedback from Emergency Response Team after drill is completed, successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
The district will ensure the development of each student as a whole person by: -Strengthening personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encouraging the participation rate in extracurricular activities. -Provide opportunities to participate in Health, arts, music and spinning classes and supplies needed.	Director of Health Services Nursing Staff	Athletic Department LPC TTIPS	August 2019- June 2020	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic visits	Side by side data analysis	Title 1--#10

**Focus Area 6: Create a Safe School Culture and Climate.**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The district improve the management, attendance, education, and care of children with asthma	Director of Health Services Nursing staff	National Asthma Education and Prevention Program	August 2019- June 2020	Created hotspot map of students with asthma to determine illness Asthma action plans	Decrease in asthma related emergencies	Side by side data analysis	Title 1--#10
Adolescents' general well-being will be improved through increased knowledge and access to medical and mental care	Director of Health Services Nursing staff	School based clinics, Local health care providers, hospitals	August 2019- June 2020	Live monitoring of uninsured students in district dashboard	Decrease students without a medical home	Side by side data analysis	Title 1--#10
<p>The district will 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>-School Health Advisory Committee (SHAC) along with coaches will 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</li> <li>-Provide public awareness, provide educational materials and appropriate referrals.</li> </ul>	-Director of Health Services -Nursing Staff	-Child nutrition department -Coaching staff -Dietician DHR school based clinic	August 2019- June 2020	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigricans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	Side by side data analysis	Title 1 – #10

## Focus Area 6: Create a Safe School Culture and Climate

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The district will provide a school environment free of drugs and violence through:</p> <ul style="list-style-type: none"> <li>-Develop partnerships with parents to establish the responsibilities of each including resource referrals to programs that deal with pupils at risk</li> <li>-train students on how to develop a positive view of self and learn to use effective interpersonal skills.</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>-Texas Tropical Behavioral Health</li> <li>-Behavioral Centers</li> <li>-Police Departments</li> </ul>	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
Address the needs of the homeless students	Laura Campos , Principals, Counselors, Social Workers	Title I	August 2019- June 2020	Referrals	Attendance Reports, Report Cards	Increased attendance, higher academic, achievement	Title I- 9 , 10
Hire social worker/truancy officer and all necessary materials to help address the needs of the students and with attendance.	Principal TTIPS Project Director	TTIPS	August 2019- June 2020	Referrals	Attendance Reports, Discipline Reports, Activity Log	Increased attendance, decrease discipline referrals, higher academic, achievement	Title I- 9 , 10

## Focus Area 6: Create a Safe School Culture and Climate

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Daily security/safety audits will be conducted at 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 will be provided for all security staff on proper confrontational management techniques, professionalism, courteous to all students and staff	Security Director, Security and Safety Department	Local Funds	August 2019- June 2020	Less incidents of improper force used by security guards, security officers dress and act professionally	Decrease in security and safety incidents, and improved interactions between security guards and students	Side by side data analysis	Title 1--#10
Training will be provided for 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
A safe and secure school environment will be provided by utilizing the ID Scanner "Raptor" System	Safety Department Elementary Campuses Middle School Campuses	Local Funds	August 2019	All visitors in the building have a Sticker Picture ID	Safer School Environment	Side by side data analysis	Title 1--# 10

**Focus Area 6: Create a Safe School Culture and Climate**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>A consistent admission/enrollment plan will be promoted to ensure student engagement and quality data.</p> <ul style="list-style-type: none"> <li>Collaborate with Student Data Center to improve On-line Registration.</li> <li>Implementation of Retention and Recruitment Program to ensure school choice and reduce student mobility.</li> </ul>	<p>Student Services Pupil Accounting Director, Attendance Recovery Personnel School Community Liaisons Recruitment &amp; Retention Personnel Campus Personnel,</p>	<p>Local Funds</p>	<p>August 2019- June 2020</p>	<ul style="list-style-type: none"> <li>-Pre-registration campaign</li> <li>-District Expo</li> <li>-Student Choice Transfers</li> <li>-Student Recovery Initiatives</li> <li>-Pre-Countdown to Zero</li> <li>-PEIMS/Leaver Training</li> <li>-Countdown to Zero</li> <li>-Customer Service Training</li> </ul>	<ul style="list-style-type: none"> <li>-District Dashboard Data</li> <li>-eSchool Cognos Reports</li> <li>-Preliminary Enrollment Counts</li> <li>-Sign-In Sheets</li> <li>Public Relations/PEIMS District Increased Enrollment</li> </ul>	<p>Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports</p>	<p>Title 1--#10</p>
<p>Attendance/Non-attendance guidelines and Truancy Prevention Measures will be implemented at all campuses that include:</p> <ul style="list-style-type: none"> <li>Parent Notices every year.</li> <li>Utilization of eSchool Messenger</li> <li>Parent/Student Handbook</li> <li>Staff Development</li> <li>Implement and follow-up with attendance improvement timeline.</li> </ul>	<p>Student Services Pupil Accounting Director, Attendance Recovery Personnel Campus Personnel</p>	<p>Local Funds</p>	<p>August 2019- June 2020</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training Implementation of Truancy and Dropout System Application</p>	<p>Increase of student attendance through daily, six weeks and year report  Decrease in discipline and truancy.</p>	<p>Data Analysis Review  Updated through corrective measures.</p>	<p>Title 1--#10</p>
<p>Ensure implementation of Attendance and Dropout Prevention Recovery Strategies that include:</p> <ul style="list-style-type: none"> <li>Implementation of an Attendance Recovery Program.</li> <li>Campus Attendance Committee</li> <li>District School Attendance Prevention Measures and Truancy Procedures.</li> <li>Dropout strategies to ensure ongoing prevention.</li> <li>Attendance and Dropout Prevention monitoring</li> </ul>	<p>Pupil Accounting Director, Attendance Recovery Personnel School Community Liaison Personnel Campus Personnel</p>	<p>Local Funds</p>	<p>August 2019- June 2020</p>	<p>Correspondence, Emails, District Plan, Annual Report Card  Review of attendance, attendance recovery participants, minutes and completion.</p>	<p>Maintain attendance accountability in compliance with State Student Attendance Accounting statutes.  Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Ongoing Data Validation District Attendance Daily, Six Weeks, Yearly Reports.  Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance</p>	<p>Title 1--#10</p>

## Focus Area 6: Create a Safe School Culture and Climate

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Program effectiveness measures will be taken to ensure implementation of accountability measures of attendance improvement and dropout prevention.</p> <ul style="list-style-type: none"> <li>Attendance Recovery Program monitoring weekly.</li> <li>Campus Attendance and Leaver Audits every six weeks.</li> <li>Campus feedback and monitor improvement.</li> <li>Best practices shared for District wide school attendance improvement.</li> </ul>	<p>Student Services Pupil Accounting Director Attendance Recovery/Dropout Personnel Campus Personnel</p>	<p>Local Funds</p>	<p>August 2019- June 2020</p>	<p>Correspondence, Emails, TEA letter,  PEIMS update annual training</p>	<p>eSchool Cognos Reports  PEIMS end of year report  Onpoint data base software</p>	<p>Texas Academic Report Card PBMAS District Improvement DVM Accountability</p>	<p>Title 1--#10</p>
<p>Consistent student support and administrative guidance will be provided through district personnel to ensure student academic success.</p> <ul style="list-style-type: none"> <li>Develop Student Attendance Behavior Intervention Plans</li> <li>Provide School-Based support services</li> <li>Offer existing MOU's and Community-Based Program services</li> <li>Provide District level attendance recognition banners and incentives to promote student attendance.</li> </ul>	<p>Student Services Pupil Accounting Director Attendance Recovery/Dropout Personnel</p>	<p>Local Funds</p>	<p>August 2019- June 2020</p>	<p>School Community Liaison Program Personnel  eSchool Data</p>	<p>Increase in student achieve through EOC  Improvement in student attendance and behavior  Procedures manual/handbook</p>	<p>Community Resources Collaborative partnerships</p>	<p>Title 1--#10</p>
<ul style="list-style-type: none"> <li>Provide incentives to promote academic achievement, AR reading, responsible behavior, etc.</li> </ul>	<p>Campus Administration</p>	<p>Local funds, TTIPS</p>	<p>August 2019- June 2020</p>	<p>Quotes, Purchase Orders, Reports</p>	<p>Increase academic achievement, improve climate</p>	<p>Student Survey STAAR Results</p>	<p>Title 1 - #10</p>

**Focus Area 6: Create a Safe School Culture and Climate**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<ul style="list-style-type: none"> <li>Establish a daycare to provide childcare for children of students so they may attend school</li> <li>•Hire Daycare Provider/Manager and Daycare Providers</li> <li>•Provide daycare with furniture, equipment and supplies needed such as: desktop, printer, refrigerators, washer and dryer, microwave, telephone, shelves, rugs, transport buggy, instructional supplies, décor etc.,</li> <li>•Provide required training for daycare providers or reimbursement for trainings</li> <li>•Provide for fees to fulfill daycare requirements such as licensing fee, Occupational license inspection and certificate, etc.</li> </ul>	<p>Principal, TTIPS Project Director, Daycare Personnel</p>	<p>TTIPS 276</p>	<p>August 2019- June 2020</p>	<p>Licensing documentation, purchase orders, enrollment documentation</p>	<p>Increase in student achieve through EOC</p> <p>Improvement in student attendance and behavior</p> <p>Procedures manual/handbook</p>	<p>Texas Academic Report Card</p> <p>PBMAS District Improvement</p>	<p>Title 1--#10</p>

## Focus Area 7: Staff Quality, Recruitment, and Retention

### Objective 1: Develop and retain 100% highly effective staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
<p>The district will offer competitive salaries for Teachers, and district staff</p> <p>Competitive Stipends for Masters and/or certifications that support district initiatives</p> <ul style="list-style-type: none"> <li>Teacher performance</li> <li>Base compensation</li> <li>Opportunities for advancement</li> <li>Staff morale survey</li> </ul>	HR, Business office,	Local, Fed. Funds, State Comp Funds 166	2019-2020	<p>Greater Retention Rate of district staff</p> <p>Employee Loyalty</p>	<p>Improvement in instruction delivery</p> <p>Increase student achievement</p> <p>Increase of Performance Base and compensation</p> <p>Large applicant pool</p>	<p>Staff Retention reports</p> <p>Performance Base and Compensation Report</p>	Title 1 #3 & 5
<ul style="list-style-type: none"> <li>District will consider unique district incentives and stipends</li> <li>Paying of Local Days</li> <li>District contribution for employee medical plan</li> <li>Medical Clinic</li> </ul>	Business Office, Human Resource	Local Funds 199, SCE 166	On going	Staff retention	Staff retiring from district	experienced work force	Title 1 #3 & 5
<p>A plan for teacher selection and retention will be implemented:</p> <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>Advanced placement trained</li> </ul>	HRS Admin., Bilingual/Special Education, CTE Directors, Principals	Staffing needs projections	On going focus in spring	<p>Staff hired</p> <p>High teacher retention rate</p> <p>Increase number of certified teachers</p>	All classrooms have a highly effective teacher	Screen applicants for best candidates	Title 1 #3 & 5
University Student Interns will be hired that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offered a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Higher retention rate of new teachers	Title #3 & 5
Principals will receive training on interviewing and documentation of teachers	HR administrators, Instructional coaching staff	Documentation handbook	August 2019-May 2020	Better selection of staff, Improvement in documenting staff	<p>Improve teacher quality</p> <p>Increase student achievement</p>	<p>Hiring of effective teachers</p> <p>Appropriate documentation of staff performance</p>	Title 1 #3 & 5

## Focus Area 7: Staff Quality, Recruitment, and Retention

### Objective 1: Develop and retain 100% highly effective staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Professional development for new teachers	Director of Instructional coaching, principals, Instructional coaches	Local funds	July 2019-August 2020	Sign in sheets, Coaching logs and schedules	Increase student achievement	CBAs, benchmarks, STAAR, TELPAS, SLO's, Professional Development Goals	Title 1 #3 & 5
Instructional coaching support will be provided for the following; New teachers, other teachers needing support	Department of instructional coaches, Directors, TIF Instr. Coaches	Local funds 199, Title I, II	August 2019- July 2020	Sign in sheets coaching logs and schedules	McRel teacher evaluation	CBAs, benchmarks STAAR, TELPAS	Title 1 #3 & 5
The district will provide all new teachers with a teacher mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors.	August 2019 - May 2020	Mentor Logs	Increase in teacher satisfaction and morale Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1 #3 & 5
Instructional coaching system will be provided with on-going professional development	Instructional coaching department 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 Effective and High Effective	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5
Collaborative Instructional Review, i.e. Instructional Rounds will be provided and 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 Effective and Highly Effective	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5
Monthly progress monitoring campus visits and instructional rounds will be provided	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 Effective and Higgy Effective	McREL Mid-term and summative evaluations RRR	Title 1 #3 & 5