Alamo Middle School
Campus Improvement Plan
2019-2020

Board Approved:

Mission Statement

Alamo Middle School in collaboration with parents and community, is committed to provide a supportive, safe and nurturing learning environment for all students. We will accomplish this through quality instruction, and a rigorous curriculum so that students will emerge as empowered, critical thinkers and self-disciplined individuals who possess college ready skills to be productive citizens of society.

What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

Title I, Part A
School wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.

3. Instruction by highly qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. Strategies to attract high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Comprehensive Needs Assessment
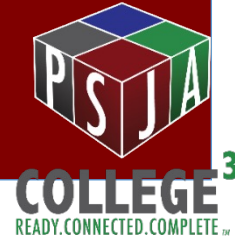
Data Resources Reviewed

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Special Education:

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

Needs:

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

- In Reading, the achievement gap between SpEd and All students at MEETS 2018-2019 is 4%.

- In Mathematics, the achievement gap between SpEd and All students at MEETS 2018-2019 is 13%.

- In Writing, the achievement gap between SpEd and All students at MEETS 2018-2019 is 6%.

- In Science, the achievement gap between SpEd and All students at MEETS 2018-2019 is 8% (SpED outperformed All Students).

- In Social Studies, the achievement gap between SpEd and All students 2018-2019 is 6% (SpED outperformed All Students).

Personnel Needs:

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

Professional Development Needs:

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

Comprehensive Needs Assessment

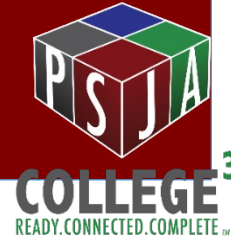**Demographics**

Demographics Summary

Special Education:

Strengths:

- In STAAR all subjects and grades, the exceeded progress rate for SpEd students at AMS was 12% increase of 1% over the campus.*

*STAAR results only include special education students who took the STAAR exam. STAAR Alt 2 are not reflected on this report.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

English Language Learners (ELL):

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

Needs:

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

- In Reading, the achievement gap between ELL and All students at MEETS 2018-2019 is 17%.

- In Mathematics, the achievement gap between ELL and All students at MEETS 2018-2019 is 14%

- In Writing, the achievement gap between ELL and All students at MEETS 2018-2019 is 15%.

- In Science, the achievement gap between ELL and All students at MEETS 2018-2019 is 20%.

- In Social Studies, the achievement gap between ELL and All students at MEETS 2018-2018 is 22%

Comprehensive Needs Assessment

Demographics

Demographics Summary

English Learners (EL):

Strengths:

- The Middle School TELPAS Yearly Progress Indicator was _____% in 2018 and increased to _____% in 2019.

On the STAAR exam:

- 6th grade Math passing rate for ELL students at AMS was 37%, _____% increase from last year.

- 8th grade Reading passing rate for ELL students at AMS was 24%, _____% increase from last year.

- 8th grade Math passing rate for ELL students at AMS was 40%, ____% increase from last year.

- 8th grade Science passing rate for ELL students at AMS was 22%, ____% increase from last year.

Comprehensive Needs Assessment
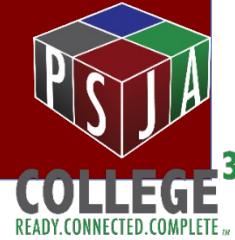
Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

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

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

- In Mathematics, the achievement gap between Eco Dis and All students 2018-2019 is 1%.

- In Writing, the achievement gap between Eco Dis and All students 2018-2019 is 0%

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

- In Social Studies, the achievement gap between Eco Dis and All students 2018-2019 is 1%

- On Domain 3, Closing the Achievement Gaps for the Economically Disadvantaged, AMS earned a score of 25.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- 8th grade Science passing rate for Eco Dis students at AMS was 41% at MEETS, 11% increase from year 2018.

- 8th grade Social Studies passing rate for Eco Dis students at AMS was 32%, 18% increase from year 2018.

- Math passing rate for Eco Dis students at AMS was 50%, 5% increase from year 2018.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain 1: Student Achievement	• 6-8th Grade Math • 8th Grade Science • 8th Grade Social Studies **Mastery 70% or Higher**	• 6-8th Grade ELA • 7TH Grade Writing **Mastery 65% or Lower**	Improve student learning outcomes in : • 6-8th Grade ELA • 7th Grade writing **SMART Goal: 72% or Higher**
2	Domain 2: Student Progress Part A: Academic Growth	Campus performed at a 64 scaled score.	• 155/1135 (Score= 14) possible points were not earned for academic growth	• Address the needs of identified students to meet the academic growth in 2018-19 in Reading and Mathematics
3	Domain 2: School Progress Part B: Relative Performance	Campus' economically disadvantaged group received a B rating.	• Campus needs student growth to move up to an A rating.	Economically disadvantaged group will receive additional support and intensive interventions in reading and math to meet or exceed progress.
4	Domain 3: Closing the Gaps	Campus met standard calculation report of 25	• 6th grade ELA • 7th Grade Math	• Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course • Ensure teachers are trained on targeting the specific • Differentiate instruction to meet the needs of sub populations • Assess and Monitor frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	• Neighborhood schools • Communication in both English and Spanish • Parent Liaison District level and campus • Parent Centers • Business Partnerships	• Secondary parent involvement is low • Low Average of parents with high school diplomas and/or postsecondary education	• Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels
6	Technology	• Availability of technology resources for students and teachers, and staff.	• Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor • Technology is outdated and in need of replacement	• Provide training on the implementation of technology integration; increase on-line resource use • Provide updated technology for all teachers
7	School Culture and Climate	• Good student attendance • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture	• Student enrollment	• Build public relations • Improve student retention
8	Staff Quality, Recruitment, and Retention	• Highly Qualified Staff • New Teacher Academy • McRel Evaluation Tool		

CAMPUS DEMOGRAPHICS

Grade	All Students	% Male	% Female	% SPED	% LEP	% M1	% M2	% Migrant	% ECD	% GT	% CTE
06	236	54.2%	45.8%	11.4%	43.6%	0.8%	7.2%	5.9%	93.6%	8.5%	0.0%
07	215	50.7%	49.3%	12.1%	33.5%	5.6%	4.7%	5.1%	94.0%	8.4%	0.0%
08	216	55.6%	44.4%	9.3%	34.7%	5.1%	7.9%	6.9%	93.5%	7.9%	0.0%
Alamo Middle School	667	53.5%	46.5%	10.9%	37.5%	3.7%	6.6%	6.0%	93.7%	8.2%	0.0%
District	32,191	49.6%	50.4%	6.8%	41.3%	5.5%	5.4%	7.4%	92.6%	9.4%	14.7%

Updated as of 10/7/19

Student Achievement Summary 2018

	Component Score	Scaled Score	Goals 2019
Overall		82	85
Domain I: Student Achievement	44	75	85
STAAR Performance	44		
Domain II: School Progress			
A)Academic Growth	64	66	80
B)Relative Performance		88	90
Domain III: Closing the Gaps	25	68	75

Student Achievement Summary 2019

All Students Performance Rates	Performance Target 2020	Campus 2019 (Masters)	Goals 2020
Reading	44	38%	60%
Math	60	51%	85%
Writing	60	36%	75%
Science	60	42%	75%
Social Studies	60	35%	75%

Student Achievement Summary 2019

ELL Current & Monitored Performance Rates	Performance Target 2020	Campus 2019 (Meets)	Goals 2020
Reading	30	21%	29%
Math	43	37%	40%
Writing	40	21%	50%
Science	40	22%	50%
Social Studies	40	13%	50%

Student Achievement Summary 2018

Special Ed Performance Rates	Performance Target 2018	Campus 2019	Goals 2020
Reading	60	17.3%	50%
Math	60	55%	60%
Writing	60	0%	50%
Science	60	20%	50%
Social Studies	60	13%	50%

Student Achievement Summary 2018

ECO Dis Performance Rates	Performance Target 2018	Campus 2019	Goals 2020
Reading	40	36%	33%
Math	55	50%	36%
Writing	60	36%	46%
Science	60	41%	51%
Social Studies	60	32%	42%

2019 STAAR Performance Data Table

Campus 2019 Results Approaches	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELs*	% Met for Min Size Req
Reading	68	-	68	-	-	-	-		67	45	57	
Math	79	100	79	0		-	-		79	55	72	
Writing	59	-	59	-	-	-	-		59	30	44	
Science	78	-	78	-	-	-	-		77	61	67	
Social Studies	66	-	66	-	-	-	-		65	47	51	
Percent of Eligible Measures Met												44

Indicates Did Not Meet Minimum Size Requirement

66% =   Met 20 indicators out of 30

2019-2020 Campus Goals

- The following charts reflect the State Accountability results for our campus for the state accountability ratings in 2018-2019.

- This will allow us to analyze our needs and set attainable goals for the 2019-2020 school year.

2019-2020 Campus Goals

6th Grade Reading

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2019	**2020**
Meets	78	31%	45
Masters	88	10%	20

7th Grade Reading

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2019	**2020**
Meets	74	36%	55
Masters	83	17%	25

8th Grade Reading

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State (Approaches) Assessment *TARGET: 65%*	Goal *TARGET: 60%*
		2019	**2020**
Meets	75	42%	65
Masters	86	16%	25

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2019-2020 Campus Goals

6th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment TARGET: 60%	Goal TARGET: 60%
		2019	2020
Meets	61	53%	60
Masters	79	25%	30

7th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2019	**2020**
Meets	63	38%	60
Masters	83	16%	30

8th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2019	**2020**
Meets	64	62%	75
Masters	86	25%	35

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2019-2020 Campus Goals

STAAR EOC Passing Rates for mathematics

Algebra 1			
% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal % *TARGET: 60%*
		2019	**2020**
Meets	61	93	100
Masters	76	67	90

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2019-2020 Campus Goals

7ᵗʰ Grade Writing

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2019	**2020**
Meets	72	36%	50
Masters	83	14%	20

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2019- 2020 Campus Goals

8th Grade Science

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2018	**2019**
Meets	71	42%	52
Masters	83	18%	28

8th Grade Social Studies

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 65%*
		2019	**2020**
Meets	70	34%	44%
Masters	80	17%	27%

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A,

STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3 were excluded.

2019-2020 Campus Goals

- Domain I- Student Achievement
- Domain II- School Progress
  - Part A: Academic Growth
  - Part B: Relative Performance
- Domain III- Closing the Gaps
- Goal 5-Family and Community Involvement
- Goal 6-Technology
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

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

Objective 1: Curriculum will be horizontally and vertically 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
Teacher representatives from all contents will be selected for summer Curriculum Writing sessions scheduled in May-June [2018].	Executive Officer for MS, Content Coordinators, Campus Administrators	Title 1 Funds	Summer 2018	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Curriculum writers will be trained on the state standards, domains, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Executive Officer for Middle Schools, Campus Administrators	Title 1 Funds	August 2019	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for EL students and Supplemental Aids for special education students	Bilingual Director, Special Ed Director, Executive Officer for Middle Schools, Campus Administrators	Title 1 Funds Title III SpEd	Summer 2019	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Academic Calendars and timelines will be written for all courses.	Executive Officer for MS, Content Coordinators, Campus Administrators	Local Funds, Title 1 Funds	Summer 2019	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

Campus Goal 1: Improve Student Academic Achievement (Domain 1)
Alamo Middle School

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be written and aligned to the TEKS to monitor the effectiveness of the curriculum, teaching and learning	District Content Coordinators, Curriculum Writers	Title 1 Funds	May-June 2019 August 19'-May 20'	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Campus Administrators, CLL	Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
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	Administrator for Middle Schools, Administrators	Local Funds, Title 1 Funds	October 2019 December 2019 January 2020 February 2020 March 2020 April 2020	Agendas and Sign-in Sheets, Data Analysis Documents, Assessment Calendar	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#2,4,8
Campus CLL, Deans, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Administrators	Title 1 Funds	August 2019 – May 2020	Curriculum documents, weekly assessments, Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3 33

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum writers will develop Content Based Assessments (CBAs) and District-level Benchmarks that are aligned to the TEKS.	District Content Coordinators, Curriculum Writers	Title 1 Funds	June 2018 August 19'- May 20'	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Prior to the administration of a CBA or Benchmark, teachers will review the assessments to ensure adherence to the specificities in the TEKS	Campus Administrators, Campus CLL, Department Chairs, teachers	Title 1 Funds	October 2019 December 2019 January 2020 February 2020 March 2020 April 2020	CLC Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
One district-level CBA and two district-level Benchmarks will be administered to all students in 2018-19.	District Content Coordinators, Campus administrators, curriculum writers	Title 1 Funds	October 2019 December 2019 January 2020 February 2020 March 2020 April 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 48 hours of the test administration	Curriculum Coordinators, Campus Administrators and Campus Testing Coordinators (CTCs)	Title 1 Funds	October 2019 December 2019 January 2020 February 2020 March 2020 April 2020	DMAC reports	CBA scores, Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms with data walls will be available for data analysis and monitoring student progress.	Dean of Instruction, Campus CLL, Department Chairs, teachers	Title 1 Funds	August 2019- June 2020	Data wall DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the administrator in charge and to plan next steps	Executive Officer for MS, Content Coordinators, Campus Administrators	Title 1 Funds	October 2019 December 2019 January 2020 February 2020 March 2020 April 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8

Campus Goal 1: Improve Student Academic Achievement (Domain 1)
Alamo Middle School

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus level monitoring of the progress of economically disadvantaged students will be done immediately following each weekly assessment, CBA, BM.	Campus Administrators, Campus CLL, Department Chairs, teachers	Title I Funds	August 19'-May 20'	Agendas and Sign-in Sheets, data walls, DMAC documents	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of special education students will be done immediately following each weekly assessment CBA and BM	Campus Administrators, Campus CLL, Department Chairs, teachers	Title I Funds	August 19'-May 20'	Agendas and Sign-in Sheets, data walls, DMAC documents	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of EL students will be done immediately following each weekly assessment, CBA and BM	Campus Administrators, Campus CLL, Department Chairs, teachers	Title I Funds	August 19'-May 20'	Agendas and Sign-in Sheets, data walls, DMAC documents	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Provide outside consultants, trainings, staff development, and conferences based on student needs, for all core teachers on data disaggregation, creating formative assessments, and content support.	Campus Administrators, Campus CLL, Department Chairs, teachers	Title 1 Funds	August 19'-May 20'	Agendas and Sign-in Sheets, data walls, DMAC documents, training/PD roll-outs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
District Goals specific for each subgroup will be developed and shared with each campus principal and staff	Migrant Director, Special Ed Director, Dual Language/ESL Director, Administrator for Middle Schools, Administrators	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2019	District Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus Goals specific for each subgroup will be developed at the campus using the district's goals.	Administrators, teachers and staff	Title I	September 2019	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, Weekly Assessments in four content areas	Title 1 - #2
Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as EL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc.	Campus Administrators, department chairs, campus CLL, teachers	Title I	August 2019-June 2020	DMAC data,	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/accommodations for the special education students in their classroom.	Campus Principals, Teachers	Special Ed 224	August 2019-June 2020	Lesson Plans, Walk-throughs, IEPs, ARDs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Meets and Master level.	Campus Principals, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2019 November 2019 January 2020 February 2020	Lesson Plans, Walk-throughs, IEPs, ARDs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for campus administrators	Administrator for Middle Schools, Campus Administrators	Local Funds 199, Title 1 Funds 211	October 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 1: Improve Student Academic Achievement (Domain 1)
Alamo Middle School 2018-2019

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Administrators and teachers will be trained on the Texas Accountability System and will understand how the Domains and Distinction Designations are calculated	Executive Officer for MS, Campus Administrators, Campus CLL, Department Chairs	Local Funds 199	October 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to unpack the TEKS for each course assessed	Content Coordinators, Campus Administrators, Campus CLL, Department Chairs	Local Funds 199	August 2019-May 2020	Agendas and CLC Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled daily for unpacking the TEKS and lesson plan collaboration	Campus Administrators, Campus CLL, Department Chairs	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Domain per student/per subpopulation group	Executive Officer for MS, Campus Administrators, Campus CLL, Department Chairs	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
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Campus CLL	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

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

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

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

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

Social Studies

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
All Social Studies Content teachers will be trained on 8th grade TEKS via monthly seminars	District Coordinator, Administration, All Social Studies Teachers	Title 1 211 Funds	August 2019 May 2020	Agendas, Sign-in sheets, Administrator Walkthroughs, CLL Walkthroughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
STAAR Enrichment classes will provide intentional tutoring focused on Academic Vocabulary, Social Studies Skills and Test-Taking Strategies	All Social Studies Teachers, Administrator for Social Studies		August 2019- May 2020	Attendance rosters, Student Notebooks, Administration/CLL Walkthroughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
All 6th and 7th grade teachers will incorporate 8th grade TEKS within their teaching curriculum via utilizing 8th grade materials (textbooks, workbooks, academic vocabulary)	District Coordinator, 6th grade Teachers, 7th Grade Teachers, Administrator for Social Studies	Title 1 211	August 2019- May 2020	Administrator/ CLL Walkthroughs, Student Notebooks	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
All Social Studies teachers (6th-8th) will pull out a specific target group for tutoring during their conference periods utilizing 8th grade resources (Sirius STAAR Preparation and Practice, Access Workbooks, Passwords Workbooks)	All Social Studies teachers, Administrator for Social Studies		August 2019- May 2020	Student Sign-in sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Social Studies teachers will become experts in their test data (DMAC) and will immediately react by creating an action plan	All Social Studies teachers, Administrator for Social Studies	Title 1 211,	August 2019- May 2020	Creation of target groups based on scores, Item Analysis reports, CBA/BM Action Plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

SCIENCE

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All science teacher will be trained in the 8th grade TEKS.	All grade level teachers	6-8 grade TEKS	August 2019 -May 2020	Agendas Sign in sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Teacher representatives from each grade level will be selected to write the district curriculum	Administrators	Local Funds, Title 1 Funds	Summer 2019 September 2019	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
All teachers will attend professional development , field trips and/or bring presenters to support a hands on, 21 century curriculum	Administrator for Middle Schools, Administrators Teachers	Local Funds, Title 1 Funds	September – May 2019 - 2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Supplemental Aids will be used starting in the lower grades, such as 6th and 7th grades so by the time students get to 8th grade they know how to us it.	Special Ed Director, Administrator for Middle Schools, Administrators All science teacher	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	September – May 2019 - 2020	Binders Journals	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
All grade levels will practice the use of interactive word walls through enrichment periods.	Administrator for Middle Schools, Administrators teachers	Local Funds, Title 1 Funds	September – May 2019 - 2020	Word walls Student work	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2
All science teachers (6th-8th) will pull out a specific target group for tutoring during their conference periods utilizing 8th grade resources (TEKS booklet, Motivation Science, Fusion textbooks)	All Social science teachers, Administrator for Social Studies	Title 1 211,	August 2018-May 2019 - 2020	Creation of target groups based on scores, Item Analysis reports, CBA/BM Action Plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 2 Improve Student Progress in Reading and Math (Index 2)
Alamo Middle School

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies. In 2018, 7th grade students scored 60% passing in Writing, ELLs scored 32%, and Special Ed students scored 0%. In Reading, 6th scored 51%, 31%, and 7% respectively. 7th grade students scored 66%, ELLs scored 38%, and Special Ed students scored 18% in Reading.	District ELA Content Coordinators, CLL, CLF ELA Teachers Dept. Chair	Novel Class sets, Novel units, Scholastic Scope Magazines, ELA curriculum, dictionaries and thesauruses, Read&Write, Imagine Learning, Systems 44, Storyboard, Peardeck, Quizizz, Testmoz, Padlet, Poetry Jams Resources, Barry Lane Conference/Resources, New Jersey Writing Project, IRA Conference	August 2019 - May 2020	Completed Curriculum documents, walk-throughs, CLC meetings	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, Goals are 70% for All Students, 50% for ELLS, and 40% for Special Ed in 7th grade Writing. 8th grade Reading Goals are 70%, 50%, and 20%, respectively. 6th and 7th grade Reading Goals are 70%, 50%, and 20%.	CBAs, BMs, STAAR, TELPAS	
Literacy: Improve student reading levels in each grade. In Reading, 6th scored 51%, 31%, and 7% respectively. 7th grade students scored 66%, ELLs scored 38%, and Special Ed students scored 18% in Reading.	District ELA Content Coordinators, Campus Principals, CLLs, CLF, Content Teachers	On-line AR Renaissance, AR Goal Incentives, Literacy Night with paid staff, Student Incentives for Literacy Night Participation, high interest novels, teacher libraries and class sets, Scholastic Books, McGraw Hill Connect Ed, Vocabulary Power, Vocabulary Workbooks, Friday Afterschool Tutoring	August 2019- May 2020	Completed STAAR Literature questions in the Curriculum Documents, A.R. Reading Level, STAR Reading Level Test	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS. 8th grade Reading Goals are 70%, 50%, and 20%, respectively. 6th and 7th grade Reading Goals are 70%, 50%, and 20%.	A.R., CBAs, BMs, STAAR, TELPAS	

Campus Goal 2 Improve Student Progress in Reading and Math (Index 2)
Alamo Middle School

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies.	District ELA Content Coordinators, CLL, CLF ELA Teachers Dept. Chair	Novel Class sets, Novel units, Scholastic Scope Magazines, ELA curriculum, dictionaries and thesauruses, Read & Write, Imagine Learning, Systems 44, Storyboard, Peardeck, Quizizz, Testmoz, Padlet, Poetry Jams Resources, Barry Lane Conference/Resources, New Jersey Writing Project, IRA Conference	August 2019 - May 2020	Completed Curriculum documents, walk-throughs, CLC meetings	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, Goals are 70% for All Students, 50% for ELLS, and 40% for Special Ed in 7th grade Writing. 8th grade Reading Goals are 75%, 60%, and 50%, respectively. 6th and 7th grade Reading Goals are 70%, 50%, and 40%.	CBAs, BMs, STAAR, TELPAS	
Literacy: Improve student reading levels in each grade.	District ELA Content Coordinators, Campus Principals, CLLs, CLF, Content Teachers	On-line AR Renaissance, AR Goal Incentives, Literacy Night with paid staff, Student Incentives for Literacy Night Participation, high interest novels, teacher libraries and class sets, Scholastic Books, McGraw Hill Connect Ed, Vocabulary Power, Vocabulary Workbooks, Friday Afterschool Tutoring	August 2019- May 2020	Completed STAAR Literature questions, Curriculum Documents, A.R. Reading Level, STAR Reading Level Test	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS. 8th grade Reading Goals are 75%, 60%, and 50% respectively. 6th and 7th grade Reading Goals are 70%, 50%, and 40%.	A.R., CBAs, BMs, STAAR, TELPAS	

Campus Goal 2 Improve Student Progress in Reading and Math (Index 2)
Alamo Middle School

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
Students will use graphic organizers to make inferences and find supporting evidence.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Studysync, Scholastic, Dinah Zikes resources, STAAR Ready, Motivation Reading, Buckle Down, Measuring Up	August 2019-May 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS.	CBAs, BMs, STAAR, TELPAS	
Students will use different levels of questioning to locate important ideas, make inferences, and connect the text to other texts, to world and to self.	Principals, Deans, Special Ed Director, Instructional Coaches, District Level Administrators	Costa's Level of Questioning, Middle School Matters, Jane Schaffer strategies	August 2019-May 2020	Walk-throughs, Accommodations, Lesson Plans, CLCs	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS.	CBAs, BMs, STAAR, TELPAS	
Students will use Jane Schaffer writing strategies to improve student performance in writing.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Jane Schaffer resources and supplies (colored pens, graphic organizers), STAAR rubric and TELPAS rubric	August 2019-May 2020	Walk-throughs, Lesson Plans, essays, color coded paragraphs	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS.	CBAs, BMs, STAAR, TELPAS	

Campus Goal 2 Improve Student Progress in Reading and Math (Index 2)
Alamo Middle School

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
Students will use graphic organizers to make inferences and find supporting evidence.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Studysync, Scholastic, Dinah Zikes resources, STAAR Ready, Motivation Reading, Buckle Down, Measuring Up	August 2019-May 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS.	CBAs, BMs, STAAR, TELPAS	
Students will use different levels of questioning to locate important ideas, make inferences, and connect the text to other texts, to world and to self.	Principals, Deans, Special Ed Director, Instructional Coaches, District Level Administrators	Costa's Level of Questioning, Middle School Matters, Jane Schaffer strategies	August 2019-May 2020	Walk-throughs, Accommodations, Lesson Plans, CLCs	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS.	CBAs, BMs, STAAR, TELPAS	
Students will use Jane Schaffer writing strategies to improve student performance in writing.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Jane Schaffer resources and supplies (colored pens, graphic organizers), STAAR rubric and TELPAS rubric	August 2019-May 2020	Walk-throughs, Lesson Plans, essays, color coded paragraphs	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS.	CBAs, BMs, STAAR, TELPAS	

Campus Goal 2 Improve Student Progress in Reading and Math (Index 2)
Alamo Middle School

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
ELAR teachers will receive training on TEKS analysis, and 2019-2020 TEKS to determine depth and complexity of each student expectation.	Principals, Campus Administrators, District Level Coordinators	ELAR TEKS, Lead 4ward, Lead4ward Conference	August 2019-May 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS.	CBAs, BMs, STAAR, TELPAS	
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principals, Deans, Campus Administrators, CLLs, CLFs, District Level Administrators	DOK Training, Lead 4ward, STAAR Ready, SRA, CARS, STARS, STAAR Coach, Kamico, Reading Warm-ups, Middle School Matters	August 2019-May 2020	Walk-throughs, Accommodations, Lesson Plans, CLCs, Completed DOK questions in the Curriculum documents	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS.	CBAs, BMs, STAAR, TELPAS	

Campus Goal 2 Improve Student Progress in Reading and Math (Index 2)
Alamo Middle School

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
Students will use graphic organizers to make inferences and find supporting evidence.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Studysync, Scholastic, Dinah Zikes resources, STAAR Ready, Motivation Reading, Buckle Down, Measuring Up	August 2019-May 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS.	CBAs, BMs, STAAR, TELPAS	
Students will use different levels of questioning to locate important ideas, make inferences, and connect the text to other texts, to world and to self.	Principals, Deans, Special Ed Director, Instructional Coaches, District Level Administrators	Costa's Level of Questioning, Middle School Matters, Jane Schaffer strategies	August 2019-May 2020	Walk-throughs, Accommodations, Lesson Plans, CLCs	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS.	CBAs, BMs, STAAR, TELPAS	
Students will use Jane Schaffer writing strategies to improve student performance in writing.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Jane Schaffer resources and supplies (colored pens, graphic organizers), STAAR rubric and TELPAS rubric	August 2019-May 2020	Walk-throughs, Lesson Plans, essays, color coded paragraphs	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS.	CBAs, BMs, STAAR, TELPAS	

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be developed for K-12 using CIF strategies	Administrator for Middle Schools, Campus Administrators, Instructional Coaches campus curriculum representative	Title 1 211, Local Funds 199	June 2019-May 2020	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind, lead4ward	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS scores, weekly assessment	CBAs, BMs, STAAR, TELPAS, weekly assessment	
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Administrator for Middle Schools, Campus Administrators campus coordinator, CLF department head	Title 1 211, 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, weekly assessment	CBAs, BMs, STAAR, TELPAS, weekly assessments	
Teachers will receive in and out of district training on math TEKS, analyzing data, instructional methods	Administrator for Middle Schools, Campus Administrators, content coordinator	Title 1 211, 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, weekly assessment	CBAs, BMs, STAAR, TELPAS, weekly assessments	
One aligned CBA and two district Benchmarks will be administered district-wide	Administrator for Middle Schools, Campus Administrators, content coordinator	Title 1 211, Local Funds 199	October 2019 November 2019 December 2019 February 2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR,idividualized progress charts	CBAs, BMs, STAAR, TELPAS, weekly assessment	
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 2019	CLC agendas and sign-in sheets, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPA, weekly assessments	

Campus Goal 2 Improve Student Progress in Reading and Math (Index 2)
Alamo Middle School

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
Students will use graphic organizers to make inferences and find supporting evidence.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Studysync, Scholastic, Dinah Zikes resources, STAAR Ready, Motivation Reading, Buckle Down, Measuring Up	August 2019-May 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS.	CBAs, BMs, STAAR, TELPAS	
Students will use different levels of questioning to locate important ideas, make inferences, and connect the text to other texts, to world and to self.	Principals, Deans, Special Ed Director, Instructional Coaches, District Level Administrators	Costa's Level of Questioning, Middle School Matters, Jane Schaffer strategies	August 2019-May 2020	Walk-throughs, Accommodations, Lesson Plans, CLCs	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS.	CBAs, BMs, STAAR, TELPAS	
Students will use Jane Schaffer writing strategies to improve student performance in writing.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Jane Schaffer resources and supplies (colored pens, graphic organizers), STAAR rubric and TELPAS rubric	August 2019-May 2020	Walk-throughs, Lesson Plans, essays, color coded paragraphs	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS.	CBAs, BMs, STAAR, TELPAS	

Campus Goal Improve Student Progress in Reading and Math (Index 2)							
Alamo Middle School							
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
One aligned CBA and two district Benchmarks will be administered district-wide	Administrator for Middle Schools, Campus Administrators, District Content Coordinators, Campus Principals	ELAR Curriculum, Incentives for Benchmarks, DMAC	October 2019 December 2019 February 2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to inform tutorial lessons and to identify spiraled skills. Purchase workbooks for S.S and ELA .Print shop, and Sirius,and Jarrett Publishing.	Administrator for Middle Schools, Campus Administrators, District Content Coordinators, Campus Principals	STAAR Resource Materials, STAAR Coach, Skills Boxes	August 2019-May 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to identify students in need of extended learning opportunities	Administrator for Middle Schools, Campus Administrators, District Content Coordinators, Campus Principals	DMAC, Weekly Assessments	August 2019-May 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Literacy: Improve Reading Fluency across grade levels.	Administrator for Middle Schools, Campus Administrators, District Content Coordinators, Campus Principals, CLLs, CLFs	McGraw Hill Connect Ed, Accelerated Reader, Scholastic Scope Magazine, Audible, Read&Write, Audio Books, Literacy Night, Literacy Conferences, Reading Conferences	August 2019-2020	Walk-throughs, DMAC reports	Increased Student Progress for all students, including sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	

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

Objective 2: Math Instruction will be aligned campus-wide.

Alamo Middle School 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format and Exit tickets will be developed aligned to the skill of the day	District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Provide Writing Across the Curriculum training on effective teaching strategies for math teachers, as well as Jane Schaffer Writing Strategies	Campus Administration	Title 1 Funds	August 2019-May 2020	Agendas and Sign-in Sheets, Jane Schaffer Writing Strategies	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Purchase instructional supplies, manipulatives, and updated technology for students and teachers for classroom use to enhance learning opportunities to supplement the districts adopted curriculum and CIF strategies. ties.	Campus Administration, Principals	Student and Teacher supplies and technology	August 2019 – May 2020	Classroom Observations	Increased student engagement		

Campus Goal 3: Close the student achievement gap among all populations. (Domain 3)

Objective 1: Decrease the student achievement gap among all subgroups (Domain 3). Math
Alamo Middle School 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Clever •Herman Method • Imagine Math •TECH-LABS(EduSmart) • Edmentum(Study Island)	Administrator for Middle Schools, Campus Administrators, District Content Coordinators, Bilingual Director, Special Ed Director Teachers	Title 1 211, Local Funds 199 Title III 263, Special Ed 224	August 2019 - ongoing	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	46?

Campus Goal 3: Close the student achievement gap among all populations. (Domain 3)

Objective 1: Decrease the student achievement gap among all subgroups (Domain 3). Math
Alamo Middle School 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Tutorials intervention for sub populations	Teachers, Special Education Co-Teachers	Imagine Math, STAAR resources (workbooks), District Share Point resources by grade level	Aug 2019 – May 2020	Time sheets, Lesson Plans, Student sign in sheet	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
•Student fluency in Online Testing format	Special Education Co-Teachers	Computer Lab, STAAR	Aug 2019 – May 2020	Schedule, Sign In Sheet	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
•Planning time for Special Education Co-Teacher and Regular Ed Teacher	Principals, Counselors	Allocated Planning Time, Employee Compensation	Aug 2019 – May 2020	Schedule, Sign In Sheet	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
•Daily Special Education Co-Teacher assistance for inclusion classes	Principals, Special Education Department Head	Co-Teachers	Aug 2019 – May 2020	Schedule, Co Teacher reports	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
Use teaching and learning strategies that will support literacy development and enhance understanding of math concepts and vocabulary	Teachers	Planning Time, District Support	August 2019- May 2020	Walk Throughs, Classroom Observations	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

Campus Goal 3: Close the student achievement gap among all populations (Domain 3)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 224	August 2019-May 2020	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principals, Deans, Special Ed Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 224	August 2019-May 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Title III 224	August 2019-May 2020	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators, Counselors	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2019-May 2020	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

Campus Goal 3: Close the student achievement gap among all populations (Domain 3)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers provided with student demographic, and sub pop status to inform teaching.	Counselors, Principals, Special Education Teachers	PEIMS report, IEP, 504 IEP, TELPAS	August 2019 - ongoing	Teacher copies	Seating charts with labels, Intentional Grouping, Testing Accom.	CBAs, BMs, STAAR, TELPAS	
Review 504 students' performance and progress and provide accommodations and interventions.	Administrator for Middle Schools, Campus Administrators, District Content Coordinators, 504 District Coordinator	Title 1 211, Local Funds 199	August 2019- May 2020	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	
Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principals, Deans, District Dyslexia Coordinator, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199	August 2019- May 2020	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	
Provide extended learning and credit recovery opportunities for students not mastering the curriculum through summer school, credit recovery, academies, tutorials, and enrichment period.	Principals	SCE	August 2019- May 2020	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	
Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Administrator for Middle Schools, Campus Administrators	Title 1 211, Local Funds 199	August 2019- May 2020	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing	CBAs, BMs, STAAR, TELPAS	

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program
Alamo Middle School

Objective 1: Increase the number of students that score at the Meets and Masters Level

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

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

Objective 1: Increase the number of students that score at the Meets and Masters Level

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Domains and Distinction Designation Awards are calculated.	Administrator for Middle Schools, Campus Administrators	Local Funds 199	October 2019 (on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Meets and Masters on the STAAR assessment.	Principals	Local Funds, Title 1 Funds	October 2019 November 2018 December 2018 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principals	Local Funds, Title 1 Funds	October 2019 November 2018 December 2018 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Administrator for Middle Schools, Campus Administrators, CLL	Local Funds, Title 1 Funds	October 2019 November 2018 December 2018 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#2,4,8

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

Objective 1: Increase the number of students that score at the Meets and Masters Level

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

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

Objective 2: Increase the number of students that complete their core courses and receive their Associates degree or certificate of completion before high school graduation

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide comprehensive advisement to students	College Readiness, College Advisors, Transitional Specialists, CTE Dept.		August 2019-May 2020	Degree Plans, advisement, sequence of course, STC Degree Works	Number of students who receive AS degrees, number of students who complete core, certificates of completion	Number of students who have followed a career pathway.	
Provide academic support services to increase retention and completion	College Readiness Principals Partner IHE College Transition Specialists		August 2019-May 2020	Student sign-in sheets, Center for Learning Excellent log in	An increase in the number of student retained in college courses	Number of students who successfully complete their college courses.	
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Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.

Objective 3: Increase the number of student who successfully pass the Texas Success Initiative (TSI) College Readiness assessment.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide TSI class instruction in 8th grade level courses that prepares students for the assessment	College Readiness Middle School Principals		August 2019- May 2020	Attendance Sheets	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	
Provide TSI tutorial sessions to prepare students to pass the assessment	College Readiness Principals Assigned TSI Teacher		August 2019- May 2020	Tutorial Sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	
Provide TSI Summer Bridge Program for preparation of students who have not mastered TSI assessment	College Readiness, Principals, Assigned TSI Teacher		August 2019- May 2020	Tutorial sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	
Provide non-credit bearing course for preparation of students to pass	College Readiness, Principal, IHE	Local funds	January 2019- May 2020	Class rosters	An increase in the number of students who pass the assessment	The number of students who successfully complete the course	

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Campus Goal 5: Family and Community Involvement
Objective 1: Provide opportunities for parents to assist students in preparing for assessments

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

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Campus Goal 5: Family and Community Involvement

Objective 2: Offer tutoring programs that support students taking assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Sponsor after school tutoring camps @ Parental Education Centers	Parental Director, Logistic Specialist, Site Managers	Title I Funds	May 2020	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9
Assist Secondary Campuses increase their tutorial academies via telephone contacts, etc.	Parent Educators	Title I Funds	May 2020	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR	Title I- #2, #9

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Campus Goal 5: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Modify adult volunteer services program to include students @ all level	Parental Director, Logistic Specialist	Local Funds, Title I Funds	May 2020	Volunteer sign-in card	Tally of Volunteer hours		Title I- #9
Partner with DAEP and National Honors Society Programs to engage students in community service projects	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2020	Registration forms, MOU'S, Projects Participation Forms	Measure DAEP recidivism rate, Tally of volunteer hours On a monthly basis		Title I- #9

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Campus Goal 5: Family and Community Involvement

Objective 4: Increase Parental involvement in secondary campuses

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host at least 2 major events per year at secondary campuses	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2020	Sign-in Sheets	Parent Surveys		Title I- #6, #10
Host one (1) graduation requirements seminar at secondary campus for all secondary parents	Parental Director, Logistic Specialist, Parent Educators, Financial Aid Officers	Local Funds, Title I Funds	May 2020	Sign-in Sheets, Registration forms	Parent Surveys		Title I- #6, #10

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Campus Goal 5: Family and Community Involvement

Objective 5: Help district increase average of parents with high school diplomas

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Increase enrollment of adult Literacy Participation by 15%	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2020	Classroom attendance sheets	End of year course completion certificates		Title I- #6, #10
Open 2 more Parent Community Education Centers	Parental Director	Title I Funds	December 2019	Attendance sheets	End of year course completion certificates		Title I- #6, #10
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Campus Goal 6: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology. Alamo Middle School 2019-2020							

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 School wide Components
Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration Academy. These academies will be planned for each of the core content areas as well as key electives	Technology Director MIS Coordinator Instructional Technology Coordinator Chief Financial Officer Superintendent of Schools	Instructional Technology Staff and various state, federal, and local budgets	Ongoing… This will be a yearly expense with additions each year as funds become available.	Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology	Increased student scores.	Budget reviews and monthly campus visits with principals	
Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum. Purchase up-to-date technology ,hardware for classroom use and student, teacher use.(Computers, projectors, Printers, copy machine,Laminator,Bulbs)	Instructional Technology Coordinator Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools, CIT,Teachers,computer lab	Software, hardware, and professional development Title 1/SCE	Ongoing. This is a yearly expense that will be increased every year as funds are available.	Increased technology training session 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.	
PSJA ISD provides adult literacy and technology application skills training to its' parents via the Parental Involvement Department. The Parental Involvement Department gets technology literate teachers from the Bilingual/ESL Department to conduct these trainings. These training take place on a monthly basis throughout the year. The department is in essence its own adult literacy provider.	Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development	Ongoing. This is a strategy that is carried out year-round and in the summers.	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.		

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Accelerated Reader Software, adequate bandwidth, and adequate hardware	August 2019-May 2020	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	
The Technology Department will provide for the delivery of online library/research resources (Destiny Online)so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Destiny Software, adequate bandwidth, and adequate hardware	August 2018-May 2019	Usage reports from the Destiny system	Increase in the number of students using the Destiny system.	Review of Destiny Reports	

Campus Goal 6: Technology			Alamo Middle School 2019-2020				

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
Audit the curriculum and integrate technology essential knowledge and skills (TEKS) at the K-8 level and update and create courses for Technology Applications at the secondary level. Technology equipment such as Laptops, Mimios, projectors, Documet Readers.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum coordinators Elementary Administrator Technology Applications Review committee for (HS) Area Administrators Superintendent of Schools District Technology Advocacy Committee	Core content curriculum resources. Learning.com resources. State guidelines for required technology courses. Title 1	This is an ongoing process. However, a committee will be formed to specifically address the secondary Technology applications courses at the High School level. This will be done Sept 2017.	Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the district course offerings and alignment with state course requirements.	
Develop units of practice aligned with the core content curriculum.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer	Core content curriculum resources. Learning.com	Ongoing This will be done by June 2019.	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.	

Campus Goal 6: Technology

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

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

Campus Goal 6: Technology

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

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

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Maintain and update district Intranet/Internet to include campus and classroom websites. The district will subscribe to an online web hosting service which will facilitate updating of intranet/internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with students. We will provide our students(AR Readers) with on line Renaissance Accelerated Reader and Renaissance STAAR Reading	Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee and library	District website, share point/intranet site Title 1 SCE	June 2020	online campus and classroom web sites	Increased teacher collaboration on curriculum, business and administrative projects.		
Develop and maintain a district website as a resource for instruction and a tool for school to community communication. The district will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as up coming projects.	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	District website, Living Tree, and district Intranet	The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process	Teacher lesson plans Student feedback Community feedback Web site usage reports.	Increased teacher collaboration on curriculum projects.		.64

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide internet instruction to all teachers and students. The district will use Learning.com for all K-8 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.	Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator	Learning.com, Atomic Learning, and other online resources.	Ongoing. Aug 2019 - June 2020 Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.	online campus and classroom web sites	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).		

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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.	Technology Director	Local Technology Budget, and hardware	August 2019-June 2020	computers at each campus instructional lab will be no more than 3 years old at any given time.	This means that no lab computer will be out of warranty as long as it is in the lab setting.		
In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.	Technology Director Instructional Technology Coordinator, MIS Coordinator		August 2019-June 2020	computer inventory counts	Increased teacher collaboration on curriculum projects.		

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

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

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

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Action Steps: -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best-practices document for community providers. -Refer children to the appropriate medical services (school based clinics)							
Provide support services including determent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	-Director of Health Services -Nursing Staff	-Behavioral Centers -PSJA LPC	August 2019- June 2020	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	-Director of Health Services -Nursing Staff	-Emergency medical services from Pharr, San Juan and Alamo	August 2019- June 2020	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide a school environment free of drugs and violence. Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.	-Director of Health Services -Nursing Staff	-Texas Tropical -Behavioral Centers -Police Departments	August 2019- June 2020	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.	-Director of Health Services -Nursing Staff	-Athletic Department -LPC	August 2019- June 2020	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis	Title 1--#10

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

Objective 2: Provide a school environment that promotes wellness for teachers and 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
Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers. Action Steps: - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along will coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals.	-Director of Health Services -Nursing Staff	-Child nutrition department -Coaching staff -Dietician DHR school based clinic	August 2019- June 2020	Let's get fit initiative Referrals for abnormal BMI Continue assessing and referring for Acanthosis Nigracans Host parent sessions throughout school years	Verbal knowledge of community Evidence of returned referral of visits to nutritionist, dieticians, and health care providers	Side by side data analysis	Title 1 – #10

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

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

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

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation • School messenger	Pupil Accounting Director Principal	Local Funds	August 2019-June 2020	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report Onpoint data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through district personnel to ensure student academic success.	Pupil Accounting Director, Administrator for Middle Schools, Campus Administrators	Local Funds	August 2019-June 2020	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Collaborate with district to develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
• Competitive Salaries for Teachers, and all District staff • Competitive Stipends for Masters and/or certifications that support district initiatives	HR, Business office	Funds for salaries and stipends	Feb. 2019 - Aug. 2020	Greater Retention Rate of district staff Higher staff moral	• Improvement in student academic scores • Improvement in instruction delivery	Staff Retention reports	
Unique district incentives • Paying of Local Days • District contribution for employee medical plan	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	• Staff retiring from district	More experience work force	
Implement a plan for teacher selection and retention • Bilingual/ESL certified • Special Education certified • Core area certifications • Masters degrees • CTE certified • Advance Placement certified A passion for students, and commitment to excellence	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	• Staff hired High teacher retention rate	• All classrooms have a HQ teacher that is prepared to deliver instruction • Teacher will support student success with content expertise	• Screen all applicants for best candidates • Hold Invitational Job Fairs	
Hire University Student Interns that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Collaborate with district to develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principals training on interviewing , documentation of teachers	HR Admin, I3 dept. staff	Documentation Handbook	Nov. 2019 – March 2020	• Better selection of staff • Improvement of documentation of staff	• Improve the quality of teachers therefore improving student learning	• Hiring of better teachers • Better documentation of staff not meeting performance standards	
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Administrator of Human Resources, Administrator for Middle Schools, Campus Administrators, CLL, and CLF	Local funds I3 Invest in Innovation funds	August 2019-May 2020	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
On-going professional development of District Curriculum	Administrator of Human Resources, Administrator for Middle Schools, Campus Administrators CLL and CLF	Local funds I3 Invest in Innovation funds	August 2019-May 2020	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support • New teachers • Other teachers needing support	Administrator of Human Resources, Administrator for Middle Schools, Campus Administrators CLL and CLF	Local funds I3 Invest in Innovation funds	August 2019-May 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Collaborate with district to develop and retain 100% highly qualified staff.
Alamo Middle

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