



**Audie Murphy Middle School
Campus Improvement Plan
2019 - 2020**

Board Approved:

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Mission Statement



The mission of Audie Murphy Middle School is to provide a safe, supportive, and healthy environment that meets the educational, social, emotional, and physical needs of all students. By providing quality instruction, students will explore excellence pathways in preparation for a college and career ready future. We believe that all students are valued individuals that can learn and become responsible and productive members of society.

All stakeholders have a shared responsibility
to fulfill this mission.

Motto: Paving the Way to a College and Career Ready Future.

GUIDING PRINCIPLES



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 Schoolwide Components:

1. **Comprehensive Needs Assessment:** 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. **Schoolwide Reform Strategies:** 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:** All teachers of core academic subjects and instructional paraprofessionals in a school wide program school meet qualifications required to be highly qualified.
4. **High Quality Professional Development:** 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:** The school wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Title I, Part A Schoolwide Components:

6. **Strategies to Increase Parent Involvement:** Strategies to increase parental involvement in accordance with section 1118, such as family literary services. Strategies must be developed that increase parent involvement.
7. **Transition:** 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. **Teachers Including in Decisions Regarding Assessments:** 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. **Effective and Timely Assistance to Students Experiencing Difficulty:** 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:** 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 District Summary Report
2. 2017-18 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

Closing the Gap



Demographics

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:

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

- In Reading, the achievement gap between SpEd and All students 2018-2019 is 38%.
- In Mathematics, the achievement gap between SpEd and All students 2018-2019 is 39%.
- In Writing, the achievement gap between SpEd and All students 2018-2019 is 28%.
- In Science, the achievement gap between SpEd and All students 2018-2019 is 33%.
- In Social Studies, the achievement gap between SpEd and All students 2018-2019 is undetermined due to small sample group.

Personnel Needs:

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

Comprehensive Needs Assessment

Annual Growth



Demographic Summary

Enrollment at snapshot was 747 of which 62 (8.3%) are special education students.

Special Education:

Strengths:

All subjects overall improved from 2018-2019.

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

Reading has improved by **6%** from STAAR 2017 to STAAR 2019. Results are undetermined for 2018 due to small sample size.

Math has improved by **7%** from STAAR 2017 to STAAR 2019. Results are undetermined for 2018 due to small sample size.

Writing, Science, and Social Studies were not evaluated in 2017 or 2018 due to small sample size.

Needs:

In STAAR 2019 passing rate for SpEd students was 29% at approaches level.

We need to improve our progress in special education across all subject areas to close the gap between the All Students group 66% at approaches level. We need to increase the number of special education students scoring at the meets or above performance level to reach target of 19% in ELA and 23% in Math.

Comprehensive Needs Assessment

Closing the Gap



Demographics Summary Continued:

Enrollment at snapshot was 747 of which 331 (44.3%) are English Learners.

English Learners (EL):

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.

Strengths:

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

- In Writing, the achievement gap between ELL and All students is 6%. An increase of 9% from 2018.
- In Science, the achievement gap between ELL and All students is 5%. An increase of 3% from 2018.
- The campus Yearly Progress in TELPAS for students who progressed one proficiency level from 2018 to 2019 was 24%.
 - 6th Grade 33 students = 20%
 - 7th Grade 19 students = 17%
 - 8th Grade 40 students = 36%

Comprehensive Needs Assessment

Closing the Gap



Demographics Summary:

Enrollment at snapshot was 747 of which 331 (44.3%) are English Learners.

English Language Learners (ELL):

Needs:

- In All Student Group, the achievement gap between ELL and ALL Students is 5%.
- In Reading, the achievement gap between ELL and All students is 7%.
- In Mathematics, the achievement gap between ELL and All students is 4%.
- In Social Studies, the achievement gap between ELL and All students is 3%.

Comprehensive Needs Assessment

Closing the Gap



Demographics Summary Continued:

Enrollment at snapshot was 747 of which 718 (96.1%) are English Learners.

Economically Disadvantaged

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

Strengths:

In ALL Student group, the achievement gap between ECD and All students is 1%. An increase of 3% from 2018.

In Reading, the achievement gap between ECD and All students is 1%. Remained the same from 2018.

In Math, the achievement gap between ECD and All students is 0%. An increase of 2% from 2018.

In Writing, the achievement gap between ECD and All students is 0%. An increase of 15% from 2018.

In Science, the achievement gap between ECD and All students is 1%. An increase of 9% from 2018.

In Social Studies, the achievement gap between ECD and All students is 1%. An increase of 3% from 2018.

On the STAAR exam:

Needs:

In Social Studies, the achievement gap between ECD and All students is 1%. A decrease of 2% from 2018.

Comprehensive Needs Assessment Continued: Goal 1-7 Summary of Findings

| GOAL | Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
|------|--|---|---|--|
| 1 | <p align="center">Domain 1: Student Achievement</p> | <p>65% (2018) to 71% (2019), an increase of 6% of students that met Domain 1.</p> <ul style="list-style-type: none"> • 7th Grade Reading • 8th Grade Math • 7th Grade Math • 7th Grade Writing • 8th Grade Science • 7th & 8th Grade Algebra I | <p>29% of our students did not meet the Domain 1 standard.</p> <ul style="list-style-type: none"> • 6th Grade Reading • 6th Grade Math • 8th Grade Reading • 8th Grade Social Studies | <p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • 6th Grade Reading and Math, 8th Grade Reading, and Social Studies. <p>Annual Goals: 78% or Higher for Reading, 78% or higher for Math, and 70% for Social Studies.</p> |
| 2 | <p align="center">Domain 2: Student Progress</p> | <p>Met Standard with an 82%</p> <p>Campus Met the State Target for Domain 2 with a 61% in academic growth and with an 82% in relative performance. The campus had an increase of 5% of students meeting or exceeding progress from the previous year.</p> | <p>39% of our students did not meet or exceed the progress measure.</p> | <ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2019-2020 in Reading and Mathematics. |
| 3 | <p align="center">Domain 3: Closing the Achievement Gap</p> | <ul style="list-style-type: none"> *Math (Hispanic) *Math (ECD) *Student Success Status (ECD) <p>Mathematics (Algebra 1) Performance 100% Advanced Standard</p> | <p>IR – 47%</p> <ul style="list-style-type: none"> • ELA All Subgroups • Math (All, EL, Sped Current, Cont./Non Enrolled) • TELPAS • Student Success Status (All, Hispanic, ELs, Sped, Cont./Non Enrolled) | <p>Subgroups will receive additional support and intensive interventions in all subjects, in order to reach the highest level of performance.</p> |

Summary of Findings

| GOAL | Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
|------|---|---|--|--|
| 4 | Family and Community Involvement | <ul style="list-style-type: none"> • Neighborhood schools • Communication in both English and Spanish • Parent Liaison District level and campus • Parent Centers • Business Partnerships | <ul style="list-style-type: none"> • Parent involvement is low • Low Average of parents with high school diplomas and/or postsecondary education | <ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels |
| 5 | Technology | <ul style="list-style-type: none"> • Availability of technology resources for students, teachers, and staff. | <ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor | <ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use |
| 6 | School Culture and Climate | <ul style="list-style-type: none"> • Good student attendance • Mentorship Program • Team Building • Social Networking • Collaborative Learning Communities with common planning periods • Customer Service (CPR) • College for All Culture | <ul style="list-style-type: none"> • Advisory time scheduled daily • Student Recognition Events • Motivational Speakers • Expand on the mentorship program | <ul style="list-style-type: none"> • Build public relations • Increase in student academic motivation and sense of urgency to reach academic goals |
| 7 | Staff Quality, Recruitment, and Retention | <ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McRel Evaluation Tool | <ul style="list-style-type: none"> • District Job Fair • In-depth application and interview process | <ul style="list-style-type: none"> • Provide students with the best qualified teachers in every classroom |

DEMOGRAPHICS



| Audie Murphy | ALL | MALE | FEMALE | SPED | LEP | M1 | M2 | MIGRANT | ECD | GT |
|----------------|-----|------|--------|------|------|-----|-----|---------|------|-----|
| Number | 747 | 387 | 360 | 62 | 331 | 63 | 49 | 33 | 718 | 59 |
| Percent | 100 | 51.8 | 48.2 | 8.3 | 44.3 | 8.4 | 6.6 | 4.4 | 96.1 | 7.9 |

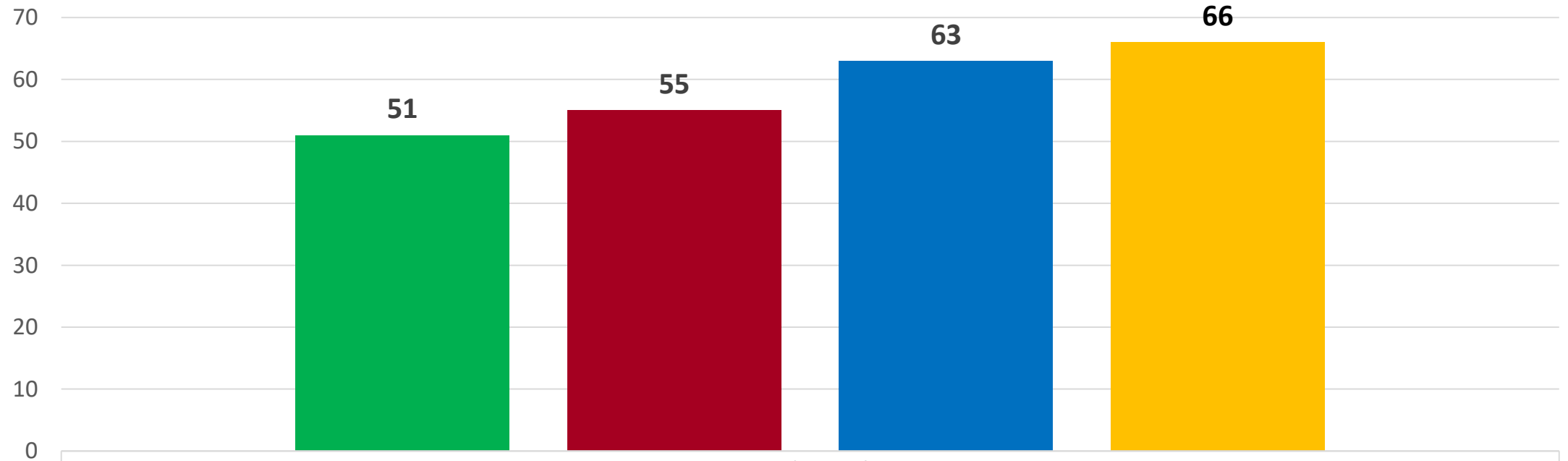
| Audie Murphy | ALL | HISPANIC | ASIAN | BLACK | WHITE | AMERICAN INDIAN/ALASKAN |
|---------------------|-----|----------|-------|-------|-------|-------------------------|
| Number | 747 | 739 | 0 | 1 | 6 | 1 |
| AUDIE MURPHY | 100 | 98.9 | 0 | 0.1 | 0.8 | 0.1 |

Student Achievement Summary 2019



| | Audie Murphy Component Score | Audie Murphy Scaled Score | PSJA ISD Component Score | PSJA ISD Scaled Score |
|--|---|--------------------------------------|---|--|
| Domain 1 Student Achievement | 39 | 71 | 47 (79%) STAAR Performance Only | 87 CCMR & Graduation Rate Included |
| Domain 2 Academic Growth Relative Performance | 61 AG (59%) 39 RP (82%) | 82 | 67 AG 59 RP | 89 |
| Domain 3 Closing the Gap | 6 | 47 | 70 | 83 |
| Overall Scaled Score | | 72 Met Standard | All PSJA Campuses | 87 |

Student Achievement STAAR 2019 6th Reading

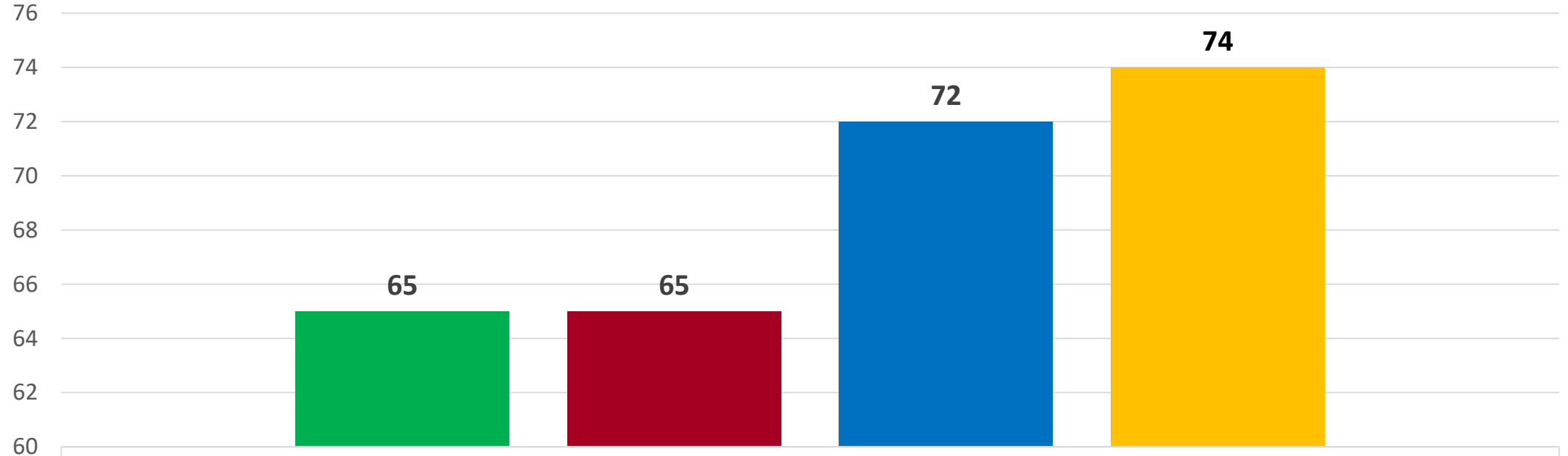


Domain 1 Student Achievement

| | |
|----------------|----|
| ■ Audie Murphy | 51 |
| ■ PSJA | 55 |
| ■ Region One | 63 |
| ■ State | 66 |

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement STAAR 2019 7th Reading

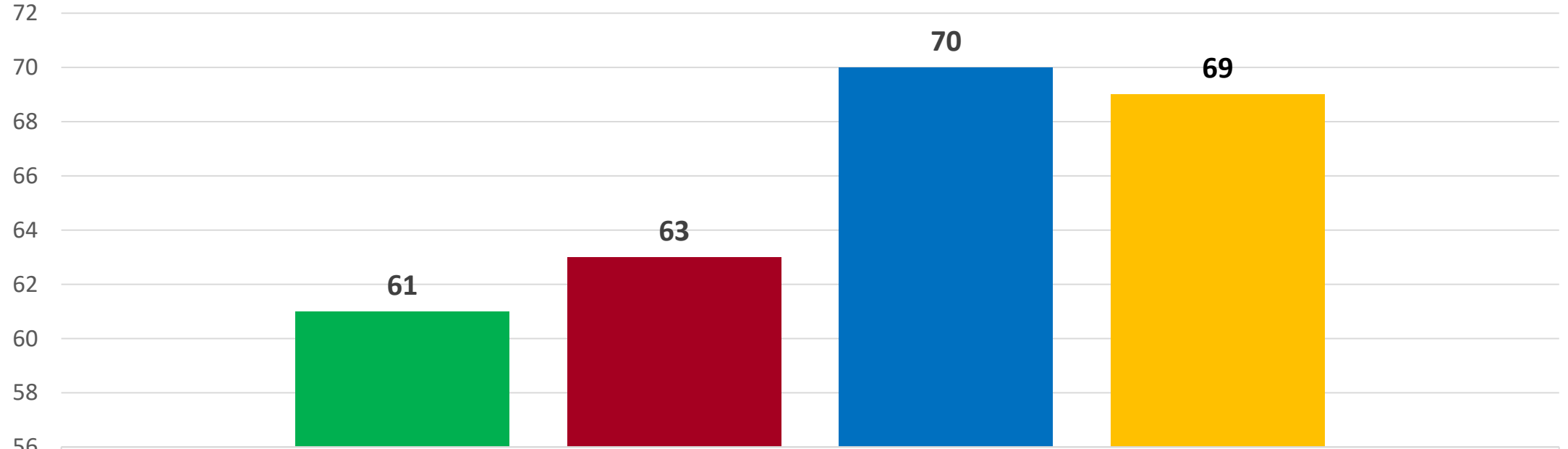


Domain 1 Student Achievement

| | |
|----------------|----|
| ■ Audie Murphy | 65 |
| ■ PSJA | 65 |
| ■ Region One | 72 |
| ■ State | 74 |

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement STAAR 2019 7th Writing

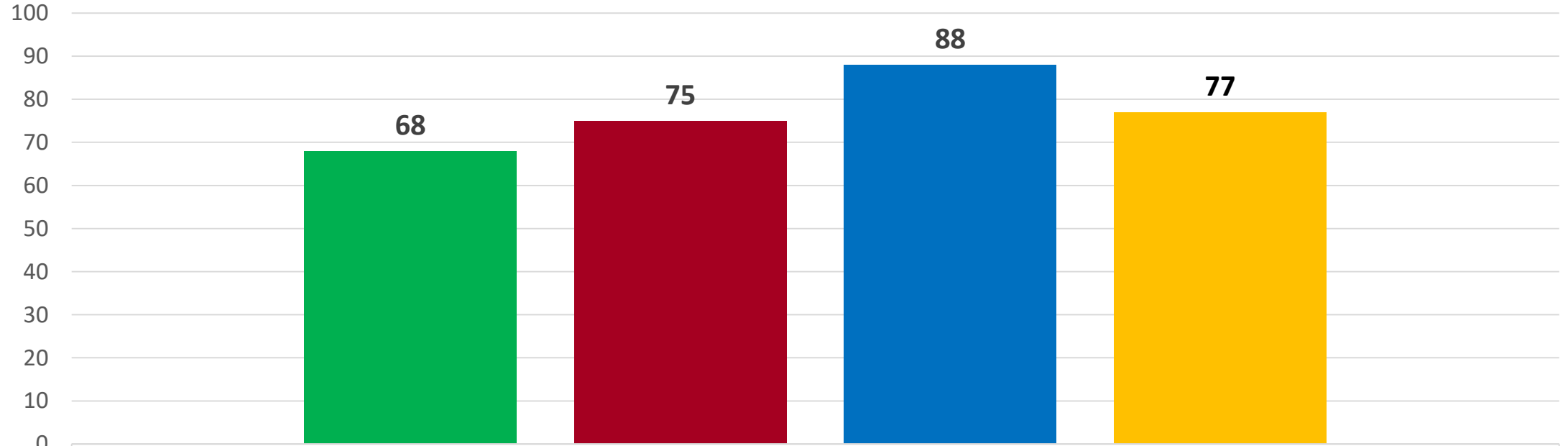


Domain 1 Student Achievement

| | |
|----------------|----|
| ■ Audie Murphy | 61 |
| ■ PSJA | 63 |
| ■ Region One | 70 |
| ■ State | 69 |

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement STAAR 2019 8th Reading

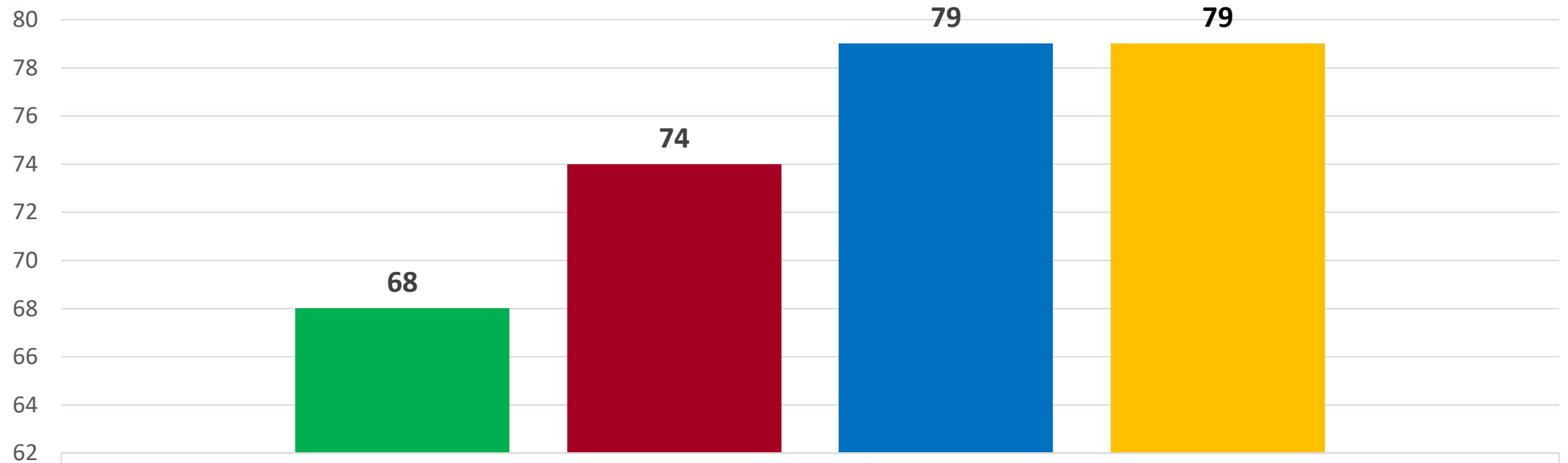


Domain 1 Student Achievement

| | |
|----------------|----|
| ■ Audie Murphy | 68 |
| ■ PSJA | 75 |
| ■ Region One | 88 |
| ■ State | 77 |

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement STAAR 2019 6th Math

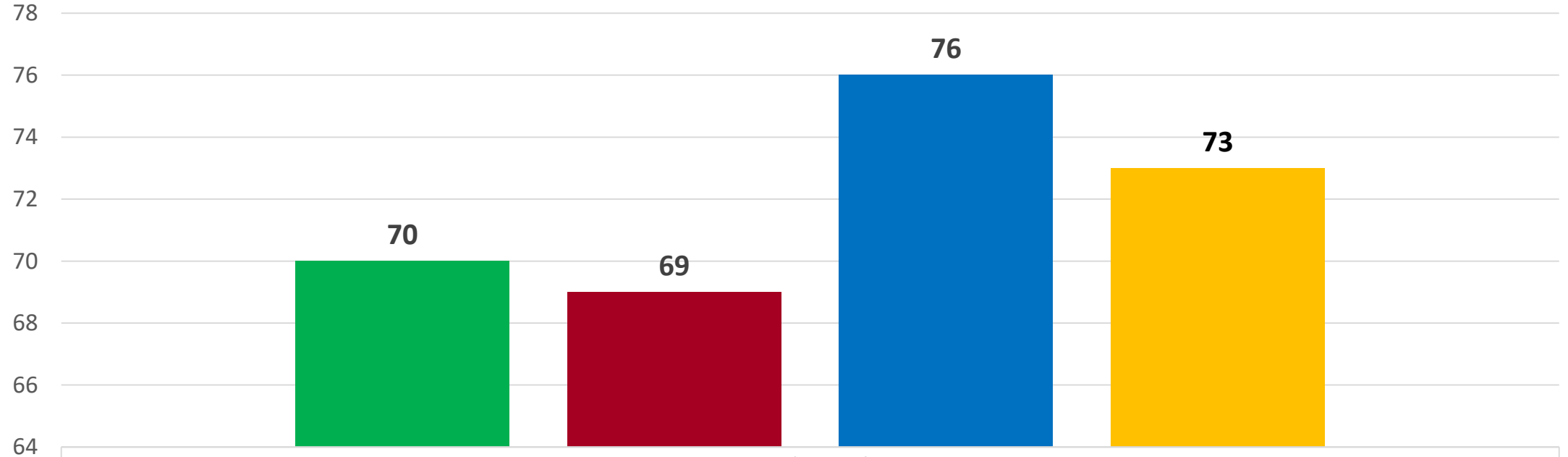


Domain 1 Student Achievement

| | |
|----------------|----|
| ■ Audie Murphy | 68 |
| ■ PSJA | 74 |
| ■ Region One | 79 |
| ■ State | 79 |

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement STAAR 2019 7th Math

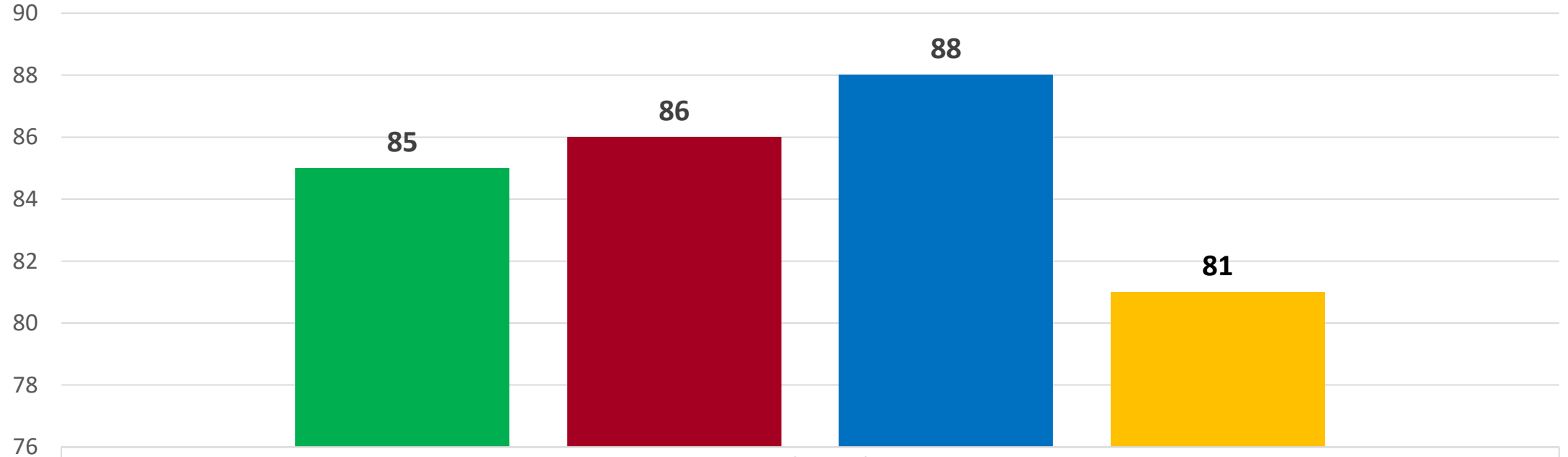


Domain 1 Student Achievement

| | |
|----------------|----|
| ■ Audie Murphy | 70 |
| ■ PSJA | 69 |
| ■ Region One | 76 |
| ■ State | 73 |

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement STAAR 2019 8th Math

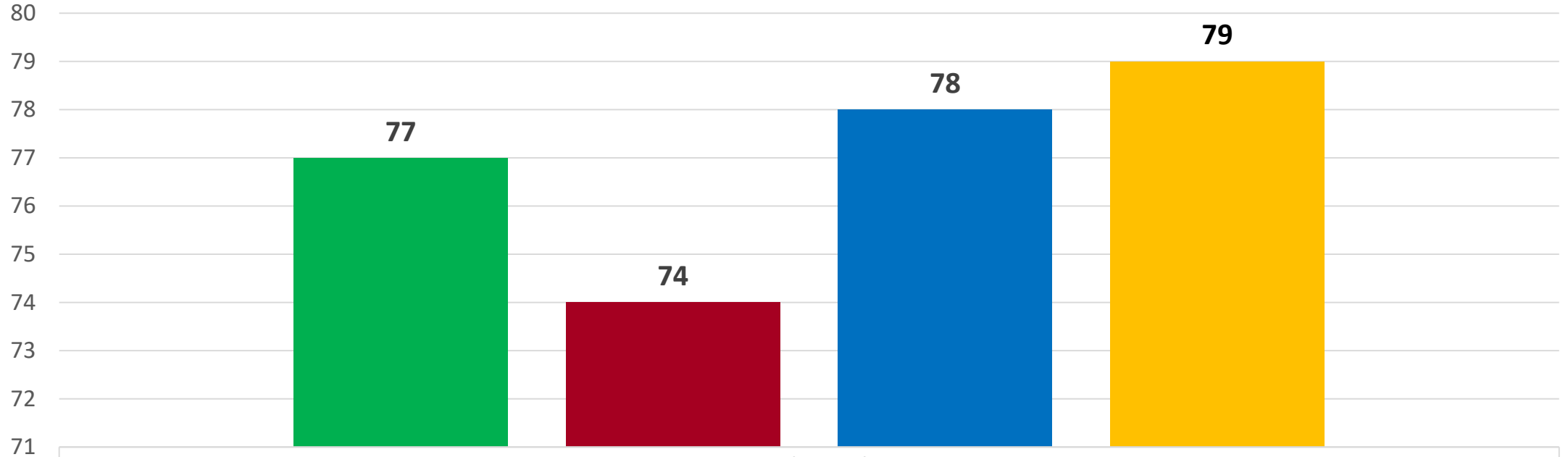


Domain 1 Student Achievement

| | |
|----------------|----|
| ■ Audie Murphy | 85 |
| ■ PSJA | 86 |
| ■ Region One | 88 |
| ■ State | 81 |

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement STAAR 2019 8th Science

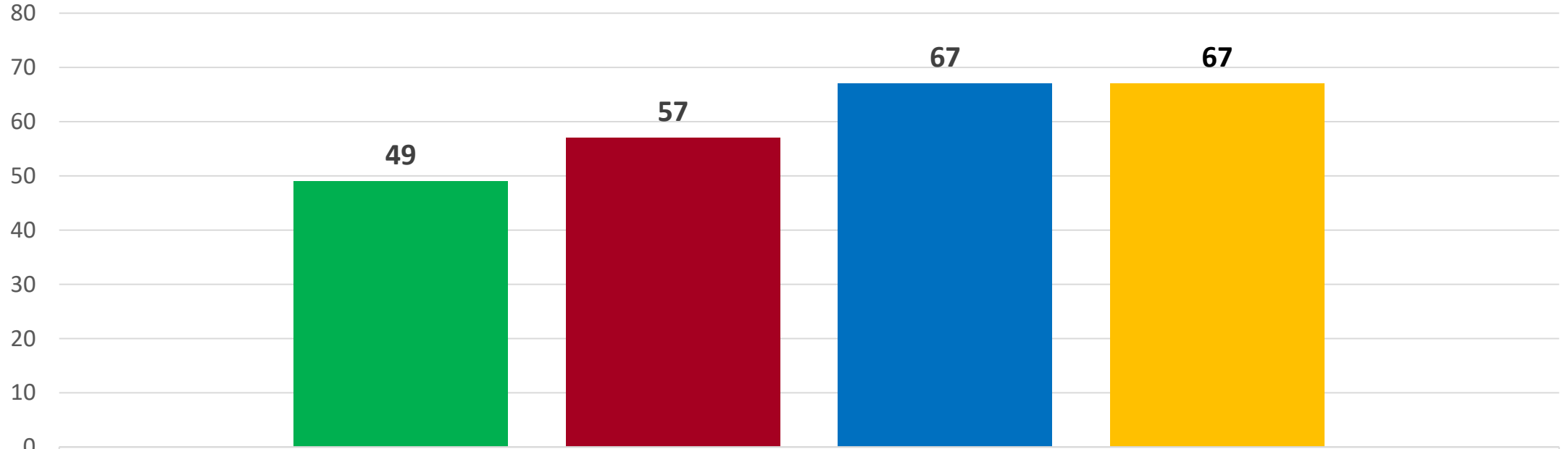


Domain 1 Student Achievement

| | |
|----------------|----|
| ■ Audie Murphy | 77 |
| ■ PSJA | 74 |
| ■ Region One | 78 |
| ■ State | 79 |

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement STAAR 2019 8th Social Studies



Domain 1 Student Achievement

| | |
|----------------|----|
| ■ Audie Murphy | 49 |
| ■ PSJA | 57 |
| ■ Region One | 67 |
| ■ State | 67 |

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement Summary 2019



| All Students Performance Rates | Performance Target 2019 | PSJA ISD All Students District | Audie Murphy Middle School | Goals 2020 |
|--------------------------------|-------------------------|--------------------------------|----------------------------|---|
| ALL Students | 80 | 75 | 66 | 80 Component Score 49 |
| Reading | 80 | 69 | 61 | 78% |
| Math | 80 | 83 | 74 | 6 th Grade 78% 7 th Grade 78% 8 th Grade 90% |
| Writing | 80 | 70 | 61 | 70% |
| Science | 80 | 80 | 77 | 85% |
| Social Studies | 80 | 76 | 49 | 70% |

Student Achievement Summary 2019



| EL Current & Monitored Performance Rates | Performance Target 2019 | PSJA ISD All Students District | Audie Murphy Middle School | Goals 2020 |
|--|-------------------------|--------------------------------|----------------------------|------------|
| ALL Students | 60 | 69 | 61 | 70 |
| Reading | 60 | 61 | 54 | 71 |
| Math | 60 | 80 | 70 | 75 |
| Writing | 60 | 67 | 55 | 65 |
| Science | 60 | 74 | 71 | 76 |
| Social Studies | 60 | 61 | 46 | 61 |

Student Achievement Summary 2019



| Special Ed Performance Rates | Performance Target 2019 | PSJA ISD All Students District | Audie Murphy Middle School | Goals 2020 |
|------------------------------|-------------------------|--------------------------------|----------------------------|------------|
| ALL Students | 50 | 48 | 29 | 50 |
| Reading | 50 | 39 | 23 | 50 |
| Math | 50 | 61 | 35 | 50 |
| Writing | 50 | 34 | 12 | 50 |
| Science | 50 | 50 | 44 | 50 |
| Social Studies | 50 | 47 | 33 | 50 |

Student Achievement Summary 2019



| ECO Dis Performance Rates | Performance Target 2019 | PSJA ISD All Students District | Audie Murphy Middle School | Goals 2020 |
|---------------------------|-------------------------|--------------------------------------|----------------------------------|------------|
| All Students | 78 | 74 | 65 | 78 |
| Reading | 78 | 68 | 60 | 78 |
| Math | 78 | 82 | 74 | 78 |
| Writing | 78 | 69 | 61 | 78 |
| Science | 78 | 79 | 76 | 78 |
| Social Studies | 78 | 75 | 48 | 78 |

Closing the Gap Goals 2020



Academic Achievement (Percentage at MEETS Grade Level or Above)

| Campus | All | African Amer. | Hispanic | White | Asian | Special Ed (Current) | Econ. Disadv. | ELC (Current and M4) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Met | Total Eval. |
|------------|-----|---------------|----------|-------|-------|----------------------|---------------|----------------------|---------------------|-----------------------|---------------------------|-----------|-------------|
| Reading | 32 | | 32 | | | 7 | 31 | 26 | | 34 | 23 | 0 | 7 |
| Targets | 44 | 32 | 37 | 60 | 74 | 19 | 33 | 29 | 36 | 46 | 42 | | |
| 2020 Goals | 39 | | 38 | | | 12 | 36 | 31 | | 39 | 28 | 3 | 7 |
| Math | 42 | | 42 | | | 12 | 41 | 37 | | 44 | 32 | 2 | 7 |
| Targets | 46 | 31 | 40 | 59 | 82 | 23 | 36 | 40 | 44 | 47 | 45 | | |
| 2020 Goals | 47 | | 47 | | | 17 | 46 | 42 | | 49 | 37 | 5 | 7 |

8/14 =
x .30

17.1

Academic Growth

| Campus | All | African Amer. | Hispanic | White | Asian | Special Ed (Current) | Econ. Disadv. | ELC (Current and M4) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Met | Total Eval. |
|------------|-----|---------------|----------|-------|-------|----------------------|---------------|----------------------|---------------------|-----------------------|---------------------------|-----------|-------------|
| Reading | 61 | | 61 | | | 48 | 61 | 58 | | 61 | 59 | 0 | 7 |
| Targets | 66 | 62 | 65 | 69 | 77 | 59 | 64 | 64 | 65 | 66 | 67 | | |
| 2020 Goals | 67 | | 66 | | | 53 | 66 | 64 | | 66 | 64 | 5 | 7 |
| Math | 61 | | 62 | | | 38 | 61 | 58 | | 62 | 57 | 0 | 7 |
| Targets | 71 | 67 | 69 | 74 | 86 | 61 | 68 | 68 | 70 | 71 | 70 | | |
| 2020 Goals | 71 | | 70 | | | 50 | 70 | 68 | | 67 | 62 | 4 | 7 |

9/14 =
x .50

32.1

Student Achievement Domain

| Campus | All | African Amer. | Hispanic | White | Asian | Special Ed (Current) | Econ. Disadv. | ELC (Current and M4) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Met | Total Eval. |
|------------|-----|---------------|----------|-------|-------|----------------------|---------------|----------------------|---------------------|-----------------------|---------------------------|-----------|-------------|
| Domain I | 39 | | 39 | | | 14 | 38 | 34 | | 40 | 32 | 1 | 7 |
| Targets | 47 | 36 | 41 | 56 | 73 | 23 | 38 | 37 | 43 | 48 | 45 | | |
| 2020 Goals | 49 | | 44 | | | 19 | 43 | 39 | | 48 | 37 | 5 | 7 |

5/7 =
x .10

7.1

English Language Proficiency Status

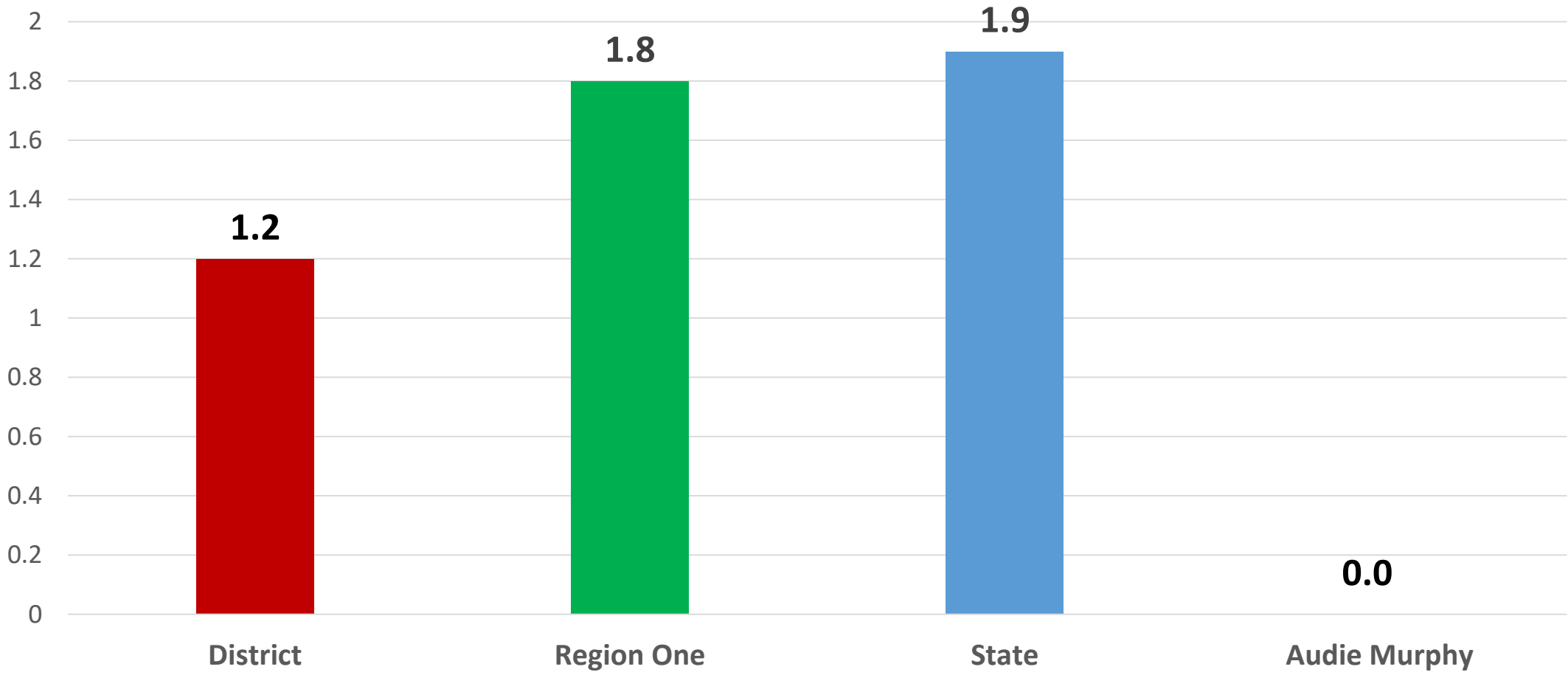
| Campus | | | | | | | ELC Current | | | | Total Met | Total Eval. |
|------------|--|--|--|--|--|--|-------------|--|--|--|-----------|-------------|
| TELPAS | | | | | | | 24 | | | | 0 | 1 |
| Targets | | | | | | | 36 | | | | | |
| 2020 Goals | | | | | | | 40 | | | | 1 | 1 |

1/1 =
x .10

10

66

Drop Out Rate (Grades 9-12)



Source:
2019 TEA Accountability Reports

PBMAS REPORT DISTRICT 2018



| STAAR 3-8 PASSING RATE | BE/ESL | | | | CTE | | | | NCLB | | SPED | |
|---------------------------------------|--------|-----|-------------------|---------|-----|------|----|------|-------------------|---------|------|-----|
| | BE | ESL | LEP NOT SERVED | LEP YAE | ALL | LEP | ED | SPED | TITLE 1 PART A | MIGRANT | ALL | YAE |
| MATH 70 | 0 | 1 | 1 | 0 | | | | | 0 | 0 | 2 | 0 |
| READING 70 | 0 | 2 | 2 | 0 | | | | | 0 | 1 | 2 | 0 |
| SCIENCE 65 | 0 | 2 | 1 | 0 | | | | | 0 | 1 | 2 | 0 |
| SOCIAL STUDIES 65 | 0 | 3 | 3 | 0 | | | | | 1 | 2 | 3 | 1 |
| WRITING 70 | 2 | 3 | 3 | 0 | | | | | 1 | 3 | 3 | 2 |
| STAAR EOC PASSING RATE | | | LEP | | | | | | | | | |
| MATH 60 | | | 0 | | 0 | 0 | 0 | 2 RI | 0 | 0 | 2 | |
| SCIENCE 60 | | | 1 | | 0 | 1 | 0 | 3 | 0 | 0 | 2 | |
| Social Studies 60 | | | 0 RI | | 0 | 0 RI | 0 | 1 RI | 0 | 0 | 1 RI | |
| ELA | | | 3 | | 0 | 2 | 0 | 3 | 0 RI | 2 | 3 | |

PBMAS REPORT DISTRICT 2017



| | BE/ESL | | | | CTE | | | | NCLB | | SPED | |
|--|--------------------|-----|----------------|---------|--------------------|-----|----|------|----------------|----------|----------|-----|
| | BE | ESL | LEP NOT SERVED | LEP YAE | ALL | LEP | ED | SPED | TITLE 1 PART A | MIGRANT | ALL | YAE |
| TELPAS | | | | | | | | | | | | |
| Reading Beginning Proficiency Level Rate | Report Only | | | | | | | | | | | |
| Composite Rating for students in US Schools Multiple Yrs | Report Only | | | | | | | | | | | |
| STAAR ALTERNATE 2 Participation Rate | | | | | | | | | | 2 | | |
| ANNUAL DROPOUT RATE | 0 | | | | 0 | | | | 0 | 0 | 0 | |
| GRADUATION RATE | 1 | | | | 0 | | | | 0 | 0 | 0 | |
| CTE NONTRADITIONAL COURSE COMPLETION | | | | | | | | | | | | |
| MALES | | | | | Report Only | | | | | | | |
| FEMALES | | | | | Report Only | | | | | | | |

PBMAS REPORT DISTRICT 2017








| | BE/ESL | | | | CTE | | | | NCLB | | SPED | |
|--|--------|-----|----------------|---------|-----|-----|----|------|----------------|---------|--------------------|-----|
| | BE | ESL | LEP NOT SERVED | LEP YAE | ALL | LEP | ED | SPED | TITLE 1 PART A | MIGRANT | ALL | YAE |
| SPED PLACEMENTS IN INSTRUCTIONAL SETTINGS 40/41 (AGES 3-5) | | | | | | | | | | | 1 | |
| SPED REGULAR CLASS > = 80% RATE | | | | | | | | | | | | |
| AGES 6-21 | | | | | | | | | | | 1 RI | |
| SPED REGULAR CLASS < = 40% RATE | | | | | | | | | | | | |
| AGES 6-21 | | | | | | | | | | | 1 | |
| SPED REPRESENTATION | | | | | | | | | | | | |
| ALL | | | | | | | | | | | - | |
| African American | | | | | | | | | | | - | |
| Hispanic | | | | | | | | | | | - | |
| LEP | | | | | | | | | | | - | |
| SPED SEPARATE SETTING RATE | | | | | | | | | | | | |
| AGES 6-21 | | | | | | | | | | | Report Only | |

2019 - 2020 Audie Murphy Goals



6th Grade Mathematics

| # of Questions Needed to Meet State Performance Standard Max Raw Score 38 | | % of Students Passing State Assessment at State Standard of <i>34%</i> | | % of Students Passing State Assessment at State Standard of <i>37%</i> | | % of Students Passing State Assessment at State Standard of <i>37%</i> | | Goal 2020 |
|---|----|--|---|---|-------------|--|--|-----------|
| | | 2017 | 2018 | 2019 | 2020 | | | |
| Approaches | 14 | 57% | 68%  | 68% | 78% | | | |
| Meets | 23 | 18% | 27%  | 31%  | 48% | | | |
| Masters | 30 | 5% | 7%  | 9%  | 25% | | | |

2019 - 2020 Audie Murphy Goals



7th Grade Mathematics







| # of Questions Needed to Meet State Performance Standard | | % of Students Passing State Assessment at State Standard of 40% | | % of Students Passing State Assessment at State Standard of 40% | | Goal 2020 |
|---|----|---|-------------|---|-------------|-----------|
| | | 2017 | 2018 | 2019 | 2020 | |
| Approaches | 16 | 61% | 66% | 70% | | 78% |
| Meets | 25 | 30% | 34% | 45% | | 48% |
| Masters | 33 | 5% | 18% | 22% | | 25% |

Met Masters Performance Indicator

2019 - 2020 Audie Murphy Goals









8th Grade Mathematics

| # of Questions Needed to Meet State Performance Standard Max Raw Score 42 | | % of Students Passing State Assessment at State Standard of <i>48%</i> | | % of Students Passing State Assessment at State Standard of <i>40%</i> | | % of Students Passing State Assessment at State Standard of <i>40%</i> | | Goal 2020 |
|---|----|--|---|---|-----|--|--|-------------|
| | | 2017 | | 2018 | | 2019 | | 2020 |
| Approaches | 19 | 83% | 84%  | 85%  | 90% | | | |
| Meets | 28 | 33% | 47%  | 51%  | 55% | | | |
| Masters | 37 | 8% | 14%  | 19%  | 25% | | | |

2019 - 2020 Audie Murphy Goals









6th Grade Reading

| # of Questions Needed to Meet State Performance Standard Max Raw Score 40 | | % of Students Passing State Assessment at State Standard of <i>58%</i> | | % of Students Passing State Assessment at State Standard of <i>58%</i> | | % of Students Passing State Assessment at State Standard of <i>58%</i> | | Goal 2020 |
|---|----|--|---|---|-------------|--|--|-----------|
| | | 2017 | 2018 | 2019 | 2020 | | | |
| Approaches | 23 | 45% | 56%  | 51%  | 78% | | | |
| Meets | 31 | 14% | 23%  | 25%  | 41% | | | |
| Masters | 35 | 4% | 6%  | 11%  | 25% | | | |

2019 - 2020 Audie Murphy Goals








7th Grade Reading

| # of Questions Needed to Meet State Performance Standard Max Raw Score 42 | | % of Students Passing State Assessment at State Standard of <i>55%</i> | | % of Students Passing State Assessment at State Standard of <i>55%</i> | | Goal 2020 |
|---|----|---|---|---|-------------|-----------|
| | | 2017 | 2018 | 2019 | 2020 | |
| Approaches | 23 | 57% | 53%  | 65%  | 70% | |
| Meets | 31 | 21% | 24%  | 34%  | 48% | |
| Masters | 35 | 8% | 11%  | 17%  | 25% | |

2019 - 2020 Audie Murphy Goals









8th Grade Reading

| # of Questions Needed to Meet State Performance Standard Max Raw Score 44 | | % of Students Passing State Assessment at State Standard of <i>57%</i> | | % of Students Passing State Assessment at State Standard of <i>57%</i> | | % of Students Passing State Assessment at State Standard of <i>57%</i> | | Goal 2020 |
|---|----|--|---|---|-------------|--|--|-----------|
| | | 2017 | 2018 | 2019 | 2020 | | | |
| Approaches | 25 | 73% | 74%  | 68%  | 78% | | | |
| Meets | 33 | 33% | 34%  | 38%  | 48% | | | |
| Masters | 38 | 10% | 15%  | 15% | 25% | | | |

2019 - 2020 Audie Murphy Goals



7th Grade Writing

| # of Questions Needed to Meet State Performance Standard Max Raw Score 46 | | % of Students Passing State Assessment at State Standard of <i>54%</i> | | % of Students Passing State Assessment at State Standard of <i>54%</i> | | % of Students Passing State Assessment at State Standard of <i>57%</i> | | Goal 2020 |
|---|----|--|---|---|-------------|--|--|-----------|
| | | 2017 | 2018 | 2019 | 2020 | | | |
| Approaches | 26 | 58% | 47%  | 61%  | 70% | | | |
| Meets | 33 | 21% | 22%  | 29%  | 46% | | | |
| Masters | 38 | 8% | 5%  | 11%  | 25% | | | |

2019 - 2020 Audie Murphy Goals









8th Grade Science

| # of Questions Needed to Meet State Performance Standard Max Raw Score 42 | | % of Students Passing State Assessment at State Standard of <i>52%</i> | | % of Students Passing State Assessment at State Standard of <i>55%</i> | | % of Students Passing State Assessment at State Standard of <i>52%</i> | | Goal 2020 |
|---|----|--|-------------|--|-------------|--|--|-----------|
| | | 2017 | 2018 | 2019 | 2020 | | | |
| Approaches | 22 | 69% | 68% | 77% | 85% | | | |
| Meets | 30 | 33% | 42% | 45% | 60% | | | |
| Masters | 35 | 6% | 19% | 20% | 30% | | | |

2019 - 2020 Audie Murphy Goals



8th Grade Social Studies

| # of Questions Needed to Meet State Performance Standard | | % of Students Passing State Assessment at State Standard of 52% | | % of Students Passing State Assessment at State Standard of 50% | | Goal 2020 |
|---|----|---|---|---|-------------|-----------|
| | | 2017 | 2018 | 2019 | 2020 | |
| Approaches | 22 | 43% | 52%  | 48%  | 70% | |
| Meets | 31 | 9% | 22%  | 20%  | 34% | |
| Masters | 45 | 4% | 11%  | 7%  | 23% | |

2019 - 2020 Audie Murphy Goals



| Algebra 1 | | | | |
|---|----|--|--|--|
| # of Questions Needed to Meet State Performance Standard Max Raw Score 54 | | % of Students Passing State Assessment <i>TARGET: 70%</i> <i>Masters</i> <i>Audie Murphy</i> | % of Students Passing State Assessment <i>TARGET: 89.5%</i> <i>Masters</i> <i>Audie Murphy</i> | % of Students Passing State Assessment <i>TARGET: 94.5%</i> <i>Masters</i> <i>Audie Murphy</i> |
| | | 2017 | 2018 | 2019 |
| Approaches | 21 | 100% | 100% | 100% |
| Meets | 33 | 95% | 100% | 100% |
| Masters | 41 | 92% | 90% | 95% |

2019 - 2020 Audie Murphy Goals



- Goal 1-Domain 1: Student Achievement
- Goal 2-Domain 2: Student Progress
- Goal 3-Domain 3: Closing the Achievement Gap
- Goal 4-Post Secondary Readiness
- All Core Content Subjects and Subgroups (Resources)
- Goal 5-Family and Community Involvement
- Goal 6-Technology
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

Goal 1: Improve Student Academic Achievement (Domain 1)

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|--|---|---|-------------------------|--|---|---|-------------------------------|
| Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning. | Campus Admin Dept. Heads Team Leaders | Local Funds, Title 1 Funds | August 2019 – July 2020 | Completed Formative and summative assessments in the curriculum binders. | Student achievement gains. | Mini assessments, CBAs, BMs, STAAR, and TELPAS. | Title 1- 8 |
| Teacher representatives from all district campuses will be selected to write the district curriculum | HS, MS, ES Administrators | Local Funds, Title 1 Funds | August 2019- July 2020 | Sign-in Sheets | Benchmark scores, student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1- #2, 4 |
| Curriculum writers will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course. | Assistant Supt for C&I | Local Funds, Title 1 Funds | August 2019- July 2020 | Agenda and Sign-in Sheets | Benchmark scores, student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1 - #4 |
| Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students | Bilingual Director, Special Ed Director, Assistant Supt for C&I | Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224 | Summer 2019 | Completed Curriculum Documents | Benchmark scores, student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1-#1,2 |

Goal 1: Improve Student Academic Achievement (Domain 1)

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|---|--------------------------------------|--|--|---------------------------------|---|--------------------------------------|
| Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning | Campus Admin Dept. Head Team Leaders | Local Funds, Title 1 Funds PSF | August 2019 - July 2020 | Completed Formative and Summative Assessments in the Curriculum Binders | Student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1 - 8# |
| Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data. | Executive Officer for MS Content Coordinator Principal Admin Team | Local Funds, Title 1 Funds | October 2019 November 2019 January 2020 February 2020 May 2020 | Agendas and Sign-in Sheets, Data Analysis Documents | Student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1 - #2,4,8 |
| Campus Review Sessions (CRSs) will be held at the campus level to review CBA and Benchmark data with the principal and content administrator to plan next steps | Principal Admin Team | Local Funds, Title 1 Funds | October 2019 November 2019 January 2020 February 2020 | Agendas and Sign-in Sheets, Data Analysis Documents | Student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1 -#2,4,8 |
| Campus Learning Leader (CLL), CLFs, Dean, Assistant principals and principal will monitor the implementation of the curriculum at each campus. | Principals Admin Team | Local Funds, Title 1 Funds | August 2019 – May 2020 | Walk-through documentation | Student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1 - #3 |

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 2019 - 2020.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|--|--|-------------------------------|---|----------------------------------|------------------------------|---------------------------------|-------------------------------|
| Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC. | Executive Officer - MS District Content Coordinators Principal Admin Team | Local Funds, Title 1 Funds | August 2019 - July 2020 | Agenda and Sign-in Sheets | Student achievement gains | CBAs, BMs, STAAR, and TELPAS | Title 1 - #4, 8 |
| Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar. | Principal Admin Team | Local Funds, Title 1 Funds | October 2019 November 2019 December 2019 February 2020 | Sign-in Sheets | Student achievement gains | CBAs, BMs, STAAR, and TELPAS | Title 1 - #4, 8 |
| Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2019-20 . | Principal Admin Team | Local Funds, Title 1 Funds | October 2019 November 2019 December 2019 February 2020 | Completed CBAs and Benchmarks | Student achievement gains | CBAs, BMs, STAAR, and TELPAS | Title 1 - #8 |

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 2019 - 2020.

| 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. | Testing Coordinator Campus Principal Admin Team | Local Funds, Title 1 Funds | October 2019 November 2019 December 2019 February 2020 | DMAC reports | Student achievement gains | CBAs, BMs, STAAR, TELPAS | Title 1 - #8 |
| Data Rooms will be available at each campus for data analysis and monitoring student progress. | Testing Coordinator CLL/CLFs Campus Principal Admin Team | Local Funds, Title 1 Funds | August 2019- June 2020 | Walk-throughs | Student achievement gains | CBAs, BMs, STAAR, TELPAS | Title 1 - #2, 8 |
| Core academies will be held to provide students with individualized assistance in the areas of Reading, Math, Science, and Social Studies. | Testing Coordinator CLL/CLFs Campus Principal Admin Team | Local Funds, Title 1 Funds PSF Funds | August 2019- June 2020 | Data Student Lists Item Analysis Sign in Sheets Focused lessons and activities | Student achievement gains | CBAs, BMs, STAAR, TELPAS | Title 1 - #2, 8 |

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 2019 - 2020.

| 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 migrant students will be done immediately following each CBA and BM | Migrant Director | Migrant Funds 212 | October 2019 November 2019 January 2020 February 2020 | Agendas and Sign-in Sheets | Student achievement gains and 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 CBA and BM | Special Education Director | Special Ed Funds 224 | October 2019 November 2019 January 2020 February 2020 | Agendas and Sign-in Sheets | Student achievement gains and closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - #1, 2 |
| Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM | Dual Language/ESL Director | Title III 263 | October 2019 November 2019 January 2020 February 2020 | Agendas and Sign-in Sheets | Student achievement gains and closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - #1, 2 |

Goal 1: Improve Student Academic Achievement (Domain 1)

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

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

Goal 1: Improve Student Academic Achievement (Domain 1)

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|---|---|--|-------------------------------------|---|--------------------------|-------------------------------|
| All teachers will be required to follow the modifications/accommodations for the special education students in their classroom. | Campus Principals, Admin Team, Teachers | Special Ed 224 | August 2019 – June 2020 | Lesson Plans and Walk-throughs | 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 Grade Level Standard or Above. | Campus Principals, Admin Team, Teachers | Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224 | October 2019 November 2019 January 2020 February 2020 | Special Populations' Data Templates | 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 departments. | Campus Principals, Admin Team, Teachers | Local Funds 199, Title 1 Funds 211 | August 2019 – June 2020 | Agendas and Sign-in Sheets | Student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |

Goal 1: Improve Student Academic Achievement (Domain 1)

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|---|--|--|---|---|--------------------------|-------------------------------|
| Academic interventions, afterschool and Saturday tutorial, academies, and STAAR enrichment classes will be required for students in each performance level following each district level CBA and Benchmark. | Campus Principal, Dean, CLL, CLFs, Admin Team | Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224 | August 2019-July 2020 | Tutorial Sign-in sheets, Schedules | 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 and have parents sign action plans. | Campus Principal, Dean, CLL, CLFs, Admin Team | Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224 | October 2019 November 2019 January 2020 February 2020 | PAC sign-in sheets and schedules | Student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - #6 |
| Reading camps during scheduled ENR camps will be held in May, June, and August for all incoming 6 th graders who did not pass the STAAR test, took the STAAR Spanish test, or are reading below grade level. | Campus Principal, Dean, CLL, CLFs, Admin Team | SCE | May – July, 2020 | Summer Camp Sign in Sheets and Lesson Plans | Student achievement gains, closing achievement gaps | Fluency Assessments | SCE |

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 |
|---|---|---|--------------------------|-----------------------------------|---|--------------------------|-------------------------------|
| Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Domains and the Distinguished Awards are calculated. | Executive Officer – MS Admin Team, Campus Leadership Team | Local Funds 199 | October 2019 | Agendas and Sign-in Sheets | Student achievement gains, closing achievement gaps, and domain results | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |
| Teaching staff will be trained on how to unpack the TEKS for each core content area assessed. | Executive Officer – MS CLL/CLFs District Content Coordinators Admin Team | Local Funds 199 | August 2019 and on-going | Agendas and Sign-in Sheets | Student achievement gains, closing achievement gaps, and domain results | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |
| Collaborative Learning Communities [CLCs] will be scheduled 2X weekly for unpacking the TEKS and lesson plan collaboration. | Campus Principal, and Dean CLL/CLFs Admin Team | Title 1 211, Local Funds 199 | August 2019 and on-going | Walk-throughs and Master Schedule | Student achievement gains, closing achievement gaps, and domain results | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |
| Teaching staff will be trained on how to use the DMAC data management system to assess progress toward meeting state passing standards on each Domain per student/per subpopulation group | Campus Principals, and Dean CLL Admin Team | Title 1 211, Local Funds 199 | August 2019 and on-going | Agendas and Sign-in Sheets | Student achievement gains, closing achievement gaps, and domain results | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |
| Common Instructional Framework (CIF) training and Fundamental Five training will be required for all teaching staff. In addition staff will complete SIOP training modules. | Campus Principal, and Dean CLL/CLFs Admin Team | Title 1 211, Local Funds 199 Title III | August 2019 and on-going | Agendas and Sign-in Sheets | Student achievement gains, closing achievement gaps, and domain results | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |

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 |
|---|---|----------------|-------------|----------------------------|---|--------------------------|-------------------------------|
| Rtl training will be provided for all staff members to address the needs of all students. | Rtl District Coordinator Counselors | Title 1 211 | August 2019 | Agendas and Sign-in Sheets | Student achievement gains, closing achievement gaps, and domain results | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |
| ELPS training will be provided for all staff members to serve the needs of our EL students. | Dual Language/ESL Director CLL Admin Team | Title III 263 | August 2019 | Agendas and Sign-in Sheets | Student achievement gains, closing achievement gaps, and domain results | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |
| Inclusion, supplemental aids, modified instruction, 504, and Rtl training will be provided for all staff members to meet the needs of students served in special education. | Special Ed Director Counselors Admin for Sped | Special Ed 224 | August 2019 | Agendas and Sign-in Sheets | Student achievement gains, closing achievement gaps, and domain results | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |

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

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|--|--|------------------------------|--------------------------|---|---|--------------------------|-------------------------------|
| Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies | District ELA Content, Coordinator, Curriculum Writing Team | Title 1 211, Local Funds 199 | August 2019 – June 2020 | Completed Curriculum documents | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,9 |
| ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation | District ELA Content, Coordinator, Principal, Dean, Admin Team, CLL/CLFs | Title 1 211, Local Funds 199 | August 2019 – June 2020 | Agenda and Sign-in Sheets | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,9 |
| Writing prompts and scoring Rubrics will be developed and used district-wide | District ELA Content, Coordinator, Curriculum Writing, Team, ELA Admin | Title 1 211, Local Funds 199 | August 2019 – June 2020 | Walk-throughs and Student Artifacts | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,9 |
| Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs) | Principal, Admin Team, CLL/CLFs | Title 1 211, Local Funds 199 | Summer 2019 and on-going | Completed DOK questions in the Curriculum documents | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,9 |

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

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|--|------------------------------|-------------------------|---|---|---|-------------------------------|
| Compositions per six weeks will be required at each grade level | Principal, Dean, District ELA Content Coordinator, CLL, CLFs, Admin Team | Title 1 211, Local Funds 199 | August 2019 – June 2020 | Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks, student samples, writing calendar | Increased Student Progress in Writing for all students to include sub populations | CBAs, BMs, STAAR, TELPAS Collect two writing samples per semester. | Title 1 - #2,9 |
| STAAR Literature questions will be written for each literary piece/all genres | District ELA Content, Coordinator, Curriculum Team | Title 1 211, Local Funds 199 | Summer 2019-May 2020 | Completed STAAR Literature questions in the Curriculum Documents | Increased Student Progress for all students to include sub populations | CBAs, BMs, STAAR, TELPAS Mini Assessments | Title 1 - #2,9 |
| Data will be used to inform tutorial lessons and to identify spiraled skills and concepts | District Content Coordinators, Campus Principal, Executive Officer - MS | Title 1 211, Local Funds 199 | August 2019- May 2020 | DMAC reports, CLC Agendas and sign-in sheets, action plans, and individual student profiles | Increased Student Progress for all students to include sub populations | CBAs, BMs, STAAR, TELPAS Mini Assessments | Title 1 - #2,9 |
| Data will be used to identify students in need of extended learning opportunities | Executive Officer – MS District Content Coordinator, Campus Principal, Content Teachers | Title 1 211, Local Funds 199 | August 2019- May 2020 | DMAC reports, CLC Agendas and sign-in sheets, action plans | Increased Student Progress for all students to include sub populations | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,9 |

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

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|----------------------------|------------------------------|---|-----------------------------|---|--------------------------|-------------------------------|
| Two aligned CBAs and two district Benchmarks will be administered district-wide | Executive Officer – MS CTC | 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 | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,9 |

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

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|--|------------------------------|-------------------------|---|--|--------------------------|-------------------------------|
| Mathematics curriculum will be developed for 6-8 using CIF strategies | Executive Officer – MS Content Coordinator Curriculum Team CLL Admin Team | Title 1 211, Local Funds 199 | August 2019 – June 2020 | Walk-throughs and curriculum documents for State Adoption | Increased Student Progress for all students to include sub populations | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,9 |
| Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation | Executive Officer – MS Content Coordinator Curriculum Team CLL/CLFs Admin Team | Title 1 211, Local Funds 199 | August 2019 – June 2020 | Agendas and Sign-in Sheets | Increased Student Progress for all students to include sub populations | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,9 |
| Teachers will receive training on unpacking the math TEKS, analyzing data | Content Coordinator Curriculum Team Admin Team | Title 1 211, Local Funds 199 | August 2019 – June 2020 | Agendas and Sign-in Sheets | Increased Student Progress for all students to include sub populations | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,9 |
| Data will be used to inform tutorial lessons and to identify spiraled skills | Content Coordinator Principal CLL Admin Team | Title 1 211, Local Funds 199 | August 2019 – June 2020 | CLC agendas and sign-in sheets | Increased Student Progress for all students to include sub populations | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,9 |

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

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|--|---|------------------------------|-----------------------|---|---|--------------------------|-------------------------------|
| Data will be used to identify students in need of extended learning opportunities | Content Coordinator Principal, Dean, Content Teachers, CLL, Admin Team | 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 | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,9 |
| Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format | Content Coordinator Principal, Dean, Content Teachers, CLL, Admin Team | Title 1 211, Local Funds 199 | August 2019- May 2020 | Walk-throughs, lesson plans | Increased Student Progress for all students to include sub population | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,9 |
| Exit tickets will be developed aligned to the skill of the day | Content Coordinator Principal, Dean, Content Teachers, CLL, Admin Team | Title 1 211, Local Funds 199 | August 2019- May 2020 | Walk-throughs, lesson plans | Increased Student Progress for all students to include sub population | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,9 |

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

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|-----------------------------------|------------------------------|---|-----------------------------|---|--------------------------|-------------------------------|
| Two aligned CBAs and two district Benchmarks will be administered district-wide | Executive Officer – MS Admin Team | 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 | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,9 |

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 |
|--|--|---|------------------------------|---|--|---------------------------------|-------------------------------|
| <p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Read 180 •Imagine Math •Herman Method •Systems 44 •Think through Math •EduSmart •STAR Test | <p>Executive Officer – MS Content Coordinators Curriculum Team Admin Team Bilingual Director Special Ed Director</p> | <p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p> | <p>August 2019- May 2020</p> | <p>Strategies embedded in the district curriculum guides.</p> | <p>Narrowing of the student achievement gap among all student populations.</p> | <p>CBAs, BMs, STAAR, TELPAS</p> | <p>Title 1 - #2,9</p> |

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 |
|--|---|---|-----------------------|---|---|--------------------------|-------------------------------|
| 2. Monitor the progress of all students including special population students, i.e. special ed, ECD, HISP, continuously enrolled, non continuously enrolled, EL, etc., through district formative assessments. | Principals, Deans, Bilingual Director, Special Ed Director, Admin Team CLL | Title 1 211, Local Funds 199 Special Ed 224 Title III 224 | August 2019- May 2020 | DMAC Disaggregated data reports utilized in district templates for meeting closing the gaps and shared during Campus Review Sessions. | Narrowing of the student achievement gap among all student populations. | CBAs, BMs, STAAR, TELPAS | Title 1- #1, 8,9 |
| 3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress. | Principals, Dean, Special Ed Director, Admin Team, CLL | Title 1 211, Local Funds 199 Special Ed 224 | August 2019- May 2020 | Walk-throughs, ARDs, Accommodations, Lesson Plans | Narrowing of the student achievement gap among all student populations. | CBAs, BMs, STAAR, TELPAS | Title 1- #1, 8,9 |
| 4. Monitor implementation of ELPS strategies to accelerate the progress of ELs. | Principals, Dean, Bilingual Director, Admin Team, CLL | Title 1 211, Local Funds 199 Title III 224 | August 2019- May 2020 | Walk-throughs. LPAC notes, Lesson Plans, Strategic Linguistic Plan | Narrowing of the student achievement gap among all student populations. | CBAs, BMs, STAAR, TELPAS | Title 1- #1, 8,9 |
| 5. Serve the academic and social and emotional needs of sub-groups through tutorials, advisory, counseling services, extracurricular and school organizations. | Principals, Dean, Counselor's Director Admin Team, CLL, Counselors | Title 1 211, Local Funds 199 Title III 224 Special Ed 224 | August 2019- May 2020 | Tutorial Logs, Counseling logs Participation rates and rosters. | Narrowing of the student achievement gap among all student populations. | CBAs, BMs, STAAR, TELPAS | Title 1- #1, 8,9 |

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

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|--|---|-------------------------------------|--------------------------|--|--|---------------------------|-------------------------------|
| 6. Review 504 students' performance and progress and provide accommodations and interventions. | Executive Officer – MS District Content Coordinators Admin Team 504 District Coordinator | Title 1 211, Local Funds 199 PSF | August 2019- May 2020 | 504 folders, walk-throughs, lesson plans | Increase in student achievement of students with 504 accommodations | CBAs, BMs, STAAR, TELPAS | Title 1- #1, 8,9 |
| 7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee. | Principal, Dean, District Dyslexia Coordinator, CLL, Admin Team | Title 1 211, Local Funds 199 PSF | August 2019- May 2020 | Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports | Increase in student achievement of students with dyslexia accommodations | CBAs, BMs, STAAR, TELPAS | Title 1- #1, 8,9 |
| 8. Provide extended learning opportunities for students not mastering the curriculum through summer school, Saturday academies, tutorials, and STAAR enrichment period. | Principal Admin Team | SCE PSF | August 2019- May 2020 | Summer school rosters, tutorial schedules, log in sheets | Increase in student achievement results in all areas. | CBAs, BMs, STAAR, TELPAS, | Title 1- #1, 8,9 |
| 9. Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions. | Executive Officer – MS Principal CLL Admin Team | Title 1 211, Local Funds 199 | August 2019- May 2020 | Agendas and Sign-in Sheets | An increase in student achievement among all student groups, narrowing of the student achievement gap among all student populations. | CBAs, BMs, STAAR, TELPAS | Title 1- #1, 8,9 |

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 or Masters Grade Level on STAAR. (Domain 3).

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|--|--|----------------------------|------------------------|---|--|--------------------------|-------------------------------|
| Revise all curriculum documents for HB5 STAAR courses. | Executive Officer – MS, District Content Coordinators, Curriculum Team, Admin Team | Local Funds, Title 1 Funds | Summer 2019 (on-going) | Completed Curriculum Documents | Benchmark scores, an increase in the number of students scoring at the Meets and Masters Level Performance | 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. | Executive Officer – MS, District Content Coordinators, Admin Team | Local Funds, Title 1 Funds | August 2019 (on-going) | Agenda and Sign-in Sheets | Benchmark scores, an increase in the number of students scoring at the Meets and Masters Level Performance | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |
| Provide training on in-depth study of STAAR released test items to define rigor of the lesson. | Executive Officer – MS, District Content Coordinators, Admin Team, CLL/CLFs | Local Funds, Title 1 Funds | August 2019 (on-going) | Agenda and Sign-in Sheets | Benchmark scores, an increase in the number of students scoring at the Meets and Masters Level Performance | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |
| Two aligned CBAs and two district Benchmarks will be administered district-wide. | Executive Officer – MS, District Content Coordinators, | Local Funds, Title 1 Funds | August 2019 (on-going) | Completed Formative and Summative Assessments in the Curriculum Binders | Benchmark scores, an increase in the number of students scoring at the Meets and Masters Level Performance | CBAs, BMs, STAAR, TELPAS | Title 1 - #8 |

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 or Masters Grade Level on STAAR. (Domain 3).

| 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 Accountability System and will understand how the Domains, and Distinction Awards are calculated. | Executive Office - MS Admin Team | Local Funds 199 | October 2019 (on-going) | Agendas and Sign-in Sheets | Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms progress | 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 intentional tutorial groups for the Meets and Masters Performance Levels on the STAAR assessment. | Principal Admin Team | Local Funds, Title 1 Funds | October 2019 November 2019 January 2020 February 2020 | Agendas and Sign-in Sheets, Data Analysis Documents, CPRs | 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. | Principal Admin Team | Local Funds, Title 1 Funds | October 2019 November 2019 January 2020 February 2020 | Agendas and Sign-in Sheets, Data Analysis Documents | Benchmark scores, student achievement gains, student tracking forms | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,4,8 |
| Campus Review Sessions (CRSs) will be held at the campus level to review CBA and Benchmark data with the principal and to plan next steps. | Principal Admin Team | Local Funds, Title 1 Funds | October 2019 November 2019 January 2020 February 2020 | Agendas and Sign-in Sheets, Data Analysis Documents | Benchmark scores, student achievement gains, student tracking forms | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,4,8 |

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 or Masters Grade Level on STAAR. (Domain 3).

| 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 performance level of accountability to ensure students improve their scores to the Meets and Masters performance levels on the STAAR assessment. | Principal Admin Team | 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 Meets and Masters performance levels | CBAs, BMs, STAAR, TELPAS | Title 1 - #2,4,8 |

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 | Admin Team College Readiness Mentors Counselors Specialists | Title One Local Funds | August 2019 – May 2020 | Degree Plans, advisement, sequence of courses, High School Pathways | 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. | Title 1 - #2,4,8 |
| Provide academic support services to increase retention and completion | Admin Team College Readiness Mentors Counselors Specialists | Title One Local Funds | August 2019 – May 2020 | Student sign-in sheets, Center for Learning Excellent log in | An increase in the number of students taking Algebra I, Art HS Credit, and Spanish 3 AP | Number of students who successfully complete their college courses. | Title 1 - #2, 4 |
| Students will attend the Career/College Fair University Trips for Gear Up Cohort | Admin Team Counselors Guest Speakers Gear Up Counselor | Title One Local Funds Gear Up | March 2019 | Sign – In Sheets Brochure | An increase of students who gain interests in a particular career and college pathways | Number of students enrolled in college courses at the ECHS. Inform parents about the various opportunities available in our district and community. | Title 1 - #2, 4, 6, 8 |

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

Objective 3: Increase the number of student who are prepared for 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 8 th grade level courses that prepares students for the assessment in High School Provide College Success course in 8 th grade | College Readiness Middle School Principal | Title One Local Funds | 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 in HS | Title 1 - #2,4,8 |
| Provide TSI Summer Bridge Program for preparation of the TSI assessment | College Readiness, High School Principal, Assigned TSI Teacher | Title One Local Funds | June 2019- August 2020 | Tutorial sign-in sheets, TSI assessment sign-in sheet | An increase in the number of students who pass the assessment in HS | The number of students who successfully complete the course and pass the TSI assessment. | Title 1 - #2,4,8 |
| Provide non-credit bearing course for preparation of students to pass | College Readiness, HS Principal, IHE | Title One Local Funds | January 2020- May 2020 | Class rosters | An increase in the number of students who pass the assessment in HS | The number of students who successfully complete the course | Title 1 - #2,4,8 |

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

Objective 4: Increase the number of students who transition into a two-year community college or four-year university

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|--|-------------------------------------|------------------------|--|--|---|-------------------------------|
| Inform students (Gear Up cohort) about all college transition processes | College Transition Specialists Financial Aid Officers IHEs College Advisors Counselors | Title One Local Funds Gear Up | August 2019 – May 2020 | Exposure to FAFSA applications and College Application process | The increase in number of students who were exposed to all college-related documents and have a set pathway in mind. | The number of students who enroll in college. | Title 1 - # 2,3 |
| Provide support through the College Transition Specialists College Tours | College Transition Specialists PSJA College Advisors Financial Aid Officers | Title One Local Funds Gear Up | August 2019 – May 2020 | College Orientation sign in sheet Sample degree plans | The number of students who enroll in college courses at a PSJA ECHS of choice. | The number of students who are interested in a college. | Title 1 - # 2,3 |

| All Core Content Subjects and Subgroups Resources | Resources |
|--|--|
| <p>All students, all contents and student subgroups/needs: Purchase of consumables in all content areas as needed</p> <p>Implement a continuous monitoring program to ensure continuity and consistency of the curriculum: Conduct grade level meetings to disseminate information, assure adherence to timelines and curriculum standards, sharing of ideas, analyzing student progress, etc.</p> <ul style="list-style-type: none"> • Review grade books and lesson plans • Review student class portfolios • Review individual student STAAR profiles • Vertical academic teams • Meet regularly to plan lessons (CLC and content team planning) • Accelerated Reader testing and monitoring • Use student engagement protocols/CIF • Conduct after school and Saturday tutorials • Conduct content academies <p>Conduct grade level meetings to analyze data to include:</p> <ul style="list-style-type: none"> • STAAR • LAS/TELPAS • STAAR Alt., A • Subgroup Data • TEA Reports <p>Identify needs of all special populations</p> <p>Identify, select and implement instructional programs to meet the needs of all population groups in all subject areas.</p> | <p>Title 1 211</p> <p>Local Funds 199</p> <p>SCE</p> |

| All Core Content Subjects and Subgroups Resources | Resources |
|---|---|
| <p><u>ELA</u></p> <ul style="list-style-type: none"> • Reading Portfolios • Fluency Timers • Individual Student Profiles • Reading STAR Program • Thinking Maps • Provide classrooms libraries/programs • Class sets – novels • Newspapers • Magazines • Thesaurus • Internet Resources • Response to Intervention (RTI) • STEM – buy consumables • Bulletin Boards for displaying student work and projects • Provide after school and Saturday tutorial snacks on tutoring days. • Purchase supplemental workbooks, supplies/materials and equipment/hardware to meet the new STAAR requirements in all core content areas. <ul style="list-style-type: none"> • Copier Lease • Purchase Supplies/Materials as needed for all academic core classes • Purchase technology supplies and equipment to support lesson delivery in all classrooms <p>*To use District Print Shop for any supplemental reproducible items that are needed for instructional purposes in any core content area.</p> | <p style="text-align: center;"> Title 1 211 Local Funds 199 SCE </p> |

| All Core Content Subjects and Subgroups Resources | Resources |
|--|---|
| <p><u>ELA Coninued</u></p> <ul style="list-style-type: none"> • Provide a literature – rich environment by increasing the number of novels in the classroom and school library and make available to ELL students • ESL Dictionaries • Class sets of Quickreads – Read along stories • Books on CD • Vocabulary Word Walls • Accelerated Reader –Renaissance • Utilize Benchmark/ STAAR/TELPAS results to help students • Lesson Plan • Graphic Organizers • TEKS – STAAR • STAAR / STAAR Alt , A • Interactive Notebooks | <p style="text-align: center;"> Title 1 211 Local Funds 199 SCE </p> |

| All Core Content Subjects and Subgroups Resources | Resources |
|---|--|
| <p><u>SCIENCE</u></p> <ul style="list-style-type: none"> • STEM – buy consumables • EduSmart <p><u>SCIENCE – EL</u></p> <ul style="list-style-type: none"> • Science Enrichment Course <p>Professional Development</p> <ul style="list-style-type: none"> • HESTEC • RGVSA • CAST | <p style="text-align: center;">Title 1 211</p> <p style="text-align: center;">Local Funds 199</p> <p style="text-align: center;">SCE</p> |

| All Core Content Subjects and Subgroups Resources | Resources |
|---|--|
| <p><u>MATH</u></p> <ul style="list-style-type: none"> • TI – Inspire Calculators • Four function calculators • White Boards <p>Professional Development</p> <ul style="list-style-type: none"> • Math Conference | <p style="text-align: center;">Title 1 211</p> <p style="text-align: center;">Local Funds 199</p> <p style="text-align: center;">SCE</p> |

| All Core Content Subjects and Subgroups Resources | Resources |
|---|--|
| <p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Jarrett Books • Sirius Books • General Supplies for Academies, Content Camps, and Classroom Lessons • Provide additional tutoring and reinforcement to students identified at risk of failing • Interactive Notebooks • Connect Ed • Reading Essentials • NewsELA • Textbook – McGraw-Hill <ul style="list-style-type: none"> • <u>Social Studies – EL</u> • Enrichment Course | <p style="text-align: center;">Title 1 211</p> <p style="text-align: center;">Local Funds 199</p> <p style="text-align: center;">SCE</p> |

| | |
|--|--|
| All Core Content Subjects and Subgroups Professional Development | Resources |
| <ul style="list-style-type: none">• Establish continuous professional staff development in identified areas of need• Reading academy for the struggling readers• SIOP (Sheltered Instruction Observation Protocol)• Differentiation of Instruction• Cooperative Learning• Train all teachers in GT strategies• AP/Pre-AP Inservice• Jane Schaffer Writing Training• Diana Ramirez• AdvancED (Accreditation Engagement Review)• Region One Service Center• CAST (Science)• Curriculum Writing• Lead4Ward- Conference• Led4ward-Webinars- Social Studies• McGraw-Hill Consulting• Personalized Learning PD by Content• Imagine Math/Imagine Language• Trail of Bread Crumbs – Gretchen Bernabei (Writing Consultant)• Campus Improvement Planning Team• Reading Apprenticeship Across all Disciplines (RAAD)• RICE/TAPIA Center for Excellence and Equity (Students and Staff)• Authentic Literacy PD• Duke Tip• TMSCA | <p style="text-align: center;">Title 1 211 Local Funds 199 SCE</p> |

**All Core Content Subjects and Subgroups
Professional Development**

Provide continuous staff development in:

- Data analysis to identify language proficiency levels
- Data analysis to inform instruction
- ESL strategies/SIOP
- Instructional Academies
- After school & Sat. tutoring
- Differentiation of Instruction
- LAS Training
- LPAC Training
- Attending ESL Conferences
- Author visits - library
- Motivational Speakers
- Dual Language
- University Interscholastic League (UIL)
- Professional Development – All Core Areas
- School Improvement Conference
- Middle Schools Matter Conference
- HESTEC
- RGVSA Conference
- CAST Conference

Resources

Title 1 211
Local Funds 199
SCE

| All Core Content Subjects and Subgroups Professional Development | Resources |
|--|---|
| <p>Support teacher staff development activities in the following:</p> <p>Special Education</p> <ul style="list-style-type: none"> • Bilingual/ESL strategies to support classroom instruction for EL students • Awareness of cultural factors that influence instruction • Instructional strategies such as modifications and accommodations in general education • Positive behavior intervention strategies to enhance classroom management and de-escalate and/or diffuse inappropriate behavior • CPR training for teachers and paraprofessionals of self contained classrooms every two years • First Aid/AED • Tutoring • Differentiation of Instruction <p><u>Support Facilitation- Electives</u></p> <p style="padding-left: 40px;">Teacher prepared accommodations and modifications (non – core area courses).</p> <p><u>Speech Therapy</u></p> <p><i>Related Services:</i></p> <p style="padding-left: 40px;">Transportation, Counseling, Psychological services, school health services, social work services, behavior strategist, PT, OT, VI, and OM.</p> | <p style="text-align: center;"> Title 1 211 Local Funds 199 SCE </p> |

| All Core Content Subjects and Subgroups Technology | Resources |
|---|---|
| <p>Integrate technology into the curriculum to reinforce and enhance math skills.</p> <ul style="list-style-type: none"> • Data Projectors and data projector parts • All in one classroom computers • Document Cameras • Classroom Clickers • Classroom Speakers (content academies) • Classroom microphones • Presentation Screens (content academies) • Presentation Technology Carts (content academies) • I-Pads • Mobile Classroom Labs • Software <ul style="list-style-type: none"> • Brainpop • Imagine Math/Imagine Language • Herman Method • Read 180/Systems 44 <ul style="list-style-type: none"> • Teacher Training and Curriculum Resources - Denise Myers – Houghton Miffling Harcourt Publishing Co. • Tech Labs (EduSmart) • Mimios • Laptops • Student Lab computers and printers <ul style="list-style-type: none"> • Ink cartridges | <p style="text-align: center;"> Title 1 211 Local Funds 199 SCE </p> |

| | |
|--|---|
| <p>All Core Content Subjects and Subgroups</p> <p>Technology</p> <p>Computer Lab Bulletin Boards for student work and presentations Purchase supplemental workbooks, supplies and equipment to meet the new STAAR requirements.</p> <p>Science</p> <ul style="list-style-type: none"> • Keep laboratory equipment up to date • Purchase supplies and equipment needed to do labs and other lessons <p>Math</p> <ul style="list-style-type: none"> • TI – Inspire and four function calculators. | <p>Resources</p> <p>Title 1 211</p> <p>Local Funds 199</p> <p>SCE</p> |
|--|---|

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 and other campus related information | Principals, Parental Director, Parent Educators | Local Funds, Title I Funds | August 2019 - May 2020 | Sign-in Sheets | Parent Surveys | | Title I- #4, #6 |
| Parent Orientations | Parental Director, Parent Educators | Title I Funds | August 2019 - May 2020 | Sign-in Sheets, Telephone Logs | Parent Surveys | | Title I- #4, #6 |
| Sponsor after school tutoring camps @ Parental Education Centers throughout District for Elementary & Secondary Campuses | Parental Director, Logistic Specialist, Site Managers | Title I Funds | August 2019 - 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 | August 2019 - May 2020 | Sign-in Sheets, Attendance Logs, Telephone Logs | Parent Surveys | STAAR | Title I- #2, #9 |

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 | Parental Director, Logistic Specialist, Parent Educators | Local Funds, Title I Funds | August 2019 - May 2020 | Sign-in Sheets | Parent Surveys | | Title I- #6, #10 |
| Host one (1) graduation requirements seminar for all secondary parents | Parental Director, Logistic Specialist, Parent Educators, Financial Aid Officers | Local Funds, Title I Funds | August 2019 - May 2020 | Sign-in Sheets, Registration forms | Parent Surveys | | Title I- #6, #10 |
| Increase enrollment of adult Literacy Participation by 15% | Parental Director, Logistic Specialist, Parent Educators | Local Funds, Title I Funds | August 2019 - May 2020 | Classroom attendance sheets | End of year course completion certificates | | Title I- #6, #10 |
| 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 | August 2019 - May 2020 | Registration forms, MOU'S, Projects Participation Forms | Measure DAEP recidivism rate, Tally of volunteer hours On a monthly basis | | Title I- #9 |

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

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|--|--|--|--|--|---|-------------------------------|
| Provide support for instructional staff to effectively integrate technology into the curriculum. Teachers will participate in a Technology Integration Academy. These academies will be planned for each of the core content areas as well as key electives. Make available classroom mobile for student use. | 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 Central Office Administrator. | Title 1 - #5 |
| Provide resources and support for Campus Instructional Technologists to work directly with teachers to integrate technology into curriculum. | Instructional Technology Coordinator Technology Director Principals Campus Instructional Technologists | Software, hardware, and professional development | 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. | Title 1 - #10 |

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 | Title 1 - #1 |
| The Technology Department will provide for the delivery of online library/research resources (Clever) 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 | Imagine Software, adequate bandwidth, and adequate hardware | August 2019 -May 2020 | usage reports from the Destiny system. | Increase in the number of students using the Destiny system. | Review of Destiny Reports | Title 1 - #1 |
| PSJA ISD provides adult literacy and technology application skills training for 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. | | Title 1 - #6 |

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 |
|---|---|--|--|--|--|---|-------------------------------|
| Audit the curriculum and integrate technology essential knowledge and skills (TEKS) at the 6-8 level and update and create courses for Technology Applications. | Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum coordinators Elementary Administrator Technology Applications Review committee for (HS) Area Administrators Superintendent of Schools District Technology Advocacy Committee | Core content curriculum resources. Learning.com resources. State guidelines for required technology courses. | This is an ongoing process. However, a committee will be formed to specifically address the secondary Technology applications courses at the High School level. This will be done Sept 2018. | Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System. | Gains in the Texas Campus Star Charts in the areas of Teaching and Learning. | Ongoing review of the district course offerings and alignment with state course requirements. | Title 1 - # 1,2 |
| 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. | Title 1 - # 1,2,9 |

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 Title One Local Funds | August 2019 - May 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. | | Title 1 - # 2 |
| Continue to support computer assisted instruction in computer labs and distributed settings. | Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist | Title One Local Funds | 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 STAAR scores). | Increase in student achievement (higher STAAR scores). Higher TA 8 th Grade Scores | | Title 1 - # 1,2 |
| The campus will mandate that all paraprofessionals 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 Title One Local Funds | August 2019 - May 2020 | LAB usage logs | Increase in student achievement (higher STAAR scores). Higher TA 8 th Grade Scores | | Title 1 - # 2 |

Goal 6: Technology

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|--|---|---|--|--|---|-------------------------|-------------------------------------|
| <p>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 2018 2019 - 2020 School Year</p> | <p>Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists Parental Involvement staff which will be trained by the Technology Center Staff.</p> | <p>Hardware, software. And Technology Applications Instructors.</p> | <p>Summer of 2019 2019 - 2020 School Year</p> | <p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p> | <p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p> | | <p>Title 1 - # 2,9</p> |
| <p>Organize and host/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p> | <p>Technology Director MIS Coordinator Instructional Technology Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners</p> | <p>Hardware, software, and other technology resources</p> | <p>By Spring of 2019. Campuses will have at least one technology fair a year. By 2019 the district will designate a PSJA Technology Day.</p> | <p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.</p> | <p>Increased use of technology by students and teachers.</p> | | <p>Title 1 - # 2,9</p> |

Goal 6: Technology

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|--|--|---|---|--|---|----------------------|-------------------------------|
| <p>Provide internet instruction to all teachers and students. The district will use Learning.com for all K-8 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.</p> | <p>Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator</p> | <p>Learning.com, Atomic Learning, and other online resources.</p> | <p>Ongoing. Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.</p> | <p>online campus and classroom web sites</p> | <p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p> | <p>STAR Chart</p> | <p>Title 1 - # 2,9</p> |

Goal 6: Technology

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|--|--|---|---|---|--------------------------------------|-------------------------------|
| <p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p> | <p>Technology Director</p> | <p>Local Technology Budget, and hardware</p> | <p>Ongoing... all of the campuses received replacement computers for their instructional labs in 2019-2021. They will receive new computers in 2019-2020.</p> | <p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p> | <p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p> | <p>STAR Chart</p> | |
| <p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p> | <p>Technology Director Instructional Technology Coordinator, MIS Coordinator</p> | <p>Title One Local Funds</p> | <p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p> | <p>computer inventory counts</p> | <p>Increased teacher collaboration on curriculum projects.</p> | <p>STAR Chart Teacher Survey</p> | <p>Title 1 - # 2,9</p> |

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--#2, 10 |
| Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide | Student Services Department | Local Funds | August 2019- June 2020 | Sign-In Sheets, Certificates, PEIMS Data Discipline | Decrease in discipline referrals, ISS, OSS and DAEP | Side by side data analysis | Title 1--#2, 10 |
| Back on Track Committee for DAEP students returning to home campus | Buell , Home Campus, Student Services Department | Local Funds, Title I | August 2019- June 2020 | Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline | Decrease in placements at DAEP (Buell) | Side by side data analysis | Title 1--#2, 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--#2, 10 |

Goal 7: Create a Safe School Culture and Climate.

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|--|--|--|------------------------|--|---|----------------------------|-------------------------------|
| Assist campuses with individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services | -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--#2, 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--#2, 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--#2, 10 |

Goal 7: Create a Safe School Culture and Climate.

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|---|---|-------------------------------|--|---|-----------------------------------|-------------------------------|
| <p>Action Steps: -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best-practices document for community providers. -Refer children to the appropriate medical services (school based clinics)</p> | <p>-Director of Health Services -Nursing Staff</p> | <p>-Behavioral Centers -PSJA LPC</p> | <p>August 2019- June 2020</p> | <p>Brochure with available services information included</p> | <p>Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies</p> | <p>Side by side data analysis</p> | <p>Title 1--#2, 10</p> |
| <p>Provide support services including deterrent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box</p> | <p>-Director of Health Services -Nursing Staff</p> | <p>-Behavioral Centers -PSJA LPC</p> | <p>August 2019- June 2020</p> | <p>Drills run yearly throughout district</p> | <p>Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies</p> | <p>Side by side data analysis</p> | <p>Title 1--#2, 10</p> |
| <p>Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place</p> | <p>-Director of Health Services -Nursing Staff</p> | <p>-Emergency medical services from Pharr, San Juan and Alamo</p> | <p>August 2019- June 2020</p> | <p>Nurses conduct impairment assessment as needed.</p> | <p>Resource referral issued to every student at risk for drug use or violent behavior.</p> | <p>Side by side data analysis</p> | <p>Title 1--#2, 10</p> |

Goal 7: Create a Safe School Culture and Climate.

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|--|---|--|--|--|--|-----------------------------------|-------------------------------|
| <p>Provide a school environment free of drugs and violence. Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.</p> | <p>-Director of Health Services -Nursing Staff</p> | <p>-Texas Tropical -Behavioral Centers -Police Departments</p> | <p>August 2019- June 2020</p> | <p>Nurses conduct impairment assessment as needed.</p> | <p>Resource referral issued to every student at risk for drug use or violent behavior.</p> | <p>Side by side data analysis</p> | <p>Title 1--#2, 10</p> |
| <p>Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.</p> | <p>-Director of Health Services -Nursing Staff</p> | <p>-Athletic Department -LPC</p> | <p>August 2019- June 2020</p> | <p>Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.</p> | <p>Clinic Vists</p> | <p>Side by side data analysis</p> | <p>Title 1--#2, 10</p> |

Goal 7: Create a Safe School Culture and Climate.

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|--|--|-------------------------------|---|---|-----------------------------------|-------------------------------|
| <p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along with coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. | <ul style="list-style-type: none"> -Director of Health Services -Nursing Staff | <ul style="list-style-type: none"> -Child nutrition department -Coaching staff -Dietician DHR school based clinic | <p>August 2019- June 2020</p> | <ul style="list-style-type: none"> Let's get fit initiative Referrals for abnormal BMI Continue assessing and referring for Acanthosis Nigracans Host parent sessions throughout school years | <ul style="list-style-type: none"> Verbal knowledge of community Evidence of returned referral of visits to nutritionist, dieticians, and health care providers | <p>Side by side data analysis</p> | <p>Title 1 – #2, 10</p> |

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--#2, 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--#2, 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--#2, 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--#2, 10 |

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--#2, 10 |
| Dissemination of Attendance/Non-attendance guidelines and compliance. | Pupil Accounting Director, Campus Personnel | Local Funds | August 2019- June 2020 | Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application | Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy. | Data Analysis Review Updated through corrective measures. | Title 1--#2, 10 |
| Ensure implementation of Dropout Prevention Strategies | Pupil Accounting Director, Campus Personnel | Local Funds | August 2019- June 2020 | Correspondence, Emails, District Plan, Annual Report Card | Maintain dropout accountability measures in compliance with NCES Federal Accountability | Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance | Title 1--#2, 10 |

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 <ul style="list-style-type: none"> School messenger | Pupil Accounting Director | Local Funds | August 2019- June 2020 | Correspondence, Emails, TEA letter, PEIMS update annual training | eSchool Cognos Reports PEIMS end of year report Onpointe data base | Texas Academic Report Card PBM District improvement DVM Accountability | Title 1--#2, 10 |
| Provide consistent student support and guidance through district personnel to ensure student academic success. | Pupil Accounting Director | Local Funds | August 2019- June 2020 | School Community Liaison Program Personnel eSchool Data | Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing | Community Resources Collaborative partnerships | Title 1--#2, 10 |

Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|---|--|---|---|---|--|-------------------------------|
| <ul style="list-style-type: none"> Competitive Salaries for Teachers, and all District staff Competitive Stipends for Masters and/or certifications that support district initiatives | HR, Business office | Funds for salaries and stipends | Feb.-Aug. | Greater Retention Rate of district staff Higher staff moral | <ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery | Staff Retention reports | Title 1 - # 4 |
| Unique district incentives <ul style="list-style-type: none"> Paying of Local Days District contribution for employee medical plan | Business Office | Funds to pays days at retirement and contribute to medical plans | On going | Staff retention | <ul style="list-style-type: none"> Staff retiring from district | More experience work force | Title 1 - # 4 |
| Implement a plan for teacher selection and retention <ul style="list-style-type: none"> Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified A passion for students, and commitment to excellence | HRS Admin. Bilingual/Special Education Directors Principals | Staffing needs projections | On going Strong focus in early spring to meet student needs for upcoming school year | <ul style="list-style-type: none"> Staff hired High teacher retention rate | <ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise | <ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs | Title 1 - # 4 |
| Hire University Student Interns that have demonstrated excellence in the classroom | Principals recommend to HR students interns that should be offer a contract | UTRGV, Texas A&M Kingsville | Fall -Spring | Hiring of Student Interns | Better adjustment for new teacher | Hire retention rate of new teachers | Title 1 - # 4 |

Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|---|--|----------------------|--|--|--|-------------------------------|
| Principals training on interviewing , documentation of teachers | HR Admin, 13 dept. staff | Documentation Handbook | Aug. 2019 – May 2020 | <ul style="list-style-type: none"> Better selection of staff Improvement of documentation of staff | <ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning | <ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards | Title 1 - # 4 |
| New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction. | Director Department Instructional Coaches | Local funds 13 Invest in Innovation funds | Aug. 2019 – May 2020 | Sign-In Sheets Coaching logs Coaching schedules | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - # 4 |
| On-going professional development of District Curriculum | Director Department Instructional Coaches | Local funds 13 Invest in Innovation funds | Aug. 2019 – May 2020 | Sign-In sheets for curriculum development and revisions | Better implementation of curriculum More alignment | CBAs, BMs, STAAR, TELPAS | Title 1 - # 4 |
| Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support | Director Department Instructional Coaches | Local funds 13 Invest in Innovation funds | Aug. 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 | Title 1 - # 4 |

Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|---|---|----------------------|---|---|--|-------------------------------|
| Campus Mentor | Principal, Dept. Head/Grade-level Rep., Asst. Principal | Experience teachers that have been trained as mentors. PACT | Aug. 2019 – May 2020 | Mentor Logs | Increase in teacher satisfaction and moral Improvement in student performance | McRel Evaluation Student Academic Performance Rigor/Relevance Rubric | Title 1 - # 4 |
| Implement an effective instructional coaching system with on-going professional development | Director Campus Principals | Title One Local Funds | Aug. 2019 – May 2020 | Sign-In Sheets Coaching logs Coaching schedules | McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels | McREL Mid-term and summative evaluations SLO obtainment RRR | Title 1 - # 4 |
| Monthly professional development meetings for both elementary and secondary level instructional coaches | Director External Coaches | Title One Local Funds | Aug. 2019 – May 2020 | Sign-In Sheets Coaching logs Coaching schedules | McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels | McREL Mid-term and summative evaluations SLO obtainment RRR | Title 1 - # 4 |
| Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches | Director Campus Instructional Coaches | Title One Local Funds | Aug. 2019 – May 2020 | Sign-In Sheets Coaching logs Coaching schedules | McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels | McREL Mid-term and summative evaluations SLO obtainment RRR | Title 1 - # 4 |
| Monthly progress monitoring campus visits and Instructional rounds | Director Campus Instructional Coaches | Title One Local Funds | Aug. 2019 – May 2020 | Sign-In Sheets Coaching logs Coaching schedules | McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels | McREL Mid-term and summative evaluations RRR | Title 1 - # 4 |

Goal 8: Staff Quality, Recruitment, and Retention**Objective 1: Develop and retain 100% highly qualified staff.**

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|---|--------------------------|-------------------------|--|------------------------------------|-----------------------------|-------------------------------------|
| Provide teacher with ongoing professional development in Reading/Writing, Math, Science, and Social Studies to support needs identified in the campus improvement plan. | Principal, Dept. Head/Grade-level Rep., Asst. Principal | Title One Local Funds | Aug. 2019 – May 2020 | Agenda Registration Other travel expenses | Increase in student achievement | CBAs, BMs, STAAR, TELPAS | Title 1 - # 4 |