



**Kennedy Middle School
Campus
Improvement Plan
2019-2020**

Mission Statement

KMS will ensure that every student has an opportunity to maximize their full potential in a nurturing environment where students can follow their inspirations diligently and build perseverance, integrity, and open mindedness which will positively shape our students as well as their communities.



SCHOOL VISION

**Kennedy Middle School
is committed to ensuring that all students
are prepared for high school and college
by reaching their highest potential
in meeting their academic, social, and emotional needs.**

What We Believe In

- **R**igorous Curriculum... We believe that effective schools are academically oriented which offer quality instructional programs, which includes staff development geared towards college readiness.
- **A**chievement... We believe all students can achieve through hard work, dedication, and quality instruction.
- **Z**eal... We believe passion and enthusiasm are essential in a positive school environment.
- **O**pportunities... We believe in providing students with ample opportunities to showcase their skills and talents.
- **R**eadiness... We believe in providing research-based classroom strategies in order to equip the student with college-readiness standards.
- **B**eliefs... We believe in respecting individual opinions and ideas and in promoting independent, higher level thinking.
- **A**ssessment... We believe in evaluating students with state and district assessments, which in turn, will promote student achievement.
- **C**aring... We believe in providing a caring and nurturing learning environment.
- **K**nowledge... We believe that knowledge is a powerful tool for greater opportunities in the near future.

Luis Villarreal, Principal

Zandra Cantu, Assistant Principal

Rosalio Rodriguez, Assistant Principal

Ana Chavez, Assistant Principal

Daniel Trevino, Sp.Ed Teacher

Kimberly Ortega, CLL Teacher/CLF

Araceli Cantu, Math Teacher/CLF

Maria C. Garza, Head Counselor

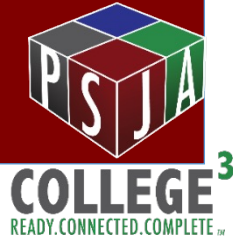
Marie Rosales, Librarian

Roel De La Garza/ELA CLF

Moises Ortiz/ELL CLF

Yadira Alden, Elective CLF

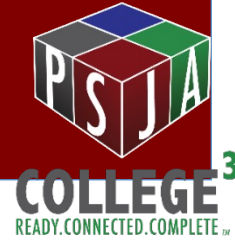
Comprehensive Needs Assessment



Data Resources Reviewed

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

Comprehensive Needs Assessment



Demographics

Demographics Summary:

English Language Learners (ELL):

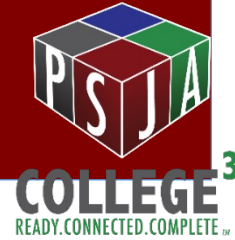
The following sources from across the district were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS)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

Needs:

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

- In Reading, the achievement gap between ELL and All students is 15%, all student group 68% compared to the ELL student group 53%
- In Mathematics, the achievement gap between ELL and All students is 6%, all student group 83% compared to the ELL student group 77%.
- In Writing, the achievement gap between ELL and All students is 17%, all student group 63% compared to the ELL student group of 46%
- In Science, the achievement gap between ELL and All students is 13%, all student group 80% compared to the ELL student group 67%
- In Social Studies, the achievement gap between ELL and All students is 30%, all student group 69% compared to the ELL student group 39%
- The TELPAS Yearly Progress Indicator target was 36%, Kennedy scored a 31%, scoring 5% below the target score.

Comprehensive Needs Assessment



Demographics

Demographics Summary:

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.

Needs:

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

- In Reading, the achievement gap between Eco Dis and All students in the school year 2018-2019 is 1%
- In Mathematics, the achievement gap between Eco Dis and All students in the school year 2018-2019 is 0%
- In Writing, the achievement gap between Eco Dis and All students in the school year 2018-2019 is 1%.
- In Science, the achievement gap between Eco Dis and All students in the school year 2018-2019 is 0%
- In Social Studies, the achievement gap between Eco Dis and All students in the school year 2018-2019 is 1%.

Comprehensive Needs Assessment Continued: Goal 1-3 Summary of Findings

| GOAL | Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
|------|--|---|---|---|
| 1 | <p style="text-align: center;">Domain 1: Student Achievement</p> <p style="text-align: center;">DID NOT MEET STANDARD</p> | <ul style="list-style-type: none"> • Component score was a 44 • Approaches was at 74% • Meets was at 41% • Masters was at 17% • Rating of C • Distinction received for Reading • Distinction received for Science • Distinction received for Math • Distinction received for Social Studies • Distinction received for Closing the Gap • Distinction received for Academic Growth • Distinction received for Post Secondary Readiness | <ul style="list-style-type: none"> • Reading and writing across the curriculum/Electives • Special Education in all content areas • Overall percentage of students meeting or mastering must increase – majority at the approaches level | <p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • Writing in all grade levels • Special Needs in all content areas <p style="text-align: center;">Goal: Component of 60 or Higher</p> <p style="text-align: center;">Goal: Rating of two letter grades A</p> |
| 2 | <p style="text-align: center;">Domain 2: School Progress</p> <p style="text-align: center;">MET STANDARD</p> | <ul style="list-style-type: none"> • Part A: Academic Growth: Component score 67 and scale score 72. Rating of C • Part B: Relative Performance: Component score of 44 and scaled score of 88. Rating of B. <p>6 out of 7 indicators were met in Reading for growth. 1 out of 7 indicators were met in Math for growth.</p> | <p>Teachers need to conference with every individual and provide students with the score they need to score for maximum growth points. Although math scored higher in Domain I compared to ELA, students met their growth in all indicators except Special Ed. Math needs to increase the number of students who meet goals for growth.</p> | <ul style="list-style-type: none"> • Address the needs of identified students to meet the academic growth measure in 2019-20 in Reading & Mathematics in all grade levels <p style="text-align: center;">Goal 93% or higher</p> |
| 3 | <p style="text-align: center;">Domain 3: Closing the Achievement Gap</p> <p style="text-align: center;">MET STANDARD</p> | <ul style="list-style-type: none"> • Overall Rating was a C. • Component score is a 46 and scaled score was 74. • In reading: only 2 out of 7 indicators met. • In math 6 out 7 indicators met. • ELA did better in growth than math • We did not hit target score of 36 for TELPAS by 5 percentage points. | <p>Overall, the gap between the all student group and the Economically Disadvantaged population is low. We must increase the percent of students receiving meets or masters in areas of Special Ed and and noncontinuously enrolled.</p> | <p>Economically Disadvantage population group will receive additional support and intensive interventions in reading, writing, math, science, and social studies.</p> <p style="text-align: center;">Goal: Increase over all rating one letter grade to a B.</p> |

Summary of Findings

| GOAL | Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
|------|---|---|--|---|
| 5 | Family and Community Involvement | <ul style="list-style-type: none"> • Neighborhood schools • New buildings/renovations • Communication in both English and Spanish • Parent Centers • Business Partnerships • Parental Volunteers are involved | <ul style="list-style-type: none"> • Secondary parent involvement is low | <ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels • Hold STAAR & TELPAS Nights to educate parents of the state assessments. |
| 6 | Technology | <ul style="list-style-type: none"> • Availability of technology resources for students and 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 email, powerpoint, Office 365. |
| 7 | School Culture and Climate | <ul style="list-style-type: none"> • Good student attendance • Collaborative Learning Communities with common planning periods • Teacher of the month • Students rewarded for Honor Roll • Safe and Civil Schools | <p>Additional recognition and incentives for Honor Roll students. Continuation of PLC throughout school. Lunch detention development for students with numerous tardies.</p> | <ul style="list-style-type: none"> • Implementation of planning periods for all content areas. • Recognition for students & staff • LD schedule and volunteers. |
| 8 | Staff Quality, Recruitment, and Retention | <ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McRell Evaluation Tool | <ul style="list-style-type: none"> • Teacher certificates • Classroom observations – 10 a week • McRell observations per semester | <ul style="list-style-type: none"> • Classroom observations with feedback to teacher. • McRell Calendar and Schedule |

Kennedy Middle DEMOGRAPHICS



| | ALL | MALE | FEMALE | SPED | LEP | M1 | M2 | MIGRANT | ECD | GT |
|---------|------------|-------|--------|------|-------|-------|------|---------|-------|--------|
| Number | 663 | 251 | 255 | 43 | 259 | 58 | 40 | 15 | 489 | 54 |
| Percent | 100% | 49.6% | 50.4% | 8.5% | 51.2% | 11.5% | 7.9% | 3.0% | 96.6% | 10.7 % |

| | ALL | HISPANIC | ASIAN | BLACK | WHITE | AMERICAN INDIAN/ALASKAN |
|---------|------|----------|-------|-------|-------|-------------------------|
| Number | 663 | 653 | 1 | 1 | 7 | 1 |
| Percent | 100% | 98% | 0.2% | 0.2% | .08 | .02 |

Kennedy Middle School DEMOGRAPHICS



Total Enrollment – 663

| Percent | Kennedy |
|-----------------------------------|----------------|
| Hispanic | 98.4% |
| Economically Disadvantaged | 96.6% |
| ELL | 51.2% |

Student Achievement Summary 2019 - 2020



| | Performance Target 2019 | Kennedy Middle School | Goals 2019 - 2020 |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Domain 1 Student Achievement | 47 Component | 44 | 52 |
| Domain 2 Academic Growth | Reading: 66 Math: 71 | Reading: 68 Math: 65 | Reading: 73 Math: 71 |
| Domain 3 Closing the Gap | 41 Component | 46 component | 68 component |

Student Achievement Summary 2019



| All Students Performance Rates | Performance Target 2019 | Kennedy Middle | Goals 2020 |
|--------------------------------|-------------------------|----------------|------------|
| Reading | 70 | 73 | 83 |
| Math | 45 | 81 | 91 |
| Writing | 54 | 60 | 72 |
| Science | 71 | 83 | 93 |
| Social Studies | 60 | 74 | 84 |

Student Achievement Summary 2019

| ELL Current & Monitored Performance Rates | Performance Target 2019 | Kennedy Middle School | Goals 2020 |
|---|-------------------------|-----------------------|------------|
| Reading | 70 | 66 | 76 |
| Math | 70 | 83 | 93 |
| Writing | 70 | 62 | 72 |
| Science | 60 | 77 | 87 |
| Social Studies | 60 | 61 | 71 |

Student Achievement Summary 2019



| Special Ed Performance Rates | Performance Target 2019 | Kennedy | Goals 2020 |
|------------------------------|-------------------------|---------|------------|
| Reading | 60 | 25 | 60 |
| Math | 60 | 60 | 70 |
| Writing | 60 | 11 | 60 |
| Science | 60 | 47 | 60 |
| Social Studies | 60 | 37 | 60 |

Student Achievement Summary 2019



| ECO Dis Performance Rates | Performance Target 2018 | Kennedy Middle School | Goals 2020 |
|--|------------------------------------|----------------------------------|-------------------|
| Reading | 70 | 67 | 77 |
| Math | 70 | 83 | 93 |
| Writing | 70 | 62 | 72 |
| Science | 70 | 80 | 90 |
| Social Studies | 70 | 68 | 78 |

2019-2020 Kennedy Middle School Goals



6th Grade Mathematics

| % of Items Needed to Meet State Performance Standard | | % of Students Passing State Assessment <i>TARGET: 60%</i> | | Goal |
|---|-----|---|--------------|--------------------|
| | | 2019 Kennedy | 2020 Kennedy | <i>TARGET: 60%</i> |
| Standard | | | | |
| Approaches | 37% | 79% | 85% | |
| Meets | 61% | 38% | 60% | |
| Masters | 79% | 15% | 25% | |

7th Grade Mathematics

| % of Items Needed to Meet State Performance Standard | | % of Students Passing State Assessment <i>TARGET: 60%</i> | | Goal |
|---|-----|---|--------------|--------------------|
| | | 2019 Kennedy | 2020 Kennedy | <i>TARGET: 60%</i> |
| Standard | | | | |
| Approaches | 40% | 75% | 85% | |
| Meets | 63% | 44% | 60% | |
| Masters | 83% | 14% | 25% | |

8th Grade Mathematics

| % of Items Needed to Meet State Performance Standard | | % of Students Passing State Assessment <i>TARGET: 60%</i> | | Goal |
|---|-----|---|--------------|--------------------|
| | | 2019 Kennedy | 2020 Kennedy | <i>TARGET: 60%</i> |
| Standard | | | | |
| Approaches | 45% | 94% | 100% | |
| Meets | 64% | 67% | 75% | |
| Masters | 86% | 19 | 30% | |

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

2019-2020 District Goals



STAAR EOC Kennedy Passing Rates for **MATH**

| Algebra 1 District | | | |
|---|--|---|---------------------|
| % of Items Needed to Meet State Performance Standard | | % of Students Passing State Assessment <i>TARGET: 60%</i> | |
| | | Goal <i>TARGET: 60%</i> | |
| | | 2019 Kennedy | 2020 Kennedy |
| Approaches | | 100% | 100% |
| Meets | | 100% | 100% |
| Masters | | 78% | 100% |

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

2019-2020 Kennedy Middle School Goals



6th Grade Reading

| % of Items Needed to Meet State Performance Standard | | % of Students Passing State Assessment <i>TARGET: 60%</i> | | Goal |
|---|-----|---|--------------|--------------------|
| | | Standard | | <i>TARGET: 60%</i> |
| | | 2019 Kennedy | 2020 Kennedy | |
| Approaches | 58% | 52% | 70% | |
| Meets | 78% | 24% | 50 | |
| Masters | 88% | 12% | 20 | |

7th Grade Reading

| % of Items Needed to Meet State Performance Standard | | % of Students Passing State Assessment <i>TARGET: 60%</i> | | Goal |
|---|-----|---|--------------|--------------------|
| | | Standard | | <i>TARGET: 60%</i> |
| | | 2019 Kennedy | 2020 Kennedy | |
| Approaches | 55% | 64% | 75% | |
| Meets | 74% | 34% | 60% | |
| Masters | 83% | 15 | 25% | |

8th Grade Reading

| % of Items Needed to Meet State Performance Standard | | % of Students Passing State Assessment <i>TARGET: 60%</i> | | Goal |
|---|-----|---|--------------|--------------------|
| | | Standard | | <i>TARGET: 60%</i> |
| | | 2019 Kennedy | 2020 Kennedy | |
| Approaches | 57% | 82% | 90% | |
| Meets | 75% | 48% | 60% | |
| Masters | 86% | 23% | 25% | |

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

2019-2020 Kennedy Goals



| 7 th Grade Writing | | | | |
|---|-----|---|--------------|--------------------|
| % of Items Needed to Meet State Performance Standard | | % of Students Passing State Assessment <i>TARGET: 60%</i> | | Goal |
| | | 2019 Kennedy | 2020 Kennedy | <i>TARGET: 60%</i> |
| Standard | | 2019 Kennedy | 2020 Kennedy | |
| Approaches | 57% | 62% | 75% | |
| Meets | 70% | 24% | 30% | |
| Masters | 83% | 6% | 15% | |

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

2019-20 Kennedy Goals

| 8 th Grade Science | | | | |
|-------------------------------|-----|---|---------------------|--------------------|
| | | % of Students Passing State Assessment <i>TARGET: 60%</i> | | Goal |
| | | | | <i>TARGET: 60%</i> |
| Standard | | 2019 Kennedy | 2020 Kennedy | |
| Approaches | 52% | 78% | 85% | |
| Meets | 71% | 50% | 70% | |
| Masters | 83% | 25% | 35% | |

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

2019-2020 Kennedy Goals



8th Grade U.S. History

| % of Items Needed to Meet State Performance Standard | | % of Students Passing State Assessment <i>TARGET: 60%</i> | Goal <i>TARGET: 60%</i> |
|---|-----|---|----------------------------|
| | | 2019 Kennedy | 2020 Kennedy |
| Approaches | 52% | 68% | 75% |
| Meets | 73% | 35% | 50% |
| Masters | 82% | 22% | 25% |

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

2019-2020 Kennedy Goals

- Goal 1-Index 1:Student Achievement
- Goal 2-Index 2: Academic Growth
- Goal 3-Index 3:Closing the Gaps
- Goal 5-Family and Community Involvement
- Goal 6-Technology
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

All strategies and action steps highlighted in yellow represent our sub-populations.

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

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 |
|--|---|---|----------------------|--------------------------------|---|---|-------------------------------|
| Summer Curriculum Writing sessions for all of the four-core subjects assessed on HB5 will be scheduled in May- August [2018]. | Assistant Superintendent for C&I | Local Funds, Title 1 Funds | Summer 2019 and 2020 | Completed Curriculum Documents | Benchmark scores, student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments, | Title 1- #2, 4 |
| Teacher representatives from all district campuses will be selected to write the district curriculum | HS, MS, ES Administrators | Local Funds, Title 1 Funds | May 2019 and 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, domains, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course. | Assistant Supt for C&I | Local Funds, Title 1 Funds | June 2019 and 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 and 2020 | Completed Curriculum Documents | Benchmark scores, student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1-#1,2 |
| Academic Calendars will be written for all courses. (timelines will be written for all HB5 courses) | Assistant Supt for C&I, Administrators | Local Funds, Title 1 Funds | Summer 2019 and 2020 | Completed Academic Calendars | Benchmark scores, student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1 - #1, 2 |

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

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 | District Content Coordinators | Local Funds, Title 1 Funds | June 2019-April 2020 | Completed Formative and Summative Assessments in the Curriculum Binders | Benchmark scores, student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1 -#8 |
| Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data | Principals | Local Funds, Title 1 Funds | October 2019 December 2019 January 2020 February 2020 | Agendas and Sign-in Sheets, Data Analysis Documents | Benchmark scores, student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1 - #2,4,8 |
| District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps | Assistant Supt for C&I, Administrators | Local Funds, Title 1 Funds | October 2019 December 2019 January 2020 February 2020 | Agendas and Sign-in Sheets, Data Analysis Documents | Benchmark scores, student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1 -#2,4,8 |
| Campus Instructional Coaches, Deans, Assistant principals and principals will monitor the implementation of the curriculum at each campus | Principals | Local Funds, Title 1 Funds | August 2019 – May 2020 | Walk-through documentation | Benchmark scores, student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1 - #3 |
| Provide Dana Center training for selected cohort teachers and principals on the vertical alignment of state standards in math and science. | Assistant Superintendent for C&I | Title 1 Funds | August 2019-2020 | Agendas and Sign-in Sheets | Benchmark scores, student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1 - #4 |

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

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|--|----------------------------|---|-------------------------------|---|--------------------------|-------------------------------|
| Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses | District Content Coordinators | Local Funds, Title 1 Funds | June 2019 – May 2020 | Completed CBAs and Benchmarks | Benchmark scores, student achievement gains | CBAs, BMs, STAAR, TELPAS | Title 1 - #8 |
| Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC | Assistant Supt for C&I, C&I Administrators | Local Funds, Title 1 Funds | June 2019 – May 2020 | Agenda and Sign-in Sheets | Benchmark scores, student achievement gains | CBAs, BMs, STAAR, TELPAS | Title 1 - #4, 8 |
| Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar | District Content Coordinators | Local Funds, Title 1 Funds | October 2019 December 2019 January 2020 February 2020 | Sign-in Sheets | Benchmark scores, student achievement gains | CBAs, BMs, STAAR, TELPAS | Title 1 - #4, 8 |
| Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2018-2019 | District Content Coordinators | Local Funds, Title 1 Funds | October 2019 November 2019 December 2019 February 2020 | Completed CBAs and Benchmarks | Benchmark scores, student achievement gains | CBAs, BMs, STAAR, TELPAS | Title 1 - #8 |

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

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-20120.

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

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

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, Administrator for Student Success | Migrant Funds 212 | October 2019 December 2019 January 2020 February 2020 | Agendas and Sign-in Sheets | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - #1, 2 |
| Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM | Special Education Director, Administrator for Student Success | Special Ed Funds 224 | October 2019 December 2019 January 2020 February 2020 | Agendas and Sign-in Sheets | Benchmark scores, student achievement gains, 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, Administrator for Student Success | Title III 263 | October 2019 December 2019 January 2020 February 2020 | Agendas and Sign-in Sheets | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - #1, 2 |
| | | | | | | | |

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

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

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

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, Teachers | Special Ed 224 | August 2019-June 2020 | Lesson Plans and Walk-throughs | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - #1, 2 |
| Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards. | Campus Principals, Teachers | Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224 | October 2019 December 2019 January 2020 February 2020 | Special Populations' Data Templates | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - #2, 8 |
| Professional development training on data analysis will be provided for campus administrators at the elementary, middle and high school levels | C&I Administrators | Local Funds 199, Title 1 Funds 211 | October 2019 | Agendas and Sign-in Sheets | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |

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

Objective 3: All subgroup populations 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 |
|--|---|--|--|------------------------------------|--|--|-------------------------------|
| Tutoring available afterschool will be available for students in each subgroup following each district-level CBA and Benchmark | Campus Principals, Deans, Instructional Coaches | Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224 | August 2019-July 2020 | Tutorial Sign-in sheets, Schedules | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - #9 |
| Teacher-student conferences will be conducted following each district-level CBA and to discuss progress and goals using the student profiles to track performance. | Campus Principals, Deans, Instructional Coaches | Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224 | October 2019 December 2019 January 2020 February 2020 | PAC sign-in sheets and schedules | Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program | CBAs, BMs, STAAR, TELPAS | Title 1 - #6 |
| Provide Professional Development for teachers for CIF strategies, Writing Objectives, ELPS, Question Stems | Principal & Assistant Principals | | August 2019 December 2019 | Agendas and Sign-in Sheets | Benchmark scores, student achievement gains | CBAs, BMs, STAAR, TELPAS Classroom Observations | |

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

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

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 Distinguish Awards are calculated. | Asst Supt for C&I | Local Funds 199 | August – September 2019 | Agendas and Sign-in Sheets | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |
| Administrators and teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5 | Asst Supt for C&I, C&I Administrators, District Content Coordinators | Local Funds 199 | August 2019 and on-going | Agendas and Sign-in Sheets | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |
| Collaborative Learning Communities [CLCs] will be scheduled 3X weekly in elementary schools and daily at the middle and high schools for unpacking the TEKS and lesson plan collaboration | Campus Principals, and Deans | Title 1 211, Local Funds 199 | August 2019- May 2020 | Walk-throughs and Master Schedule | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |
| Administrators and teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group | Asset Supt for C&I, C&I Administrators, District Content Coordinators | Title 1 211, Local Funds 199 | August 2019 and on-going | Agendas and Sign-in Sheets | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |
| Common Instructional Framework (CIF) training will be required for all administrators and teaching staff. | Instructional Coaches | Title 1 211, Local Funds 199 | August 2019 and On-going | Agendas and Sign-in Sheets | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS Classroom Observations | Title 1 - #4 |

District Goal 2 Improve Student Academic Growth in Reading and Math (Domain 2)

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|--|--|------------------------------|--------------------------|---|---|--------------------------|-------------------------------|
| Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies | District ELA Content Coordinators, Curriculum Team | Title 1 211, Local Funds 199 | August 2019-May 2020 | Completed Curriculum documents | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation | Assistant Superintendent for C&I | Title 1 211, Local Funds 199 | August 2019 and on-going | Agenda and Sign-in Sheets | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| Writing Rubrics will be developed and used district-wide | District ELA Content Coordinators | Title 1 211, Local Funds 199 | August 2019 and on-going | Walk-throughs | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs) | District ELA Content Coordinators, Campus Principals, Teachers | Title 1 211, Local Funds 199 | 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 | |

District Goal 2 Improve Student Academic Growth in Reading and Math (Domain 2)

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|--|------------------------------|--|--|---|--------------------------|-------------------------------|
| A minimum of 2 compositions per six weeks will be required at each grade level | Principals, Deans, District ELA Content Coordinators | Title 1 211, Local Funds 199 | August 2019-May 2020 | Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| STAAR Literature questions will be written for each literary piece/all genres | District ELA Content Coordinators | Title 1 211, Local Funds 199 | Summer 2019-May 2020 | Completed STAAR Literature questions in the Curriculum Documents | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| Two aligned CBAs and two district Benchmarks will be administered district-wide | Assistant Superintendent for C&I, District Content Coordinators, Campus Principals | Title 1 211, Local Funds 199 | October 2019 December 2019 January 2020 February 2020 | Walk-throughs, DMAC reports | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| Data will be used to create tutorial lessons and to identify spiraled skills | Assistant Superintendent for C&I, District Content Coordinators, Campus Principals | Title 1 211, Local Funds 199 | August 2019-May 2020 | DMAC reports, CLC Agendas and sign-in sheets, action plans | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| Data will be used to | Assistant Superintendent | Title 1 211, Local | August 2019-May | DMAC reports, CLC | Increased Student | CBAs, BMs, STAAR, | |

District Goal 2 Improve Student Academic Growth 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 |
|---|---|---|--------------------------|--------------------------------------|---|---|-------------------------------|
| Literacy Committee will be established to plan literacy events for campus. | Assistant Principal, teachers, librarian. | Library School Supplies | August 2019-May 2020 | Calendar of Events Sign-In Sheets | Increase reading levels in STAR. Increase AR points | STAR, AR Reports | |
| TELPAS tutorials for all ELL students to become familiar with online web-site and questions. | Assistant Principal ELA teachers | Computer Labs TELPAS tutorial guides | January 2019 | TELPAS tutorial schedules | Increased Student in TELPAS reading | TELPAS | |
| ELA teachers will hold tutorials after school, pull out sessions, and Saturday Academies in Reading and Writing. | Principals, ELA teachers, | Title 1 211, Local Funds 199 | October 2019 – June 2020 | Sign-In Sheets Lesson Plans | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| ELA teachers will lead PD for the ELA Department based on teacher needs. CIF strategies, Objectives, Item Analysis, ELPS, & overall teaching strategies, etc. | Assistant Principals ELA Teachers | Forms, CIF booklet, ELPS | September 2019– May 2020 | CLC Agenda Sign-In Sheets | Increased Pedagogy and student academic progress. | Teacher Walkthroughs CBA's, BMs, STAAR, STAR, TELPAS | |
| Teachers will attend Jane Schaffer/Dr. Lois PD and incorporate strategies into curriculum. | 6th, 7th, 8th Grade ELA teachers | Jane Schaffer Materials | September 2019- May 2020 | Sign-In Sheets Lesson Plans | Increased reading levels in STAAR, STAR, and TELPAS | Teacher Walkthroughs CBA's, BMs, STAAR, STAR, TELPAS | |

District Goal 2 Improve Student Academic Growth 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 K-12 using CIF strategies | Assistant Superintendent for C&I, Instructional Coaches | Title 1 211, Local Funds 199 | June 2019-May 2020 | Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation | Assistant Superintendent for C&I | Title 1 211, Local Funds 199 | August 2019 and on-going | Agendas and Sign-in Sheets | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| Teachers will receive training on unpacking the math TEKS, analyzing data | Assistant Superintendent for C&I | Title 1 211, Local Funds 199 | August 2019 and on-going | Agendas and Sign-in Sheets | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| Two aligned CBAs and two district Benchmarks will be administered district-wide | Assistant Superintendent for C&I, District Administrators | Title 1 211, Local Funds 199 | October 2019 December 2019 December 2019 February 2020 | Walk-throughs, DMAC reports | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| Data will be used to | District Content | Title 1 211, Local | August 2019-May | CLC agendas and | Increased Student | CBAs, BMs, STAAR, | |

District Goal 2 Improve Student Academic Growth 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 | District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers | Title 1 211, Local Funds 199 | August 2019-May 2020 | CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format | District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers | Title 1 211, Local Funds 199 | August 2019-May 2020 | Walk-throughs, lesson plans | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| Exit tickets will be developed aligned to the skill of the day | District Content Coordinators, Principals, Deans, Instructional Coaches, Teachers | Title 1 211, Local Funds 199 | August 2019-May 2020 | Walk-throughs, lesson plans | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | CBAs, BMs, STAAR, TELPAS | |
| Provide Go Math training on effective teaching strategies for secondary math and science teachers. | Assistant Superintendent for C&I | Title 1 Funds | July 2019 January 2020 | Agendas and Sign-in Sheets | Benchmark scores, student achievement gains | CBAs, BMs, STAAR, TELPAS | Title 1 - #4 |

District 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/Thesauruses •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Systems 44 •Imagine Learning •Read 180 | <p>Assistant Superintendent for C&I, District Content Coordinators, Bilingual Director, Special Ed Director</p> | <p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p> | <p>Summer 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> | |

District 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, ELL, migrant, 504, dyslexia, etc. through district formative assessments. | Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators | Title 1 211, Local Funds 199 Special Ed 224 | August 2019- May 2020 | DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions. | Narrowing of the student achievement gap among all student populations. | CBAs, BMs, STAAR, TELPAS | |
| 3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress. | Principals, Deans, Special Ed Director, Instructional Coaches, District Level Administrators | Title 1 211, Local Funds 199 Special Ed 224 | August 2019- May 2020 | Walk-throughs, ARDs, Accommodations, Lesson Plans | Narrowing of the student achievement gap among all student populations. | CBAs, BMs, STAAR, TELPAS | |
| 4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs. | Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators | Title 1 211, Local Funds 199 Title III 224 | August 2019- May 2020 | Walk-throughs. LPAC notes, Lesson Plans | Narrowing of the student achievement gap among all student populations. | CBAs, BMs, STAAR, TELPAS | |
| 5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations. | Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators, counselors | Title 1 211, Local Funds 199 Title III 224 Special Ed 224 | August 2019- May 2020 | Tutorial Logs, Counseling logs Participation rates and rosters. | Narrowing of the student achievement gap among all student populations. | CBAs, BMs, STAAR, TELPAS | |

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

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|--|---|--------------|------------------------|---|---|--|-------------------------------|
| Provide TSI class instruction in 8 th grade level courses that prepares students for the assessment | College Readiness Middle School Principals | | August 2018 – 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. | |
| After school, Saturday Academies, and pull out tutorials targeting the Level III population | Teachers | Lesson Plans | January 2019 May 2020 | Lesson Plans, Sign-In sheets and schedules, | Increase in the number of students performing at Level III | CBAs, BMs, STAAR, TELPAS | |
| Provide TSI Summer Bridge Program for preparation of students who have not mastered TSI assessment | College Readiness, High School Principals, Assigned TSI Teacher | | June 2019- August 2020 | Tutorial sign-in sheets, TSI assessment sign-in sheet | An increase in the number of students who pass the assessment | The number of students who successfully complete the course and pass the TSI assessment. | |
| | | | | | | | |

District 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 |
|---|---|--------------------------------|---------------|----------------------------|--------------------|----------------------|-------------------------------|
| Meet the Teacher Night | Principal and Assistant Principals | N/A | August 2019 | Sign –In Sheets | Parent Surveys | | |
| Parent meetings geared toward knowledge of STAAR | Principals, Assistant Principals, and Teachers Parent Liaison and volunteers | Power Point STAAR school data | October 2019 | Sign-in Sheets | Parent Surveys | | |
| Parent Meetings geared toward knowledge of TELPAS | Principals, Assistant Principals, and Teachers Parent Liaison and volunteers | Power Point TELPAS school data | December 2019 | Sign-In Sheets | Parent Surveys | | |

District Goal 5: Family and Community Involvement

Objective 2: Offer tutoring programs that support students taking assessments

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

District Goal 5: Family and Community Involvement

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|--|---|----------------------------|--------------------------------|----------------------------|--------------------|----------------------|-------------------------------|
| Student Council students and choir students will visit San Juan Nursing Home – community service project | Student Council Sponsor and Choir Teacher | Local Funds, Title I Funds | December 2020 | Sign-In sheets | Student Surveys | | Title I- #9 |
| Students will participate in a can food drive to provide food for the community. | Student Council Sponsor | N/A | November 2020 December 2020 | | Student Surveys | | |

District Goal 5: Family and Community Involvement

Objective 4: Increase Parental involvement in secondary campuses

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|--|----------------------------|-----------|----------------------------|--------------------|----------------------|-------------------------------|
| Host at least 2 major events per year at secondary campuses | Parental Director, Logistic Specialist, Parent Educators | Local Funds, Title I Funds | May 2020 | Sign-in Sheets | Parent Surveys | | Title I- #6, #10 |
| | | | | | | | |

District Goal 5: Family and Community Involvement

Objective 5: Increase average of parents with high school diplomas

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/Summative | Title 1 Schoolwide Components |
|--|--|----------------------------|---------------|-----------------------------|--|---------------------|-------------------------------|
| Increase enrollment of adult Literacy Participation by 15% | Parental Director, Logistic Specialist, Parent Educators | Local Funds, Title I Funds | May 2020 | Classroom attendance sheets | End of year course completion certificates | | Title I- #6, #10 |
| Open 2 more Parent Community Education Centers | Parental Director | Title I Funds | December 2020 | Attendance sheets | End of year course completion certificates | | Title I- #6, #10 |
| | | | | | | | |
| | | | | | | | |

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

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

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

District 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 | 2019-2020 | AR reports from schools | Improved scores in reading | Increase in the participation and scores on the AR program | |
| The Technology Department will provide for the delivery of online library/research resources (Destiny Online)so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students. | Instructional Technology Coordinator Library Coordinator Technology Integration Specialist | Destiny Software, adequate bandwidth, and adequate hardware | 2019-2020 | usage reports from the Destiny system. | Increase in the number of students using the Destiny system. | Review of Destiny Reports | |

District 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>Audit the curriculum and integrate technology essential knowledge and skills (TEKS) at the K-8 level and update and create courses for Technology Applications at the secondary level.</p> | <p>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</p> | <p>Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.</p> | <p>This is an ongoing process. However, a committee will be formed to specifically address the secondary Technology applications courses at the High School level. This will be done Sept 2017.</p> | <p>Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.</p> | <p>Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.</p> | <p>Ongoing review of the district course offerings and alignment with state course requirements.</p> | |
| <p>Develop units of practice aligned with the core content curriculum.</p> | <p>Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer</p> | <p>Core content curriculum resources. Learning.com</p> | <p>ongoing This will be done by June 2018.</p> | <p>Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.</p> | <p>Increased scores on technology benchmarks and state tests.</p> | <p>Instructional Technology department campus visits and observations.</p> | |

District 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 | Aug 2018 | Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events. | Increased student enrollment and completion of online classes. | | |
| Continue to support computer assisted instruction in computer labs and distributed settings. | Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist | | Ongoing. This is a regular service that is provided to all campuses. | Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores). | Increase in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores | | |
| The district will mandate that all elementary teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com) | Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist | Learning.com, Instructional Technology Labs | 2018-2019 | LAB usage logs | Increase in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores | | |

District 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 2013- and throughout the year in 2013-2014. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2013 2013-2014 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 2020 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>Organize and host/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p> | <p>Technology Director MIS Coordinator Instructional Technology Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners</p> | <p>Hardware, software, and other technology resources</p> | <p>By Spring of 2020. Campuses will have at least one technology fair a year. By 2020 the district will designate a PSJA Technology Day.</p> | <p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.</p> | <p>Increased use of technology by students and teachers.</p> | | |

District Goal 6: Technology

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

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

District Goal 6: Technology**Objective 1: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.**

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|--|--|--|---------------------------------------|---|----------------------|-------------------------------|
| Provide internet instruction to all teachers and students. The district will use Learning.com for all K-8 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing. | Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator | Learning.com, Atomic Learning, and other online resources. | ongoing. Aug 2019-June 2020 Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance. | online campus and classroom web sites | Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process). | | |

District Goal 6: Technology

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

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title 1 Schoolwide Components |
|---|--|--|---|---|---|----------------------|-------------------------------|
| <p>The Instructional Technology Department will use local 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 2019-2020.</p> | <p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p> | <p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p> | | |
| <p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p> | <p>Technology Director Instructional Technology Coordinator, MIS Coordinator</p> | | <p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p> | <p>computer inventory counts</p> | <p>Increased teacher collaboration on curriculum projects.</p> | | |

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

District 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--#10 |
| Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources | -Director of Health Services -Nursing Staff | -National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers | August 2019- June 2020 | Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed | Less asthma related emergencies | Side by side data analysis | Title 1--#10 |
| Improve adolescent general well-being by increasing knowledge and access to medical and mental health care. | -Director of Health Services -Nursing Staff | -School based clinics -Local health care providers -Local hospitals | August 2019- June 2020 | Live monitoring of uninsured students with dashboards by individual campus and student | Decrease percentage of student without a medical home | Side by side data analysis | Title 1--#10 |

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

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

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

District 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.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -Director of Health Services -Nursing Staff | <ul style="list-style-type: none"> -Texas Tropical -Behavioral Centers -Police Departments | <p>August 2019- June 2020</p> | <p>Nurses conduct impairment assessment as needed.</p> | <p>Resource referral issued to every student at risk for drug use or violent behavior.</p> | <p>Side by side data analysis</p> | <p>Title 1--#10</p> |
| <p>Promote the development of each student as a whole person.</p> <ul style="list-style-type: none"> -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities. | <ul style="list-style-type: none"> -Director of Health Services -Nursing Staff | <ul style="list-style-type: none"> -Athletic Department -LPC | <p>August 2019- June 2020</p> | <p>Ongoing one to one assistance of emotional needs.</p> <p>Nurses develop a trusting relationship and rapport with student.</p> | <p>Clinic Vists</p> | <p>Side by side data analysis</p> | <p>Title 1--#10</p> |

District 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> | <p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p> | <p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p> | <p>Side by side data analysis</p> | <p>Title 1 – #10</p> |

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

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

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

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

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

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

District 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--#10 |
| Provide consistent student support and guidance through district personnel to ensure student academic success. | Pupil Accounting Director | Local Funds | August 2019-June 2020 | School Community Liaison Program Personnel eSchool Data | Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing | Community Resources Collaborative partnerships | Title 1--#10 |

District 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. 2019/2020 | 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 | |
| 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 | |
| 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 | |
| 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 | |

District 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 | Nov. 2019– March 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 | |
| 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 | August 2019-May 2020 | Sign-In Sheets Coaching logs Coaching schedules | Benchmark scores, student achievement gains, closing achievement gaps | CBAs, BMs, STAAR, TELPAS | |
| On-going professional development of District Curriculum | Director Department Instructional Coaches | Local funds 13 Invest in Innovation funds | August 2019-May 2020 | Sign-In sheets for curriculum development and revisions | Better implementation of curriculum More alignment | CBAs, BMs, STAAR, TELPAS | |
| Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support | Director Department Instructional Coaches | Local funds 13 Invest in Innovation funds | August 2019-May 2020 | Sign-In Sheets Coaching logs Coaching schedules | McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels | CBAs, BMs, STAAR, TELPAS | |

District Goal 8: Staff Quality, Recruitment, and Retention

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

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