

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



District Improvement Plan 2015-2016

Board Approved:

Mission Statement

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

What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

Title I, Part A
School wide Components:

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

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2014-15 STAAR District Summary Report
2. 2014-15 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

Special Education:

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

Needs:

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

- In Reading, the achievement gap between SpEd and All students 2014-2015 is 35%.
- In Mathematics, the achievement gap between SpEd and All students 2014-2015 is 36%.
- In Writing, the achievement gap between SpEd and All students 2014-2015 is 52%.
- In Science, the achievement gap between SpEd and All students 2014-2015 is 23%.
- In Social Studies, the achievement gap between SpEd and All students 2014-2015 is 28%.

Personnel Needs:

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

Professional Development Needs:

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

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

Strengths:

- The 4-Year Graduate Rate for SpEd students at PSJAISD was 86.8%, 8.6 points above the Region, and 9.3 points above the state.
- The 5-Year Extended Graduation Rate for SpEd students at PSJAISD was 93.3%, 10.3 points above the Region, and 11.2 points above the state.
- The Annual Dropout Rate for ELL students at PSJAISD was 1.0 %, 2.2 points below the Region and 2.0 points below the state.
- In STAAR 3rd Grade Reading, the passing rate for SpEd students at PSJAISD was 56%, 6 points above the state.*
- In STAAR 5th Grade Reading, the passing rate for SpEd students at PSJAISD was 56%, 12 points above the state.*
- In STAAR 5th Grade Science, the passing rate was SpEd students at PSJAISD was 66%, 25 points above the state*.

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

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

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

Needs:

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

- In Reading, the achievement gap between ELL and All students 2014-2015 is 11%.
- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 16%.
- In Writing, the achievement gap between ELL and All students 2014-2015 is 8%.
- In Science, the achievement gap between ELL and All students 2014-2015 is 11%.
- In Social Studies, the achievement gap between ELL and All students 2014-2015 is 25%
- The Elementary School TELPAS Yearly Progress Indicator was 52% in 2014 and maintained at 52% in 2015.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

- The Middle School TELPAS Yearly Progress Indicator was 43% in 2014 and increased to 50% in 2015.
- The High School TELPAS Yearly Progress Indicator was 41% in 2014 and increased to 44% in 2015.
- The 4-Year Graduate Rate for ELL students at PSJAISD was 79.0%, 6 points above the Region, and 7.5 points above the state.
- The 5-Year Extended Graduation Rate for ELL students at PSJAISD was 89.2%, 9.2 points above the Region, and 11.7 points above the state.
- The Annual Dropout Rate for ELL students at PSJAISD was 1.0 %, 4.4 points below the Region and 3.8 points below the state.
- The Dual Language Program at PSJAISD serves 61% of our ELL students in grades Pre- K-12 at PSJAISD.

On the STAAR exam:

- 3rd grade Reading passing rate for ELL students at PSJAISD was 74%, 7 points above the state.
- 4th grade Reading passing rate for ELL students at PSJAISD was 64%, 5 points above the state.
- 4th grade Writing passing rate for ELL students at PSJAISD was 70%, 11 points above the state.
- 5th grade Reading passing rate for ELL students at PSJAISD was 84%, 25 points above the state.
- 5th grade Science passing rate for ELL students at PSJAISD was 67%, 15 points above the state.
- 6th grade Reading passing rate for ELL students at PSJAISD was 53%, 7 points above the state.
- 7th Grade Reading passing rate for ELL students at PSJAISD was 39%, 3 points above the state.
- 8th Grade Reading passing rate for ELL students at PSJAISD was 47%, 8 points above the state.
- 8th Grade Science passing rate for ELL students at PSJAISD was 45%, 7 points above the state.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from across the district were used to review the Economically Disadvantaged data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, and 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 2014-2015 is 2%.
- In Mathematics, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Writing, the achievement gap between Eco Dis and All students 2014-2015 is 1%.
- In Science, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Social Studies, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, PSJA earned a score of 37, 3 points below the region and 3 points below the state.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- The 4-Year Graduate Rate for Eco Dis students at PSJAISD was 89.7%, 2.7 points above the Region, and 4.5 points above the state.
- The 5-Year Extended Graduation Rate for Eco Dis students at PSJAISD was 93.1%, 3 points above the Region, and 4.9 points above the state.
- 3rd grade Reading passing rate for Eco Dis students at PSJAISD was 76%, 7 points above the state.
- 4th grade Reading passing rate for Eco Dis students at PSJAISD was 65%, 1 point above the state.
- 4th grade Writing passing rate for Eco Dis students at PSJAISD was 70%, 9 points above the state.
- 5th grade Reading passing rate for Eco Dis students at PSJAISD was 85%, 15 points above the state.
- 5th grade Science passing rate for Eco Dis students at PSJAISD was 70%, 8 points above the state.
- 8th grade Reading passing rate for Eco Dis students at PSJAISD was 72%, 2 points above the state.
- 8th grade Science passing rate for Eco Dis students at PSJAISD was 62%, 1 point above the state.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p style="text-align: center;">Index 1: Student Achievement</p>	<ul style="list-style-type: none"> • 3rd Grade Math and Reading • 4th Grade Writing • 5th Grade Math, Reading, and Science • 8th Grade Reading • Biology • U.S. History <p style="text-align: center;">Mastery 70% or Higher</p>	<ul style="list-style-type: none"> • 7th Grade Math and Writing • 8th Grade Science and Social Studies • English I • English II <p style="text-align: center;">Mastery 55% or Lower</p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • 7th Grade Math and Writing • 8th Grade Science and Social Studies • English I • English II <p>SMART Goal: 60% or Higher</p>
2	<p style="text-align: center;">Index 2: Student Progress</p>	<ul style="list-style-type: none"> • White students progressed at the same rate from 2014. • The district is meeting progress at the same rate in 2014 and 2015. 	<ul style="list-style-type: none"> • Decrease of 4 points in index 2. • The district needs to increase exceeding progress. • Special education dropped in reading progress because of the omission of STAAR A and Alt in accountability. • Progress in Algebra needs to improve. 	<ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2014-15 in Reading and Mathematics
3	<p style="text-align: center;">Index 3: Closing the Achievement Gap</p>	<ul style="list-style-type: none"> • Bilingual Ed (BE) STAAR 3-8 Met RI as per PBMAS in Math, Reading and Science • We did not meet in writing however we increased by 4.3% points in 2015 • we did not meet in ESL for any middle school subject however we increased in math, science, social studies, and writing by between 4% - 9 % points. • LEP's not being served increased by 11% in science • Migrants had an increase of 7.6% points in Social Studies and 5% points in Writing. 	<ul style="list-style-type: none"> • BE STAAR 3-8 did not meet PBMAS Standard in Writing • ESL Middle School did not meet PBMAS Standard in Math, Reading, Science, Writing, and Social Studies. there was a minimum increase in the reading. • LEP students not served failed to meet the PBMAS standard in Reading, Science, and Writing • TELPAS ratings for students in U.S. Schools multiple years are at BEG/INT. levels • Special Education students did not meet PBMAS Standards in Science, Social Studies, Writing, Reading and Math. • Migrant students did not meet PBMAS standard in Social Studies, Writing, Reading, Math and science. 	<p>Special population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies.</p>
4	<p style="text-align: center;">Index 4: Post Secondary Readiness</p>	<p>The district met the index 4 target of 57 with a score of 67. High graduation rates and completion rates (91.7%) High rate of RHSP/DAP (94.7%)</p>	<ul style="list-style-type: none"> • 7th grade math and writing • 8th grade math and Social Studies • Algebra 1 • English 1 • English II <p>Mastery at Final Recommended was below 25%.</p>	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course • Revise curriculum • Assess and Monitor frequently through

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 • Elementary parent involvement is high • Parent Liaison District level and campus • Parent Centers • Business Partnerships • IHE Partnerships 	<ul style="list-style-type: none"> • Secondary parent involvement is low • Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels
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
7	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture 	<ul style="list-style-type: none"> • Decrease in student enrollment 	<ul style="list-style-type: none"> • Build public relations • Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McRell Evaluation Tool 		

DISTRICT DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	32,598	16,686	15,912	2,054	14,200			946	1,514	27,961	2,486	8,138
Percent	100	51	48	6.0	43			3	4	85	7	24

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	32,598	32,288	55	43	200	10
Percent	100	99	0	0	0	0

DISTRICT DEMOGRAPHICS



Total Enrollment – 32,598

Total Number of Schools – 43

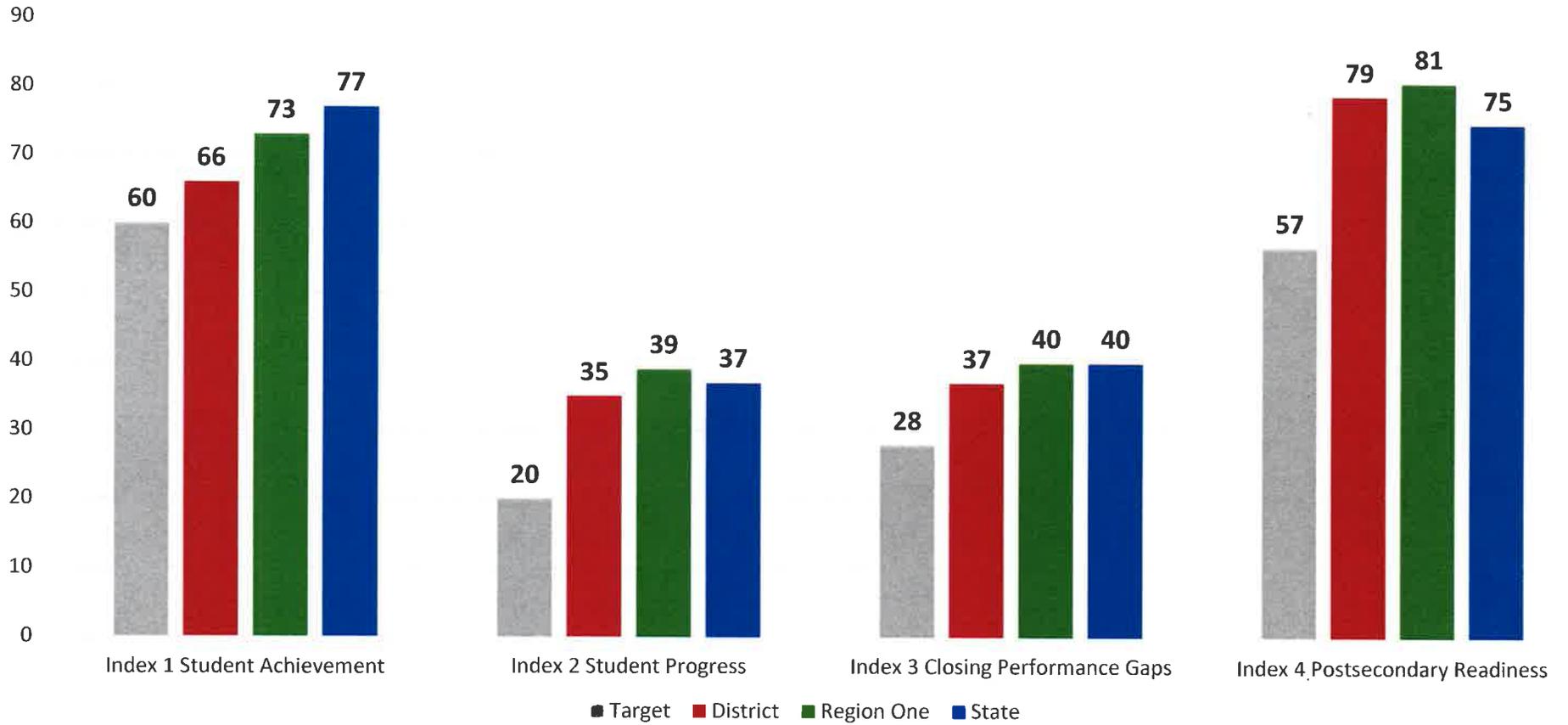
Percent	PSJA ISD	STATEWIDE
Hispanic	99%	51.34%
Economically Disadvantaged	85%	60.26%
ELL	43%	17.04%

Student Achievement Summary 2015



	Performance Target 2015	State	Region 1	PSJAISD	Goals 2016
Index 1 Student Performance	60	77	73	66	70
Index 2 Progress Measure	20	37	39	35	40
Index 3 Closing the Gap	28	40	40	37	42
Index 4 Postsecondary Readiness	57	75	81	79	81

State Accountability 2015



Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Goals 2016
Reading	60	77	71	64	70
Math	60	81	79	70	75
Writing	60	72	71	66	70
Science	60	78	75	70	75
Social Studies	60	78	72	63	68

Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Goals 2016
Reading	60	62	59	53	58
Math	60	65	64	54	59
Writing	60	60	62	58	63
Science	60	61	60	59	64
Social Studies	60	49	47	38	43

Student Achievement Summary 2015



Special Ed Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Goals 2016
Reading	60	43	37	29	35
Math	60	45	46	34	40
Writing	60	29	22	14	20
Science	60	47	46	47	50
Social Studies	60	46	41	35	40

Student Achievement Summary 2015



ECO Dis Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Goals 2016
Reading	60	70	69	62	65
Math	60	75	77	68	70
Writing	60	63	69	65	70
Science	60	71	73	68	70
Social Studies	60	69	69	61	65

State System Safeguards 2015



District 2015 Results Level 2 Phase 1												% Met for Min Size Req
	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*	
Reading	64	92	64	73	57	85			62	29	53	
Math (Alg 1 Only)	70	75	69	76		75			68	34	54	
Writing	66	100	66	83	0	100			65	14	58	
Science	70	78	70	68		75			68	47	59	
Social Studies	63	100	63	71	0	83			61	35	38	
Percent of Eligible Measures Met												66

 Indicates Did Not Meet Minimum Size Requirement
 66% = Met 20 indicators out of 30

SYSTEM SAFEGUARDS 2015



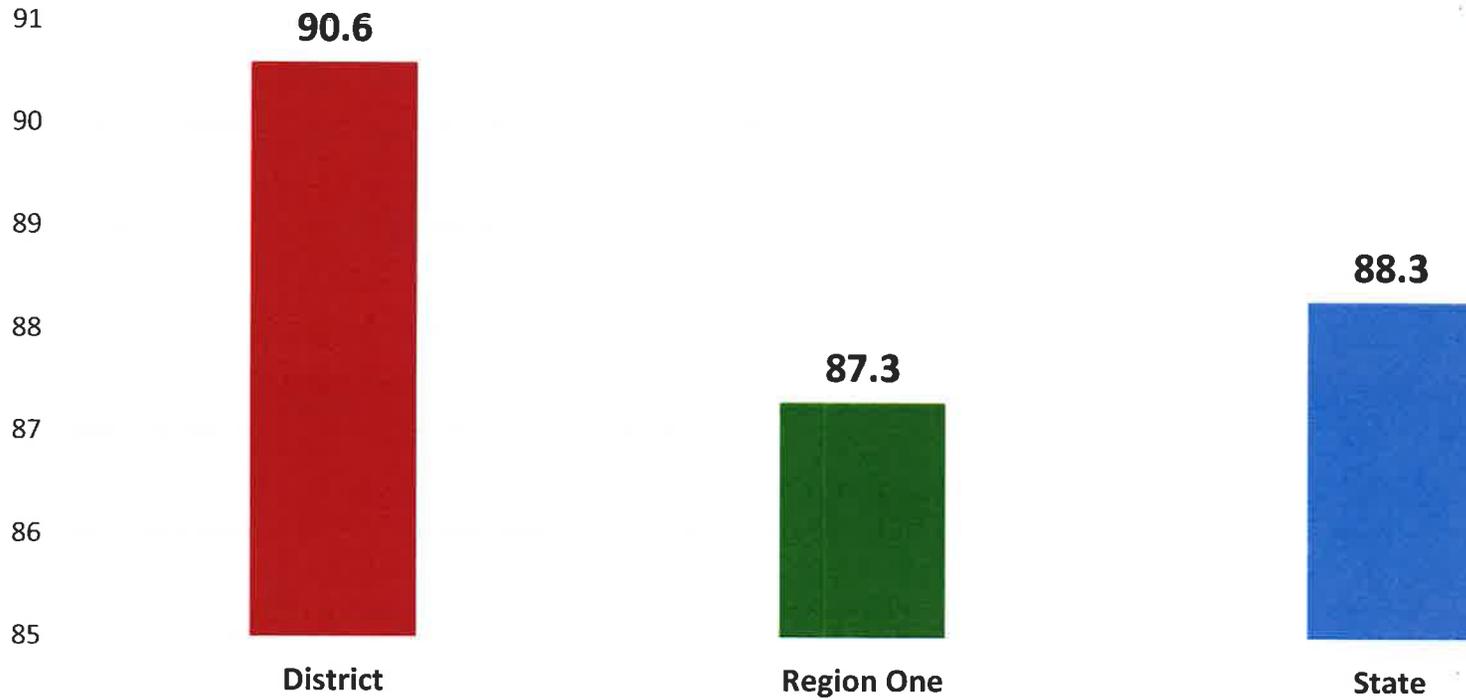
	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
State Target	60	60	60	60	60	60	60	60	60	60	60			
Reading	Y	Y	Y	Y		Y			Y	N	N	6	8	
Math	Y		Y						Y	N	N	3	5	
Writing	Y		Y						Y	N	N	3	5	
Science	Y		Y	Y					Y	N	N	4	6	
Social Studies	Y		Y	Y					Y	N	N	4	6	
Total												20	30	66

Post-Secondary Readiness Data Table 2015



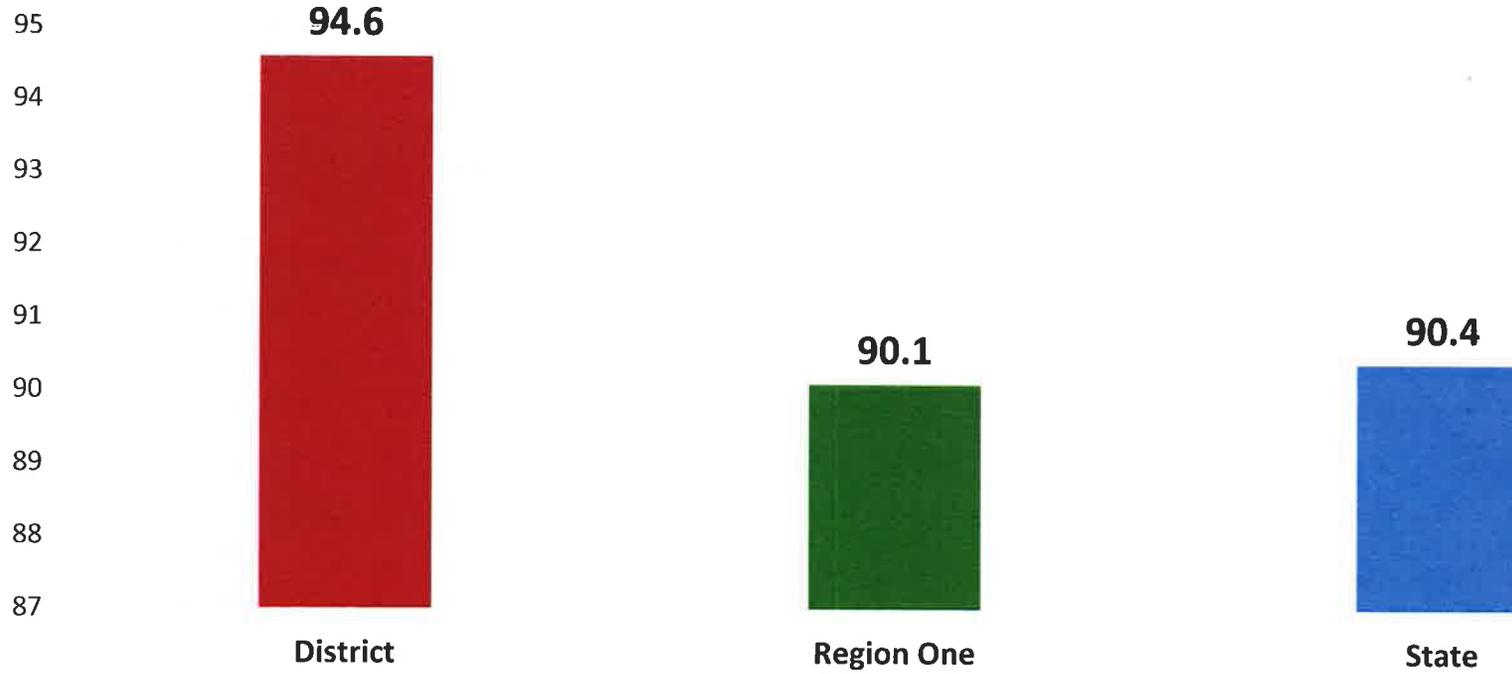
All Students	State	Region 1	PSJAISD
2015 STAAR % Meeting Postsecondary Readiness Standard	41	34	28
4-Year Graduation Rate Class of 2014	88.3	87.3	90.6
5-Year Extended Graduation Rate Class of 2013	90.4	90.1	94.6
Annual Dropout Rate SY 2013-14	2.2	2.6	0.7
RHSP/DAP Graduates Class of 2014	85.5	92.8	95.7
College Ready Graduates SY 2013-14	78.4	83.3	82.3

4 Year Graduation Rate



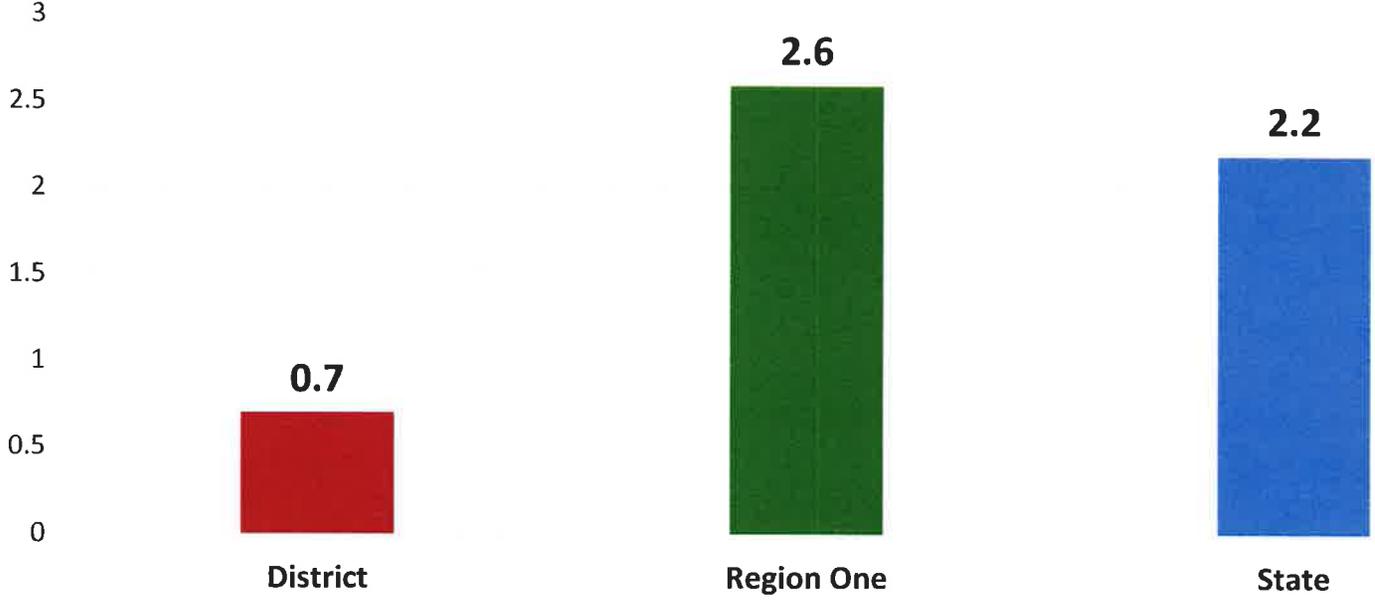
Source:
2015 TEA Accountability Reports

5 Year Graduation Rate



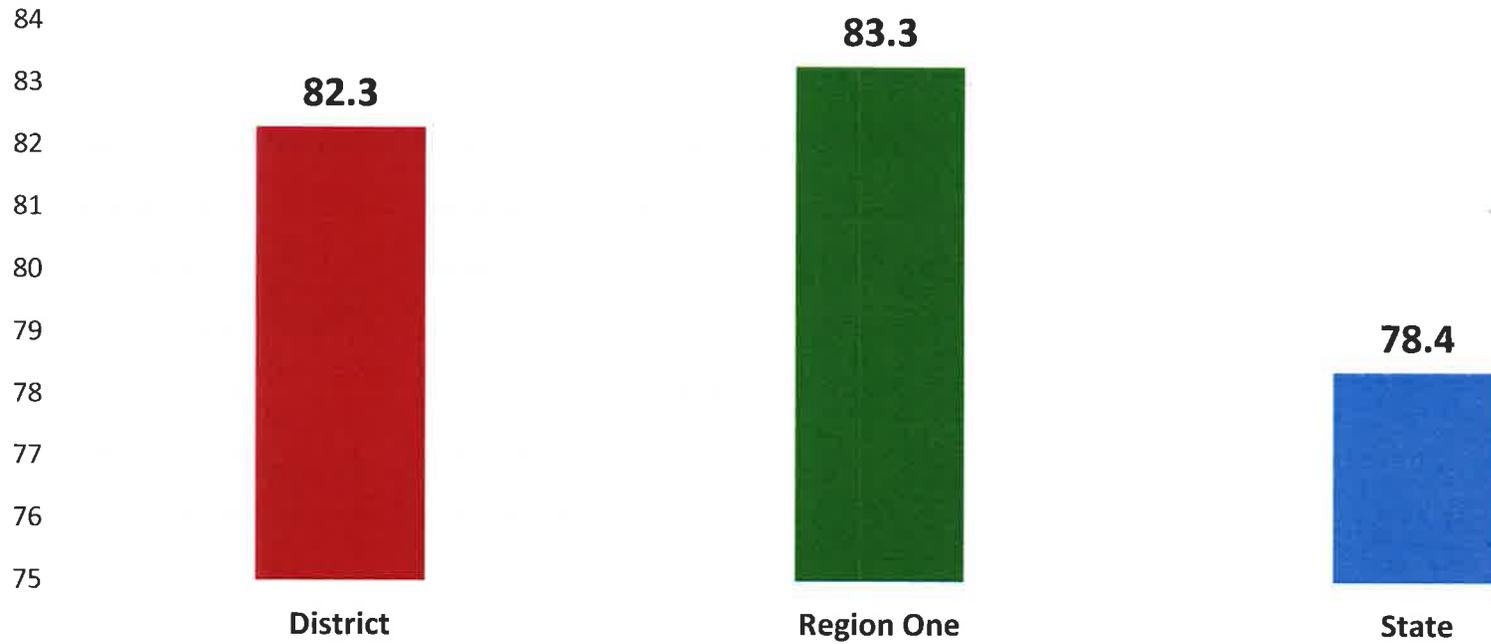
Source:
2015 TEA Accountability Reports

Drop Out Rate



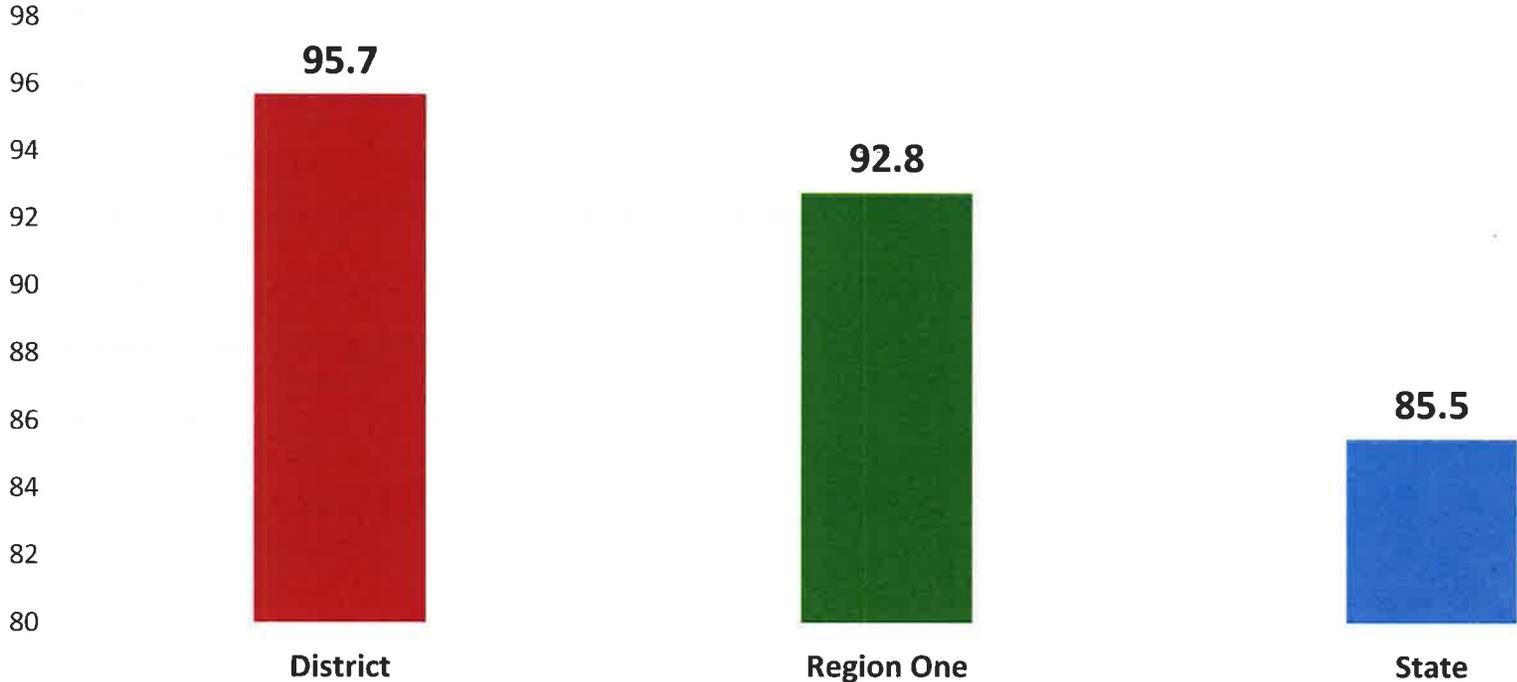
Source:
2015 TEA Accountability Reports

College & Career Readiness



Source:
2015 TEA Accountability Reports

RHSP/DAP Graduates



Source:
2015 TEA Accountability Reports

Post-Secondary Readiness Data Table 2015



Special Ed	State	Region 1	PSJAISD
2014 STAAR % Meeting Postsecondary Readiness Standard	na	na	na
4-Year Graduation Rate Class of 2013	77.5	78.2	86.8
5-Year Extended Graduation Rate Class of 2012	82.1	83.0	93.3
Annual Dropout Rate SY 2012-13	3.0	3.2	1.0
RHSP/DAP Graduates Class of 2013	na	na	na
College Ready Graduates SY 2012-13	na	na	na

Texas Education Agency 2015 Accountability Reports

Post-Secondary Readiness Data Table 2015



ELL	State	Region 1	PSJAISD
2014 STAAR % Meeting Postsecondary Readiness Standard	na	na	na
4-Year Graduation Rate Class of 2013	71.5	73.1	79.0
5-Year Extended Graduation Rate Class of 2012	77.5	80.0	89.2
Annual Dropout Rate SY 2012-13	4.8	5.4	1.0
RHSP/DAP Graduates Class of 2013	na	na	na
College Ready Graduates SY 2012-13	na	na	na

Texas Education Agency 2015 Accountability Reports

Post-Secondary Readiness Data Table 2015



Eco Dis	State	Region 1	PSJAISD
2014 STAAR % Meeting Postsecondary Readiness Standard	na	na	na
4-Year Graduation Rate Class of 2014	85.2	87	89.7
5-Year Extended Graduation Rate Class of 2013	88.2	90.1	93.1
Annual Dropout Rate SY 2013-14	na	na	na
RHSP/DAP Graduates Class of 2013	na	na	na
College Ready Graduates SY 2012-13	na	na	na

Texas Education Agency 2015 Accountability Reports

PBMAS REPORT 2015



COLLEGE
READY CONNECTED COMPLETED

	BE/ESL				CTE				NCLB			
	BE	ESL	LEP NOT SERVED	LEP YAE	ALL	LEP	ED	SPED	TITLE 1 PART A	MIGRANT	ALL	YAE
TELPAS READING BEGINNING	2											
STUDENTS IN US SCHOOLS MULTIPLE YEARS	3											
TELPAS												
Reading Beginning Proficiency Level Rate	2											
Composite Rating for students in US Schools Multiple Yrs	3											
STAAR ALTERNATE 2 Participation Rate									3			
ANNUAL DROPOUT RATE	0				0				0	0	0	
RHSP/DAP DIPLOMA RATE	0				0				0	0	0	
GRADUATION RATE	2				0				0	0	0	
CTE NONTRADITIONAL COURSE COMPLETION												
MALES					1							
FEMALES					1							

PBMAS REPORT 2015



	BE/ESL				CTE				NCLB		SPED	
	BE	ESL	LEP NOT SERVED	LEP YAE	ALL	LEP	ED	SPED	TITLE 1 PART A	MIGRANT	ALL	YAE
SPED PLACEMENTS IN INSTRUCTIONAL SETTINGS 40/41 (AGES 3-5)											1	
SPED REGULAR CLASS > = 80% RATE											2	
AGES 6-11											0 RI	
AGES 12-21											0 RI	
SPED REGULAR CLASS < = 40% RATE												
AGES 6-11											1	
AGES 12-21											1	
SPED REPRESENTATION												
ALL											0	
Af American											0	
Hispanic											0	
LEP											0 RI	
SPED DISCRETIONARY PLACEMENTS												
DAEP											0	
ISS											0	
OSS											0	

2015-2016 District Goals

- The following 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.
- This will allow us to analyze our needs and set attainable goals for the 2015-2016 school year.
- End of Course data includes first time testers as well as retesters.

2015-2016 District Goals



3rd Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	48	78	na
Phase in 2 Level II	57	65	70
Final Recommended	74	37	40
Adv. Level III	89	13	15

4th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	48	72	na
Phase in 2 Level II	56	58	65
Final Recommended	73	28	30
Adv. Level III	83	13	15

5th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	46	78	na
Phase in 2 Level II	54	67	70
Final Recommended	72	38	40
Adv. Level III	86	15	18

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.

2015-2016 District Goals



6th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	35	60	na
Phase in 2 Level II	42	44	60
Final Recommended	60	20	25
Adv. Level III	81	4	10

7th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal <i>TARGET: 60%</i>
		2015	2016	2016
Phase In 1 Level II	37	51	na	na
Phase in 2 Level II	44	36	60	60
Final Recommended	61	14	17	17
Adv. Level III	80	2	10	10

8th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal <i>TARGET: 60%</i>
		2015	2016	2016
Phase In 1 Level II	43	61	na	na
Phase in 2 Level II	50	47	60	60
Final Recommended	64	23	25	25
Adv. Level III	86	3	10	10

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.

2015-2016 District Goals



STAAR EOC High School 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>	
		2015	2016
Phase In 1 Level II	37	61	na
Phase in 2 Level II	44	40	60
Final Recommended	63	21	25
Adv. Level III	78	9	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.

2015-2016 District Goals



3 rd Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	50	74	na
Phase in 2 Level II	58	63	70
Final Recommended	75	38	40
Adv. Level III	85	21	24

4 th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	52	64	na
Phase in 2 Level II	59	55	65
Final Recommended	75	31	35
Adv. Level III	86	13	15

5 th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	54	84	na
Phase in 2 Level II	63	68	75
Final Recommended	78	37	40
Adv. Level III	87	17	20

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

2015-2016 District Goals



6th Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	54	57	na
Phase in 2 Level II	63	44	60
Final Recommended	77	23	25
Adv. Level III	88	8	10

7th Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	54	55	na
Phase in 2 Level II	60	45	60
Final Recommended	76	21	25
Adv. Level III	86	9	15

8th Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	54	73	na
Phase in 2 Level II	62	55	60
Final Recommended	77	26	30
Adv. Level III	87	12	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.

2015-2016 District Goals



English 1			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	55	44	na
Phase in 2 Level II	58	22	60
Final Recommended	64		
Level III Adv.	83		

English II			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	57	45	na
Phase in 2 Level II	60	24	60
Final Recommended	66		
Level III Adv.	87		

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.

2015-2016 District Goals



4th Grade Writing

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	52	69	na
Phase in 2 Level II	59	54	60
Final Recommended	70	31	35
Level III Adv.	84	7	10

7th Grade Writing

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	54	59	na
Phase in 2 Level II	60	45	60
Final Recommended	69	24	28
Level III Adv.	83	4	10

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.

2015-2016 District Goals



5th Grade Science

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	59	68	na
Phase in 2 Level II	66	55	60
Final Recommended	80	28	30
Adv. Level III	91	8	10

8th Grade Science

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	57	60	na
Phase in 2 Level II	63	50	60
Final Recommended	76	28	30
Adv. Level III	87	11	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.

2015-2016 District Goals



Biology District

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	35	68	na
Phase in 2 Level II	43	46	60
Final Recommended	61	20	25
Level III Adv.	83	4	10

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.

2015-2016 District Goals



COLLEGE³
READY. CONNECTED. COMPLETE.

8th Grade U.S. History District

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	
		2015	2016
Phase In 1 Level II	50	45	na
Phase in 2 Level II	58	30	60
Final Recommended	73	10	15
Level III Adv.	83	4	10

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.

2015-2016 District Goals



U.S. History District

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	41	72	na
Phase in 2 Level II	49	54	60
Final Recommended	63	31	35
Level III Adv.	79	10	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.

2015-2016 District Goals

- Goal 1-Index 1:Student Achievement
- Goal 2-Index 2:Student Progress
- Goal 3-Index 3:Closing the Achievement Gap
- Goal 4-Index 4: Post Secondary Readiness
- 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 (Index 1)

Objective 1: Curriculum will be horizontally aligned in 2015-2016 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 will be scheduled in May-June [2015 & 2016]. All other courses in August of each school year.	Assistant Superintendent for C&I, Core Content Coordinators and Coaches	Local Funds, Title 1 Funds	Summers of 2015 and 2016	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/revise the district curriculum	HS, MS, ES Administrators, Core Content Coordinators and Coaches	Local Funds, Title 1 Funds	May of 2015 and 2016	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Curriculum writers will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June of 2015 and 2016	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	2015-16	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1, 2
Academic Calendars will be written/revise for all courses. (instructional timelines will be written/revise for all HB5 courses)	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	Summers of 2015 and 2016	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 (Index 1)

Objective 1: Curriculum will be horizontally aligned in 2015-2016 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	2015-2016	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 2015 November 2015 January 2016 February 2016	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 2015 November 2015 January 2016 February 2016	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 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2, 3
Professional development training will be provided for teachers and administrators in all new standards, in all subjects.	Assistant Superintendent for C&I and Administrators	Title 1 Funds	August 2015-2016	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 (Index 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

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 2015-- May 2016	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, Campus Administration	Local Funds, Title 1 Funds	June 2015-- May 2016	Agenda and Sign-in Sheets, CLC agendas	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 2015 November 2015 December 2015 February 2016	Sign-in Sheets, Timeline, Schedule of review session, 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 2015-16.	C&I Department, District Content Coordinators, Campus Testing Coordinator	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

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, for multiple choice & and an additional day for essays.	Campus Principals and DTC/CTC	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be utilized at each campus for data analysis and monitoring student progress following each CBA and Benchmark.	Campus Principals and Deans	Local Funds, Title 1 Funds	August 2015- June 2016	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 2015 November 2015 December 2015 February 2016	Agendas and Sign-in Sheets from CLC	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	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 (Inde

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
District level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Migrant Director, Administrator for Student Success	Migrant Funds 212	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of special education students will be done immediately following each CBA and BM	Special Education Director, Administrator for Student Success	Special Ed Funds 224	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Dual Language/ESL Director, Administrator for Student Success	Title III 263	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Dana Center training for cohorted science and math teachers on creating formative assessments will be sustained.	Assistant Superintendent for C&I, Campus Administration	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
District Goals specific for each subgroup will be developed and shared with each campus principal and staff	Migrant Director, Special Ed Director, Dual Language/ESL Director, Administrator for Student Success	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2014	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 HS, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principals	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2014	Campus Goal Templates Sign-in agendas CLC	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 HS Migrant Director, Special Ed Director, Dual Language/ESL Director, Principals	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2014- June 2015	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 (Index 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 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/accomodations for the special education students in their classroom.	Campus Principals, Teachers, Special Ed. personnel	Special Ed 224	August 2015-June 2016	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Campus Principals, Teachers, Directors	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2015 November 2015 January 2016 February 2016	Special Populations' Data Templates Growth Plans Individual Learning Profiles	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 2015	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 (Inde

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic Interventions, afterschool tutorials and/or Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Campus Principals, Deans, Instructional Coaches, Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	August 2014-July 2015	Tutorial Sign-in sheets, Schedules, Targeted Tutorials, Intervention Plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Campus Principals, Deans, Instructional Coaches, Teachers, Special Pops Personnel	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2015 November 2015 January 2016 February 2016	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
Lead4Ward training will be provided for all principals, assistant principals, and deans on differentiated instruction and data analysis.	Assistant Superintendent for C&I	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Asst. Supt for C&I Campus Principals	Local Funds 199	October 2015	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 2015 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, Deans, Assistant principal, IC	Title 1 211, Local Funds 199	August 2015 May 2016	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	Asst. Supt for C&I, C&I Administrators, District Content Coordinators, Campus Administration	Title 1 211, Local Funds 199	August 2015 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 2015 and On-going	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 (Index 1)s

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Rtl training will be provided for all staff members to address the needs of all students.	Rtl District Coordinator Counselor	Title 1 211	2015-2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director, ELD Coaches	Title III 263	2015-2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and Rtl training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director and special education personnel	Special Ed 224	2015-2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Lead4Ward training will be provided for all principals, assistant principals, deans and teachers on data analysis/differentiated instruction.	Assistant Superintendent for C&I Campus Administration	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

District Goal 2 Improve Student Progress in Reading and Math (Index 2)							
Objective 1: Reading/Writing Instruction will be aligned district-wide.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The reading/writing curriculum will be developed/ revised using thematic-based instruction and CIF teaching strategies	C&I Dept. - District ELA/ SLA Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	Completed Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
ELAR/ SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Assistant Superintendent for C&I, Administrators in C&I, Campus Administrators	Title 1 211, Local Funds 199	August 2015 and on-going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Writing Rubrics will be developed/ revised district-wide for open-ended and compositions	C&I Dept. - District ELA/ SLA Content Coordinators	Title 1 211, Local Funds 199	August 2015 and on-going	Walk-throughs, Lesson Plans, SLOs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8, 9
Depth of Knowledge Questions [DOK] will be written for each literary selection [all genres] during Collaborative Learning Communities (CLCs)	C&I Dept. - District ELA/ SLA Content Coordinators, Campus Principals, Teachers	Title 1 211, Local Funds 199	Summer 2015 and on-going	Completed DOK questions in the curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8, 9

District Goal 2 Improve Student Progress in Reading and Math (Index 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
Building Rigorous Readers activities will be developed using Close Reading strategies for all contents	C&I Dept. - District ELA/ SLA Content Coordinators	Title 1 211, Local Funds 199	Summer 2015 - May 2016	Completed Close Reading Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
A minimum of 2 compositions per six weeks will be required at each grade level	Principals, Deans, District ELA/ SLA Content Coordinators	Title 1 211, Local Funds 199	August 2015-May 2016	Completed composition prompts in Curriculum Documents; Walkthroughs, gradebooks, Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
STAAR Connected questions will be developed/ revised for all literary selections [all genres]	C&I Dept. - District ELA/ SLA Content Coordinators	Title 1 211, Local Funds 199	Summer 2015-May 2016	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
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 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC data reports, Data Rooms	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9

District Goal 2 Improve Student Progress in Reading and Math (Index 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
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	C&I Dept. - Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans, Tutorial Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
CBA and Benchmark data will be used to identify students in need of extended learning opportunities	C&I Dept. - Assistant Superintendent for C&I, District Content Coordinators, Campus Principals	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans, Tutorial Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9

District Goal 2 Improve Student Progress in Reading and Math (Index 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/ revised for K-12 using CIF strategies	C&I Dept. - Assistant Superintendent for C&I, Instructional Coaches	Title 1 211, Local Funds 199	June 2015-May 2016	Completed Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	C&I Dept. - Assistant Superintendent for C&I, Campus Principals	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Teachers will receive training on unpacking the math TEKS, analyzing data during CLCs	C&I Dept. - Assistant Superintendent for C&I	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Two aligned CBAs and two district Benchmarks will be administered district-wide	C&I Dept. - Assistant Superintendent for C&I, District Administrators	Title 1 211, Local Funds 199	October 2015 November 2015 December 2015 February 2016	Walk-throughs, DMAC data reports, Data Rooms	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	C&I Dept. - District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

District Goal 2 Improve Student Progress in Reading and Math (Index 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
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	C&I Dept. - District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
CBA & Benchmark Data will be used to identify students in need of extended learning opportunities	C&I Dept. - District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	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, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
Daily problems of the day will be developed/ revised as spiraled activities in STAAR format	C&I Dept. - District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Exit tickets will be developed/revised and aligned to the skill of the day	C&I Dept. - District Content Coordinators, Principals, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

District Goal 2 Improve Student Progress in Reading and Math (Index 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
Provide Professional Development on effective teaching strategies for elementary math teachers. (Sharon Wells, Pearlized Math, etc.)	Assistant Superintendent for C&I	Title 1 Funds	August 2015 October 2015 January 2016 March 2016	Agendas and Sign-in Sheets	CBA Benchmark, STAAR scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Professional Development on effective teaching strategies for secondary math and science teachers. (AgileMind)	Assistant Superintendent for C&I	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	CBA Benchmark, STAAR scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>To meet the needs of our ELL students, ELPs strategies will be included in all lessons such as:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Framer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program • iStation •Think through Math •Agile Minds •TPRI/Tejas LEE Strategies •CIF Strategies •SIOP Model •Close reading strategies •Differentiated instruction •Integrated literacy across the content area •Collaborative learning community •RTI Plans •LEP Strategic Plan •ELPS •Personal Graduation Plans 	<p>Assistant Superintendent for C&I, District Content Coordinators, Bilingual Director, Special Ed Director Campus Personnel District Support Staff</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>2015 -2016</p>	<p>Strategies embedded in the district curriculum guides. Lesson plans, walkthroughs, Intervention plans, Progress Monitoring</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1: #2,3,4,9</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The progress of all student sub-groups will be monitored through district formative assessments and campus-wide initiatives such as: --cold calling questions --Close reading strategies --DOK questions --frequent small group purposeful talk, etc.</p>	<p>Principals, Deans, Directors, Instructional Coaches, District Level Administrators Campus Staff</p>	<p>Title 1 211, Local Funds 199 Special Ed 224</p>	<p>August 2015-May 2016</p>	<p>DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions. Progress Monitoring Data Reports, Walkthrough Reports</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1: #2 ,3,9</p>
<p>Campuses will be monitored for implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.</p>	<p>Principals, Deans, Special Ed Director, Instructional Coaches, District Level Administrators</p>	<p>Title 1 211, Local Funds 199 Special Ed 224</p>	<p>August 2015-May 2016</p>	<p>Walk-throughs, ARDs, Accommodations, Lesson Plans Monitoring of the IEP</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1: #2,8,9</p>
<p>The implementation of ELPS strategies to accelerate the progress of ELLs will be monitored.</p>	<p>Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators</p>	<p>Title 1 211, Local Funds 199 Title III 224</p>	<p>August 2015-May 2016</p>	<p>Walk-throughs. LPAC notes, Lesson Plans</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1: #2,8,9</p>
<p>The academic and social needs of all sub-groups will be monitored through tutorials, counseling services, extracurricular and school organizations.</p>	<p>Principals, Deans, Bilingual Director, Instructional Coaches, District Level Administrators, counselors, School Psychologist, Social Workers</p>	<p>Title 1 211, Local Funds 199 Title III 224 Special Ed 224</p>	<p>August 2015-May 2016</p>	<p>Tutorial Logs, Counseling logs Participation rates and rosters.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1: #1,2,10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
504 students' performance and progress will be monitored and accommodations and interventions will be provided.	Assistant Superintendent for C&I, District Content Coordinators, 504 District Coordinator	Title 1 211, Local Funds 199	August 2015- May 2016	504 accommodation plans, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1: #1,2,9
Dyslexia services will be provided (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, Teacher, Campus Dyslexia Contacts	Title 1 211, Local Funds 199	August 2015- May 2016	Dyslexia progress monitoring data, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1: #2,8,10
Extended learning and credit recovery opportunities for students not mastering the curriculum will be provided through summer school, credit recovery, Saturday academies, tutorials, and enrichment period.	District and Campus Administrators	SCE	August 2015- August 2016	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	Title 1: #6,9
Using data rooms, 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, Campus Administrators	Title 1 211, Local Funds 199	August 2015- May 2016	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1: #8,9

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

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and Advanced Level III (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum documents for all HB5 STAAR courses [elementary, middle and high school] will be written/ revised each summer.	Assistant Superintendent for C&I, Central Office Adm. for Elem. , MS. HS, District Content Coaches	Local Funds, Title 1 Funds, Title III Funds, State Compensatory Education Funds, Focus & Priority Funds	2015-2016	Completed Curriculum Documents, Scope and Sequence, Year at a Glance, Mini-Assessments, Six Weeks Exams, Content Based Assessments, Benchmarks	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, Increased District Graduation Rates, Increased the number of students graduating under the Distinguished Achievement Program, Increased number of Distinctions earned at the campuses	CBAs, BMs, STAAR, TELPAS Mini-Assessments, Six Weeks Exams,	Title 1- #2, 4
Professional development will be provided for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Assistant Supt for C&I, Central Office Adm. for Elem. , MS. HS, District Content Coaches , District Directors, Campus Administrators	Local Funds, Title 1 Funds, Title III Funds, State Compensatory Education Funds, Focus & Priority Funds	2015-2016	Agenda and Sign-in Sheets, Lesson Plans, Walkthroughs	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR Increase District Graduation Rates, Increase the number of students graduating under the Distinguished Achievement Program, Increase the number of Distinctions earned at the campuses	CBAs, BMs, STAAR, TELPAS, Mini-Assessments, Six Weeks Exams,	Title 1 - #4, 8

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

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and Advanced Level III (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Professional development will be provided on in-depth study of STAAR released test items to define rigor of the lesson.	Assistant Supt for C&I District Content Coaches, SLD Coach, ELD Coach	Local Funds, Title 1 Funds	June 2014 – May 2015	Agenda and Sign-in Sheets	Benchmark scores, increased number of students scoring at the Level II FR Phase on STAAR	CBA, BMs, STAAR, TELPAS	Title 1 - #4,8
Two aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators	Local Funds, Title 1 Funds	June 2014-April 2015	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, increased number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBA, BMs, STAAR, TELPAS	Title 1 -#8

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

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and the Advanced Level III. (Indexes 3 and 4).

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 Indices, Distinction Awards and the Systems Safeguards are calculated.	Asst. Supt for C&I , District Administrators, Content Coaches, ELD Coach, SLD Coach, Principals, Assistant Principals, CLLs, CLFs	Local Funds 199 Title I Funds, SCE Funds, Priority & Focus Grant	2015-2016	Agendas and Sign-in Sheets,	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principals, Assistant Principals, Instructional Coaches, SLD Coach, ELD Coach, CLL, CLFs, Teacher Leaders, Dept. Chairs,	Local Funds, Title 1 Funds Title I Funds, SCE Funds, Priority & Focus Grant	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8, 9
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principals, Assistant Principals, Dept. Chairs, Grade Level Chairs	Local Funds, Title 1 Funds , SCE Funds, Priority & Focus Grant	October 2015 November 2015 January 2016 February 2016,	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Assistant Supt for C&I, Administrators, Campus Administrators	Local Funds, Title 1 Funds SCE Funds, Priority & Focus Grant	October 2014 November 2014 January 2015 February 2015	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#2,4,8

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

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and the Advanced Level III. (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Focused and targeted tutorials will be provided for all student groups in each phase of accountability to ensure they improve their scores to the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.</p>	<p>Principals, Assistant Principals, Instructional Coaches, CLL, CLFs, Teachers</p>	<p>Local Funds, Title 1 Funds/ SCE , Funds SCE Funds, Priority & Focus Grant</p>	<p>June 2015 to May 2016</p>	<p>Tutorial logs (Student Sign-in Sheets & Schedules), Lesson Plans, Walk-Through Documentation, Phone Logs</p>	<p>Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.</p>	<p>CBAs, BMs, STAAR, TELPAS,</p>	<p>Title 1 - #2,4,8</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Comprehensive advisement will be provided to students	College Readiness, College Advisors, Transitional Specialists, CTE Dept., Counselors, Assistant teachers, Financial aid officer	High School Allotment Funds	June 2015 - June 2016	Degree Plans, advisement, sequence of course, STC Degree Works, college/high school schedule, transcript,	Number of students who receive AS degrees, number of students who complete core, certificates of completion	Number of students who have followed a career pathway.	
Academic support services will be provided to increase retention and completion rates of all student groups	College Readiness Principals Partner IHE College Transition Specialists		August 2015- May 2016	Student sign-in sheets, Center for Learning Excellent log in	Increased number of students retained in college courses	Number of students who successfully complete their college courses.	
Professional Development will be provided in the area of Student Advisement specifically to CTE Pathways and Sequence of Courses	STC Staff, College Readiness Dept. Head Counselors,	STC Course Catalog, CTE Pathways,	June 2015- August 2016	Student Degree Plans geared towards a certificate, Master Schedule , Counselor Notes, Dashboard	Increased number of students graduating with STC Certificates, Improvement on Index # 4 , Campuses Receiving Distinction Designations	College Exams, Highs School Course Exasms	Title 1: #1,2,4, & 10

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
TSI class instruction will be provided in 8 th grade level courses that prepares students for the assessment	College Readiness Middle School Principals		August 2015 – May 2016	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.	Title 1: #9
TSI tutorial sessions will be provided at the high schools that prepare students to pass the assessment	College Readiness High School Principals Assigned TSI Teacher		August 2015 – May 2016	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.	Title 1: #9
TSI Summer Bridge Program will be available for preparation of students who have not mastered TSI assessment	College Readiness, High School Principals, Assigned TSI Teacher		June 2015- August 2016	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.	Title 1: #9
Non-credit bearing courses will be provided for preparation of students to pass	College Readiness, HS Principal, IHE	Local funds	January 2015- May 2016	Class rosters	An increase in the number of students who pass the assessment	The number of students who successfully complete the course	Title 1: #9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Students will be provided with all college transition processes	College Transition Specialists Financial Aid Officers IHEs College Advisors		2015-2016	FAFSA applications, College Applications	The increase in number of students who complete all college-related documents	The number of students who enroll in college.	Title 1: #1, 2, 8, 9
Registration support will be provided through the College Transition Specialists	College Transition Specialists PSJA College Advisors Financial Aid Officers		2015-2016	Advisement Forms, Registration schedule, payment receipt , College Orientation sign in sheet	The number of students who successfully register to attend college	The number of students who register in a college.	Title 1: #
Specialized training will be provided to campus counselors	College Readiness, CTE, Local IHE	Local, CTE funds, Title I	2015-2016	Training dates, sign in sheets	Increase in the number of students who successfully register to attend college	Number of students who register in a college	Title 1: #4

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
Parent meetings geared toward knowledge of standardized testing will be held (STAAR, TELPAS, EOC)	Principals Parental Director Parental Coordinator Logistic Specialist Parent Educators	Local Funds, Title I Funds	2015-2016	Sign-in Sheets Agendas Minutes	Parent Surveys Monthly Attendance Summary	STAAR Results Participation Performance	Title I- #2, #6
Parent meetings providing examples of state testing assessment items and state score levels of mastery will be held.	Parental Director Parental Coordinator Logistic Specialist Parent Educators	Local Funds, Title I Funds	September2015 - May 2016	Sign-in Sheets, Telephone Logs Agendas Minutes	Parent Surveys	STAAR Results Participation Performance	Title I- #2,#4, #6
Presentations for parents will be provided on healthy meals and test tips/reminders	Parental Director Parental Coordinator Logistic Specialist Parent Educators	Local Funds, Title I Funds	September2015 - May 2016	Sign-in Sheets, Telephone Logs Agendas Minutes	Parent Surveys	STAAR Results Participation Performance	Title I- #2,#4, #10
Parent training meetings will be held at Parent Community Education Center.	Parental Director Parental Coordinator Logistic Specialist Parent Educators Site Managers Community Partners	Computer Copier PRE-GED GED ESL , Books, Work Sheets	September2015 - May 2016	Sign-in Sheets, Telephone Logs Agendas Minutes	Monthly Attendance Summary	STAAR Results Participation Performance	Title I -#1,#6

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
Parent Tutorials will be held at the Parent/Community Education Center	Parental Director Volunteers Site Managers Parental Coordinator	Computers, Consumable ,and Non-consumable resources	October 2015- April 2016	Sign-in Sheets, Telephone Logs	Monthly Attendance Summary Benchmark, CBA, and STAAR Scores	STAAR Increase in Participation and Performance	Title I- #2, #9
All campuses will receive support in increasing their tutorial academies via telephone contacts, etc.	Parent Educators	Tutorial Fliers and Telephone Logs	October 2015- April 2016	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR Increase in Participation and Performance	Title I- #2, #9
Motivational campus presentations will be scheduled for At-Risk Students focused on STAAR personal growth.	Parental Director Parental Coordinator Presentational Speaker	Cartoon Character Outfit, Bag with Educational Materials	October 2015- April 2016	Number of Campus Engagement Activities	Monthly Attendance Summary	STAAR Increase in Participation and Performance	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
Adult volunteer services program will be provided to support all students at all grade levels.	Parental Director, Parental Coordinator, Logistic Specialist, Campus Administrator, Parent Educators	Local Funds, Title I Funds	December 2015 and May 2016	Volunteer sign-in card	Tally of Volunteer hours	STAAR Increase Participation and Performance	Title I- #6,#9
Community service projects will be provided to increase parent/children projects	Parental Director, Parental Coordinator, Logistic Specialist, Campus Administrator, Parent Educators	Local Funds, Title I Funds	September 2015- May 2016	Community Service Projects Sign in Sheets	Tally of Volunteer hours	STAAR Increase Participation and Performance	Title I- #6,#9
Parent/community education centers will recognize parents ' with accomplishments each year	Parental Director, Parental Coordinator, Logistic Specialist, Campus Administrator, Parent Educators	Local Funds, Title I Funds	December 2015 March 2016	Sign-in sheets Parent Phone call logs Invitations	Attendance	STAAR Increase Participation and Performance	Title I- #6,#9
Community service projects will be partnered with DAEP and National Honor Society Programs to engage students in community projects.	Parental Director, Parental Coordinator, Logistic Specialist, Campus Administrator, Parent Educators, Social Worker	Local Funds, Title I Funds	September 2015 May 2016	Registration forms, MOU'S, Projects Participation Forms	Measure DAEP recidivism rate, Tally of volunteer hours On a monthly basis	STAAR Increase Participation and Performance	Title I- #9, #10

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
Two major parent events will be hosted at each secondary campus.	Parental Director, Parental Coordinator, School Administrator, Logistic Specialist, Parent Educators	School/District Brochures, Computer, Copiers, Event Fliers	September 2015- May 2016	Parent Surveys	Attendance		Title I- #6
A monthly recruitment campaign will be held with specific goals.	Parental Director, Parental Coordinator, School Administrator, Logistic Specialist, Parent Educators	School Brochures, School District Media Sources	September 2015- May 2016	Sign-in Sheets	Monthly Reports		Title I- #6

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
Numerous adult literacy opportunities for parents will be available each year.	Parental Director, Parental Coordinator, Logistic Specialist, Parent Educators	Statistic Charts District creative brochures, Region I, STC	September 2015- August 2016	Program Certificates	End of year course completion	STAAR Participation and Performance	Title I- #6, #10
Two more Parent Community Education Centers will be added to the parent program.	Parental Director, Parental Coordinator, Logistic Specialist, Parent Educators	Facilities, furniture and fixtures	September 2015- August 2016	Enrollment	Attendance	STAAR Participation and Performance	Title I- #6, #10
Flexible schedules during the day, evening, and Saturdays will be considered to recruit parents.	Parental Director, Parental Coordinator, Logistic Specialist, Parent Educators	Parent Registration Forms	September 2015- August 2016	Registration Forms	Course Completion	STAAR Participation and Performance	Title I- #6, #10
A college awareness night for parents will be held at community centers.	Parental Director, Parental Coordinator, Logistic Specialist, Parent Educators	College Presenters from local colleges	September 2015- August 2016	Sign in sheets	Session Attendance	STAAR Participation and Performance	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
Financial and physical resource support will be provided for instructional staff through Technology Integration Academies to effectively integrate technology into the curriculum.	Technology Director Technology Integration Specialists 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	Title I - # 9, 10
Resources and support will be provided for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent 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 sessions being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title I - # 9, 10
PSJA ISD will provide adult literacy and technology application skills training to parents via the Parental Involvement Department.	Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development	ongoing. This is a strategy that is carried out year-round and in the summers.	Sign-in sheets An increase in the number of technology literate and English Proficient parents	Increase in the number of Technology Literate parents, and community members.		Title I - # 6

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 including ELLs and Special Education students.	Technology Director Library Coordinator Technology Integration Specialist	Accelerated Reader Software, adequate bandwidth, and adequate hardware Read-Write Program	2015-2016	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	Title I- # 3, 9, 10
The Technology Department will provide the delivery of online library/research resources (Destiny Online, Office 365) to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Technology Director Library Coordinator Technology Integration Specialist	Destiny Software, Library Media COOP Resources, adequate bandwidth, and adequate hardware, Microsoft Office 365	2015-2016 2015-2016	Usage reports from the Destiny system and Office 365.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	Title I- # 3, 9, 10

District Goal 6: Technolog

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The curriculum will be audited for the integration of technology's essential knowledge and skills (TEKS) at the K-8 level and update and create courses for Technology Applications at the secondary level.	Technology Director, Assistant Supt. for C&I, Curriculum coordinators, Elementary Administrator for Technology Applications, Review committee for (HS),	Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.	2015-2016	1. Time lines for core curriculum areas 2. Scope and sequence for core curriculum areas 3. Teacher lesson plans with integrated technology skills 4. Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts	Ongoing review of the district course offerings and alignment with state course requirements.	Title I - # 1, 10
The technology department will create a database of lesson plans that are aligned with the core content curriculum and that are integrated with technology.	Technology Director Core content area coordinators Technology Integration Specialist	Core content curriculum resources. Learning.com	2015-2016	Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.	Increased scores on technology benchmarks and state tests.	Instructional Technology department campus visits and observations.	Title I - # 3, 10

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
The district will join the Region One Distance Learning (Video Conferencing) Consortium to expand distance learning efforts in the classroom.	Technology Director, Technology Integration Specialist , Core content area coordinators	Video conferencing equipment, online curriculum resources	Aug 2016	Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events.	Increased student enrollment and completion of online classes.		Title I - #9,10
The district will utilize Think Through Math and ISTATION to support computer assisted instruction in labs and distributed settings.	Technology Director ILS Support Specialist Campus Lab Managers Campus Instructional Technologist		2015-2016	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).	Increased scores in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores	8th Grade Technology Applications Test	Title I - # 9,10
The district will mandate that all elementary teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Technology Director ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, Instructional Technology Labs	2015-2016	LAB usage logs	Increased scores in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores	8th Grade Technology Applications Test	Title I - #9,10

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>24 computer technology camps (Technology Applications /Microsoft Academy, Computer Coding/Programming) will be hosted during the summer of 2016- and throughout the year in 2016-2017. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2016 2016-2017 School Year</p>	<p>Technology Director Technology Integration Specialist ILS Support Specialist Campus Instructional Technologists Parental Involvement staff which will be trained by the Technology Center Staff.</p>	<p>Hardware, software. And Technology Applications Instructors.</p>	<p>Summer of 2016 2016-2017 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>Survey results from Summer Camp Participants</p>	<p>Title I- # 3, 4</p>
<p>The district will establish mandatory Technology Clubs at all elementary campuses. These clubs will assist the campus administration in organizing and hosting/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p>	<p>Technology Director MIS Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners</p>	<p>Hardware, software, and other technology resources</p>	<p>Spring of 2016. Campuses will have at least one technology fair a year. By 2016 the district will designate a PSJA Technology Day.</p>	<p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.</p>	<p>Increased use of technology by students and teachers.</p>		<p>Title I - # 3, 10</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>The district will subscribe to an online web hosting service which will facilitate updating of intranet/internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with teachers.</p>	<p>Technology Director Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee</p>	<p>District website, share point/intranet site</p>	<p>June 2016</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration on curriculum, business and administrative projects.</p>		<p>Title I - # 9</p>
<p>A district website will be updated as a resource for instruction and a tool for school to community communication.</p> <p>The district will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as up coming projects.</p>	<p>Technology Director Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content areas coordinators PSJA Department Directors and Coordinators</p>	<p>District website, Living Tree, and district Intranet</p>	<p>2015-2016</p>	<p>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects.</p>	<p>Web site visit reports</p>	<p>Title I - # 6, 9, 10</p>

District Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The district will use Learning.com for all K-8 students and Atomic Learning for all others.</p> <p>Teachers will receive training on new internet resources and online initiatives every year because these resources are constantly changing.</p> <p>The district will leverage a BYOD Initiative to utilize Internet resources to enhance student learning.</p>	<p>District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>Aug 2015-June 2016 and Aug 2016 June 2017</p>	<p>campus and classroom web sites</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>		<p>Title I - # 2, 9, 10</p>

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>2015-2016 [and ongoing]</p>	<p>Computer Inventory</p>	<p>All lab computers will be under warranty as long as they are in a lab setting.</p>		<p>Title I - #1,9,10</p>
<p>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 MIS Coordinator</p>		<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>Computer Inventory counts</p>	<p>Increased teacher collaboration on curriculum projects.</p>		<p>Title I - # 1,9,10</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 will be provided for Administrators on student referral protocols, de-escalation and restorative practices	Student Services Department	Local Funds	August 2015- June 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Training will be provided for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department	Local Funds	August 2015- June 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
A Back on Track Committee will be in place for DAEP students returning to home campus	Buell , Home Campus, Student Services Department	Local Funds, Title I	August 2015- June 2016	Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
A Discipline Diversion Plan will be developed for first time offenders	Student Services Department, Buell Staff	Local Funds, Title I	August 2015- June 2016	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
Training will be provided for selected secondary campuses on the Safe and Civil Initiative and procedures	Student Services Department	Department of Justice Grant	August 2015- June 2018	Agendas, Sign-In Sheets, PEIMS, Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1-#10
Training will be provided for selected Elementary Campuses on the Multi-Tiered System of Support-Behavior	Student Services Department	Department of Education Study Grant	August 2015- June 2017	Agendas, Sign-In Sheets, PEIMS, Discipline Data	Decrease in discipline referrals and OSS	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>Campuses will receive assistance with individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP, Local Healthcare Providers</p>	<p>August 2015- June 2016</p>	<p>Assistance provided to students as needed</p>	<p>Health needs met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>The district will improve the management, attendance, education and care of children with asthma through.... -Increased use of national clinical guideless for asthma by health care providers. -Improved communication between schools, clinics and parents. -Ensuring that all staff is trained about asthma symptoms, triggers and resources</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers</p>	<p>August 2015- June 2016</p>	<p>Created hotspot map of students with asthma to determine congestion of illness, Peak flow meters available for all asthmatic by health services, Assist with all medical asthmatic needs when needed, Asthma Action Plans</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Adolescents' general well-being will be improved through increased knowledge and access to medical and mental health care through the following strategies:</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-School based clinics -Local health care providers -Local hospitals</p>	<p>August 2015- June 2016</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decreased percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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
<ul style="list-style-type: none"> -Use a common or national outcome measures and/or tool to assess well-being. -Development and dissemination of a best-practices document for community providers. -Referrals of children to the appropriate medical services (school based clinics) 							
<p>Support services will be provided including determent of bullying/emotional abuse, suicide risk through:</p> <ul style="list-style-type: none"> -Continued use of the bullying/suicide box 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Behavioral Centers -PSJA District Counselor -Emergency Procedure manual 	<p>August 2015- June 2016</p>	<p>Training of PSJA employees existing and new</p>	<p>Successful use of actual plan implemented for emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>-Increased the safety of all students and staff</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -An updated Emergency Response Plan/Team -Training for staff on managing students while emergency is taking place 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Emergency medical services from Pharr, San Juan and Alamo 	<p>August 2015- June 2016</p>	<p>Drills run yearly throughout school district.</p>	<p>Feedback from Emergency Response Team after drill is completed, successful use of actual plan implemented for emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>The district will ensure the development of each student as a whole person by:</p> <ul style="list-style-type: none"> -Strengthening personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encouraging 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 2015- June 2016</p>	<p>Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.</p>	<p>Clinic visits</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>The district will provide a school environment free of drugs and violence through:</p> <ul style="list-style-type: none"> -Development of partnerships with parents to establish the responsibilities of each including resource referrals to programs that deal with pupils at risk -training students on how to 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 Health -Behavioral Centers -Police Departments 	<p>August 2015- June 2016</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>The district will reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - 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 2015- June 2016</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigricans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<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
Daily security/safety audits will be conducted at all district campuses	Security and Safety Department	Local Funds	August 2015- June 2016	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training will be provided for all security staff on proper confrontational management techniques	Security Director	Local Funds	August 2015- June 2016	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis	Title 1--#10
Training will be provided for all school staff on lockdown procedures	Security Director	Local Funds	August 2015- June 2016	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Training will be provided for all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds	August 2015- June 2016	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10
A safe and secure school environment will be provided by utilizing the ID Scanner "Raptor" System	Safety Department Elementary Campuses Middle School Campuses	Local Funds	August 2015	All visitors in the building have a Sticker Picture ID	Safer School Environment	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 School wide Components
<p>A consistent admission/enrollment plan will be promoted to ensure student engagement and quality data.</p> <ul style="list-style-type: none"> • Collaborate with Student Data Center to improve On-line Registration. • Assure Compliance with Federal, State and District requirements. 	<p>Student Services Pupil Accounting Director, Attendance Recovery Personnel School Community Liaisons Campus Personnel, District Program Directors (Bilingual, Migrant, Special Education, CTE, At Risk)</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<ul style="list-style-type: none"> -Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training 	<ul style="list-style-type: none"> -District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS 	<p>Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports</p>	<p>Title 1--#10</p>
<p>Attendance/Non-attendance guidelines and Truancy Prevention Measures will be implemented at all campuses that include:</p> <ul style="list-style-type: none"> • Parent Notices every year. • Utilize eSchool Messenger • Parent/Student Handbook • Staff Development • Implement and follow-up with attendance improvement timeline. 	<p>Student Services Pupil Accounting Director, Attendance Recovery Personnel Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training Implementation of Truancy and Dropout System Application</p>	<p>Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.</p>	<p>Data Analysis Review Updated through corrective measures.</p>	<p>Title 1--#10</p>
<p>Ensure implementation of Attendance and Dropout Prevention Recovery Strategies that include:</p> <ul style="list-style-type: none"> • Implementation of an Attendance Recovery Program. • A Campus Attendance Committee • District School Attendance Prevention Measures and Truancy Procedures. • Dropout strategies to ensure ongoing prevention. • Attendance and Dropout Prevention monitoring 	<p>Pupil Accounting Director, Attendance Recovery Personnel School Community Liaison Personnel Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015- June 2016</p>	<p>Correspondence, Emails, District Plan, Annual Report Card Review of attendance, attendance recovery participants, minutes and completion.</p>	<p>Maintain attendance accountability in compliance with State Student Attendance Accounting statutes. Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Ongoing Data Validation District Attendance Daily, Six Weeks, Yearly Reports. Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance</p>	<p>Title 1--#10</p>

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 School wide Components
<p>Program effectiveness measures will be taken to ensure implementation of accountability measures of attendance improvement and dropout prevention.</p> <ul style="list-style-type: none"> Attendance Recovery Program monitoring weekly. Campus Attendance and Leaver Audits every six weeks. Campus feedback and monitor improvement. Best practices shared for District wide school attendance improvement. 	<p>Student Services Pupil Accounting Director Attendance Recovery/Dropout Personnel Campus Personnel</p>	<p>Local Funds</p>	<p>August 2015-June 2016</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training</p>	<p>eSchool Cognos Reports PEIMS end of year report Onpoint data base software</p>	<p>Texas Academic Report Card PBMAS District Improvement DVM Accountability</p>	<p>Title 1--#10</p>
<p>Consistent student support and administrative guidance will be provided through district personnel to ensure student academic success.</p> <ul style="list-style-type: none"> Develop Student Attendance Behavior Intervention Plans Provide School-Based support services Offer existing MOU's and Community-Based Program services Provide District level attendance recognition banners and incentives to promote student attendance. 	<p>Student Services Pupil Accounting Director Attendance Recovery/Dropout Personnel</p>	<p>Local Funds</p>	<p>August 2015-June 2016</p>	<p>School Community Liaison Program Personnel eSchool Data</p>	<p>Increase in student achieve through EOC Improvement in student attendance and behavior Procedures manual/handbook</p>	<p>Community Resources Collaborative partnerships</p>	<p>Title 1--#10</p>

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"> The district will offer competitive Salaries for Teachers, and all District staff Competitive Stipends for Masters and/or certifications that support district initiatives Teacher performance Base and compensation 	HR, Business office,	Funds for salaries and stipends TIF/Local Funds	2015-2016	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> Improvement in instruction delivery Improvement in student academic scores Increase of Performance Base and Compensation 	Staff Retention reports Performance Base and Compensation Report	Title 1 #3 & 5
District will consider unique district incentives <ul style="list-style-type: none"> Paying of Local Days District contribution for employee medical plan Medical Clinic Stipends 	Business Office Human Resource	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention Increase in staff credentials	<ul style="list-style-type: none"> Staff retiring from district Large applicant pool 	More experience work force	Title 1 #3 & 5
A plan for teacher selection and retention will be implemented: <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/CTE Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	Staff hired High teacher retention rate Increase of fully certified teachers	<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 Reeducation of Probationary Certificate 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	Title 1 #3 & 5
University Student Interns will be hired that have demonstrated	Principals recommend to HR	UTRGV, Texas A&M	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Higher retention rate of new teachers	Title #3 & 5

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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 will receive training on interviewing and documentation of teachers	HR Admin, Instructional Coaching Staff	Documentation Handbook	All year	Better selection of staff • Improvement of documentation of staff	• Improve the quality of teachers • Improve student learning	• Hiring of more effective teachers • Appropriate documentation of staff performance standards	Title 1 #3 & 5
Professional Development will be provided for New Teachers in all areas of need	Principals and Assistant Principals Instructional Coaches	Local funds	August 2015 -May 2016	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 #3 & 5
Professional development will be provided in the are of curriculum and instruction through the District C&I Department	Instructional Coaches	Local funds	August 2015 -May 2016	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title 1 #3 & 5
Instructional coaching support will be provided for: • New teachers • Other teachers needing support	Director Department Instructional Coaches	Local funds	August 2015 -May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Effective, of Highly Effective	CBAs, BMs, STAAR, TELPAS	Title 1 #3 & 5

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
The district will provide all new teachers with a teacher mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	On going	Mentor Logs	Increase in teacher satisfaction and morale Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1 #3 & 5
An effective instructional coaching system will be provided with on-going professional development	Director Campus Principals	Title One Local Funds	August -May	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Effective and High Effective	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5
Monthly professional development meetings for both elementary and secondary level instructional coaches will be provided	Director External Coaches	Title One Local Funds	August -May	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Effective and Highly Effective	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5
Monthly Collaborative Instructional Review, i.e. Instructional Rounds will be provided and led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One Local Funds	August -May	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Effective and Highly Effective	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5
Monthly progress monitoring campus visits and instructional rounds will be provided	Director Campus Instructional Coaches	Title One Local Funds	August -May	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Effective and Higgy Effective	McREL Mid-term and summative evaluations RRR	Title 1 #3 & 5