

Pasadena Independent School District

District Improvement Plan

2016-2017



Mission Statement

The mission of Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaning relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

Table of Contents

| | |
|--|-----|
| Comprehensive Needs Assessment | 3 |
| Demographics | 5 |
| Student Achievement | 6 |
| District Culture and Climate | 11 |
| Staff Quality, Recruitment, and Retention | 13 |
| Curriculum, Instruction, and Assessment | 15 |
| Family and Community Involvement | 17 |
| District Context and Organization | 18 |
| Technology | 18 |
| Comprehensive Needs Assessment Data Documentation | 22 |
| Goals | 25 |
| Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student. | 25 |
| Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all. | 49 |
| Goal 3: We will actively recruit, develop, and retain a highly qualified staff. | 58 |
| Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders. | 59 |
| Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff. | 64 |
| Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems. | 70 |
| State System Safeguard Strategies | 73 |
| State Compensatory | 78 |
| Budget for District Improvement Plan: | 78 |
| Personnel for District Improvement Plan: | 80 |
| Title I | 81 |
| Schoolwide Program Plan | 81 |
| Ten Schoolwide Components | 90 |
| Title I Personnel | 93 |
| Plan Notes | 94 |
| District Education Improvement Committee | 96 |
| District Funding Summary | 100 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Priorities

- Data Standardization
- Reporting/Training

Demographics Strengths

- Groups are generally appropriately represented in special programs
- CTE Program has made significant advances in assisting student groups
- There are full-time designated personnel to oversee program areas
- Vertical planning is now taking place
- Program groups are collaborating

Demographics Needs

- Training on available reports
- Develop additional reports for program review
- Organizational chart for data entry
- Clarify entry/intervention/exit criteria for all programs
- Investigate referrals to programs by gender
- Investigate data by zone
- Class size reduction

Student Achievement

Student Achievement Summary

Priorities

- Focus on Special Education
- Focus on strategies to target missed System Safeguards all students
- Focus on multi-step problem solving skills
- Train for consistency in TELPAS rating
- Increase number of teachers attending ESL institute and earning ESL certification
- Increase number of teachers to reduce the teacher/student ratio
- Include TELPAS and ELPS as part of the vertical alignment process
- Vertical alignment continued for all subject areas
- Rigor in ELA curriculum
- Investigate scheduling at Middle School level
- PSAT/SAT prep and focus - market National Merit Scholar Program
- Increase flexible options for students to complete high school
- Provide additional monitoring of ELL/Special Education students related to completion
- Provide systematic intervention and enrichment based on the specific needs of individual students
- Professional Learning Communities (PLC) extension of a systematic process in which professionals work together interdependently
- PLC focus on learning and development of common assessments to guide instruction
- 95% of students reading at grade level beginning at 2nd grade and continuing through High School

Percent Met/Exceeded Progress

2016 System Safeguards - Performance and Participation Data Table

PASADENA ISD (101917)

| | | African | | All | American | | Pacific | Two or More Races | Econ | ELL (Current & Monitored) | | ELL (Current) | |
|---------------------|-----------------------|----------|----------|--------|----------|-------|----------|-------------------|--------|---------------------------|-------|---------------|-------|
| | | Students | Hispanic | White | Indian | Asian | Islander | | Disadv | Special Ed | | | |
| Performance Rates | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| # at Level II | Satisfactory Standard | 23,999 | 1,618 | 19,714 | 1,544 | 26 | 905 | 11 | 180 | 18,084 | 1,132 | 7,069 | n/a |
| Total Tests | | 35,153 | 2,542 | 29,254 | 2,031 | 39 | 1,049 | 18 | 219 | 27,426 | 3,684 | 11,846 | 9,339 |
| % at Level II | Satisfactory Standard | 68% | 64% | 67% | 76% | 67% | 86% | 61% | 82% | 66% | 31% | 60% | n/a |
| Mathematics | | | | | | | | | | | | | |
| # at Level II | Satisfactory Standard | 20,926 | 1,291 | 17,433 | 1,290 | 22 | 730 | 10 | 149 | 16,193 | 1,281 | 7,728 | n/a |
| Total Tests | | 27,564 | 1,943 | 23,013 | 1,610 | 29 | 774 | 12 | 182 | 21,817 | 3,018 | 10,518 | 8,176 |
| % at Level II | Satisfactory Standard | 76% | 66% | 76% | 80% | 76% | 94% | 83% | 82% | 74% | 42% | 73% | n/a |
| Writing | | | | | | | | | | | | | |
| # at Level II | Satisfactory Standard | 5,191 | 334 | 4,229 | 351 | * | 239 | * | 35 | 3,978 | 249 | 1,841 | n/a |
| Total Tests | | 7,669 | 522 | 6,332 | 485 | * | 271 | * | 51 | 6,104 | 776 | 3,064 | 2,489 |
| % at Level II | Satisfactory Standard | 68% | 64% | 67% | 72% | * | 88% | * | 69% | 65% | 32% | 60% | n/a |
| Science | | | | | | | | | | | | | |
| # at Level II | Satisfactory Standard | 9,215 | 602 | 7,623 | 583 | ** | 319 | * | 71 | 6,983 | 591 | 2,388 | n/a |
| Total Tests | | 12,119 | 839 | 10,133 | 697 | ** | 346 | * | 84 | 9,419 | 1,435 | 3,686 | 2,702 |
| % at Level II | Satisfactory Standard | 76% | 72% | 75% | 84% | 87% | 92% | * | 85% | 74% | 41% | 65% | n/a |
| Social Studies | | | | | | | | | | | | | |
| # at Level II | Satisfactory Standard | 5,856 | 415 | 4,783 | 399 | ** | 215 | * | 31 | 4,171 | 290 | 664 | n/a |
| Total Tests | | 7,677 | 565 | 6,356 | 463 | ** | 241 | * | 38 | 5,658 | 771 | 1,302 | 982 |
| % at Level II | Satisfactory Standard | 76% | 73% | 75% | 86% | 90% | 89% | * | 82% | 74% | 38% | 51% | n/a |
| Participation Rates | | | | | | | | | | | | | |

Reading: 2015-2016**Assessments Number**

| | | | | | | | | | | | | |
|--------------------|--------|-------|--------|-------|------|-------|-----|-----|--------|-------|-----|--------|
| Participating | 37,177 | 2,780 | 30,797 | 2,173 | 47 | 1,115 | 23 | 231 | 28,876 | 3,855 | n/a | 10,363 |
| Total Students | 37,527 | 2,813 | 31,078 | 2,198 | 47 | 1,117 | 24 | 238 | 29,148 | 3,903 | n/a | 10,406 |
| Participation Rate | 99% | 99% | 99% | 99% | 100% | 100% | 96% | 97% | 99% | 99% | n/a | 100% |

Mathematics: 2015-2016**Assessments Number**

| | | | | | | | | | | | | |
|--------------------|--------|-------|--------|-------|------|------|-----|-----|--------|-------|-----|-------|
| Participating | 29,044 | 2,149 | 24,095 | 1,741 | 37 | 805 | 15 | 192 | 22,922 | 3,151 | n/a | 8,810 |
| Total Students | 29,244 | 2,160 | 24,265 | 1,753 | 37 | 806 | 18 | 193 | 23,084 | 3,192 | n/a | 8,854 |
| Participation Rate | 99% | 99% | 99% | 99% | 100% | 100% | 83% | 99% | 99% | 99% | n/a | 100% |

2016 System Safeguards - Graduation and Federal Limits Data Table**PASADENA ISD (101917)**

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Ever HS) | ELL (Current) |
|--|-----------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------|---------------|---------------------|------------------|
| Federal Graduation Rates | | | | | | | | | | | | |
| 4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015 | | | | | | | | | | | | |
| Number Graduated | 3,071 | 234 | 2,471 | 240 | * | 106 | * | 16 | 2,081 | 192 | 258 | n/a |
| Total in Class | 3,561 | 274 | 2,862 | 287 | * | 116 | * | 18 | 2,403 | 278 | 356 | 279 |
| Graduation Rate | 86.2% | | 86.3% | 83.6% | * | 91.4% | * | 88.9% | 86.6% | 69.1% | 72.5% | n/a |
| 85.4% | | | | | | | | | | | | |
| 4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014 | | | | | | | | | | | | |
| Number Graduated | 2,900 | 163 | 2,377 | 238 | * | 89 | * | 27 | 1,954 | 170 | 247 | n/a |
| Total in Class | 3,399 | 200 | 2,770 | 293 | * | 97 | * | 31 | 2,310 | 268 | 355 | 142 |
| Graduation Rate | 85.3% | | 85.8% | 81.2% | * | 91.8% | * | 87.1% | 84.6% | 63.4% | 69.6% | n/a |
| 81.5% | | | | | | | | | | | | |
| 5-year Extended Graduation Rate (Gr 9-12): Class of 2014 | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|------------------|-------|-----|-------|-------|---|-------|---|-------|-------|-------|-------|-----|
| Number Graduated | 2,977 | 171 | 2,439 | 245 | * | 89 | * | 27 | 2,005 | 191 | 256 | n/a |
| Total in Class | 3,390 | 200 | 2,764 | 290 | * | 98 | * | 30 | 2,299 | 270 | 352 | 137 |
| Graduation Rate | 87.8% | | 88.2% | 84.5% | * | 90.8% | * | 90.0% | 87.2% | 70.7% | 72.7% | n/a |
| 85.5% | | | | | | | | | | | | |

District: Met Federal Limits on Alternative Assessments Reading

Number 396

Proficient

Total Federal
Cap Limit 376

Mathematics

Number 380

Proficient

Total Federal
Cap Limit 293

Student Achievement Strengths

Assessments in Which District Met or Exceeded State Performance

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Student Achievement Needs

- Special Education
- High School ELA
- Grade 4/7 Writing
- Intermediate Social Studies

District Culture and Climate

District Culture and Climate Summary

Priorities

- Focus groups by feeder pattern including random parents, students, community members, central office personnel, faculty members and/or staff, auxiliary staff members
- Discussion points and electronic survey for focus groups
- District survey needs to be conducted
- Stakeholder focus group meetings to be conducted
- Continued implementation of Conscious Discipline and Safe and Civil Schools
- PLC conversations cultivate a collaborative culture through the development of high performing teams

District Culture and Climate Strengths

- Students scored our teachers and district above the national average in relevance
- For the total student population, percentages are low for major offenses including illegal weapons and gang violence
- 66% of students felt like the school recognized school-related achievements of students
- 63% of students felt they had clear goals for their own education for the school year
- Students expected to apply what they learn in school to life
- Students are taught to think for self
- 69% of students in grade 6-12 felt that they were respected by their teachers
- 79% of students in grade 6-12 felt their teachers care if they participate in class
- Increase the numbers of students in AP/Dual Credit courses

District Culture and Climate Needs

- Ensure lessons are more relevant to the real world students live in today and will live in the future
- Consistency issuing discipline consequences across the district
- 34% of students felt like the school did not recognize school-related achievements of students

- 31% of students felt they had unclear goals for their own education for the school year
- 71% of students felt passing the state exam is the most important thing they do in schools
- 45% of the students felt school administration listened to their concerns
- 31% of students in grade 6-12 felt that they were not respected by their teachers

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Priorities

- Continue to survey and share results with stakeholders
- Develop advisory committee to review, provide feedback and share information
- Review and edit website to ensure easy access to hiring information
- Educate district employees on hiring activities and practices
- Possibly provide job shadowing opportunities
- Provide training for paraprofessionals and support personnel to enhance their ability to work with students
- Conduct round table discussions and focus groups to stay in tune with district and employee needs
- Provide training for district leaders on hiring practices, interviewing and employee selection
- Successful implementation of GHR-Talent Acquisition
- Provide trained mentors for all 1st year teachers
- Provide on-going coaching support about effective teaching strategies

Staff Quality, Recruitment, and Retention Strengths

- Rated in top 100 of Houston's best places to work
- Data sources are developing
- Staff development is strong
- New teacher support and mentoring is strong
- Recruitment and retention of staff is included in district's strategic plan
- District has exit, hiring and retention data
- HR website is in place and being used
- HR recruitment strategies and relationships with universities are strong

Staff Quality, Recruitment, and Retention Needs

- Website support to ensure quick access to employment information
- Collection and sharing of data between groups, departments, campuses and employees
- Maintain relevant staff development and teacher support
- Input from stakeholders including educators, support staff, community and district administrators
- Implementation of new software system for recruitment/hiring (GHR-Talent Acquisition)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Benchmark tests that are free from mistakes and accurately assess the standards taught during the previous time period
- Staff development to assist instructional staff implement the newly revised/written curriculum
- Resources that accurately address the Texas Standards at a College Readiness level
- Campus development of Quick Check common assessments to accurately assess student progress towards mastery of the standards
- District wide staff development to inform all instructional staff regarding STAAR and the impact that it has on instruction
- District systems in place to assist campuses in developing differentiated plans to meet the academic needs of all students and all student groups: gifted ELL, special ed, intervention, at-risk, etc.
- Appropriate intervention models for students for EOC/STAAR preparation and/or remediation within the school day

Curriculum, Instruction, and Assessment Strengths

- The inclusive development process of the new curriculum
- Standards based PK-12 curriculum in development phase
- Focus Training for teachers in the newly written curriculum
- Instructional Leadership training for Principals, Assistant Principals, Content Specialists
- C & I, bilingual/ESL and special education instructional specialists working together
- Increased scores on statewide assessment: Math, Science, Social Studies, Secondary ELA
- Dual Language program
- Reading/Writing Cohorts
- Instructional Rounds at HS, IS, MS levels
- Math Training for new TEKS implementation

Curriculum, Instruction, and Assessment Needs

Bank of accurate assessment items that reflect the standards

- Training for campus personnel and district instructional specialists in formative and summative assessment development Staff

development to assist instructional staff implement the newly revised/written curriculum

- Resources that accurately address the Texas Standards at a College Readiness level
- Campus development of Quick Check to check for comprehension of standards
- Decreased scores in elementary and middle school reading. Flat scores in 4th grade writing
- District wide staff development to inform all instructional staff regarding STAAR and the impact that it has on instruction
- District systems in place to assist campuses in developing differentiated plans to meet the academic needs of all students and all student groups: gifted, ELL, special ed, intervention, at-risk, etc. within the school day

Family and Community Involvement

Family and Community Involvement Summary

Priorities

- Training for staff and volunteers to make partnerships successful
- Increased parental involvement
- Increased number of business partnerships to strengthen college/ career readiness and job awareness for students Consistency across district in opportunities for volunteers
- District Volunteer Coordinator to facilitate district-wide programs
- After School Programs

Family and Community Involvement Strengths

- Desire to work with parents and community to provide what is best for our students
- Professional staff with great knowledge base that can help parents
- Provide many events for parents
- Schools provide great opportunities for parents and businesses
- After School Programs
- English/Spanish Parent Advisory Council

Family and Community Involvement Needs

- Training of staff (how to use volunteers, Spanish)
- Training of volunteers (how to volunteer, computer skills, English, parenting)
- More business involvement
- Consistency across district in use of volunteers
- Greater access to technology
- Better communication through appropriate means
- Better education of community as to needs of district

District Context and Organization

District Context and Organization Summary

Priorities

- District standards in grading are needed in each subject to provide consistency among teachers and schools
- Complete the middle school concept, place all sixth graders in middle schools, and use the same master schedule plan in all middle schools

District Context and Organization Strengths

- Gradespeed program provides consistency and central management of grades
- Expectation Graduation and 9th Grade Academies have made a positive impact on high schools
- New Scope and Sequence from C & I is good
- Common high school assessments are helpful
- Use of surveys district-wide provides good feedback on programs and issues
- Use of technology is strengthening instruction
- Content and Instructional Specialists are doing a good job
- Mizuni system that allows monitoring of student program and availability of reports for interventions

District Context and Organization Needs

- Middle schools need to use the same master schedules
- Complete the middle school concept (grades 5 and 6 in all feeder patterns)
- District standards on weighting of grades in core subjects are needed at the secondary level
- Course grades should be based on mastery of content, not effort or conduct
- Provide consistency in course offerings among all high schools

Technology

Technology Summary

Priorities

- District Hardware Standardization Application & Process
- Differentiating classroom technology needs
- Identifying technology funding sources
- Instructional & technical support staff
- Develop & Implement personal student device deployment
- Develop appropriate policies & procedures for 24/7 online access for staff/students Explore student storage capability
- District level - Instructional Technology Specialists

Technology Strengths

- Teacher Technology Competencies Defined
- Campus and District Level Teaching & Learning w/Technology Professional Development Opportunities
- Technology Funding Resources
- Ongoing Implementation of 21st Century classroom
- Online curriculum management system
- Online professional development management system
- Learning Management System
- District-wide Wireless network environment
- PK-12 student and teacher Instructional Online Resources
- Campus Instructional Technology Liaisons
- 1:1 program at intermediate school

Technology Needs

- Technology Competency Program for all stakeholders (administrators, paraprofessionals, support staff, etc.)

- Instructional Technology Integration Specialist Model
- More timely Technology Refresh Plan
- Student data storage
- Expand service & support
- Expand online programs & initiatives
- Complete the 21st Century Classroom project
- Increase student access to technological devices
- Open access to Web 2.0 tools

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data










Goals




























Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.












Performance Objective 1: During 2016-2017, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average on STAAR at Level 2: Satisfactory and Final Recommended standards.

Evaluation Data Source(s) 1: School visit documentations, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation 1:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------|---|---|-----|---|
| | | | Oct | Feb | June |
| 1) Conduct campus visits and coaching by Associate Superintendents | R. Parmer | School visit logs, feedback to campus administrators | | ✓ | ✗ |
| State System Safeguard Strategy 2) Implement a graduated, content-specific reading and writing plan for all courses in grades Pre-K to 12. [SG: Performance SpEd Writing/ELL Writing] | Hickman | Written curriculum. Aligned curriculum documents in Eduphoria. |  | |  |
| State System Safeguard Strategy 3) Provide training for the writing and evaluating of authentic common assessments in a variety of formats including selected response items, constructed response items, performance based items, projects, experiments, and portfolios. [SG: Performance: SpEd Writing/ELL Writing] | Hickman | Sign in sheets, walk through documentation, increased use of portfolios |  | |  |
| 4) Provide district wide and campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards across the district. [1.1.7] | Hickman | District staff development catalog in Eduphoria. |  | | ✓ |
| 5) Integrate relevant literacy skills across all content areas. [SG: Performance ELL SS] | Hickman | Curriculum documents in Eduphoria. Walkthrough data. |  | |  |
| State System Safeguard Strategy 6) Define explicit performance criteria by creating and using standardized rubrics for measuring responses for writing assignments and/or assessments all content areas. [SG: Performance: SpEd Writing/ELL Writing] | Hickman | Integration of state and/or district created writing rubrics in curriculum documents. |  | |  |

| | | | | | |
|---|-------------------|---|---|---|---|
| 7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS. | Hickman | Imbedded in curriculum documents in Eduphoria. Teacher lesson plans in Eduphoria. |  | |  |
| 8) Provide on-line databases, ebooks, books, and other resources for specific TEKS. | Rippy | Use of department budgeted funds. |  | |  |
| 9) Provide staff development on utilization of on-line databases and resources. | Rippy | Staff Development Catalogue in Eduphoria and Sign in sheets. |  | |  |
| 10) Create standard clarification for all STAAR subject/levels for teachers to use when designing instruction. These guides will include items such as student expectations, prerequisite skills, vocabulary strategies, activities, resources, literature connections, quick writes, Quadrant D activities, and useful websites. [1.3.3] | Hickman | Standard Clarification Curriculum materials and Curriculum Based Assessments. (CBA) |  |  |  |
| 11) Develop a framework to assist teachers in implementing instruction that will include prerequisite skills and enrichment activities for students at various levels of development. [1.4.1] | Hickman | Differentiated instruction in Focus Training Session Agendas/PIE Time. |  | |  |
| State System Safeguard Strategy 12) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. [1.4.2] [SG: Performance All] | Hickman | Differentiated instruction in Focus Training Session Agendas. |  | |  |
| State System Safeguard Strategy 13) Utilize a walk through checklist to monitor implementation of instructional strategies. [1.4.3] [SG: Performance All] | Hickman | District walkthrough form on Eduphoria. |  |  |  |
| State System Safeguard Strategy 14) Build content area cadres (Focus Training) to share successful implementation of research based instructional practices on each campus. [1.4.4] [SG: Performance All] | Hickman | Peer facilitator and campus content specialists meeting agenda and logs. |  |  |  |
| State System Safeguard Strategy 15) Implement research based strategies, such as the Big Eight, on a daily basis that promote a variety of learner engagement techniques. [1.6.1] [SG: Performance ALL] | Hickman | Lesson plans and walkthrough data in Eduphoria. |  | |  |
| 16) Develop a phase in plan to provide a campus technology integration coach per school over the next three to five years. [1.5.1] | Vallet-McWilliams | District and campus technology plans and budgets. |  | |  |
| 17) Develop and provide research based instructional strategies and a staff development plan for campus technology coaches. [1.5.2] | Vallet-McWilliams | District and campus technology plans and staff development catalog in Eduphoria. |  | |  |
| State System Safeguard Strategy 18) Implement Sheltered Instruction Observation Protocol (SIOP) Training on additional campuses. [Performance: SpEd Writing/ELL Writing] | Harrell | Sign in sheets, Walkthrough Observations |  | |  |

| | | | | | |
|--|---|---|---|--|---|
| 19) Coordinate the implementation process and planning required to help each campus create master schedules that will provide common planning time for teams of teachers (either by grade level or content area) and promote time for PLC's. [1.8.2] [1.9.3] | Hickman | Master Schedules |  | |  |
| 20) Implement orientation program for smooth transition between schools. | Hickman | Program evaluation, feedback |  | |  |
| | Funding Sources: State Compensatory Funds - \$85,000.00 | | | | |
| 21) Expand the Connect personalized learning program. | Lopez | Additional campus teams providing Connect personalized learning |  | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: During 2016-2017, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Evaluation Data Source(s) 2: Data workshop agendas and information, Eduphoria staff development logs, and student grades.

Summative Evaluation 2:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------|--|-------------------|-----|------|
| | | | Oct | Feb | June |
| 1) Provide campuses with subgroup analysis of student performance on state assessments disaggregated by ethnicity, economic status, Migrant, Homeless, ELL, and Special Education participation. [PBM] | Gallegos | Data Heat Maps provided in all content areas and for all grade levels. | | | ✓ |
| State System Safeguard Strategy 2) Provide campuses with longitudinal data on the percentage of LEP students making progress towards English proficiency. [PBM] [SG: Performance All] | Summers | AWARE reports | ✓ | ✓ | ✓ |
| State System Safeguard Strategy 3) Assist campuses in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. [PBM] [SG: Performance/Graduation Rates/CAPS] | Gallegos, Barrett | Meeting and Training agenda and sign in sheets. | | | ✓ |
| State System Safeguard Strategy 4) Provide staff development and assistance to campuses on how to utilize E Sped, the district's Special Education Individualized Education Program (IEP) software program. [SG: Fed Limit Alt Assessments] | Barrett | Meeting and Training agenda and sign in sheets. | | | ✓ |
| State System Safeguard Strategy 5) Provide staff development opportunities for regular education teachers on the intervention and special education referral process. [SG: Fed Limit Alt Assessments] | Barrett | Meeting and Training agenda and sign in sheets. | | | ✓ |
| 6) Provide staff development on data disaggregation and how the data will drive instruction. [1.3.1] | Summers | Meeting and Training agenda and sign in sheets, lesson plans | | | ✓ |
























| | | | | | |
|---|---------|--|--|--|--|
| State System Safeguard Strategy 7) Define explicit performance criteria by creating and using standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. [1.2.1] [SG: Performance All] | Hickman | Integration of state and/or district created writing rubrics in district curriculum documents. |  | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: During 2016-2017, deliver staff development to all teachers and administrators that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Source(s) 3: Staff development logs, campus improvement plans, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation 3:


















| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|-------------------|--|---|---|---|
| | | | Oct | Feb | June |
| State System Safeguard Strategy 1) Create an implementation system for comprehensive staff development with a timeline for follow-up support and accountability for district-wide initiatives. [1.7.2] [SG: Performance All/Fed Limit Alt Assessments] | Goodwin | Staff Development Catalog in Eduphoria, Focus Training Agendas. |  | |  |
| 2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. [PBM] | Hickman | Staff Development Catalog in Eduphoria, Focus Training Agendas. |  | |  |
| 3) Provide district-wide training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor [PBM, P16] | Hickman | Staff Development Catalog in Eduphoria, Focus Training Agendas. |  | |  |
| State System Safeguard Strategy 4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [1.7.1] [SG: Performance All] | Hickman | Staff Development Catalog in Eduphoria, Focus Training Agendas. |  | |  |
| 5) Develop an evaluation system that will evaluate the level of implementation and effectiveness of district-wide initiatives on a yearly basis using student performance data. [1.7.5] | S. Harrell | Student Performance Data reflected in Staff Development Catalog offerings. |  | |  |
| 6) Train campus administrators in establishing and supporting PLCs on their campus. | Hickman | Staff Development Agendas and Sign in Sheets. |  | |  |
| 7) Coordinate the design of district wide staff development days to allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. [1.8.1] | S. Harrell | Staff Development Agendas and Sign in Sheets. |  |  |  |
| 8) Establish a district wide model for PLCs. [1.9.1] | Hickman | PLC Written Plan and Manual |  |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: By June 2017, implement reading initiatives designed to increase reading skills of all students as evidenced by 95% of students passing reading on grade level at the end of 2nd grade as measured by WRAP assessments.

Evaluation Data Source(s) 4: Campus/District reading needs assessment, Eduphoria lesson plans, Campus Staff Development.

Summative Evaluation 4:

































| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|---|---|---|-----|---|
| | | | Oct | Feb | June |
| 1) Provide information to teachers and administrators about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. | Rippy | Library Meeting Agendas, sign in sheets and school library budgets. |  | |  |
| State System Safeguard Strategy 2) Provide time and materials for purposeful reading during the school day. [SG: Performance: ELL Writing/ELL SS] | Hickman | Master Schedules and School Budgets |  | |  |
| 3) Provide information to teachers regarding special reading needs of dyslexia students. | Nelson | Records of the campus distribution of Student Accommodation Sheets. |  | |  |
| State System Safeguard Strategy 4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (Grades K - 6) [SG: Performance: ELL Writing/ELL SS] | S. Harrell | Curriculum Documents in Eduphoria. |  | |  |
| State System Safeguard Strategy 5) Provide staff development opportunities about reading strategies for at risk readers. [PBM] [SG: Performance: ELL Writing/ELL SS/Fed Limit Alt Assessments] | Nelson | Staff Development Catalog, Meeting and Training Agendas and Sign in Sheets. |  | |  |
| | Funding Sources: State Compensatory Funds - \$43,573.00 | | | | |
| 6) Provide library books and online resources to support all learning styles. | Rippy | Staff Development Catalog, Meeting and Training Agendas and Sign in Sheets. |  | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: During 2016-2017, provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services as measured by 100% passing STAAR at Level II: Satisfactory (Final Recommended) and 70% scoring Level III: Advanced in Reading and Math.

Evaluation Data Source(s) 5: Eduphoria lesson plans, GT inservice and projects, AP class success rates and grades.

Summative Evaluation 5:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------|---|---|---|---|
| | | | Oct | Feb | June |
| 1) Assist all campuses in the revision of their campus plans to confirm appropriate plans are included for advanced/gifted students. | Axel | Individual Campus plans |  | |  |
| 2) Ensure that the G/T identification procedure remains free from bias. | Sermas | Demographic reports |  |  |  |
| 3) Continue/expand G/T Summer Exploration Camp opportunities. [P16] | Axel | Registration numbers |  |  |  |
| 4) Promote participation in local and regional AP/PreAP staff development and assist teachers with program design and curriculum development. [P16] | Sermas | Staff development sign in sheets; curriculum posted on the eduphoria system |  |  |  |
| 5) Continue AP/PreAP vertical team opportunities in all disciplines. [P16] | Sermas | Sign in sheets, listed workshop opportunities listed in the staff development catalog |  |  |  |
| State System Safeguard Strategy | Sermas | Demographic reports |  |  |  |
| 6) Increase participation in Advanced Placement Programs in secondary schools for students in all subgroups. [P16] [SG: Performance: ELL Writing/ELL SS/Federal Limit Alt Assessment] | Sermas | Demographic reports |  |  |  |
| 7) Expand Texas Performance Standards in grades K-12. | Sermas | Number of school participation in the district wide GT showcase |  |  |  |
| 8) Provide each Pre-AP math, science and English teacher in grades 6 - 11 with a AP Institute and Laying the Foundation guide yearly. [Dell, P16] | Sermas | Training Calendar, Staff Development Catalog, Sign in Sheets. |  |  |  |
| 9) Provide all Pre-AP/AP teachers with four training sessions annually. [Dell, P16] | Sermas | Training Calendar, Staff Development Catalog, Sign in Sheets. |  |  |  |
| 10) Administer the PSAT to all 10th grade students through yearly. [Dell, P16] | Sermas | Early Participation agreement with College Board |  |  |  |



= Accomplished



= Considerable



= Some Progress



= No Progress








= Discontinue


















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Source(s) 6: Teacher Self Reports Part II, Eduphoria lesson plans, and student grades.

Summative Evaluation 6:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------|---|---|-----|---|
| | | | Oct | Feb | June |
| State System Safeguard Strategy 1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. [SG: Federal Graduation Rates] | Goodwin | Staff development plans; at risk students' grades | ✓ | ✓ | ✓ |
| State System Safeguard Strategy 2) Campus intervention committees will develop plans for students failing a portion of the TAKS/STAAR test and students in danger of failing a subject area. [SG: Performance All/Federal Graduation Rates] | Nelson | RTI; student grades |  | |  |
| 3) Ensure the implementation of 504 accommodations for eligible students. | Nelson | Campus Reviews; 504 students' grades | ✓ | ✓ | ✓ |
| State System Safeguard Strategy 4) Assist campuses in using data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. [SG: Performance All/Federal Graduation Rates] | Hickman | AWARE Reports, IAT Agendas, Data Meeting Agendas. | ✓ | ✓ |  |
| State System Safeguard Strategy 5) Increase collaboration and partnership with outside agencies to provide assistance to the student through at risk programs. [SG: Federal Graduation Rates] | Gallegos | Meeting Agendas and Logs | ✓ | ✓ | ✓ |
| State System Safeguard Strategy 6) Implement research-based programs designed to accelerate student learning. [PBM] [SG: Performance All/Federal Graduation Rates] | Hickman | Edgenuity, Credit Recovery, Extended Day/Year, Dual Credit Data | ✓ | ✓ |  |
| State System Safeguard Strategy 7) Organize required acceleration classes for STAAR failures based on current year data. [SG: Performance All/Federal Graduation Rates] | Hickman | Edgenuity, Credit Recovery, Extended Day/Year | ✓ | ✓ |  |














| | | | | | |
|--|--|---|---|---|---|
| State System Safeguard Strategy | Hickman | Standardized district extended year curriculum and assessments. |  | |  |
| 8) Provide intervention services through intervention and extended year programs incorporating TEKS requirements based on current year data. [SG: Performance All] | Funding Sources: State Compensatory Funds - \$2,385,000.00 | | | | |
| 9) Evaluate effectiveness of alternative education settings and make recommendations for changes. | Stallings | Recidivism data |  |  |  |
| 10) Establish a transition plan at each campus to support students returning from alternative settings and include counselors, parents and support personnel in the process. | Fullen | Transition Plan | | |  |
| State System Safeguard Strategy | Gallegos | Logs, Agendas, and Sign in Sheets | | |  |
| 11) Provide additional and individualized support to parents of at-risk students. [SG: Performance All/Fed Graduation Rates] | | | | | |
| State System Safeguard Strategy | K. McCarley | Student handbook and Program brochures. |  | |  |
| 12) Communicate alternative education opportunities for students at risk of dropping out which include Tegeler, Community School and Virtual School. [SG: Fed Graduation Rates] | | | | | |
| State System Safeguard Strategy | Harrell | Transition plan documentation |  | |  |
| 13) Incorporate the transition plan at each campus to support ELL students as they move from 4 to 5, 6 to 7, and 8 - 9th grade. [SG: Performance: ELL Writing/ELL SS/Fed Graduation Rates] | | | | | |
| 14) Behavior Response Personnel utilized to assist with at-risk students. | Gallegos | Intervention, Agendas | | |  |
| | Funding Sources: State Compensatory Funds - \$3,000.00 | | | | |
| <div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div> | | | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: During 2016-2017, all staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Evaluation Data Source(s) 7: Staff Development logs and agendas.

Summative Evaluation 7:



| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|-------------------|---|---|-----|---|
| | | | Oct | Feb | June |
| State System Safeguard Strategy 1) Provide training and Spanish language materials for all teachers working with ELL students. Integrate spanish language books within the library collection. [PBM] [SG: Fed Graduation Rate/ELL Writing/ELL SS] | S. Harrell | Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets | ✓ | ✓ | ✓ |
| State System Safeguard Strategy 2) Provide ESL and ELPS training opportunities for all teachers. [PBM] [SG: Fed Graduation Rate/ELL Writing/ELL SS] | S. Harrell | Professional Development Catalog | ✓ | ✓ | ✓ |
| State System Safeguard Strategy 3) Prepare bilingual/ELL students for an appropriate and timely transition. [PBM] [Performance: ELL Writing/SS] | S. Harrell | Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets |  | |  |
| 4) Evaluate/revise district-wide guidelines and recommendations for appropriate participation of recent immigrants within the State Assessment Program. | Gallegos | AWARE Data, Student Schedules | | | ✓ |
| State System Safeguard Strategy 5) Establish clear, high expectations for curriculum serving recent immigrants. [SG: Federal Graduation Rates] | S. Harrell | Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets |  | |  |
| State System Safeguard Strategy 6) Communicate and implement the ESL scope and sequence at all grade levels. [SG: Performance: ELL Writing/ELL SS] | S. Harrell | Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets |  | |  |
| State System Safeguard Strategy 7) Provide staff development opportunities to incorporate specific strategies which support recent immigrants. [SG: Federal Graduation Rates] | S. Harrell | Staff Development Catalog, Curriculum Documents in Eduphoria, Training Agendas and Sign in Sheets |  | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 8: During the 2016-2017 school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Source(s) 8: Campus plans and meeting agendas.

Summative Evaluation 8:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|--|---|-------------------|-----|---|
| | | | Oct | Feb | June |
| State System Safeguard Strategy 1) Provide training in Positive Behavior Interventions & Supports (PBIS) strategies with campus staff using Safe/Civil Series & Conscious Discipline. [SG: Performance All] | Rodriguez | Reduction in discipline referrals, staff development sign in sheets, calendar | | | ✓ |
| | Funding Sources: State Compensatory Funds - \$5,000.00 | | | | |
| 2) Provide training in behavior management. | Rodriguez | Staff Development Calendar, Sign in sheets | | | ✓ |
| | Funding Sources: State Compensatory Funds - \$2,000.00 | | | | |
| 3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). | Gallegos | Staff Development Calendar, Sign in sheets | | | ✓ |
| 4) Assist campuses with the creation of individualized safety crisis management plans, including safety drills. | T McCarley | Crisis Handbook implementation | | |  |
| 5) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. | Gallegos | Professional Development Catalog, Training Agendas, and Sign in Sheets. | | | ✓ |
| 6) Provide Gang Awareness training and Character Education programs | Gallegos, Chief Russell | Professional Development Catalog, Training Agendas, and Sign in Sheets. | | |  |

| | | | | | |
|--|-------------|---|---|--|---|
| 7) Provide Drug Awareness Resistance Education (DARE). | Gallegos | Professional Development Catalog, Training Agendas, and Sign in Sheets. | | |  |
| 8) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. | Gallegos | Professional Development Catalog, Training Agendas, and Sign in Sheets. | | |  |
| State System Safeguard Strategy 9) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. [SG: Performance All] | Gallegos | Professional Development Catalog, Training Agendas, and Sign in Sheets. | | |  |
| 10) Provide comprehensive staff development to counselors on multiple forms of childhood abuse (including sexual abuse), identification, reporting procedures, ways to assist and related laws regarding disclosure. The training includes handouts for teachers and other campus personnel who may be outcry witnesses. Beginning 2013-2014, all campus employees will be provided information related to sexual and other forms of abuse during annual online training. | K. McCarley | TEA Annual Character Education Survey, Campus Improvement Plans |  | |  |
| 11) Training provided in suicide prevention for Counselors with a focus on how to assess level of risk, how to refer parents to community resources, and information to share with staff regarding signs that students may be at risk for suicide. http://www.texasuicideprevention.org | R Harold | Counselors submit the number of students assessed at medium and high risk | | |  |
| 12) Powerpoint utilized for suicide assessment and prevention is available to all counselors on Eduphoria Formsace. | R Harold | www.mhatexas.org participation | | |  |
| 13) Utilize the Excel Academy for academic needs of JJAEP students. | Stallings | Report Cards | | |  |
| 14) Expand volunteer staff development opportunities for CPR training and responding to classroom emergencies. | Massey | Eduphoria Survey | | |  |
| 15) Provide training for all employees on Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials. | Weisedel | Eduphoria Surveys, Sign In Sheets | | |  |



= Accomplished



= Considerable



= Some Progress



= No Progress




















= Discontinue

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: By June 2017, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Source(s) 9: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation 9:






| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------|--|---|---|---|
| | | | Oct | Feb | June |
| 1) Provide annual staff development for instructional and administrative staff to ensure consistent implementation of district wide and campus wide coordinated school health initiatives. | Tevis | Staff development documentation, campus developed plans | ✓ | ✓ | ✓ |
| 2) Coordinate a campus health advisory committee to develop and support coordinated school health goals and objectives to ensure that they are implemented | Tevis | Complete the School Health Index and develop action steps for needed improvements |  |  |  |
| 3) Develop a monitoring system that will evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis | Tevis | Review School Health Index action steps Active Life Movement monitoring report |  |  |  |
| 4) Provide Fitnessgram Data for instructional planning | Tevis | Provide Fitnessgram scores on pre/post tests for PE teachers to use for instructional planning | ✓ | ✓ | ✓ |
| 5) Design district calendar and campus master schedules to allow for district wide and campus based coordinated school health programs and activities. | Tevis | Meeting Documentation, Campus Plans developed |  |  |  |
| 6) Provide Parent Education Opportunities for coordinated school health at each campus | Tevis | Meeting Agendas and Sign in Sheets | ✓ | ✓ | ✓ |
| 7) Implement a District Wellness Compliance Policy | Tevis | Compliance Report |  |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: Pasadena ISD will be in 100% compliance with all state and federal regulations.

Evaluation Data Source(s) 10: Summative Evaluation: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans.

Summative Evaluation 10:






















| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|-------------------|------------------------------------|-------------------|-----|------|
| | | | Oct | Feb | June |
| 1) The Student Code of Conduct is developed and revised annually. | Fuqua | Student Code of Conduct | | ✓ | ✗ |
| 2) Annual training of DEC members is conducted | Goodwin | Sign in sheet, Training posted | ✓ | ✓ | ✓ |
| 3) Establish opportunities for student and community collaboration in campus/district decision making. | Goodwin | DEC/SBDM membership and minutes | ✓ | ✓ | ✓ |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During 2016-2017 the district will develop research based K-12 grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Source(s) 11: Completion of revised Grading Policy

Summative Evaluation 11:












| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|-------------------|--|--|--|--|
| | | | Oct | Feb | June |
| 1) Establish district wide grading standards that are linked to student expectations and are based on best practices. [1.10.1] [1.10.2] | Hickman | Meeting and training agendas, sign in sheets, revised student report cards. |  | |  |
| 2) Record grades that accurately communicate mastery or non mastery on a specific student expectations. [1.10.3] | Hickman | Revised student report cards. |  | |  |
| 3) Develop grade and/or content specific grading rubrics. [1.10.4] | Hickman | Integration of state and/or district created writing rubrics in district curriculum documents. |  | |  |
| 4) Establish district guidelines regarding the appropriate use of homework. [1.10.5] | Hickman | District grading policies, procedures, regulations and student handbook. |  | |  |
| 5) Establish district wide grade and/or content appropriate retest standards. [1.10.6] | Hickman | District grading policies, procedures, regulations and student handbook. |  | |  |
| State System Safeguard Strategy 6) Using an RTI model, students on secondary campuses will have the opportunity to master course content resulting in recovery of the summative course grade for every grading period. [1.10.8] [SG: Fed Limit Alt Assessments] | Hickman | Edgenuity reports and credit recovery reports. |  |  |  |
| State System Safeguard Strategy 7) Using an RTI model, elementary and middle school students who are failing the grade level will be identified for and receive appropriate interventions in a timely manner. [SG: Performance All] | Hickman | IAT Process/PIE |  |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 12: During 2016-2017, increase the district's attendance rate to 96% or above for all students.

Evaluation Data Source(s) 12: AEIS Report, Attendance Data

Summative Evaluation 12:





| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------|--|---|-----|--|
| | | | Oct | Feb | June |
| State System Safeguard Strategy 1) Utilize campus intervention programs (CIS) to provide specific strategies for students with potential attendance problems. CIS provides services to 15 campuses during the school day and 2 campuses for after school programs. [SG: Fed Graduation Rate] | Fuqua | Improved attendance, Fewer Dropouts, Completion Rates | | |  |
| State System Safeguard Strategy 2) Investigate actions to support campuses in improving attendance rates. (Truancy Prevention Plan) [SG: Federal Graduation Rate] | Burt | Number of completed Truancy Prevention Measures as identified in the RaaWee K12 Truancy Software | | |  |
| State System Safeguard Strategy 3) Implementation of Drop Out Recovery Grant strategies. [SG: Fed Graduation Rate] | Swan | Number of Graduates served by the grant | | |  |
| State System Safeguard Strategy 4) Review strategies for tracking students (leavers) who have withdrawn from school. [SG: Federal Graduation Rate] | Boyd | Monitoring Reports, Walk for Success at Intermediate and High School levels |  | |  |
| 5) Provide attendance incentives at all levels. | Fullen | Increase in attendance rates | | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |









Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.










Performance Objective 13: By August, 2017, all PISD schools will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Evaluation Data Source(s) 13: District Special Education Guidelines, Inservice by Special Education Department to district staff, ARD paperwork

Summative Evaluation 13:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|-------------------|---|-------------------|-----|---|
| | | | Oct | Feb | June |
| 1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. | Barrett | Central Office Special Education Staff have conducted Internal Audits at schools throughout the year; when noncompliance was found, corrective action plans were put in place and campus administrators were contacted. Internal audits indicate increased knowledge in the area of transition and other compliance components. Evidence - calendar of audits, training sign in sheets; email communications with campuses | | |  |
| 2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. | Barrett | Central Office Special Education Staff have reviewed all initial timeline data on a weekly basis to determine progress with compliance Indicators 11 and 12 under State Performance Plan. Evidence - Encore Initial Evaluation Report Data. | | |  |
| State System Safeguard Strategy 3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. [SG:ELL SS] | Barrett | The Special Education Department has a provided staff development to all elementary and middle school campuses to ensure that each resource reading teacher has been trained Project Read (research based reading training). In addition, technical assistance has been provided throughout the school year for all teachers that received the training. The high percentage of teachers trained as well as feedback from survey and on site technical assistance indicates teachers have increased their skills in the area of reading instruction with students with disabilities. Evidence - Sign in sheets, Technical Assistance Consultant Recommendations, Surveys. | | |  |
| 4) Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. | Barrett | Central Office staff have provided detailed information to Principals on a quarterly basis regarding the Initial Evaluations that have been requested in an effort to assist campuses in meeting required timelines for initial evaluations and ARD meetings on their campuses. Evidence - Sign in Sheets from trainings; Emails and Procedural updates in Special Education Handbook. | | |  |

| | | | | | |
|---|---------|---|--|--|---|
| 5) Campuses will follow district procedures regarding parental request for special education evaluation. | Barrett | Central Office Special Education Department conducted training at the beginning of the school year to all principals, evaluation staff and Intervention Team Chairs. The district has been in compliance as indicated by zero instances of parent complaints. Evidence - Sign in Sheets from training; "0" parent complaints from TEA. | | |  |
| State System Safeguard Strategy 6) Campuses will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR M/STAAR Alt (ie.,PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Modified an STAAR Alternative Participation Requirement forms. [SG: Federal Limit Alt Assessments] | Barrett | Central Office Special Education Department conducted training to all Principals, Evaluation staff members and ARD Liaisons; Central Office Special Education Department conducted random audits at campuses to determine compliance. Data indicates increased documentation in the ARD documents regarding TAKS M participation and data based decision making.Evidence - Audit review logs; sign in Sheets from Trainings. | | |  |
| 7) Campuses will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. | Barrett | Central Office Special Education Office provided training and guidance to campus administrators to ensure compliance with SB 1196. Evidence - Communications with Principals; Staff Participation in CPI sign in sheets. | | |  |
| 8) Campuses will follow district policy to ensure students with disabilities have access to facilities. | Barrett | Central Office Special Education Office provided training and guidance to campus administrators to ensure students with disabilities have access to facilities. Campus Principals ensure that written plans as appropriate for for students with disabilities to ensure access. Central Office Staff Reviewed Written Plans from High Schools. | | |  |
| State System Safeguard Strategy 9) Campuses will follow district procedures in addressing Transition requirements for students with disabilities. [SG: Fed Grad Rate] | Barrett | Central Office Special Education Staff have conducted Internal Audits at all 5 High Schools throughout the year; when noncompliance was found, corrective action plans were put in place and campus administrators were contacted. Internal audits indicate increased knowledge in the area of Transition. Intermediate campuses were provided with ongoing training in the area of Transition to ensure compliance in this area. Evidence - Sign in Sheets, audit documentation. | | |  |
| 10) Provide training for all teachers working with students with disabilities. | Barrett | Sign in sheets, Classroom walk-throughs | | |  |
| 11) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. | Barrett | Central office Special Education staff will review campus LRE data on a quarterly basis. | | |  |
| 12) Provide staff development to special education teachers, administrators and support staff to ensure IDEA required transition components are implemented appropriately for students with disabilities. | Barrett | Staff Development Opportunities, agenda's, sign in sheets | | |  |



















| | | | | | |
|---|--|--|---|--|---|
| 13) Provide additional personnel and training to assist teachers in meeting the needs of special populations. [1.4.5] | Gallegos | Staff Development, agendas, sign in sheets, survey results | | |  |
| | Funding Sources: 211 - Title 1 A - Economically Disadvantaged Stude - \$0.00 | | | | |
| State System Safeguard Strategy 14) Implement Sheltered Instruction Observation Protocol (SIOP) training at campuses.[SG: Performance All] | S. Harrell | Classroom walk-throughs, sign in sheets |  | |  |
| State System Safeguard Strategy 15) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. [SG: Performance All/Fed Grad Rate] | Barrett | ARD minutes | | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 14: Student and teacher access to technology will increase across PISD according to the District Technology Plan.

Evaluation Data Source(s) 14: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation 14:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|-------------------|---|---|---|---|
| | | | Oct | Feb | June |
| 1) Develop procedures and guidelines for the management of the student learning and storage management solution [7.2.3] | Allen | Technology Task Force Meeting Minutes, sign-in sheets, agendas, High School Technology Liaison Round Table minutes, procedures/guidelines documents posted in Technology Handbook. |  | |  |
| 2) Student Storage Solution Task Force Committee develops guidelines and best practices for student storage including examples of appropriate instructional use and implements at model schools. [7.2.1, 7.4.1, 7.4.2] | Allen | Technology Task Force Meeting Minutes, sign-in sheets, agendas, procedures/guidelines documents posted in Technology Handbook |  | |  |
| 3) The district wide technology committee will determine types of equipment needed to set a minimum requirement for all classes based on the "21st century classroom" [7.5.2] | Allen | District Technology Plan |  | |  |
| 4) The district wide technology committee will present a list of needed equipment along with phase one acquisition plan to the Superintendent, Cabinet and Board [7.5.3] | Allen | Bond Proposal and Passage |  | |  |
| 5) The technology committee will present a plan to the Superintendent and Cabinet for the additional resources needed to provide the desired support level for all locations. [7.7.2] | Allen | Technology Plan |  | |  |
| 6) Start the process of developing protocols and prerequisites for each job classification that will support integration of technology into the curriculum and coaching Connect personalized learning. [7.8.1] | Vallet-McWilliams | Technology Task Force meeting minutes, sign-in sheets, agendas, procedures/guidelines documents posted in Technology Handbook |  | |  |
| 7) Research the readiness of Pasadena ISD to implement online assessments at all levels for a variety of assessments. [7.9.2] | Allen | Infrastructure Report, Technology Inventory, Technology Task Force Minutes | | |  |
| 8) Increase the integration of technology into instruction, curriculum and assessment, PK-12 as outlined in the District Technology Plan | Vallet-McWilliams | Teacher PDAS, Professional Development (reports from PD management software), Pasadena Technology Competency, Teacher and Campus STaR Chart, Blended online courses, Lesson Plans (curriculum management application) |  | |  |
| 9) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. | Vallet-McWilliams | Inventory Report, STaR Chart, T3 Grant Report |  |  |  |





















| | | | | | |
|---|-------|--------------------|--|--|--|
| 10) Implement a seamless integration of technology through implementation ready model lessons. | Allen | Lesson utilization |  | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During 2016-2017, all high school students will be provided with various options for obtaining course credits utilizing technologically based delivery systems including opportunities to earn college credit prior to graduating from high school.

Evaluation Data Source(s) 1: Credit class documentation at each high school, Technology delivery system report, and Student surveys

Summative Evaluation 1:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|-------------------|--|---|---|---|
| | | | Oct | Feb | June |
| 1) Establish an early college high school where students would graduate with a high school diploma and an Associate's Degree at each campus high school. [2.1.1 - 2.1.72] | Hickman | Student Records |  | |  |
| State System Safeguard Strategy 2) Provide virtual alternatives for core, elective, and enrichment courses at all levels in order to provide access to a flexible environment. (CR 7.1.) [2.2.1] [SG: Fed Grad Rate] | Benner | Texas Virtual School Network Course Catalog, Pasadena Virtual School Course Catalog |  | |  |
| 3) Develop and conduct a needs assessment to determine additional courses to be offered by the Pasadena Virtual School. [2.3.1] | Benner | Virtual Education Needs Assessment Survey |  | |  |
| 4) Develop and conduct an internal marketing program to spread awareness of the courses offered by the Texas Virtual School Network and the Pasadena Virtual School. [2.3.2] | Benner | Social Networking Site, State-Wide marketing communication, i.e. Pasadena Virtual School Flyer, District-wide publications |  | |  |
| 5) Setup communication and course content delivery system for a personal technology device [2.10.5] | Allen | Learning Management Student Accounts, i.e. Blackboard, Moodle, Schoology |  | |  |
| 6) Provide a device to all students grades 7-12 with 24/7 access. [2.10.1] | Allen | Blended courses, student projects |  | |  |
| 7) Develop guidelines for student procedures for a personal technology device [2.10.8] | Allen | Guidelines published in Technology Handbook |  | |  |
| State System Safeguard Strategy 8) Investigate scheduling options available to campuses. [2.8.1] [SG: Fed Grad Rate] | Hickman | Committee Sign In Sheets, Agenda |  |  |  |
| State System Safeguard Strategy 9) Hold two vertical planning meetings during the school year to strengthen content alignment. [2.8.2] [SG: Performance A;;] | Hickman | Agenda, Sign In Sheets, Administrative Council |  |  |  |











| | | | | | |
|---|-------|---|--|--|---|
| State System Safeguard Strategy 10) Provide a more flexible and personal learning environment. [SG: Fed Grad Rate] | Allen | Gates Grant, Race to the Top | | |  |
| State System Safeguard Strategy 11) Provide free home internet access for all students. [SG: Performance All/Fed Grad Rate] | Allen | Procedure development, Usage of service | | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: By August, 2017, the PISD Community School will provide flexible learning opportunities for students to increase graduation rates.

Evaluation Data Source(s) 2: Graduation rates, Completion rates, Community School schedule, and GED information.

Summative Evaluation 2:









| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|--|---|---|---|---|
| | | | Oct | Feb | June |
| State System Safeguard Strategy 1) Community School will provide services to students with flexible school needs. [2.9.1] [SG: Fed Grad Rate] | A. Harrell | Number of credits recovered/graduation rate |  |  |  |
| | Funding Sources: State Compensatory Funds - \$590,222.00 | | | | |
| 2) Provide GED classes at Community School through Harris County Dept. of Education. | Swan | Student enrollment, Increased number of GED | |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 3: During 2016-2017, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Evaluation Data Source(s) 3: Positive increase in teachers' responses on the STaR Chart

Summative Evaluation 3:


| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------|---|-------------------|---|---|
| | | | Oct | Feb | June |
| 1) Increase the integration of technology into instruction, curriculum and assessment, PK-12 as outlined in the District Technology Plan. | Vallet-McWilliams | Teacher PDAS, Professional Development (reports from PD management software), Pasadena Technology Competency, Teacher and Campus STaR Chart, Blended online courses, Lesson Plans (curriculum management application) | | |  |
| 2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements. | Vallet-McWilliams | Inventory Report, STaR Chart, T3 Grant Report | |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 4: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Source(s) 4: Kids to College Survey, Four Year Plans, Counselor Documentation

Summative Evaluation 4:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|-------------------|---|-------------------|-----|---|
| | | | Oct | Feb | June |
| 1) Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses. | Del Barrio | Flyer distribution, mail-outs, website postings, sign-in sheets, student surveys | | | ✓ |
| 2) Communicate information about college/career readiness and post-secondary opportunities to students and parents. [AVID] | K. McCarley | District and campus College Now Coordinators to promote participation in higher education | | | ✓ |
| 3) Provide college entrance exam information to local media for public release. | Del Barrio | Press releases | | | ✓ |
| 4) Provide counselors with TSIA registration information to be included in student bulletins. | K. McCarley | Regular counselor training sessions/meetings, agendas | | | ✓ |
| 5) Encourage students to prepare for and register and take the PSAT, SAT, ACT and other college entrance exams in their junior year and senior year. Provide training on importance of and procedures related to college entrance exams. | K. McCarley | Campus activities, flyers, mail-outs, website postings | | | ✓ |
| 6) Provide campuses with data regarding student success in post-secondary institutions. | Summers | Dissemination of reports | | | ✓ |
| State System Safeguard Strategy 7) Work with all five high schools to establish the Community School options and additional opportunities for flexible scheduling at the campuses. [3.5.1] [SG: Fed Grad Rates] | A. Harrell | Increase in graduation rates, decrease in drop out rates | | | ✓ |
| 8) Provide opportunities for all students to participate in the Early Participation Program, the district will pay for the registration fee and administer the PSAT/NMSQT to tenth graders enrolled in high school. | Sermas | Campus schedules, Increased Numbers | | | ✓ |
| State System Safeguard Strategy 9) Maintain Personal Graduation Plans for students in grades 6 - 12. [PBM][SG: Fed Grad Rates] | Hickman | PGP plans in Mizuni | | |  |
| 10) Establish higher education promotion campaigns on each campus in grades K - 12. [3.2.9] | K. McCarley | Flyer distribution, campus calendars, mail-outs, announcements | | | ✓ |



= Accomplished



= Considerable



= Some Progress



= No Progress














= Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 5: During 2016-2017, counselor's roles will be reorganized to effectively meet the needs of all students as evidenced by a restructured schedule.

Evaluation Data Source(s) 5: Counselor Role Reorganization, Implementation Schedule

Summative Evaluation 5:














| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------|---|---|-----|---|
| | | | Oct | Feb | June |
| 1) Duties currently assigned to counselors will be evaluated and those that do not fall within the scope of the guidance and counseling program will be reassigned to other personnel. [3.3.4] | Hickman | Minutes from counselor reorganization committee, survey data, proposed counselor reorganization plan presented to Superintendent and Board of Trustees, June 2011 | | |  |
| State System Safeguard Strategy 2) Provide counselors with training in the use of our in-district data management systems (Chancery & Mizuni) where graduation plans are housed. [SG: Fed Grad Rates] | Boyd | District calendar, agendas, sign-in sheets |  | |  |
| 3) Establish an advisory committee of involved stakeholders to work with the district level counselors throughout the implementation process. [3.3.2] | Hickman | District calendar, agendas, sign-in sheets | | |  |
| 4) Train all counselors on the ASCA Guidance and Counseling Model. [3.3.8] | K. McCarley | Sign in Sheets | | |  |
| 5) Educate administrators and teachers at each campus about implementation plans, the role of the school counselor, and the data supported student achievement results that will occur as a result of fully implementing a comprehensive guidance and counseling program. [3.3.10] | K. McCarley | Minutes, Agendas | | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |






Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 6: By May 2017, all students will have been immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Source(s) 6: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation 6:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|-------------------|---|---|---|---|
| | | | Oct | Feb | June |
| 1) Administer diagnostic/interest tests that give students, parents and teachers information about the students' abilities/talents and how these are applicable to career opportunities. [P16] | Wrobleski | Records of test administration, flyers, mail-outs to parents, report dissemination | | |  |
| State System Safeguard Strategy 2) Administer Grade 7/8 aptitude and interest test and share with school counselors. (Kuder). [P16] [SG: Fed Grad Rate] | Wrobleski | Kuder results and the generation of four year plans |  |  |  |
| 3) Continue to provide support/materials/training for secondary counselors/teachers to facilitate career pathway development process and Programs of Study. [PBM, P16] | Wrobleski | Training agendas, handouts, sign-in sheets | | |  |
| 4) Provide specialized professional development for teachers in licensures and certifications for CTE program. | Wrobleski | Training agendas, handouts, sign-in sheets | | |  |
| 5) Provide students with real world experiences that explore a wide range of careers. [P16] | Hickman | Curriculum documents, training agendas, lesson plans, handouts, sign-in sheets, campus activities, campus calendars | | |  |
| 6) Provide "Career Planning Video" to assist 8th grade students/parents with Career Development Process information. [P16] | Wrobleski | Video presentation, campus schedules | | |  |
| 7) Provide opportunity for students to attend Employability workshop. [P16] | Wrobleski | Training agendas, handouts, sign-in sheets | | |  |
| 8) Institute business/industry placement opportunities for Summer Teacher Job Shadowing/Curriculum Integration Project. [P16] | Wrobleski | Meeting agendas, employment records | | |  |
| 9) Provide opportunities for parents and students to investigate Apprenticeship programs. [P16] | Wrobleski | Meeting agendas, flyers, mail-outs, campus activities | | |  |
| 10) Provide general counseling opportunities to promote CTE classes and support struggling students. [PBM] | K. McCarley | Counselor records, student schedules, campus activities | | |  |
| 11) CTE Director will offer labor market information for post graduation employment in pathways offered in Pasadena. | Wrobleski | Campus activities, flyers, mail-outs | | |  |




| | | | | | |
|---|-------------|--|---|---|---|
| 12) Market and promote CTE Pathway programs. | Wrobleski | Campus activities, flyers, mail-outs, assemblies | | | ✓ |
| 13) Coordinate district level CTE coding system to reflect student program of study. [PBM] | Boyd | Coding reports | | | ✓ |
| 14) Middle, intermediate, and high school students, teachers, counselors, and parents are informed about higher education admissions. | K. McCarley | College Nights, Sign in sheets | ✓ | ✓ | ✓ |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By January, 2017, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Source(s) 1: Status Reports, Highly Qualified Annual Compliance Report, Job Fair documentation, and Staff Development Logs.

Summative Evaluation 1:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------|---|---|-----|---|
| | | | Oct | Feb | June |
| 1) Provide support and staff development opportunities to increase skills in building relationships. | S. Harrell | Eduphoria | ✓ | ✓ | ✓ |
| 2) Create salary schedules competitive with surrounding districts that reward longevity with significant pay increases at five year intervals for all employees. [4.1.1] | Palmer | On-going data analysis | | ✓ | ✗ |
| 3) Reach the optimum number of possible candidates for employment for open district positions by advertising using the following media, including, but not limited to: on-line social networks and job posting services, print media, local and regional television stations, and district website. [4.2.1] | Palmer | HQ reports, Number of HQ applicants | | ✓ | ✗ |
| 4) Maintain and improve the district-based alternative certification program by increasing service and support to teachers. [4.2.3] | Grossman | Campus Feedback, Sign in sheets |  | |  |
| Funding Sources: State Compensatory Funds - \$139,372.00 | | | | | |
| 5) Participate in recruiting and maintaining "Highly Qualified Teachers" by providing mentorship and staff development opportunities. | Palmer | Mentor Training, Stipends, Staff Development Sessions | | ✓ | ✗ |
| 6) Provide Dual Language training opportunities for campus staff. | S. Harrell | Eduphoria, Sign In Sheets | ✓ | ✓ | ✓ |
| 7) Provide supplemental materials and supplies for dual language teachers. | S. Harrell | Documentation that supplemental materials are utilized in classrooms | ✓ | ✓ | ✓ |
| State System Safeguard Strategy 8) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [4.5.1] [SG: Performance All] | S. Harrell | Examples of differentiated instruction seen during classroom walk-throughs. |  | | ✗ |
| 9) Implement Talent Ed-Recruit and Hire. | Palmer | New System is online and functioning, Software switched successfully | | ✓ | ✗ |
| 10) Implement Employee Wellness program. | Palmer | Participate rates, Insurance Reports | | ✓ | ✗ |



= Accomplished



= Considerable



= Some Progress



= No Progress
















= Discontinue






Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: By May 2017, a parental involvement program will be established and implemented at each campus and at the district level to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Source(s) 1: A parental involvement program was developed and led by PISD personnel focusing on the achievement of the district's mission and goals.

Summative Evaluation 1:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|--|--|---|---|---|
| | | | Oct | Feb | June |
| State System Safeguard Strategy 1) Include parent education component in high school orientation programs. [SG: Fed grad Rate] | Gallegos | Participation rates, Orientation agenda | | |  |
| State System Safeguard Strategy 2) Provide parent education at all campuses on various topics. [SG: Fed Grad Rate] | Gallegos | Parent Logs | | |  |
| | Funding Sources: 211 - Title 1 A - Economically Disadvantaged Stude - \$0.00 | | | | |
| State System Safeguard Strategy 3) Investigate district's Truancy Prevention Plan [SG: Fed Grad Rate] | Burt | Number of completed Truancy Prevention Measures as identified in the RaaWee K12 Truancy Software | | |  |
| State System Safeguard Strategy 4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. [SG: Fed Grad Rate] | Nelson | Participation rates, Survey Results |  |  |  |
| | Funding Sources: State Compensatory Funds - \$5,950.00 | | | | |
| 5) Implement Give Me Five Parent Volunteer Partnership in English and Spanish | C. Parmer | Campus Documentation, Increased Parent Participation | | |  |
| State System Safeguard Strategy 6) Encourage and provide parent workshops at individual campuses regarding reading with children, online resources and ebooks. [SG: Performance: ELL SS] | Gallegos | Agendas, Sign In Sheets | | |  |
| | Funding Sources: 211 - Title 1 A - Economically Disadvantaged Stude - \$0.00 | | | | |
| 7) Provide schools with information that can be utilized with students and parents in the interpretation of test results. | White | Campus logs |  |  |  |
| 8) Encourage schools to provide educational resources for parents on their website. | Gallegos | Use of website, Number of postings | | |  |
| 9) Provide instructional resources for parents to utilize at home with their child. | Gallegos | Agenda, Sign In Sheets, Online Resources | | |  |

| | | | | | |
|---|----------|------------------------|--|--|---|
| State System Safeguard Strategy 10) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies. [SG: Performance All] | Gallegos | Agenda, Sign In Sheets | | | ✓ |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |







Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Increase community involvement during 2016-2017 by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Source(s) 2: Business, community, partners have increased.

Summative Evaluation 2:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|-------------------|---|-------------------|-----|------|
| | | | Oct | Feb | June |
| State System Safeguard Strategy | T. McCarley | Reduction in drop out rates, number of student contacts made | ✓ | ✓ | ✓ |
| 1) Expand the "Walk for Success" to involve school, business, and community in dropout prevention. [SG: Fed Grad Rate] | | | | | |
| 2) Expand learning opportunities for students in school/community service. | T. McCarley | Hours accumulated at each campus for community service | | | ✗ |
| 3) Promote student/parent/business involvement through volunteerism. (Volunteer programs on each campus are growing and soliciting volunteers.) | C. Parmer | Give Me Five Parent Volunteer Program; establishing new partnerships with businesses | | | ✓ |
| 4) Promote service organizations for students in school (Junior Optimists, Junior Rotarians, Student Council, etc.) As a result, community organizations recognize these students at community events. | Del Barrio | Campus Plans, Service Organization enrollment and attendance data | | | ✓ |
| 5) Provide opportunities for campuses to share existing/proposed incentives and recognition. (Board meetings, media, public venues) | Del Barrio | Partners in Pasadena Liaison campus representatives established and meet twice annually | | | ✓ |
| 6) Implement district spotlight and/or awards for exceptional service. (Vanguard, Volunteers of the Year, TOY, POY, Honor Wall) | Del Barrio | Volunteer awards to be given in June | | | ✓ |
| 7) Develop a marketing plan for business and community partners. [6.3.2; 5.1.2] | Del Barrio | Implementation of Marketing Plan | | | ✓ |
| 8) Plan and implement at least 1 new program to ensure the partnership with the community and business. [6.4.2] (Community members and business partners are honored with Volunteer Awards and recognized by the Board of Trustees.) | C. Parmer | Give Me Five Parent Volunteer Program | | | ✗ |
| 9) High school students participate in "Seniors Helping Seniors" to provide opportunities for students to assist senior citizens through Rebuilding Houston Together Partnership. | Wroblewski | Application of carpentry skills acquired at LP Card Center, positive verbal/written feedback from homeowners in the community, teenagers realizing the value of giving back to the community. | | | ✗ |
| 10) Implement "See to Succeed" program to meet student needs. | Massey | Number of students participating and receiving eye services, increased academic performance | | | ✓ |








| | | | | | |
|---|--------|--|--|--|--|
| 11) Implement Project Saving Smiles and HCPHES Super Smiles Program. | Massey | Plan is established, Mutual Partnerships forms | | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |









Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the 2016-2017 school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Source(s) 1: Campus plans and meeting agendas.

Summative Evaluation 1:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|-------------------|---|-------------------|-----|---|
| | | | Oct | Feb | June |
| State System Safeguard Strategy 1) Provide training in Positive Behavior Interventions & Supports (PBIS) strategies with campus staff using Safe/Civil Series & Conscious Discipline. [SG: Performance All | Rodriguez | Reduction in discipline referrals, staff development sign in sheets, calendar | | |  |
| 2) Provide training in behavior management. | Rodriguez | Staff Development Calendar, Sign in sheets | | |  |
| 3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). | Gallegos | Staff Development Calendar, Sign in sheets | | |  |
| 4) Assist campuses with the creation of individualized safety crisis management plans, including safety drills. | T McCarley | Crisis Handbook implementation | | |  |
| 5) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. | Gallegos | Professional Development Catalog, Training Agendas, and Sign in Sheets. | | |  |
| 6) Provide Gang Awareness training and Character Education programs. | Gallegos | Professional Development Catalog, Training Agendas, and Sign in Sheets. | | |  |
| 7) Provide Drug Awareness Resistance Education (DARE). | Gallegos | Professional Development Catalog, Training Agendas, and Sign in Sheets. | | |  |












| | | | | | |
|--|-----------|---|--|--|---|
| 8) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. | Kennemer | Professional Development Catalog, Training Agendas, and Sign in Sheets. | | |  |
| State System Safeguard Strategy 9) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. [SG: Performance All] | Gallegos | Professional Development Catalog, Training Agendas, and Sign in Sheets. | | |  |
| 10) Utilizing JJAEP Excel Academy for academic needs of students assigned to JJAEP. | Stallings | Report Cards | | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: By June 2017 develop a school counseling program that increases the percentage of time spent with students regarding academic, social and mental health needs.

Evaluation Data Source(s) 2:

Summative Evaluation 2:






| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|-------------------|---|---|-----|---|
| | | | Oct | Feb | June |
| 1) Training provided in suicide prevention for Counselors with a focus on how to assess level of risk, how to refer parents to community resources, and information to share with staff regarding signs that students may be at risk for suicide. http://www.texasuicideprevention.org | K. McCarley | Counselors submit the number of students assessed at medium and high risk |  | |  |
| 2) Powerpoint utilized for suicide assessment and prevention is available to all counselors on Eduphoria Formsplace. | K. McCarley | www.mhatexas.org participation |  | |  |
| 3) Develop and implement an age appropriate and vertically aligned guidance curriculum PK-12. | K. McCarley | |  | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Develop a district-wide system to meet, manage, and respond to daily and emergent health care needs.

Evaluation Data Source(s) 3:

Summative Evaluation 3:










| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------|--|-------------------|-----|------|
| | | | Oct | Feb | June |
| 1) Expand volunteer staff development opportunities for CPR training and responding to classroom emergencies. | Massey | Eduphoria Survey | | | ✓ |
| 2) Utilize Eduphoria or small group training opportunities for all employees on Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials | Massey | Eduphoria Surveys, Sign In Sheets | | | ✗ |
| 3) Expand substitute nurse training program. | Weisedel | Survey, expanded attendance, feedback. | | | ✗ |
| 4) Expand collaborative partnerships with nursing programs through preceptor programs. | Weisedel | | | | ✗ |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 4: By June 2017, district will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Source(s) 4:

Summative Evaluation 4:










| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|---------------------------|---|-------------------|-----|---|
| | | | Oct | Feb | June |
| 1) Provide ongoing training to campus and district crisis management teams | T. McCarley | | | |  |
| 2) Establish protocols for safety procedures at field trips. | Del Barrio T. McCarley | | | |  |
| 3) Provide opportunities for employees to be trained in personal safety. | T. McCarley | | | |  |
| 4) Provide Raptor training to all campus personnel to focus on tracking, documenting and reporting volunteers, visitors, and other populations. | C Parmer | Review of Procedures, Training Sign In Sheets | | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 5: By June 2017, establish programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Evaluation Data Source(s) 5:

Summative Evaluation 5:









| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------|------------------------------------|---|-----|---|
| | | | Oct | Feb | June |
| 1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. | Hickman | |  | |  |
| 2) Provide support for student and staff participation in service learning opportunities. | Hickman | |  | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Utilize technological resources to streamline support services as evidenced by positive customer service responses.

Evaluation Data Source(s) 1: Customer Service Feedback, Survey Results

Summative Evaluation 1:








| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------|--|-------------------|-----|---|
| | | | Oct | Feb | June |
| 1) Create an efficient work order system. | Douglas | Feedback, Time Efficiency | | |  |
| 2) Research software to assist in problem solving in the field. | Douglas | Information Obtained, Next Steps Process Development | | |  |
| 3) Implement standard location software system for bus transportation. | Moore | Installation of Device | | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: By June 2017, identify effective district operations and business processes to maximize efficiency as measured by customer service input.

Evaluation Data Source(s) 2:

Summative Evaluation 2:












| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------|------------------------------------|-------------------|-----|---|
| | | | Oct | Feb | June |
| 1) Create a support services cabinet comprised of leadership from ancillary support service departments. | T McCarley | Team Formation, Agendas | | |  |
| 2) Develop quality assurance standards and conduct regular quality assurance reviews. | Fornof | Data Collection | | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 3: By June 2017, increase community and district awareness of ancillary support services.

Evaluation Data Source(s) 3: Events Hosted, Advertisement Development, Feedback

Summative Evaluation 3:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------|--|-------------------|-----|---|
| | | | Oct | Feb | June |
| 1) Create a marketing plan to showcase all support service departments. | Del Barrio | Brochure, Marketing Plan Production | | |  |
| 2) Establish parent orientation sessions related to bus transportation. | Moore | Agenda, Participation | | |  |
| 3) Install menu boards in school cafeteria to highlight nutrition, education, and wellness activities. | Harryman | Installation schedule completed by June | | |  |
| 4) Implement a local produce farm-to-school initiative. | Harryman | Campus review, Farm Fresh Fridays, Try It Tuesdays | | |  |
| 5) Install link to Child Nutrition web page on every district and school web page. | Del Barrio | Successful link installation | | |  |
| 6) Implement product testing and acceptability with students. | Harryman | Surveys, Student Feedback, Meal Viewer App | | |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

State System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 2 | Implement a graduated, content-specific reading and writing plan for all courses in grades Pre-K to 12. [SG: Performance SpEd Writing/ELL Writing] |
| 1 | 1 | 3 | Provide training for the writing and evaluating of authentic common assessments in a variety of formats including selected response items, constructed response items, performance based items, projects, experiments, and portfolios. [SG: Performance: SpEd Writing/ELL Writing] |
| 1 | 1 | 6 | Define explicit performance criteria by creating and using standardized rubrics for measuring responses for writing assignments and/or assessments all content areas. [SG: Performance: SpEd Writing/ELL Writing] |
| 1 | 1 | 12 | Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. [1.4.2] [SG: Performance All] |
| 1 | 1 | 13 | Utilize a walk through checklist to monitor implementation of instructional strategies. [1.4.3] [SG: Performance All] |
| 1 | 1 | 14 | Build content area cadres (Focus Training) to share successful implementation of research based instructional practices on each campus. [1.4.4] [SG: Performance All] |
| 1 | 1 | 15 | Implement research based strategies, such as the Big Eight, on a daily basis that promote a variety of learner engagement techniques. [1.6.1] [SG: Performance ALL] |
| 1 | 1 | 18 | Implement Sheltered Instruction Observation Protocol (SIOP) Training on additional campuses. [Performance: SpEd Writing/ELL Writing] |
| 1 | 2 | 2 | Provide campuses with longitudinal data on the percentage of LEP students making progress towards English proficiency. [PBM] [SG: Performance All] |
| 1 | 2 | 3 | Assist campuses in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. [PBM] [SG: Performance/Graduation Rates/CAPS] |
| 1 | 2 | 4 | Provide staff development and assistance to campuses on how to utilize E Sped, the district's Special Education Individualized Education Program (IEP) software program. [SG: Fed Limit Alt Assessments] |
| 1 | 2 | 5 | Provide staff development opportunities for regular education teachers on the intervention and special education referral process. [SG: Fed Limit Alt Assessments] |
| 1 | 2 | 7 | Define explicit performance criteria by creating and using standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. [1.2.1] [SG: Performance All] |
| 1 | 3 | 1 | Create an implementation system for comprehensive staff development with a timeline for follow-up support and accountability for district-wide initiatives. [1.7.2] [SG: Performance All/Fed Limit Alt Assessments] |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 3 | 4 | Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [1.7.1] [SG: Performance All] |
| 1 | 4 | 2 | Provide time and materials for purposeful reading during the school day. [SG: Performance: ELL Writing/ELL SS] |
| 1 | 4 | 4 | Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (Grades K - 6) [SG: Performance: ELL Writing/ELL SS] |
| 1 | 4 | 5 | Provide staff development opportunities about reading strategies for at risk readers. [PBM] [SG: Performance: ELL Writing/ELL SS/Fed Limit Alt Assessments] |
| 1 | 5 | 6 | Increase participation in Advanced Placement Programs in secondary schools for students in all subgroups. [P16] [SG: Performance: ELL Writing/ELL SS/Federal Limit Alt Assessment] |
| 1 | 6 | 1 | Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. [SG: Federal Graduation Rates] |
| 1 | 6 | 2 | Campus intervention committees will develop plans for students failing a portion of the TAKS/STAAR test and students in danger of failing a subject area. [SG: Performance All/Federal Graduation Rates] |
| 1 | 6 | 4 | Assist campuses in using data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. [SG: Performance All/Federal Graduation Rates] |
| 1 | 6 | 5 | Increase collaboration and partnership with outside agencies to provide assistance to the student through at risk programs. [SG: Federal Graduation Rates] |
| 1 | 6 | 6 | Implement research-based programs designed to accelerate student learning. [PBM] [SG: Performance All/Federal Graduation Rates] |
| 1 | 6 | 7 | Organize required acceleration classes for STAAR failures based on current year data. [SG: Performance All/Federal Graduation Rates] |
| 1 | 6 | 8 | Provide intervention services through intervention and extended year programs incorporating TEKS requirements based on current year data. [SG: Performance All] |
| 1 | 6 | 11 | Provide additional and individualized support to parents of at-risk students. [SG: Performance All/Fed Graduation Rates] |
| 1 | 6 | 12 | Communicate alternative education opportunities for students at risk of dropping out which include Tegeler, Community School and Virtual School. [SG: Fed Graduation Rates] |
| 1 | 6 | 13 | Incorporate the transition plan at each campus to support ELL students as they move from 4 to 5, 6 to 7, and 8 - 9th grade. [SG: Performance: ELL Writing/ELL SS/Fed Graduation Rates] |
| 1 | 7 | 1 | Provide training and Spanish language materials for all teachers working with ELL students. Integrate spanish language books within the library collection. [PBM] [SG: Fed Graduation Rate/ELL Writing/ELL SS] |
| 1 | 7 | 2 | Provide ESL and ELPS training opportunities for all teachers. [PBM] [SG: Fed Graduation Rate/ELL Writing/ELL SS] |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 7 | 3 | Prepare bilingual/ELL students for an appropriate and timely transition. [PBM] [Performance: ELL Writing/SS |
| 1 | 7 | 5 | Establish clear, high expectations for curriculum serving recent immigrants. [SG: Federal Graduation Rates] |
| 1 | 7 | 6 | Communicate and implement the ESL scope and sequence at all grade levels. [SG: Performance: ELL Writing/ELL SS] |
| 1 | 7 | 7 | Provide staff development opportunities to incorporate specific strategies which support recent immigrants. [SG: Federal Graduation Rates] |
| 1 | 8 | 1 | Provide training in Positive Behavior Interventions & Supports (PBIS) strategies with campus staff using Safe/Civil Series & Conscious Discipline. [SG: Performance All] |
| 1 | 8 | 9 | Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. [SG: Performance All] |
| 1 | 11 | 6 | Using an RTI model, students on secondary campuses will have the opportunity to master course content resulting in recovery of the summative course grade for every grading period. [1.10.8] [SG: Fed Limit Alt Assessments] |
| 1 | 11 | 7 | Using an RTI model, elementary and middle school students who are failing the grade level will be identified for and receive appropriate interventions in a timely manner. [SG: Performance All] |
| 1 | 12 | 1 | Utilize campus intervention programs (CIS) to provide specific strategies for students with potential attendance problems. CIS provides services to 15 campuses during the school day and 2 campuses for after school programs. [SG: Fed Graduation Rate] |
| 1 | 12 | 2 | Investigate actions to support campuses in improving attendance rates. (Truancy Prevention Plan) [SG: Federal Graduation Rate] |
| 1 | 12 | 3 | Implementation of Drop Out Recovery Grant strategies. [SG: Fed Graduation Rate] |
| 1 | 12 | 4 | Review strategies for tracking students (leavers) who have withdrawn from school. [SG: Federal Graduation Rate] |
| 1 | 13 | 3 | Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. [SG:ELL SS] |
| 1 | 13 | 6 | Campuses will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR M/STAAR Alt (ie.,PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Modified an STAAR Alternative Participation Requirement forms. [SG: Federal Limit Alt Assessments] |
| 1 | 13 | 9 | Campuses will follow district procedures in addressing Transition requirements for students with disabilities. [SG: Fed Grad Rate] |
| 1 | 13 | 14 | Implement Sheltered Instruction Observation Protocol (SIOP) training at campuses.[SG: Performance All] |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 13 | 15 | Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. [SG: Performance All/Fed Grad Rate] |
| 2 | 1 | 2 | Provide virtual alternatives for core, elective, and enrichment courses at all levels in order to provide access to a flexible environment. (CR 7.1.) [2.2.1] [SG: Fed Grad Rate] |
| 2 | 1 | 8 | Investigate scheduling options available to campuses. [2.8.1] [SG: Fed Grad Rate] |
| 2 | 1 | 9 | Hold two vertical planning meetings during the school year to strengthen content alignment. [2.8.2] [SG: Performance A;;] |
| 2 | 1 | 10 | Provide a more flexible and personal learning environment. [SG: Fed Grad Rate] |
| 2 | 1 | 11 | Provide free home internet access for all students. [SG: Performance All/Fed Grad Rate] |
| 2 | 2 | 1 | Community School will provide services to students with flexible school needs. [2.9.1] [SG: Fed Grad Rate] |
| 2 | 4 | 7 | Work with all five high schools to establish the Community School options and additional opportunities for flexible scheduling at the campuses. [3.5.1] [SG: Fed Grad Rates] |
| 2 | 4 | 9 | Maintain Personal Graduation Plans for students in grades 6 - 12. [PBM][SG: Fed Grad Rates) |
| 2 | 5 | 2 | Provide counselors with training in the use of our in-district data management systems (Chancery & Mizuni) where graduation plans are housed. [SG: Fed Grad Rates] |
| 2 | 6 | 2 | Administer Grade 7/8 aptitude and interest test and share with school counselors. (Kuder). [P16] [SG: Fed Grad Rate] |
| 3 | 1 | 8 | Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [4.5.1] [SG: Performance All] |
| 4 | 1 | 1 | Include parent education component in high school orientation programs. [SG: Fed grad Rate] |
| 4 | 1 | 2 | Provide parent education at all campuses on various topics. [SG: Fed Grad Rate] |
| 4 | 1 | 3 | Investigate district's Truancy Prevention Plan [SG: Fed Grad Rate] |
| 4 | 1 | 4 | Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. [SG: Fed Grad Rate] |
| 4 | 1 | 6 | Encourage and provide parent workshops at individual campuses regarding reading with children, online resources and ebooks. [SG: Performance: ELL SS] |
| 4 | 1 | 10 | Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies. [SG: Performance All] |
| 4 | 2 | 1 | Expand the "Walk for Success" to involve school, business, and community in dropout prevention. [SG: Fed Grad Rate] |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 5 | 1 | 1 | Provide training in Positive Behavior Interventions & Supports (PBIS) strategies with campus staff using Safe/Civil Series & Conscious Discipline. [SG: Performance All] |
| 5 | 1 | 9 | Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. [SG: Performance All] |

State Compensatory

Budget for District Improvement Plan:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|---|-----------------------|
| 6100 Payroll Costs | | |
| 199.11.823.024.905.6112.0000 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$100.00 |
| 199.11.699.024.699.6118.0000 | 6118 Extra Duty Stipend - Locally Defined | \$1,765,000.00 |
| 199.11.823.024.696.6118.0000 | 6118 Extra Duty Stipend - Locally Defined | \$85,000.00 |
| 199.11.823.024.698.6118.0000 | 6118 Extra Duty Stipend - Locally Defined | \$620,000.00 |
| 199.13.823.024.905.6118.0000 | 6118 Extra Duty Stipend - Locally Defined | \$1,000.00 |
| 199.13.882.024.882.6118.0000 | 6118 Extra Duty Stipend - Locally Defined | \$139,372.00 |
| 199.11.823.024.905.6141.0000 | 6141 Social Security/Medicare | \$3.00 |
| 199.13.823.024.905.6141.0000 | 6141 Social Security/Medicare | \$20.00 |
| 199.13.823.024.905.6146.0000 | 6146 Teacher Retirement/TRS Care | \$40.00 |
| 6100 Subtotal: | | \$2,610,535.00 |
| 6200 Professional and Contracted Services | | |
| 199.95.012.028.012.6223.0000 | 6223 Student Tuition - Other Than Public Schools | \$100,000.00 |
| 199.13.824.024.824.6249.0000 | 6249 Contracted Maintenance & Repair | \$2,000.00 |
| 199.13.823.024.905.6291.0000 | 6291 Consulting Services | \$12,800.00 |
| 6200 Subtotal: | | \$114,800.00 |
| 6300 Supplies and Services | | |
| 199.11.823.024.905.6329.0000 | 6329 Reading Materials | \$12,000.00 |
| 199.13.823.024.905.6329.0000 | 6329 Reading Materials | \$225.00 |
| 199.11.823.024.905.6339.0000 | 6339 Testing Materials | \$8,000.00 |
| 199.13.823.024.905.6396.0000 | 6396 Supplies and Materials - Locally Defined | \$700.00 |

| | | |
|-----------------------------------|------------------------------------|--------------------|
| 199.11.823.024.905.6399.0000 | 6399 General Supplies | \$9,635.00 |
| 199.13.823.024.905.6399.0000 | 6399 General Supplies | \$1,000.00 |
| 199.13.824.024.824.6399.0000 | 6399 General Supplies | \$5,000.00 |
| 6300 Subtotal: | | \$36,560.00 |
| | | |
| 6400 Other Operating Costs | | |
| 199.13.824.024.824.6411.0000 | 6411 Employee Travel | \$3,000.00 |
| 199.13.823.024.905.6411.0000 | 6411 Employee Travel | \$3,200.00 |
| 199.13.823.024.905.6495.0000 | 6495 Membership Fees | \$400.00 |
| 199.13.823.024.905.6497.0000 | 6497 Fees - Locally Defined | \$250.00 |
| 199.13.823.024.905.6499.0000 | 6499 Miscellaneous Operating Costs | \$150.00 |
| 6400 Subtotal: | | \$7,000.00 |

Personnel for District Improvement Plan:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------|---------------------|-----------------------|------------|
| D. Delaney | Aide | Recovery Intervention | 1 |
| D. Groce | Teacher | Math | 1 |
| J. Berry | Assistant Principal | | 1 |
| L. Horodyski | Registrar | | 1 |
| S. Guzman | Sec | | 1 |
| S. Resendez | Clerk | Credit Recovery | 1 |
| T. Cave | Teacher | History | 1 |

Title I

Schoolwide Program Plan

Title I, Part A funds, \$17,631,236.96 and 297 FTE's are used to upgrade the entire educational program in this Schoolwide district. Details for the identified needs are included in the Comprehensive Needs Assessment.

According to the 2013 data on Pasadena ISD, 79.5% of the students are economically disadvantaged.

The mission of Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

.

Title IA Improving Basic Programs

| | |
|---------------------------------------|---------------|
| Payroll | 15,350,054.81 |
| Staff Development/Contracted Services | 331,139.30 |
| Supplies and Materials | 1,438,041.45 |
| Travel | 177,001.39 |
| Private Schools | 40,000.00 |
| Indirect Cost | 295,000.00 |

Title I C Migrant Program

| | |
|---------------------------------------|------------|
| Payroll | 324,958.54 |
| Staff Development/Contracted Services | 14,154.54 |
| Supplies and Materials | 18728.54 |
| Travel/Fees & Dues | 9,000.00 |

| | |
|---------------------------------|--------------|
| Indirect Cost | 0 |
| Title II A Class Size Reduction | 1,422,699.00 |
| Payroll | 1,422,699.00 |

Title III A Ensuring High Academic Standards for Limited English Proficient and Immigrant Students

| | |
|------------------------|--------------|
| Payroll | 1,194,684.05 |
| Staff | |
| Development/Contracted | 101,026.23 |
| Services | |
| Supplies and Materials | 314,042.37 |
| Travel/Fees & Dues | 53,853.45 |

Title III A Recent Immigrant

| | |
|-------------------|-----------|
| Payroll | 94,804.30 |
| Staff Development | 34,796.31 |
| Supplies | 97,233.31 |
| Travel | 94,804.30 |

Priority for Service (PFS) Action Plan

for Migrant Students 2016-2017

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

| Criteria for 2016-2017 | |
|------------------------|---|
| Grades 3-12 | Students who failed one or more sections of the TAKS, or are LEP Exempt, ARD Exempt, Absent or were not enrolled in a Texas school during the TAKS testing period for their grade level, including Ungraded (UG) or Out of School (OS) students; and have their school interrupted during the previous or current regular school year. |
| Grades K-2 | Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental program Component, or have been retained, or are overage for their current grade level and have their school interrupted during the previous or current regular school year. |

The following template is provided as a resource for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the NCLB Consolidated Application for Federal Funding, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This tool can be obtained electronically in MS Word format from the regional ESC MEP Coordinator. Pasadena ISD Migrant Coordinator, Neitzy Retta.

2016-2017 Priority for Service (PFS) Action Plan

Pasadena Independent School District

| | |
|---|--|
| Goal(s): To identify and ensure that Priority for Service Migrant students have the same opportunity to meet the state content and student performance standards by providing instructional and support services that will ensure student success. | Objective(s): <ul style="list-style-type: none"> • 100% of PFS students will have access to instructional opportunities and services. • Priority for Service Migrant students will meet or exceed the state academic achievement standard (STAAR). • Priority for Service students will be promoted to the next grade. |
|---|--|

| Required Activities | Timeline | Person(s) Responsible | Documentation |
|--|----------------|--------------------------------|--|
| On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to Migrant Education Program (MEP) services. | 09/2016-8/2017 | Abigail Ortega, NGS Specialist | PFS Reports |
| <ul style="list-style-type: none"> • Title I Migrant Coordinator will ensure that migrant students are given priority of services if they are failing or most at risk of failing to meet the states academic content standards and student achievement standards. | 09/2016-8/2017 | Neitzzy Retta, Coordinator | PFS Reports |
| <ul style="list-style-type: none"> • Assign tutors to PFS migrant students for academic support when needed. | 09/2016-8/2017 | Neitzzy Retta, Coordinator | PFS Reports Failure Reports Report Cards |

| | | | |
|--|----------------|--|--|
| <ul style="list-style-type: none"> Monitor progress of migrant PFS students. | 09/2016-8/2017 | Abigail Ortega, NGS Specialist Neitzzy Retta, Coordinator | PFS Reports Failure Reports Report Cards, Attendance Report |
| Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. | | | |
| <ul style="list-style-type: none"> Create Priority for Service Plan (PFS) according to TEA guidelines. | 07/2016 | Neitzzy Retta, Coordinator | PFS Action Plan |
| <ul style="list-style-type: none"> | | | |
| <ul style="list-style-type: none"> | | | |
| The PFS Action Plan must include the following: | | | |
| 1. 1. When, in your school year calendar, the Title I Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports. | | | |
| <ul style="list-style-type: none"> Disseminate Priority for Service (PFS) student lists to campus and MEP staff once a month | 09/2016-8/2017 | Abigail Ortega, NGS Specialist | Communicate with campus personnel via email, PFS Monthly Reports |
| <ul style="list-style-type: none"> Migrant Campus Case Managers Training | 09/2016 | Ana Gonzalez District Special Programs Counselor & Neitzzy Retta Migrant Coordinator | Meeting Agenda, Email, Eduphoria sign up list |

| | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> Disseminate criteria for Priority for Service (PFS) status and PFS lists to campus and MEP staff | 09/2016-8/2017 | Abigail Ortega, NGS Specialist | Communicate with campus personnel via email, PFS Monthly Reports |
| 1. 2. When, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children. | | | |
| <ul style="list-style-type: none"> Phone calls will be made to parent if student is failing at progress report period. | <p>At the end of every Grading Cycle:</p> <p>Intermediate & High School every 6 weeks</p> <p>Elementary & Middle School every 9 weeks</p> | <p>Abigail Ortega, NGS Specialist;</p> <p>Roxana Ascencio, NGS Specialist</p> | <p>Progress Reports</p> <p>Report Cards</p> <p>Phone Logs</p> <p>Mizuni Documentation</p> |
| <ul style="list-style-type: none"> Coordinate and document home visits to families of Priority for Service students who are in At-Risk report; provide updates regarding academic progress. | <p>At the end of every Grading Cycle:</p> <p>Intermediate & High School every 6 weeks</p> <p>Elementary & Middle School every 9 weeks</p> | <p>Abigail Ortega, NGS Specialist;</p> <p>Ana Gonzalez District Special Programs Counselor</p> | <p>Progress Reports</p> <p>At Risk Report</p> <p>Report Cards</p> <p>Phone Logs</p> <p>Mizuni Documentation</p> <p>Parent Notification letter</p> |
| <ul style="list-style-type: none"> | | | |

2016-2017 Priority for Service (PFS) Action Plan

PASADENA INDEPENDENT SCHOOL DISTRICT

| | | | |
|--|-----------------|---|--|
| 1. 3. How the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities. | | | |
| <ul style="list-style-type: none"> Evaluate student data – Assessments, Attendance, Grades, Credits and school interruption | 09/2016-08/2017 | Abigail Ortega – NGS Specialist; Roxana Ascencio, NGS Specialist Neitzzy Retta, Coordinator | Assessments Data Failure Reports Progress Reports Report Cards Attendance Report Academic Plan |
| <ul style="list-style-type: none"> Assign tutors to PFS students | 09/2016-8/2017 | Neitzzy Retta, Coordinator & Ana Gonzalez, District Special Programs Counselor | Email notification to campus administrative team, Meeting with PFS tutor and campus, phone call logs, student academic records |
| <ul style="list-style-type: none"> Provide tuition vouchers for credit accrual and acceleration | 09/2016-8/2017 | Neitzzy Retta, Coordinator | Special Programs Tuition voucher, Student Academic Graduation Plan, email and phone logs to campus staff, Partnership form with Community School |

| | | | |
|---|----------------|--|--|
| <ul style="list-style-type: none"> Assign a Migrant Campus Case Manager to each campus | 09/2016-8/2017 | Neitzzy Retta, Coordinator | Migrant student list Campus Case Manager designee form |
| 1. 4. How the district's Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies. | | | |
| <ul style="list-style-type: none"> Migrant Coordinator will meet with community organizations to establish partnerships. Annual Community Partners Forum | 01/2017 | Neitzzy Retta, Coordinator | Collaboration forms, Event Agenda and Schedule, list of partners |
| <ul style="list-style-type: none"> Migrant Coordinator will meet with District Social Worker and District Special Programs Counselor to help meet the needs of PFS Migrant students | 09/2016-8/2017 | Neitzzy Retta, Coordinator | Outlook Meetings, Emails, Phone logs, |
| <ul style="list-style-type: none"> Migrant Coordinator will meet with Migrant Campus Case Managers to coordinate instructional support for Priority for Service students. | 09/2016-8/2017 | Neitzzy Retta, Coordinator & Ana Gonzalez, District Special Programs Counselor | Outlook Meetings, Emails, Phone logs, |

| 1. 5. What federal, state and local programs service Priority for Service students? | | | |
|--|-----------------|---|--|
| <ul style="list-style-type: none"> Federal: The Texas Migrant Interstate Program (TMIP) assists with the inter/intra state coordination of records. The New Generation System (NGS) will be used to run reports and to view the secondary course history, partial grades, final grades, formal assessments and state-mandated tests. | 09/2016-08/2017 | Abigail Ortega – NGS Roxana Ascencio – NGS | NGS Reports; Student transcript |
| <ul style="list-style-type: none"> Local: Students can accrue credits through Community School, credit by exam, Edgenuity and Virtual School Tuition-Based (VSD). In addition, tutorials will be provided to Priority for Services students. Through the credit accrual, students will have readily available opportunities for next grade promotion, and on-time graduation. | 09/2016-08/2017 | Neitzzy Retta, Coordinator & Ana Gonzalez District Special Programs Counselor | Email/phone call notification to appropriate campus personnel and to parent; Student Academic Graduation Plan and transcript |
| • | | | |
| The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged). | 07/2016 | Gloria Gallegos, Associate Superintendent of Special Programs | District Improvement Plan |

2016-2017 Priority for Service (PFS) Action Plan

Pasadena Independent School District

| Additional Activities | Timeline | Person(s) Responsible | Documentation |
|---|--------------------------------|--|---|
| Supplemental Academic Support: Assign Tutors for Priority for Services students. | October 2016 and November 2016 | Neitzzy Retta, Migrant Coordinator, Ana Gonzalez District Special Programs Counselor | Tutorial Schedule, Tutor Log |
| Supplemental Saturday tutorials for Priority for Services students will be provided in the Spring semester. | November 2016 -May 2017 | Roxana Ascencio, NGS Specialist & Neitzzy Retta, Migrant Coordinator | Student Registration Forms, Tutorial Schedule, Student attendance |
| Special Programs Counselor will perform campus visit with PFS student throughout the school year. | 09/2016-08/2017 | Ana Gonzalez District Special Programs Counselor | Priority for Service Contact Student Log, Outlook Calendar, emails |
| Supplemental Summer Enrichment Camps geared towards academic, college and career readiness will be provided for Migrant students. | June 2017 | Ana Gonzalez District Special Programs Counselor | Student Registration Forms, Summer Schedule, Student attendance |

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The PISD staff is involved in the process of creating a District culture that engages everyone in a data-driven process to produce a comprehensive needs assessment. Data sources and results are identified and closely analyzed by the staff. Analyses of this data then allows the staff to create an effective plan of action that will raise student achievement. As new data becomes available, it is analyzed and plans are modified accordingly.

The Comprehensive Needs Assessment in this document more fully explains the strengths and identified needs for Pasadena ISD.

2: Schoolwide Reform Strategies

Pasadena ISD has chosen reform strategies that improve teaching and learning and that align with Campus Initiatives and Strategic Plan. All students are continuously held to the highest of standards. Teachers use effective instructional strategies that are based on scientific research. Pasadena ISD is constantly monitoring student performance through an assortment of programs and assessment data.

Please see the Comprehensive Needs Assessment for more information about the identified needs and District reform strategies.

3: Instruction by highly qualified professional teachers

Pasadena ISD is a Title I Schoolwide District, and prides itself on employing only highly qualified teachers and paraprofessionals. High quality professional development is a priority and enhances teacher's skills. When openings occur, an interview team works closely with the principal to ensure that the best candidates are selected. Pasadena ISD also makes the effort to call upon highly qualified substitute teachers when possible.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

High-quality professional development is provided for all staff members at Pasadena ISD. The district's departments provide excellent training that directly aligns with both district and campus initiatives. The District and campus work to identify the skills of all staff in order to create mentors, trainers, and leaders. Professional development is based on the comprehensive needs assessment. Building capacity at District and Campus is accomplished by expecting staff members to train others when they attend professional development.

Please see the Comprehensive Needs Assessment for specific identified professional development needs.

5: Strategies to attract highly qualified teachers

The district's human resources department does a great job recruiting high quality personnel and the systems they have in place enhance Pasadena's ability to recruit the best teachers. Hiring practices are done as a team approach and continues with a mentoring program to support teachers and staff new to Pasadena ISD. Pasadena has high standards for new teachers.

6: Strategies to increase parental involvement

A Counselor/Parent Coordinator provides communication, information, and strategies to enhance parental involvement. They provide teachers with tools to encourage parental participation and work with parents to determine their needs and how the schools can respond. They support parents with technology training and parenting information.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Pasadena's Prekindergarten, Head Start and PPCD teachers work closely with Kinder teachers in order to provide a smooth transition into Kindergarten. Students are assessed frequently and support is provided through Special Education, paraprofessionals or campus interventionists. The teachers also keep parents well-informed about their children's progress.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Pasadena follows the district's curriculum and assessment guidelines. The curriculum based assessments (CBAS), are a great tool to determine the level of students' academic achievement and progress. In grade levels where unit assessments are not appropriate, teachers use district-designed assessments. Decisions concerning the use of these assessments are made by campus staff with the approval of the principal.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Pasadena staff meet on a regular basis to assess students' academic achievement. The District has three tier intervention processes that support the efforts of regular classroom teachers. The RtI process ensures that students receive effective and timely assistance.

10: Coordination and integration of federal, state and local services and programs

Pasadena understands the necessity of using resources the most effective way possible. Federal, state and local services and programs are integrated to ensure duplication is minimized and that the right services are being provided. The principals as well as central office administrators, monitor the coordination and effectiveness of programs and services.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|------------------------------|------------------|------------|
| | Homeless Counselor | Special Programs | 1 |
| | Homeless/Migrant Coordinator | Special Programs | 1 |
| | Para Support | Special Programs | |
| | Student Workers (2) | Special Programs | |
| | Behavioral Coordinator | Special Programs | 1 |
| | Specialists | Special Programs | 2 |
| | Specialists (C & I) | Special Programs | 4 |
| Ginger Lay | Volunteers/HOSTS | Special Programs | 1 |

Plan Notes

November 1, 2016 - DEC - Strategic Plan - Strategy 5 - Responding to Emergencies, T-TESS, Class Size Waivers, PLCs

February 11, 2016 - DEC - Strategic Plan 5 & 6, Professional Development Survey Results, PLC/Rti, Data Talk

November 17, 2015 - Board of Trustees Meeting

November 6, 2015 - DEC input via survey on 2015-2016 District Improvement Plan

November 5, 2015 - DEC - Strategic Plan Strategy 3 & 4, District Improvement Plan, Strategic Plan 5 - Health Input, Data Talk, Instructional Coaching, Literacy, Professional Development Plan, CATCH - Coordinated School Health - Questions/Comments/Concerns

September 30, 2015 - L. Wright/Meeting with schools to review safeguards and overview of documenting safeguards in CIP.

September 17, 2015 DEC Meeting - Strategic Planning Overview, Action Team 1 & 2 Overview, Data Discussions

June 8, 2015 - Input for 14-15 formative assessment

May 14, 2015 - DEC Update, Accountability

February 12, 2015 - DEC Update

November 6, 2014 - DEC - Waivers, Accountability Update, PBMAS, Technology and Curriculum Update

October 31, 2014 - DEC members approve 14/15 DIP via Survey

Dec 5, 2013 - Information provided and gathered from DEC addressing HB5 District Evaluation, Coordinated School Health, Community update, technology update, curriculum update, professional development plan, student code of conduct and an overall district update by Dr. Lewis.

January 8, 2014 - S. Harrell emails DEC members for input on staff development needs.

November 14, 2013 - D. Summers provided information to DEC related to district accountability and PBMAS - opportunities for questions provided, S. Harrell requested feedback from SBDM on staff development needs assessment for district.

October 3, 2013 - DEC Meeting - Gloria G - Title Funds, Donna S Needs Assessment - Index 2

September 30, 2013 - Obtain input from district level via electronic means, Sent survey to District Education Committee to review proposed 2013-2014

District Improvement Plan

July, 2013 - Input on accountability and performance objectives

May, 2013 - Input on DIP from District Level

April 12, 2012 - Meeting with Pat S (Career/College) and Denise G (Tech) for plan update

April 13, 2012 - Meeting with Jayne M (CATE) for plan update

April 17, 2012 - Meeting with Assoc Supt (Gloria, Billye, Rosie, Steve) for plan update

June 11, 2012 - Meeting with Assoc Supt (Billye, Karen, Gloria) for plan update

August 8, 2012 - Parent Letters sent home for schools missing AYP.

September 20, 2012 - Meeting with DEC representatives to discuss AYP issues and obtain input

September 22, 2012- Group of principals working on plan, entering SCE information, budget

October 12, 2012 - Meeting with G Gallegos to discuss school/district improvement, changes for DIP, and Title funding

October, 2012 - Survey sent to all DEC members for final input on 2012-2013 DIP (Results: Approved)

October 19, 2012 - Plan sent to Program administrators for input

November 8, 2012 - Meeting with DEC representatives to discuss strategies 1, 3, and 4

November 13, 2012 - Board approval of 2012-2013 DIP

February 21, 2013 - Meeting with DEC to provide access to DIP software, input on Goals 4 & 6

May, 2013 - Solicit input from "Person Responsible" for formative review and changes recommended for 2013-2014 plan

District Education Improvement Committee

| Committee Role | Name | Position |
|-------------------|--------------------|-----------------------------|
| Classroom Teacher | Jennifer Morton | Kendrick Teacher |
| Classroom Teacher | Lynda Agan | Golden Acres Teacher |
| Classroom Teacher | Tiffany Allen | Turner Teacher |
| Classroom Teacher | Kimberly Aubin | McMasters Teacher |
| Classroom Teacher | Katie Barnes | Morris Teacher |
| Classroom Teacher | Lisa Baumann | Burnett Teacher |
| Classroom Teacher | Bridget Bellach | Melillo Teacher |
| Classroom Teacher | Katie Belus | Frazier Teacher |
| Classroom Teacher | Samuel (Preston) | Lewis Career & Tech Teacher |
| Classroom Teacher | Tracy Brown | Community School Teacher |
| Classroom Teacher | Joy Brown-Johnson | Sam Rayburn HS Teacher |
| Classroom Teacher | Lindsey Calkins | Gardens Teacher |
| Classroom Teacher | Mindy Cantu | Williams Teacher |
| Classroom Teacher | Jennifer Chrysler | Atkinson Teacher |
| Classroom Teacher | Jacquelyn Crawford | Memorial HS Teacher |
| Classroom Teacher | Pam Crawford | Thompson Teacher |
| Classroom Teacher | Tara Crum | Lomax Teacher |
| Classroom Teacher | Kim Dean | Keller Teacher |
| Classroom Teacher | Dale Dlouhy | San Jacinto Teacher |
| Classroom Teacher | Heidi Erber | Richey Teacher |
| Classroom Teacher | Lashondra Evans | Roberts Teacher |
| Classroom Teacher | Jennifer Favier | Jensen Teacher |
| Classroom Teacher | Cheryl Fox | Stuchbery Teacher |
| Classroom Teacher | Anita Francis | South Belt Teacher |
| Classroom Teacher | Jana Ganderson | Kruse Teacher |

| | | |
|-------------------|---------------------|-----------------------------|
| Classroom Teacher | Elisabeth Garcilazo | Fisher Teacher |
| Classroom Teacher | Gilberto Garza | Laura Bush Teacher |
| Classroom Teacher | Aubree Gencarelli | Sullivan Teacher |
| Classroom Teacher | Penny Havard | Schneider Teacher |
| Classroom Teacher | Maria Hernandez | South Houston Elem. Teacher |
| Classroom Teacher | Melissa Hickman | Moore Teacher |
| Classroom Teacher | David Hudspeth | Matthys Teacher |
| Classroom Teacher | Korie Isaguirre | South Shaver Teacher |
| Classroom Teacher | David Janda | Tegeler Teacher |
| Classroom Teacher | Shelly Jaynes | Bondy Teacher |
| Classroom Teacher | Michael Jones | Shaw Teacher |
| Classroom Teacher | Tanya Keller | South Houston Int. Teacher |
| Classroom Teacher | Gretchen Kent | Jackson Teacher |
| Classroom Teacher | Russell Kent | Pasadena HS Teacher |
| Classroom Teacher | Jarret Lamberth | Queens Teacher |
| Classroom Teacher | Keeley Lee | Young Teacher |
| Classroom Teacher | Kathleen Mallory | Milstead Teacher |
| Classroom Teacher | Diane Marsalis | Guidance Center Teacher |
| Classroom Teacher | Kathryn Martinez | Genoa Teacher |
| Classroom Teacher | Blanca Martinez | Morales Teacher |
| Classroom Teacher | Steven Mayo | Dobie Teacher |
| Classroom Teacher | Kristie McKinney | Park View Teacher |
| Classroom Teacher | Holly Montemayor | Teague Teacher |
| Classroom Teacher | Amber Morton | Southmore Teacher |
| Classroom Teacher | Allison O'Brien | South Houston HS Teacher |
| Classroom Teacher | Jayson Rachuig | Beverly Hills Teacher |
| Classroom Teacher | Clarissa Ridge | L.F. Smith Teacher |
| Classroom Teacher | Manuel Romney | Miller Teacher |

| | | |
|-----------------------------|----------------------|--|
| Classroom Teacher | Lizatte Salazar | De Zavala Teacher |
| Classroom Teacher | Margo Sanchez | Meador Teacher |
| Classroom Teacher | Natalie Sass | Sparks Teacher |
| Classroom Teacher | Della Sells | Mae Smythe Teacher |
| Classroom Teacher | Maria Tinajero | Pearl Hall Teacher |
| Classroom Teacher | Renita Toney | Freeman Teacher |
| Classroom Teacher | Diana Tovar | Parks Teacher |
| Classroom Teacher | Monica Vega | Red Bluff Teacher |
| Classroom Teacher | Amber Wade | Pomeroy Teacher |
| Classroom Teacher | Kendia Washington | Bailey Teacher |
| Classroom Teacher | Latassa Watts | Garfield Teacher |
| Classroom Teacher | Amanda Zaidan | Jessup Teacher |
| Classroom Teacher | Joe Zarate | The Summit Teacher |
| Community Representative | Jaime Campos | Workforce Solutions |
| Community Representative | Edissa Canales | Parent of former student |
| Community Representative | David Cooper | Pasadena South Rotary |
| Community Representative | Beatrice Garza | Cleveland Ripley Neighborhood Centers |
| Community Representative | Katy Jernigan | Gulf Coast Educators FCU |
| Community Representative | Fidencio Leija | Cleveland Ripley Neighborhood Centers |
| Community Representative | Jaynie Mitchell | San Jacinto College |
| Community Representative | Susan Nordin | CT Church |
| Community Representative | Margarita Pena | Cleveland Ripley Neighborhood Centers |
| Community Representative | Paul Puente | Houston Gulf Coast Building & Construction |
| Community Representative | Karen Taylor | SHAC |
| Community Representative | Carolina Turrubiates | ABC Dental |
| Community Representative | Maria Elena | ABC Dental |
| District-level Professional | Robin Cate | Shaw Administrator |
| District-level Professional | Chad Cox | Sam Rayburn HS Administrator |

| | | |
|-----------------------------|--------------------|----------------------------------|
| District-level Professional | Judy Diaz | Jensen Administrator |
| District-level Professional | Angeline Escamilla | Morris Administrator |
| District-level Professional | Christina Grice | Beverly Hills Administrator |
| District-level Professional | Tanis Griffin | Bondy Administrator |
| District-level Professional | Stephen Harding | Pomeroy Administrator |
| District-level Professional | Tammie Hinton | Red Bluff Administrator |
| District-level Professional | Mark Hobson | Tegeler Administrator |
| District-level Professional | Edgar Lopez | Kruse Administrator |
| District-level Professional | Bradley Luster | South Houston HS Administrator |
| District-level Professional | Tara Merida | Meador Administrator |
| District-level Professional | Tonie Noise | Dobie Administrator |
| District-level Professional | Trevor Parker | South Houston Int. Administrator |
| District-level Professional | Norma Penny | Lomax Administrator |
| District-level Professional | Diane Phelan | Keller Administrator |
| District-level Professional | DeeDe Pitts | Moore Administrator |
| District-level Professional | Prudencio Reyna | Thompson Administrator |
| District-level Professional | Jennifer Stewart | Pasadena HS Administrator |
| District-level Professional | Becky Vargas | Matthys Administrator |
| District-level Professional | Diane Wheeler | Melillo Administrator |
| District-level Professional | Hillary Woest | Admin. Bldg. Administrator |
| Parent | Edie Cantu | Fisher Parent |
| Parent | Elaine Carrasco | Lomax Parent |
| Parent | Nora Dominguez | Jackson and DeZavala parent |
| Parent | Heather Heacock | Gardens and DeZavala parent |

District Funding Summary

| 211 - Title 1 A - Economically Disadvantaged Stude | | | | | |
|---|------------------|-----------------|---------------------------------------|-------------------------|----------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 13 | 13 | Behavioral Specialist | | \$0.00 |
| 4 | 1 | 2 | District Parent Coordinator | | \$0.00 |
| 4 | 1 | 6 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| State Compensatory Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 20 | Orientation program-smooth transition | 199.11.823.024.696.6118 | \$85,000.00 |
| 1 | 4 | 5 | At risk readers | 199.11.823.024.905.6112 | \$100.00 |
| 1 | 4 | 5 | At risk readers | 199.13.823.024.905.6118 | \$1,000.00 |
| 1 | 4 | 5 | At risk readers | 199.11.823.024.905.6141 | \$3.00 |
| 1 | 4 | 5 | At risk readers | 199.13.823.024.905.6141 | \$20.00 |
| 1 | 4 | 5 | At risk readers | 199.13.823.024.905.6146 | \$40.00 |
| 1 | 4 | 5 | At risk readers | 199.11.823.024.905.6329 | \$12,000.00 |
| 1 | 4 | 5 | At risk readers | 199.13.823.024.905.6329 | \$225.00 |
| 1 | 4 | 5 | At risk readers | 199.11.823.024.905.6339 | \$8,000.00 |
| 1 | 4 | 5 | At risk readers | 199.13.823.024.905.6396 | \$700.00 |
| 1 | 4 | 5 | At risk readers | 199.11.823.024.905.6399 | \$9,635.00 |
| 1 | 4 | 5 | At risk readers | 199.13.823.024.905.6411 | \$3,200.00 |
| 1 | 4 | 5 | At risk readers | 199.13.823.024.905.6495 | \$400.00 |
| 1 | 4 | 5 | At risk readers | 199.13.823.024.905.6497 | \$250.00 |
| 1 | 4 | 5 | At risk readers | 199.13.823.024.905.6291 | \$8,000.00 |
| 1 | 6 | 8 | Extended year | 199.11.699.024.699.6118 | \$1,765,000.00 |
| 1 | 6 | 8 | Extended year | 199.11.823.024.698.6118 | \$620,000.00 |
| 1 | 6 | 14 | Behavior response | 199.13.824.024.824.6411 | \$3,000.00 |

| | | | | | |
|--------------------|---|---|--------------------------|-------------------------|----------------|
| 1 | 8 | 1 | Bahavior intervention | 199.13.824.024.824.6399 | \$5,000.00 |
| 1 | 8 | 2 | Behavior management | 199.13.824.024.824.6249 | \$2,000.00 |
| 2 | 2 | 1 | Community School Program | | \$590,222.00 |
| 3 | 1 | 4 | ATCP | 199.13.882.024.882.6118 | \$139,372.00 |
| 4 | 1 | 4 | Dyslexia | 199.13.823.024.905.6399 | \$1,000.00 |
| 4 | 1 | 4 | Dyslexia | 199.13.823.024.905.6499 | \$150.00 |
| 4 | 1 | 4 | Dyslexia | 199.13.823.024.905.6291 | \$4,800.00 |
| Sub-Total | | | | | \$3,259,117.00 |
| Grand Total | | | | | \$3,259,117.00 |