

Pasadena Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Board Approval Date: January 23, 2018
Public Presentation Date: January 23, 2018

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.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

Table of Contents

Comprehensive Needs Assessment	6
Demographics	6
Student Achievement	7
District Culture and Climate	13
Staff Quality, Recruitment, and Retention	14
Curriculum, Instruction, and Assessment	15
Parent and Community Engagement	16
District Context and Organization	17
Technology	18
Comprehensive Needs Assessment Data Documentation	20
Goals	23
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.	23
Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.	46
Goal 3: We will actively recruit, develop, and retain a highly qualified staff.	53
Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.	54
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.	56
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.	60
System Safeguard Strategies	61
State Compensatory	65
Budget for District Improvement Plan:	65
Title I Components	68
Schoolwide Program Plan	68
Ten Schoolwide Components	68
1: Comprehensive Needs Assessment	68
2: Schoolwide Reform Strategies	68
3: Instruction by highly qualified professional teachers	68
4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff	68
5: Strategies to attract highly qualified teachers	68

6: Strategies to increase parental involvement	68
7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs	68
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	68
9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards	68
10: Coordination and integration of federal, state and local services and programs	68
Title I Component Personnel	69
Plan Notes	70
District Education Improvement Committee	72
District Funding Summary	77

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

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

TEXAS EDUCATION AGENCY

2017 Index 1: Student Achievement Data Table

PASADENA ISD (101917)

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
-----------------	---------------------	----------	-------	--------------------	-------	---------------------	-------------------------	---------------	----------------	-----

2017 STAAR Performance

All Subjects

Percent of Tests											
% Approcahes Grade Level Standard	77%	66%	72%	79%	75%	91%	65%	80%	39%	77%	59%
Number of Tests											
# Approaches Grade Level Standard	66,282	4,498	54,599	4,051	81	2,526	34	493	3,876	51,314	14,443
Total Tests	91,458	6,821	75,916	5,159	108	2,787	52	615	10,036	72,694	24,596

Reading											
Percent of Tests											
% Approcahes Grade Level Standard	67%	61%	67%	75%	66%	86%	60%	76%	60%	65%	51%
Number of Tests											
# Approaches Grade Level Standard	23,889	610	19,678	1,477	27	907	12	178	1,184	18,435	5,001
Total Tests	35,522	2,640	29,571	4,963	41	1,054	20	233	3,947	28,230	9,743

Mathematics											
Percent of Tests											
% Approcahes Grade Level Standard	77%	70%	77%	82%	84%	96%	71%	84%	47%	76%	70%
Number of Tests											
# Approaches Grade Level Standard	21,624	1,461	17,907	1,309	27	748	10	162	1,480	17,094	5,871
Total Tests	27,910	2,096	23,198	1,595	32	783	14	192	3,135	22,499	8,366

Writing											
Percent of Tests											
% Approcahes Grade Level Standard	66%	62%	66%	71%	83%	90%*		76%	29%	64%	57%
Number of Tests											
# Approaches Grade Level Standard	5,291	361	4,346	313 **		220 *	42	218		4,150	1,503
Total Tests	7,961	583	6,625	442 **		244 *	55	754		6,483	2,622

Science

Percent of Tests

% Approaches Grade Level Standard	76%	70%	75%	82%	76%	92%	83%	81%	44%	74%	54%
-----------------------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Number of Tests

# Approaches Grade Level Standard	9,300	633	7,631	580	13	373	5 ⁶⁵	634	7,126	1,481
-----------------------------------	-------	-----	-------	-----	----	-----	-----------------	-----	-------	-------

Total Tests	12,240	909	10,118	706	17	404	6 ⁸⁰	1,457	9,625	2,720
-------------	--------	-----	--------	-----	----	-----	-----------------	-------	-------	-------

Social Studies

Percent of Tests

% Approaches Grade Level Standard	79%	73%	79%	82%	75%	92%*		84%	48%	77%	51%
-----------------------------------	-----	-----	-----	-----	-----	------	--	-----	-----	-----	-----

Number of Tests

# Approaches Grade Level Standard	6,178	433	5,037	372 **		278 *	46	360	4,509	587
-----------------------------------	-------	-----	-------	--------	--	-------	----	-----	-------	-----

Total Tests	7,825	593	6,404	453 **		302 *	55	743	5,857	1,145
-------------	-------	-----	-------	--------	--	-------	----	-----	-------	-------

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size). -

Indicates there are no students in the group.

n/a Indicates the student group is not applicable to Index 4.

TEXAS EDUCATION AGENCY

2017 Index 4: Postsecondary Readiness Data Table

PASADENA ISD (101917)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
2017 STAAR Meets Grade Level										
% Meets Grade Level Standard	42%	33%	41%	52%	43%	78%	50%	51%	n/a	n/a
# Meets Grade Level Standard	14,243	855	11,375	1,053	17	806	10	127	n/a	n/a
Total Students Tested	33,791	2,586	27,850	2,008	40	1,039	20	248	n/a	n/a

4-Year Graduation Rate (Gr
9-12): Class of 2016

% Graduated	90.90%	90.50%	90.70%	88.80%	88.90%	97.70%*		100.00%	79.50%	84.10%
# Graduated	3,279	238	2,629	246	**	130	*	25	182	313
Total in Class	3,609	263	2,899	277	**	133	*	25	229	372

5-Year Extended Graduation
Rate (Gr 9-12): Class of
2015

% Graduated	92.20%	89.50%	92.70%	89.10%	*	94.60%*		88.90%	87.00%	85.80%
# Graduated	3,132	239	2,522	245	*	106	*	16	207	266
Total in Class	3,397	267	2,721	275	*	112	*	18	238	310

Annual Dropout Rate (Gr 9-
12): SY 2015-2016

% Dropped Out	1.80%	2.80%	1.60%	2.70%	0.00%	0.90%	0.00%	1.00%	2.50%	3.80%
# Dropped Out	300	38	225	31	0	5	0	1	38	76
# of Students	16,838	1,354	13,647	1,131	30	563	13	100	1,528	2,006

Longitudinal RHSP/DAP
Graduates: Class of 2016

% RHSP/DAP Graduates	82.20%	75.60%	82.20%	83.30%	62.50%	93.80%*		88.00%	n/a	n/a
# RHSP/DAP Graduates	2,696	180	2,161	205	**	122	*	22	n/a	n/a
# of Graduates	3,278	238	2,628	246	**	130	*	25	n/a	n/a

Longitudinal
RHSP/DAP/FHSP-E/FHSP-
DLA Graduates: Class of
2016

% RHSP/DAP/FHSP- E/FHSP-DLA Graduates	82.20%	75.60%	82.20%	83.30%	62.50%	93.80%*		88.00%	n/a	n/a
# RHSP/DAP/FHSP- E/FHSP-DLA Graduates	2,696	180	2,161	205	**	122	*	22	n/a	n/a
# of Graduates	3,279	238	2,629	246	**	130	*	25	n/a	n/a

Annual RHSP/DAP Graduates: SY 2015-16

% RHSP/DAP Graduates	80.20%	72.90%	80.20%	81.30%	62.50%	93.10%*	84.60%	n/a	n/a
# RHSP/DAP Graduates	2,723	183	2,185	205	**	122	*	22	n/a
# of Graduates	3,395	251	2,724	252	**	131	*	26	n/a

Annual RHSP/DAP/FHSP-E/FHSP-DLA Graduates:

SY 2015-16

% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	80.20%	72.90%	80.20%	81.30%	62.50%	93.10%*	84.60%	n/a	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	2,723	183	2,185	205	5	122	*	22	n/a
# of Graduates	3,396	251	2,725	252	8	131	*	26	n/a

College and Career Readiness: SY 2015-16

% College and Career Ready Graduates	58.80%	43.80%	58.60%	65.50%	37.50%	81.70%*	65.40%	n/a	n/a
# College and Career Ready Graduates	1,998	110	1,596	165	**	107	*	17	n/a
# of Graduates	3,396	251	2,725	252	**	131	*	26	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size). - Indicates there are no students in the group.

n/a Indicates the student group is not applicable to Index 4.

Student Achievement Strengths

Assessments in Which District Met or Exceeded State Performance

Accountability Rating

Met Standard

Met Standards on
- Student Achievement

Did Not Meet Standards on
- NONE

- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

In 2017, 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.

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

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

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

Parent and Community Engagement

Parent and Community Engagement 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

Parent and Community Engagement 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

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

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
- 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

Problem Statements Identifying Technology Needs

Problem Statement 1: Need technology competency program for all stakeholders

Problem Statement 2: Timelier technology refresh plan

Problem Statement 3: Expand online programs and initiatives

Problem Statement 4: Complete the 21st Century Classroom Project

Problem Statement 5: Increase student access to technological devices

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 2017-2018, 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.









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

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
System Safeguard Strategy 1) 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.			
System Safeguard Strategy 2) 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			
	Funding Sources: State Compensatory Funds - 665000.00				
3) 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.			
4) Integrate relevant literacy skills across all content areas. [SG: Performance ELL SS]	Hickman	Curriculum documents in Eduphoria. Walkthrough data.			

System Safeguard Strategy 5) 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.			
6) 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.			
7) Provide on-line databases, ebooks, books, and other resources for specific TEKS.	Rippy	Use of department budgeted funds.			
8) Provide staff development on utilization of on-line databases and resources.	Rippy	Staff Development Catalogue in Eduphoria and Sign in sheets.			
9) 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)			
10) 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.			
System Safeguard Strategy 11) 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.			
System Safeguard Strategy 12) Utilize a walk through checklist to monitor implementation of instructional strategies. [1.4.3] [SG: Performance All]	Hickman	District walkthrough form on Eduphoria.			
System Safeguard Strategy 13) 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.			
14) 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.			
System Safeguard Strategy 15) Implement Sheltered Instruction Observation Protocol (SIOP) Training on additional campuses. [Performance: SpEd Writing/ELL Writing]	Harrell	Sign in sheets, Walkthrough Observations			







16) 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			
17) Implement orientation program for smooth transition between schools.	Hickman	Program evaluation, feedback			
	Funding Sources: State Compensatory Funds - 90000.00				
18) 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 2017-2018, 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	Monitor	Strategy's Expected Result/Impact	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]	Summers	Data Heat Maps provided in all content areas and for all grade levels.			
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			
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.			
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.			
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.			
System Safeguard Strategy 6) 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 2017-2018, 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:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) 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.			
2) 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.			
3) 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.			
4) Train campus administrators in establishing and supporting PLCs on their campus.	Jones	Staff Development Agendas and Sign in Sheets.			
5) 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.			
6) Establish a district wide model for PLCs. [1.9.1]	Jones	PLC Written Plan			
 = 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 2018, 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 Reading Inventory Assessments.

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

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math.











Strategy Description	Monitor	Strategy's Expected Result/Impact	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.			
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.	E. Garza	Records of the campus distribution of Student Accommodation Sheets.			
Funding Sources: State Compensatory Funds - 11175.00					
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.			
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]	E. Garza	Staff Development Catalog, Meeting and Training Agendas and Sign in Sheets.			
Funding Sources: State Compensatory Funds - 15975.00					
 = 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 2017-2018, 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, 70% scoring Masters Grade Level Performance 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	Monitor	Strategy's Expected Result/Impact	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.	Khan	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]	Khan	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			
System Safeguard Strategy 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, social studies, science and English teacher in grades 6 - 11 with access to AP Institute and Laying the Foundation Summer Institute.	Sermas	Registration Forms			
9) Provide all Pre-AP/AP teachers with four training sessions annually.	Sermas	Training Calendar, Staff Development Catalog, Sign in Sheets.			
10) Administer the PSAT/NMSQT to all 9th - 11th grade students through yearly and the PSAT to all 8th graders.	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:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
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			
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]	Garza	RTI; student grades			
Funding Sources: State Compensatory Funds - 4775.00					
3) Ensure the implementation of 504 accommodations for eligible students.	Garza	Campus Reviews; 504 students' grades			
Funding Sources: State Compensatory Funds - 16773.00					
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]	Garza Barrett	AWARE Reports, IAT Agendas, Data Meeting Agendas.			
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			
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			

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			✓
System Safeguard Strategy 8) Provide intervention services through intervention and extended year programs incorporating TEKS requirements based on current year data. [SG: Performance All]	Hickman	Standardized district extended year curriculum and assessments.			✓
	Funding Sources: State Compensatory Funds - 2340100.00				
System Safeguard Strategy 9) Provide additional and individualized support to parents of at-risk students. [SG: Performance All/Fed Graduation Rates]	Gallegos	Logs, Agendas, and Sign in Sheets			🟡
System Safeguard Strategy 10) Communicate alternative education opportunities for students at risk of dropping out which include Tegeler, Community School and Virtual School. [SG: Fed Graduation Rates]	K. McCarley	Student handbook and Program brochures.	🟡	🟡	✓
System Safeguard Strategy 11) 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]	Harrell	Transition plan documentation			✓
 = 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 7: During 2017-2018, 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:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
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			
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			
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.	Caballero	AWARE Data, Student Schedules			
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			
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			
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 2017-2018 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
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 - 0.00				
2) Provide or coordinate training that prevents or addresses bullying (Conscious Discipline, Restorative Practices, Mediation and Conflict Resolution) for students and staff under the direction of the District's Behavior Response Team (BRT). 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).	Rodriguez	Staff Development Calendar, Sign in sheets			



3) 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.	Kenemer	Sign in sheets, Surveys, Online training documentation			✓
4) 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. 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			✓
5) 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			✓
6) Utilize the Excel Academy for academic needs of JJAEP students.	Stallings	Report Cards			✓
7) Expand volunteer staff development opportunities for CPR training and responding to classroom emergencies.	Massey	Eduphoria Survey			✓
8) 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 2018, 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	Monitor	Strategy's Expected Result/Impact	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.	MacNeish	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	MacNeish	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	MacNeish	Review School Health Index action steps Active Life Movement monitoring report	✓	✓	✓
4) Provide Fitnessgram Data for instructional planning	MacNeish	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.	MacNeish	Meeting Documentation, Campus Plans developed	✓	✓	✓
6) Provide Parent Education Opportunities for coordinated school health at each campus	MacNeish	Meeting Agendas and Sign in Sheets			
7) Implement a District Wellness Policy	MacNeish	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: During 2017-2018 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) 10: Completion of revised Grading Policy

Summative Evaluation 10:






Strategy Description	Monitor	Strategy's Expected Result/Impact	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.			
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.			
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 11: During 2017-2018, increase the district's attendance rate to 96% or above for all students.

Evaluation Data Source(s) 11: AEIS Report, Attendance Data

Summative Evaluation 11:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
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			✓
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			✓
System Safeguard Strategy 3) Implementation of Drop Out Recovery Grant strategies. [SG: Fed Graduation Rate]	Swan	Number of Graduates served by the grant			✓
4) 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 12: By August, 2018, 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) 12: District Special Education Guidelines, Inservice by Special Education Department to district staff, ARD paperwork

Summative Evaluation 12:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA 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.			
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.			
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 Alt 2 (ie., PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Alt 2 participation 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 STAAR Alt 2 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.			
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]	Barrett	Staff Development, agendas, sign in sheets, survey results			














System Safeguard Strategy 14) Implement Sheltered Instruction Observation Protocol (SIOP) training at campuses.[SG: Performance All]	S. Harrell	Classroom walk-throughs, sign in sheets			
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 13: Student and teacher access to technology will increase across PISD according to the District Technology Plan.

Evaluation Data Source(s) 13: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation 13:

Strategy Description	Monitor	Strategy's Expected Result/Impact	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 TTESS, Professional Development (reports from PD management software), Pasadena Technology Competency, Teacher and Campus S'Tar Chart, Blended online courses, Lesson Plans (curriculum management application)			
9) Implement a seamless integration of technology through implementation ready model lessons.	Allen	Lesson utilization			

10) Increase the integration of technology into instruction, curriculum and assessment, PK-12 as outlined in the District Technology Plan.	Vallet-McWilliams	Teacher TTESS, Professional Development (reports from PD management software), Pasadena Technology Competency, Teacher and Campus STaR Chart, Blended online courses, Lesson Plans (curriculum management application)			
 = 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 2017-2018, 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:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	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			
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 and spread awareness of the courses offered [2.3.1]	Benner	Virtual Education Needs Assessment Survey, Pasadena Virtual School Flyer			
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			
System Safeguard Strategy 6) Investigate scheduling options available to campuses. [2.8.1] [SG: Fed Grad Rate]	Hickman	Committee Sign In Sheets, Agenda			
System Safeguard Strategy 7) 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			
System Safeguard Strategy 8) Provide a more flexible and personal learning environment. [SG: Fed Grad Rate]	Allen	Gates Grant, Race to the Top			

System Safeguard Strategy 9) Provide free home internet access for all students. [SG: Performance All/Fed Grad Rate]	Allen	Procedure development, Usage of service			
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>					








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

Evaluation Data Source(s) 2: Four Year Plans, Counselor Documentation

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	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, College Now]	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 opportunities for students to complete TSI requirements for college readiness and admissions.	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.	Metcalfe	Attendance at Campus activities, flyers, mail-outs, website postings			
System Safeguard Strategy 6) 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			✓
7) 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			✓
System Safeguard Strategy 8) Maintain Personal Graduation Plans for students in grades 6 - 12. [PBM][SG: Fed Grad Rates]	Hickman	PGP plans in Mizuni			✓
9) Establish college and career promotion campaigns on each campus in grades K - 12, including promotion of CTE pathways [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 3: During 2017-2018, counselor's roles will be reorganized to effectively meet the needs of all students as evidenced by a restructured schedule.

Evaluation Data Source(s) 3: Counselor Role Reorganization, Implementation Schedule

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	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			
2) 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			
3) Train all counselors on the ASCA Guidance and Counseling Model and Texas Model for comprehensive school counseling program. [3.3.8]	K. McCarley	Sign in Sheets			
4) 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 4: By May 2018, 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) 4: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation 4:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	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]	Hagar	Records of test administration, flyers, mail-outs to parents, report dissemination			
System Safeguard Strategy 2) Administer Grade 7/8 aptitude and interest test and share with school counselors. (Kuder). [P16] [SG: Fed Grad Rate]	Hagar	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]	Hagar	Training agendas, handouts, sign-in sheets			
4) Provide opportunities for specialized professional development for teachers in licensures and certifications for CTE program.	Hagar	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]	Hagar	Video presentation, campus schedules			
7) Provide internship/externship opportunities for parents and students to investigate Apprenticeship programs. [P16]	Hagar	Meeting agendas, employment records, campus activities			
8) Provide opportunities for parents and students to investigate Apprenticeship programs. [P16]	Hagar	Meeting agendas, flyers, mail-outs, campus activities			
9) Provide general counseling opportunities and support struggling students. [PBM]	K. McCarley	Counselor records, student schedules, campus activities			
10) CTE Director will offer labor market information for post-graduation employment in pathways offered in Pasadena.	Hagar	Campus activities, flyers, mail-outs			










11) Market and promote CTE Pathway programs.	Hagar	Campus activities, flyers, mail-outs, assemblies			
 = 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, 2018, 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Provide support and staff development opportunities to increase skills in building relationships.	S. Harrell	Eduphoria			
2) 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 - 150202.00					
3) Provide Dual Language training opportunities for campus staff.	S. Harrell	Eduphoria, Sign In Sheets			
4) Provide supplemental materials and supplies for dual language teachers.	S. Harrell	Documentation that supplemental materials are utilized in classrooms			
 = 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 2018, 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
System Safeguard Strategy 1) Include parent education component in high school orientation programs. [SG: Fed grad Rate]	Gallegos	Participation rates, Orientation agenda			
System Safeguard Strategy 2) Provide parent education at all campuses on various topics. [SG: Fed Grad Rate]	Gallegos	Parent Logs			
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			
System Safeguard Strategy 4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. [SG: Fed Grad Rate]	Garza	Participation rates, Survey Results			
Funding Sources: State Compensatory Funds - 700.00					
System Safeguard Strategy 5) 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			
System Safeguard Strategy 6) 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 2017-2018 by a 5% expansion in partnerships and enhanced communication.

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

Summative Evaluation 2:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
System Safeguard Strategy					
1) Expand the "Walk for Success" to involve school, business, and community in dropout prevention. [SG: Fed Grad Rate]	T. McCarley	Reduction in drop out rates, number of student contacts made			
2) 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			
3) 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			
4) 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			
5) 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			
6) Develop a marketing plan for business and community partners. [6.3.2; 5.1.2]	Del Barrio	Implementation of Marketing Plan			
 = 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 2017-2018 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
System Safeguard Strategy 1) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. [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 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.			
System Safeguard Strategy 4) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. [SG: Performance All]	Rodriguez	Professional Development Catalog, Training Agendas, and Sign in Sheets.			
5) Utilize JJAEP Excel Academy for academic needs of students assigned to JJAEP.	Stallings	Report Cards			
Funding Sources: State Compensatory Funds - 100000.00					
 = 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 2018 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Suicide prevention training provided to Counselors with a focus on how to utilize screening tool, 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 in Counselor OneNote.	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: By June 2018, the district will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Source(s) 3:

Summative Evaluation 3:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	June
1) Provide ongoing training to campus Medical Emergency Response Teams. (MERT)	Weisedel	Provide response to medical crisis on campus involving cardiac, seizure, and first aid.			
2) Provide opportunities for employees to be trained in personal safety.	T. 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 4: By June 2018, establish programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	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				
 = 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.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	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	2	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	5	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	11	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	12	Utilize a walk through checklist to monitor implementation of instructional strategies. [1.4.3] [SG: Performance All]
1	1	13	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 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	6	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	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]

Goal	Objective	Strategy	Description
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	9	Provide additional and individualized support to parents of at-risk students. [SG: Performance All/Fed Graduation Rates]
1	6	10	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	11	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]
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]

Goal	Objective	Strategy	Description
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	10	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	10	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	11	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	11	2	Investigate actions to support campuses in improving attendance rates. (Truancy Prevention Plan) [SG: Federal Graduation Rate]
1	11	3	Implementation of Drop Out Recovery Grant strategies. [SG: Fed Graduation Rate]
1	12	3	Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. [SG:ELL SS]
1	12	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 Alt 2 (ie.,PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Alt 2 participation forms. [SG: Federal Limit Alt Assessments]
1	12	9	Campuses will follow district procedures in addressing Transition requirements for students with disabilities. [SG: Fed Grad Rate]
1	12	14	Implement Sheltered Instruction Observation Protocol (SIOP) training at campuses.[SG: Performance All]
1	12	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	6	Investigate scheduling options available to campuses. [2.8.1] [SG: Fed Grad Rate]
2	1	7	Hold two vertical planning meetings during the school year to strengthen content alignment. [2.8.2] [SG: Performance A;;]
2	1	8	Provide a more flexible and personal learning environment. [SG: Fed Grad Rate]

Goal	Objective	Strategy	Description
2	1	9	Provide free home internet access for all students. [SG: Performance All/Fed Grad Rate]
2	2	6	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	2	8	Maintain Personal Graduation Plans for students in grades 6 - 12. [PBM][SG: Fed Grad Rates)
2	4	2	Administer Grade 7/8 aptitude and interest test and share with school counselors. (Kuder). [P16] [SG: Fed Grad Rate]
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	5	Encourage and provide parent workshops at individual campuses regarding reading with children, online resources and ebooks. [SG: Performance: ELL SS]
4	1	6	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]
5	1	1	Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. [SG: Performance All]
5	1	4	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	\$90,000.00
199.11.823.024.698.6118.0000	6118 Extra Duty Stipend - Locally Defined	\$575,000.00
199.13.823.024.905.6118.0000	6118 Extra Duty Stipend - Locally Defined	\$500.00
199.13.882.024.882.6118.0000	6118 Extra Duty Stipend - Locally Defined	\$138,252.00
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
199.13.882.024.882.6141.0000	6141 Social Security/Medicare	\$11,950.00
199.51.197.028.000.6142.0000	6142 Group Health and Life Insurance	\$5,890.00
199.11.197.028.000.6146.0000	6146 Teacher Retirement/TRS Care	\$30,978.00
199.11.197.028.197.6146.0000	6146 Teacher Retirement/TRS Care	\$1,000.00
199.13.823.024.905.6146.0000	6146 Teacher Retirement/TRS Care	\$40.00
199.23.197.028.000.6146.0000	6146 Teacher Retirement/TRS Care	\$8,134.00
199.31.197.028.000.6146.0000	6146 Teacher Retirement/TRS Care	\$2,035.00
199.51.197.028.000.6146.0000	6146 Teacher Retirement/TRS Care	\$1,325.00
6100 Subtotal:		\$2,630,227.00
6200 Professional and Contracted Services		
199.13.197.028.197.6219.0000	6219 Professional Services	\$500.00
199.13.823.024.905.6219.0000	6219 Professional Services	\$500.00

199.95.012.028.012.6223.0000	6223 Student Tuition - Other Than Public Schools	\$100,000.00
199.11.197.028.197.6249.0000	6249 Contracted Maintenance & Repair	\$6,896.00
199.13.824.024.824.6249.0000	6249 Contracted Maintenance & Repair	\$2,000.00
199.51.197.028.197.6256.0000	6256 Telephone - Locally Defined	\$1,200.00
199.13.823.024.905.6291.0000	6291 Consulting Services	\$11,900.00
6200 Subtotal:		\$122,996.00
6300 Supplies and Services		
199.51.197.028.197.6316.0000	6316 Supplies - Custodial - Locally Defined	\$4,300.00
199.11.197.028.197.6329.0000	6329 Reading Materials	\$3,875.00
199.11.823.024.905.6329.0000	6329 Reading Materials	\$12,000.00
199.13.823.024.905.6329.0000	6329 Reading Materials	\$1,000.00
199.23.197.028.197.6329.0000	6329 Reading Materials	\$600.00
199.11.823.024.905.6339.0000	6339 Testing Materials	\$8,000.00
199.11.197.028.197.6396.0000	6396 Supplies and Materials - Locally Defined	\$4,850.00
199.11.699.024.695.6396.0000	6396 Supplies and Materials - Locally Defined	\$100.00
199.13.823.024.905.6396.0000	6396 Supplies and Materials - Locally Defined	\$700.00
199.23.197.028.197.6396.0000	6396 Supplies and Materials - Locally Defined	\$1,000.00
199.31.197.028.197.6396.0000	6396 Supplies and Materials - Locally Defined	\$200.00
199.11.197.028.197.6397.0000	6397 Other Equipment - Locally Defined	\$1,000.00
199.11.197.028.197.6398.0000	6398 Computer Supplies/Software - Locally Defined	\$4,249.00
199.23.197.028.197.6398.0000	6398 Computer Supplies/Software - Locally Defined	\$1,459.00
199.11.197.028.197.6399.0000	6399 General Supplies	\$5,055.00
199.11.823.024.905.6399.0000	6399 General Supplies	\$9,635.00
199.13.197.028.197.6399.0000	6399 General Supplies	\$500.00
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
199.23.197.028.197.6399.0000	6399 General Supplies	\$3,500.00

199.31.197.028.197.6399.0000	6399 General Supplies	\$215.00
199.33.197.028.197.6399.0000	6399 General Supplies	\$500.00
199.61.197.028.197.6399.0000	6399 General Supplies	\$130.00
6300 Subtotal:		\$68,868.00
6400 Other Operating Costs		
199.13.823.024.905.6411.0000	6411 Employee Travel	\$3,200.00
199.13.824.024.824.6411.0000	6411 Employee Travel	\$1,000.00
199.13.823.024.905.6495.0000	6495 Membership Fees	\$400.00
199.23.197.028.197.6495.0000	6495 Membership Fees	\$375.00
199.23.197.028.197.6497.0000	6497 Fees - Locally Defined	\$650.00
199.31.197.028.197.6497.0000	6497 Fees - Locally Defined	\$75.00
199.11.197.028.197.6497.0000	6497 Fees - Locally Defined	\$1,500.00
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
199.23.197.028.197.6499.0000	6499 Miscellaneous Operating Costs	\$3,000.00
6400 Subtotal:		\$10,600.00

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 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**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**

Title I Component Personnel

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

Plan Notes

January 24, 2018 - DEC Meeting - Needs Assessment for DIP, Problem Statements, Root Causes

2016-2017 DEC meetings

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
Community Representative	Carolina Turrubiates	ABC Dental
Community Representative	David Cooper	Pasadena South Rotary
Community Representative	Maria Elena Zavala	ABC Dental
Parent	Edie Cantu	Miller Parent
Parent	Jennifer Jackson	Fisher Parent
Parent	Edissa Canales	Parent of Former Student
Administrator	Bradley Luster	South Houston Intermediate
Administrator	Candy Howard	South Belt Elementary
Administrator	Diane Phelan	Keller Middle School
Administrator	Diane Wheeler	Melillo Middle School
Administrator	Edgar Lopez	Kruse Elementary
Administrator	Mark Hobson	Tegeler
Administrator	Jennifer Barnes	Garfield Elementary
Administrator	Jennifer Stewart	Pasadena High School
Administrator	Melissa Allen	Thompson Intermediate
Administrator	Melissa Garza	DeZavala Middle School
Administrator	Robin Cate	Morris Middle School
Administrator	Stephen Harding	Pomeroy Elementary
Administrator	Tanis Griffin	Bondy Intermediate
Administrator	Tara Merida	Meador Elementary
Administrator	Tonie Noise	Dobie High School
Administrator	Yolanda Rios	San Jacinto Intermediate
District-level Professional	Alyta Harrell	Associate Supt. Campus Development
District-level Professional	Angela Stallings	Associate Supt. Campus Development
District-level Professional	Arthur Allen	Chief Technology Officer

District-level Professional	Arturo Del Barrio	Director of Communications
District-level Professional	Barbara Fuqua	Associate Supt Accountability & Compliance
District-level Professional	DeeAnn Powell	Superintendent
District-level Professional	Gloria Gallegos	Associate Supt Special Programs
District-level Professional	Karen Hickman	Deputy Supt Academic Achievement
District-level Professional	Keith Palmer	Associate Supt Human Resources
District-level Professional	Kevin Fornof	Associate Supt Facilities & Construction
District-level Professional	Steve Fullen	Associate Supt Campus Development
District-level Professional	Troy McCarley	Associate Supt Special Programs
District-level Professional	Traci Goodwin	Director of Professional Development and Events
District-level Professional	Rhonda Parmer	Associate Supt Campus Development
District-level Professional	John Piscacek	Associate Supt Business & Finance
District-level Professional	Jodie Kennemer	General Counsel
District-level Professional	Donna Summers	Director Research & Evaluation
District-level Professional	Connie Doolin	Library Services Manager
Classroom Teacher	Kathie Teuscher	Atkinson Elementary
Classroom Teacher	Beatriz Cox	Bailey Elementary
Classroom Teacher	Misty Goodrun	Burnett Elementary
Classroom Teacher	Gilberto Garza	Bush Elementary
Classroom Teacher	Annette Stubbs	Fisher Elementary
Classroom Teacher	Angie Oquin	Frazier Elementary
Classroom Teacher	Renita Toney	Freeman Elementary
Classroom Teacher	Tatiana Bravo	Gardens Elementary
Classroom Teacher	Jose Saenz	Garfield Elementary
Classroom Teacher	Alejandra Alcala	Genoa Elementary
Classroom Teacher	Wendy Sullivan	Golden Acres Elementary
Classroom Teacher	Gladys Elizondo	Hancock Elementary
Classroom Teacher	Jennifer Favier	Jensen Elementary

Classroom Teacher	Amanda Zaidan	Jessup Elementary
Classroom Teacher	Trish Russo	Kruse Elementary
Classroom Teacher	Melinda DeLeon	Matthys Elementary
Classroom Teacher	Kimberly Aubin	McMasters Elementary
Classroom Teacher	Heather Cline	Meador Elementary
Classroom Teacher	Bethanne Mullen	Moore Elementary
Classroom Teacher	Blanca Martinez	Morales Elementary
Classroom Teacher	Cynthia Herrera	Parks Elementary
Classroom Teacher	Kayla Pitts	Pearl Hall Elementary
Classroom Teacher	Veronica Santellanes	Pomeroy Elementary
Classroom Teacher	Monica Vega	Red Bluff Elementary
Classroom Teacher	Abel Diaz	Richey Elementary
Classroom Teacher	Julie Harberson	L F Smith Elementary
Classroom Teacher	Della Sells	Mae Smythe Elementary
Classroom Teacher	Cameron Dodson	South Belt Elementary
Classroom Teacher	Yolanda Francisco	South Houston Elementary
Classroom Teacher	Korie Isaguirre	South Shaver Elementary
Classroom Teacher	Jessica Rios	Sparks Elementary
Classroom Teacher	Cheryl Fox	Stuchbery Elementary
Classroom Teacher	Stephanie Peterson	Teague Elementary
Classroom Teacher	Kelly Friend	Turner Elementary
Classroom Teacher	Mindy Cantu	Williams Elementary
Classroom Teacher	Tamu James	Young Elementary
Classroom Teacher	Alfonso Vazquez	DeZavala Middle School
Classroom Teacher	Kim Dean	Keller Middle School
Classroom Teacher	Kimberly Melchor	Kendrick Middle School
Classroom Teacher	Tara Crum	Lomax Middle School
Classroom Teacher	Bridget Warren	Melillo Middle School

Classroom Teacher	Vicki Stewart	Milstead Middle School
Classroom Teacher	Katie Barnes	Morris Middle School
Classroom Teacher	Lashondra Evans	Roberts Middle School
Classroom Teacher	Danetta White	Schneider Middle School
Classroom Teacher	Michael Jones	Shaw Middle School
Classroom Teacher	Donna Curry-Ward	Sullivan Middle School
Classroom Teacher	LaMona Lemarr	Beverly Hills Intermediate
Classroom Teacher	Shelly Jaynes	Bondy Intermediate
Classroom Teacher	Gretchen Kent	Jackson Intermediate
Classroom Teacher	Manuel Romney	Miller Intermediate
Classroom Teacher	Kristie McKinney	Park View Intermediate
Classroom Teacher	Jarret Lamberth	Queens Intermediate
Classroom Teacher	Dale Dlouhy	San Jacinto Intermediate
Classroom Teacher	Tanya Keller	South Houston Intermediate
Classroom Teacher	Jacquelyn Trejo	Southmore Intermediate
Classroom Teacher	Pam Crawford	Thompson Intermediate
Classroom Teacher	Steven Mayo	Dobie High School
Classroom Teacher	Ann Dolbee	Pasadena High School
Classroom Teacher	Charles Canales	Pasadena Memorial High School
Classroom Teacher	Stacey White	Sam Rayburn High School
Classroom Teacher	Allison O'Brien	South Houston High School
Classroom Teacher	Amy Whalen	Lewis Career & Technical High School
Classroom Teacher	Tracy Brown	Community School
Classroom Teacher	Sheresa O'Keefe	Guidance Center
Classroom Teacher	Joe Zarate	The Summit
Classroom Teacher	David Janda	Tegeler Career Center

District Funding Summary

State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		199.11.823.024.696.6118	\$90,000.00
1	1	2		199.11.823.024.698.6118	\$575,000.00
1	1	17		199.11.823.024.696.6118	\$90,000.00
1	4	3	Dyslexia	199.11.823.024.905.6339	\$8,000.00
1	4	3	Dyslexia	199.13.823.024.905.6497	\$125.00
1	4	3	Dyslexia	199.13.823.024.905.6499	\$75.00
1	4	3	Dyslexia	199.13.823.024.905.6291	\$2,975.00
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	\$1,000.00
1	4	5	At risk readers	199.13.823.024.905.6291	\$2,975.00
1	6	2	Dyslexia	199.13.823.024.905.6291	\$2,975.00
1	6	2	At Risk Readers	199.13.823.024.905.6411	\$1,600.00
1	6	2	At Risk Readers	199.13.823.0924.905.6495	\$200.00
1	6	3	Dyslexia	199.11.823.024.905.6112	\$100.00
1	6	3	At Risk Readers	199.13.823.024.905.6118	\$500.00
1	6	3	At Risk Readers	199.11.823.024.905.6141	\$3.00
1	6	3	At Risk Readers	199.13.823.024.905.6141	\$20.00
1	6	3	Dyslexia	199.13.823.024.905.6146	\$40.00
1	6	3	At Risk Readers	199.13.823.024.905.6291	\$2,975.00
1	6	3	Dyslexia	199.13.823.024.905.6396	\$700.00
1	6	3	Dyslexia	199.11.823.024.905.6399	\$9,635.00
1	6	3	At Risk Readers	199.13.823.024.905.6399	\$1,000.00
1	6	3	At Risk Readers	199.13.823.024.905.6411	\$1,600.00
1	6	3	Dyslexia	199.13.823.024.905.6495	\$200.00

1	6	8	Extended year	199.11.699.024.699.6118	\$1,765,000.00
1	6	8	Extended year	199.11.699.024.695.6396	\$100.00
1	6	8	Extended day	199.11.823.024.698.6118	\$575,000.00
1	8	1	Bahavior intervention	199.13.824.024.824.6399	\$0.00
3	1	2	ATCP	199.13.882.024.882.6118	\$138,252.00
3	1	2	ATCP	199.13.882.024.882.6141	\$11,950.00
4	1	4	Dyslexia	199.13.823.024.905.6497	\$125.00
4	1	4	Dyslexia	199.13.823.024.905.6499	\$75.00
4	1	4	Dyslexia	199.13.823.024.905.6219	\$500.00
5	1	5	JJAEP		\$100,000.00
Sub-Total					\$3,394,700.00
Grand Total					\$3,394,700.00