

# Port Isabel Junior High School



## Port Isabel Junior High School Campus Improvement Plan 2018 -2019

**Board Approved:**  
**November 26, 2018**  
Updated: January 22, 2019

# Point Isabel ISD Mission Statement

*Point Isabel Independent School District in partnership with parents and the community, prepares skilled life – long learners to responsibly contribute to our global society.*

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

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

### **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

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

### **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

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

**Point Isabel Independent School District  
Board of Trustee  
2017-2018 Goals**

*Goal 1:* Educate and inspire productive citizens.

*Goal 2:* Operate with efficiency and integrity.

*Goal 3:* Cultivate and lead a community of excellence.

*Honor Tradition – Lead Innovation*

# Point Isabel ISD

## 2017-2018 Superintendent Goals

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### *Goal 1: Educate and inspire productive citizens*

- a. Based on NWEA Measures of Academic Progress (MAP) 80% of students in K – 11 grade will master their expected growth from the first administration to the final administration.
- b. Texas Education Agency post-secondary readiness indicator will increase 4%.
- c. Increase Student Engagement levels as measured by Youth Truth from 3.63 to 3.75 on a 5 point scale for grades 6 – 9.

### *Goal 2: Operate with efficiency and integrity*

- a. Implement sustainability plan for blended learning by redirecting budget funds from other programs in an amount of at least \$200,000 annually.
- b. Maintain superior rating on FIRST (Financial Integrity Rating System of Texas).

### *Goal 3: Cultivate and lead a community of excellence*

- a. Increase the number of students participating in off-site internships by 100%.
- b. PIISD will work with community partners to implement four community events related to the Healthier Texas Collaborative between the District and the University of Texas System. The program, “Its Time Texas” empowers Texas to lead healthier lives and build healthier communities.

# DISTRICT EDUCATION IMPROVEMENT COUNCIL MEMBERS

## Teachers:

Frances, Anne  
Gonzales, Dianna  
Gray, Colleen  
Harris, Leslie  
McIver, Tiffani  
Ochoa, Emily  
Pena, Cecilia  
Sanchez, Ana  
Swink, Renea  
Trevino, Zamaira

## Parents:

Curry, Gayle  
Lopez, Danielle  
Martinez, Ana  
Valerio, Seasunn

## Business & Community:

Guillot, Virginia  
Vann, Deborah

## Non-Teaching Professional:

Hernandez, Debbie  
Ramirez, Kirstie

## Principals:

Gonzalez, Nancy  
Roach, William  
Salinas, Reina  
Valdez, Maribel

## Others:

Holland, Ana

## District Non-Voting:

Pineda, Johnny  
Garcia, Lisa

# **PORT ISABEL JUNIOR HIGH SCHOOL**

## **CAMPUS SBDM MEMBERS**

**PARENT: MARIO TAMAYO**

**STAFF: COURTNEY HILL**

**NORA VALDEZ**

**LIZZIE GALVAN**

**JESSICA RODRIGUEZ**

**GILBERT RODRIGUEZ**

**ADRIANA ARREDONDO**

**RITA GARCIA**

**ANN FRANCIS**

**CHAIRPERSON: NANCY GONZALEZ, PRINCIPAL**

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

**SCHOOL YEAR: 2018-2019**

<p><b>Data Sources Reviewed: PEIMS data on enrollment, discipline data and DAEP reports, STAAR test analysis, Student Progress Measure Reports, TELPAS scores, PBMS reports, NWEA-MAP data, Teacher certification documentation, coaching feedback, parent involvement session sign-in sheets and evaluations, TNTP rubric, TNTP data, CA Group, technology inventory and student ratios, classroom observations, walk-throughs, and TTESS evaluations.</b></p>			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	Consistent population, 97% Hispanic, 9% White. Steady decrease in special education and migrant numbers.	Decrease number of Limited English Proficient (LEP) at the secondary level. Students not exiting LEP status before junior high. Addressing discrepancy between special population and all students in state assessments and academic growth. Drop in enrollment overall except for kindergarten and pre-kindergarten.	Closing the gap between special populations and all students (state and local accountability). Raising student achievement for students in special education and English as a Second Language (ESL). Reducing the number of at-risk population and increasing the number of gifted and talented students.
<b>Student Achievement</b>	Elementary and middle schools showing progress at the approaches level. Level III: Mastery performance at the elementary level remained stagnant. Implementation of NWEA-MAP progress monitoring showed gains for	Addressing the low achievement of special education and LEP students across the District. Address the needs of LEP students in the attainment of the English language. Level III – Mastery performance at the secondary level is lagging behind that of elementary.	Improve the performance of bilingual/ESL and special education students. Increase English attainment in three years according to TELPAS. Address the rigor of instruction to align with Texas Essential Knowledge and Skills (TEKS) and College Career Military Readiness Standards (CCMRS). Increase



	most students. Students benefited from the implementation of station rotation at the elementary level and Summit Learning at the secondary level.		the implementation of the station rotation model at the elementary level and Summit Learning at the secondary level, as well as the personalization of learning.
<b>School Culture and Climate</b>	Overall, students expressed an increased level of engagement with the implementation of blended learning. Student safety was addressed at all campuses.	Disproportionate number of special education and LEP students with discipline referrals. Lack of survey data from teachers.	Support the personalization of instruction across the District to aid in the reduction of discipline referrals for all students, specifically special education and LEP. Monitor and work proactively in the management of discipline across the district. Create additional support systems for LEP students and parents.
<b>Staff Quality/ Professional Development</b>	All teachers are certified to teach the courses offered. There is success in the support system offered by deans. A decreased teacher turnover rate compared to the State, which provides an average years of experience.	Ensure teacher refinement by monitoring implementation, continuous support, and professional development in the enhancement of instruction to ensure rigor, relevance, data driven instruction, and personalization.	Addressing the needs of new teachers to the district through the support of the deans and specialists especially for the implementation of Summit Learning and station rotation, as well as addressing closing the gap for at-risk, LEP, 504, and special education students. Professional development that is targeting rigor, relevance, personalization, and data driven instruction needs to be monitored for implementation and support.
<b>Curriculum, Instruction, Assessment</b>	The implementation of small group/workshops, personalized playlists, and data driven instruction yielded positive results on state assessments with a reduction of tutorials. Elementary students' goal setting with	Addressing the needs of secondary students in the areas of student engagement and academic rigor. Utilization of online resources needs to be increased. Addressing differentiation in lesson plans and implementation.	Expand the use of progress monitoring through NWEA-MAP and the personalization of instruction with the use of data. Increase the expansion of personalized learning to additional grade levels and subjects.

	NWEA-MAP data yielded growth in MAP.		
<b>Family and Community Involvement</b>	Parental involvement participation rates elementary campuses supercedes secondary rates. A cross-section of parents attend the various parental involvement sessions. The District and campuses utilize various social media and tangible forms of communication. The District provides multiple community events. ESL parent courses offered this school year.	While the participation at the elementary is higher, a need to increase participation rates remains at all campuses. A low number of parents participate in Parent Portal. There is a need for additional support to conduct home visits. An increase in parent interest is needed.	Increase the materials offered in Spanish. Increase enrollment in parent sessions, including ESL and nutrition classes. Additional support systems for home-school connections. Provide relevant parental involvement sessions to increase participation. Implement a parent survey to attain additional parent feedback.
<b>School Context and Organization</b>	Strong support system through DEIC, SHAC, LPAC, ARDC, and SBDM. Teachers are active participants in the assessment decisions.	Addressing the needs of secondary students in the areas of student engagement and academic rigor. Lack of parent involvement at the secondary campuses.	Provide opportunities for additional feedback from parents and community members.
<b>Technology</b>	Availability of various equipment, innovative instructional practices and support systems in place, such as blended learning, Summit Learning, technology integration specialists, increase in devices and coaching system. Broad amount of infrastructure to support online instruction.	Teachers' proficiency varies with a vast majority at the developing stage. The continuous need to evaluate the infrastructure for wireless capability. Necessity to increase parent and community involvement.	Provide additional and replenish equipment to support the expansion of personalized instruction. Continue coaching and support for integration of blended learning across the District. Increase communication with community and parents. Support developing teachers in the integration of technology; thus, building teacher proficiency rates and student ownership of learning.

**District Goal 1: Increase Student Achievement.**

**Objective 1: In the 2018-2019 school year, PIJH will increase Level III: Masters Grade Level Performance for all students from \_\_% to \_\_%.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. PIJH Teachers and administrators will engage in Data Driven Instruction (DDI) sessions to disaggregate formative and summative data to provide targeted instruction, interventions and/or workshops.	Teachers, Campus Administrators, Deans of Instruction, Blended Learning Integration Specialists	Local (199) Title I (211) RYHT BL Title IIA (255) GEAR UP (274)	August 2018 – June 2019 (every 3 weeks)	Sign-in Sheets, Tutorial Lesson Plans, Attendance Logs, Eduphoria, Grade Level and Department Meetings, Lesson Plans, Workshop Plans, Station-Rotation Groupings, Data walls, Data Driven Instruction and Data Driven Planning meetings,	Increase of projected growth attainment in NWEA-MAP, STAAR Scores, Report Card Grades, Simulated Assessments, ST Math	Simulated Assessments, STAAR Results, NWEA-MAP, Math, Weekly assessments, Rosetta Stone, ST Math
2. Based on the needs assessment, staff will provide additional support to address students' needs through reduced class size, instruction, personalized online pathways, mentoring, intensive interventions, and targeted workshops, such as: Summit Learning, readjusted groupings, tutorials, and pull out programs.	Teachers, Campus Administrators, Deans of Instruction, Blended Learning Integration Specialists	Title I (211) State Comp (199) Title II (255) RYHT BL GEAR UP (274)	August 2018 – June 2019	Lesson Plans, Signed Job Descriptions, Attendance Logs, Secondary Master Schedules, Tutoring Schedules, personalized pathways in online resources, station-rotation groupings	Increase of projected growth attainment in NWEA-MAP, STAAR Scores, Report Card Grades, Simulated Assessments,	Simulated Assessments, STAAR Results, NWEA-MAP, Weekly assessments, Rosetta Stone, ST Math
3. Provide before, during, and after school interventions to address the specific needs of all students,	Teachers, Campus Administrators, Deans of Instruction, Blended Learning Integration	Sp. Ed (244) Title III (263) Title I (211) State Comp (199) Local (199)	<b>September 2018 – June 2019</b>	Lesson Plans, Signed Job Descriptions, Attendance Logs,	Increase of projected growth attainment in NWEA- MAP, STAAR Scores, Report Card	Simulated Assessments, STAAR Results, NWEA-MAP, Weekly

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
specifically at-risk student populations.	Specialists, Contracted Service Staff	GEAR UP (274)		Secondary Master Schedules, Tutoring Schedules, personalized pathways in online resources, station-rotation groupings	Grades, Simulated Assessments,	assessments, Rosetta Stone, ST Math,
4. Deans of Instruction and Technology Integration Specialists will provide teachers with intensive instructional support to ensure students are provided rigorous and engaging instruction.	Campus Administrators, Deans of Instruction, Blended Learning Integration Specialists	Title I (211) State Comp (199) GEAR UP (274)	September 2018 – June 2019 (monthly and daily and weekly upon request)	Classroom Visit Logs, Professional Development, Sign-in Sheets, Teacher Conference Logs, Walk-throughs, Coaching Logs, Grade Level and Department Meetings	Increase of STAAR Scores, Report Card Grades, Simulated Assessments, TTESS data, Reflective Process Based on TTESS, Youth Truth Survey	Simulated Assessments, STAAR Results, NWEA-MAP, Weekly assessments, Rosetta Stone, ST Math
5. Scientifically research based resources will be utilized during classroom instruction to provide additional support to at-risk student populations, including special education and Limited English Proficient students, and will be evaluated for effectiveness.	Teachers, Campus Administrators, Deans of Instruction	Sp. Ed (244) Title III (263) Title I (211) State Comp (199) GEAR UP (274)	August 2018– June 2019	Lesson Plans, Sign-in Sheets, ST Math, Logs, Data, GoMath Logs, Imagine Math logs, NWEA-MAP data and Learn Smart Logs	Meet STAAR Meets/ Masters Levels	Simulated Assessments, STAAR Results, NWEA-MAP, Weekly assessments, Rosetta Stone, ST Math

**District Goal 1: Increase Student Achievement.**

**Objective 1: In the 2018-2019 school year, PIJH will increase Level III: Masters Grade Level Performance for all students from \_\_% to \_\_%.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
6. Monitor student progress (RTI/SRT) in reading and math (progress monitoring).	Teachers, Campus Administrators, Deans of Instruction	Sp. Ed (244) Title III (263) Title I (211) RYHT BL 199 (State Comp) GEAR UP (274)	September 2018 – June 2019 (teachers assess for mastery of taught skills daily; checking for understanding is built into instruction)	ESPED, NWEA-MAP logs, personalized learning platform and Reports, Meeting Agendas and Sign-in Sheets	Meet STAAR Meets/ Masters Levels, NWEA-MAP growth measures	Simulated Assessments, STAAR Results, NWEA-MAP, Weekly assessments, Rosetta Stone, ST Math
7. Provide modified schedules of instruction as a form of intervention for students struggling in different academic areas, such as: an accelerated block, targeted workshops, additional core content area courses and/or a pull-out program.	Teachers, Campus Administrators, Deans of Instruction	Title I (211) State Comp (199) RYHT BL GEAR UP (274)	August 2018 – June 2019	Revised Schedules and Teacher’s Lesson Plans	Meet STAAR Meets/ Masters Levels	Simulated Assessments, STAAR Results, NWEA-MAP, Weekly assessments, Rosetta Stone, ST Math,

**District Goal 1: Increase Student Achievement.**

**Objective 2: In the 2018-2019 school year, PIJH will increase all student performance in Level III: Masters Grade Level performance by 5% (Reading 20%, Math 30 %, Writing 30%, Science 25% and Social Studies 25 %).**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Based on the needs assessment, additional teachers and support staff will be provided to reduce class size and provide intensive interventions.	Teachers, Campus Administrators, Deans of Instruction	Title I (211) Sp. Ed (224) Title III (263) Title II (255)	August 2018 – June 2019	Lesson Plans, Signed Job Descriptions, Attendance Logs, Adjusted Schedules	Percentage of students reaching their projected growth measure	Report Card Grades
2. Teachers will utilize NWEA-MAP, Eduphoria, and student observations to analyze assessment data and develop intensive interventions for students in need of assistance.	Teachers, Campus Administrators, Deans of Instruction	Local (199) Title I (211) Local (199) State Comp (199) GEAR UP (274)	September 2018 – June 2019  (Progress monitoring – August 2018, January 2019, May 2019)	Assessment Data, Lesson Plans, NWEA-MAP, Attendance Logs for Tutorials, Identified Students' Weaknesses and Strengths	Percentage of students reaching their projected growth measure	Report Card Grades, Progress Monitoring, Monitoring Data, ST Math
3. Deans of Instruction will provide teachers with intensive instructional support to ensure students are provided rigorous and engaging instruction.	Campus Administrators, Deans of Instruction	Title I (211) State Comp (199)	August 2018 – June 2019	Classroom Visit Logs, Professional Development Sign-in Sheets, Teacher Conference Logs, and Walk-throughs	Increase of STAAR Scores, Report Card Grades, Simulated Assessments, Increased TTESS Performance/Data	Simulated Assessments, STAAR Results
4. Monitor student progress (NWEA-MAP,) in reading and math (progress monitoring).	Teachers, Campus Administrators, Deans of Instruction	Sp. Ed (244) Title III (263) Title I (211) State Comp (199) Local (199) GEAR UP (274)	August 2018 – June 2019 (every 9 weeks)	NWEA-MAP Reports, Meeting Agendas and Sign-in Sheets	Meet STAAR Meets/ Masters Levels, Percentage of students reaching their projected growth measure	Simulated Assessments, NWEA-MAP data, Walk-throughs, TTESS, ST Math
5. Scientifically research based resources will be utilized during classroom instruction to provide additional support and will be evaluated for effectiveness.	Teachers, Campus Administrators, Deans of Instruction	Sp. Ed (244) Title III (263) Title I (211)	August 2018 – June 2019	Lesson Plans, Sign-in Sheets NWEA-MAP, ST Math,	Meet STAAR Meets/Masters Levels	Simulated Assessments, NWEA- MAP, ST Math

**District Goal 1: Increase Student Achievement.**

**Objective 3: In the 2018-2019 school year, PIJH will increase current Special Education student performance at Meets Grade Level Standard on state assessments in all content areas by 5% (Reading 20%, Math 22%, Writing 25%, Science 18% and Social Studies 23%).**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Disaggregation of all special education student data in order to provide effective instruction.	Campus Administration, Deans of Instruction	State Comp (199) Local (199) Title I (211) SPED (224)	September 2018 October 2018 January 2019 February 2019 April 2019 May 2019 June 2019	Sign-in Sheets, Data Sheets, IEPs, Coordination Day notes and sign in sheets	Increase of Report Card Grades, STAAR Scores, Coordination Day notes and sign in sheets	Walk-throughs, IEP Progress Reports, Simulated Assessments, ESPED, NWEA-MAP
2. Teachers will be provided accommodations and modifications training including inclusive practices to differentiate and strengthen instruction for special education students.	Campus Administrators, Teachers	Title III (263) Title I (211) Local (199) Title II (255) SPED (224)	August 2018 October 2018 January 2019 February 2019 May 2019	Sign-in Sheets, Evaluations, Agendas, Lesson Plans	STAAR Scores, Report Card Grades,	Report Card grades, IEP Progress Reports
3. Ensure students are provided instruction in the least restrictive environment.	Campus Administrators, Teachers	Local (199) Title I (211) SPED (224)	August 2018- June 2019	State and Local Data Collected, Schedule of Services, Inclusion Logs, ARD Meetings, IEPs	Increase in Students to Least Restrictive Settings	IEP Progress Reports, Report Card Grades,
4. Monitor full implementation of IEPs.	Campus Administrators, Teachers	Local (199) Title I (211) SPED (224)	August 2018- June 2019 (Every progress report/report card)	State and Local Data Collected, Schedule of Services, Inclusion Logs, ARD Meetings, IEPs, Coordination days	Improvement on State Assessment Performances (STAAR – Index 2- Programs)	IEP Progress Reports, Report Card Grades, ESPED, NWEA-MAP
5. Special Education and classroom teachers will utilize individual special education	Campus Administrators, Teachers	Local (199) Title I (211) SPED (224)	August 2018- June 2019	State/Local Data, Schedule of Services,	Improvement on State Assessment Performances	IEP Progress Reports, Report Card Grades,

**District Goal 1: Increase Student Achievement.**

**Objective 3: In the 2018-2019 school year, PIJH will increase current Special Education student performance at Meets Grade Level Standard on state assessments in all content areas by 5% (Reading 20%, Math 22%, Writing 25%, Science 18% and Social Studies 23%).**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
data throughout the school year to properly identify and provide instruction to meet the needs of special education students <b>(Special Education Coordination Days).</b>			(Every progress report/report card)	Inclusion Logs, ARD Meetings, IEPs, Lesson Plans, Coordination days	(STAAR – Index 2-Programs)and TELPAS performance	NWEA-MAP data, ESPED



**District Goal 1: Increase Student Achievement.**

**Objective 4: In the 2018-2019 school year, Point Isabel ISD will increase English Learners’ (current) performance at Meets Grade Level Standard on state assessments in all content areas by 5% (Reading 19%, Math 30%, Writing 17%, Science 24% and Social Studies 27%).**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Disaggregation of all EL student data in order to provide effective instruction.	Campus Administration, Deans of Instruction	State Comp (199) Local (199) Title I (211) RYHT BL	August 2018 November 2018 January 2019 February 2019 April 2019 June 2019	Sign-in Sheets, State and Local Data Sheets	Increase of Report Card Grades, STAAR Scores, TELPAS Scores	Walk-throughs, TTESS, Woodcock – Munoz, Simulated Assessments, NWEA-MAP
2. Content area teachers will be provided second language acquisition strategies, programs, and materials to support LEP students.	Campus Administrators, Teachers	Title III (263) Title I (211) Local (199) Title II (255) RYHT BL	August 2018 January 2019	Sign-in Sheets, Evaluations, Agendas, Lesson Plans, Targeted Workshops	Improved TELPAS, STAAR, and TELPAS Scores, Rosetta Stone data	TELPAS Data, Woodcock Munoz Scores, Report Card Grades
3. Monitor full implementation of ELPS in all subjects (alongside TEKS).	Campus Administrators, Teachers	Local (199)	August 2018– June 2019	Lesson Plans, Walk-throughs, TTESS	Improved AMAOS Results	TELPAS Data, Walk-throughs, TTESS, Lesson Plans
4. PBMAS and TELPAS data will be shared with all staff to ensure the instruction is as rigorous as the assessments.	Campus Administrators, Teachers	None	October 2018 January 2019 June 2019	State and Local Data Collected, Schedules, Sign-in Sheets, NWEA-MAP	Improved TELPAS Results, PBMAS	TELPAS Data
5. ESL and classroom teachers will utilize individual assessment data (such as NWEA-MAP, TELPAS) throughout the school year to properly identify and provide instruction to meet the needs of EL students.	Campus Administrators, Teachers, LPAC Members	Local (199) Title I (211) Title III (263) RYHT BL GEAR UP(274)	August 2017- June 2018 (Every progress report/report card)	State and Local Data Collected, Schedules, Sign-in Sheets	Improved TELPAS Results, PBMAS, Summit Learning data, NWEA-MAP	TELPAS Data, NWEA-MAP, Rosetta Stone, ST Math,
6. Provide intensive targeted interventions (such as an extra reading class at the secondary, pull out programs, personalized instruction, individual workshops, online support	Campus Administrators, Teachers, LPAC Members	Local (199) Title I (211) Title I (211) Title III (263) RYHT BL GEAR UP (274)	August 2018- June 2019 (will vary based on needs of students)	State and Local Data Collected, Schedules, Sign-in Sheets, lesson plans	Improved TELPAS Results, PBMAS data, Summit Learning data, improved STAAR results	TELPAS Data, NWEA-MAP, Rosetta Stone, ST Math, ESL

**District Goal 1: Increase Student Achievement.**

**Objective 4: In the 2018-2019 school year, Point Isabel ISD will increase English Learners' (current) performance at Meets Grade Level Standard on state assessments in all content areas by 5% (Reading 19%, Math 30%, Writing 17%, Science 24% and Social Studies 27%).**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
resources) to address the needs of ESL students						

## District Goal 2: Improve School Culture and Climate.

**Objective 1: In the 2018-2019 school year PIJH will decrease the number of placements in DAEP from \_\_\_ to \_\_\_ students.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Provide training and support on positive behavior strategies for teachers.	PIISD Police, Campus Administrators, Teachers, Counselors	Local (199) Title I (211) State Comp. (199) Title II (255)	August 2018 September 2018 January 2019 June 2019	Sign-in Sheet, Agendas	Decrease ISS and DAEP Placements	Discipline Data, Analysis of Reports
2. Analyze discipline data by special populations by campus and district and specifically special education.	PIISD Police, Campus Administrators	Local (199)	November 2018 January 2019 May 2019	State and Local Data Analysis and Reports, PBMAS reports	Decrease ISS and DAEP Placements	Discipline Data, Analysis of Reports
3. Provide training and support on intervention strategies for teachers and counselors to address “de-escalating” techniques to reduce student referrals, such as PBIS, Project RESSPECT, Mental Health, and CPI.	Campus Administrators, Teachers, Counselors	Local (199) Title I (211) State Comp. (199) Title II (255) <b>Title IV (289)</b>	October 2018 January 2019 May 20189	Reduced Number of Discipline Referrals to ISS and DAEP	Decrease ISS and DAEP Placements	Discipline Data, Analysis of Reports
4. Enhance the discipline management system at each campus to include additional components such as afterschool detention, counseling sessions, mentoring, and lunch detention.	Campus Administrators, Counselors, ISS Monitor, Teachers	Local (199) Title I (211) State Comp. (199)	August 2018– June 2019	Reduced Number of Discipline Referrals to ISS and DAEP, ISS and Detention Logs	Decrease ISS and DAEP Placements	Discipline Data, Analysis of Reports

**District Goal 2: Improve School Culture and Climate.**

**Objective 2: In the 2018-2019 school year, PIJH will decrease the number of drug and alcohol related disciplinary referrals from \_\_\_ to \_\_\_.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Provide presentations to students, parents, and staff about building self – esteem, as well as drug and alcohol awareness sessions.	PIISD Chief of Police, Campus Administrators, Teachers, Counselors, Site Resource Officer	Local (199) Title I (211) State Comp. (199) Title II (255) Title IV (289)	October 2018 December 2018 March 2019	Sign-in Sheets, Agendas	Decrease in Drug and Alcohol Related DAEP Placements	Texas School Survey of Drug and Alcohol, (every other year), Discipline Data
2. Campus, district administrators, counselors, and Site Resource Officer will analyze trends and concerns in order to develop interventions.	PIISD Chief of Police, Campus Administrators, Site Resource Officer, Counselors	Local (199) Title IV (289)	September 2018 – June 2019	Sign-in Sheets, Agendas	Decrease in Drug and Alcohol Related DAEP Placements	Texas School Survey of Drug and Alcohol (every other year), Discipline Data
3. Administer and analyze the data from the Texas School Survey of Drug and Alcohol to secondary students (every other year).	PIISD Chief of Police, Campus Administrators	Local (199)	January 2019 February 2019 May 2019	Survey Results	Decrease in Drug and Alcohol Related DAEP Placements	Texas School Survey of Drug and Alcohol (every other year), Discipline Data
4. Conduct random student drug testing at secondary campuses.	PIISD Chief of Police, Campus Administrators	Local (199)	Dates determined by company	Drug Testing Results, Schedules	Decrease in Drug and Alcohol Related DAEP Placements	Texas School Survey of Drug and Alcohol (every other year), Discipline Data, Drug testing results
5. Provide information to parents and students about drug related offenses such as: random drug testing, e –cigarettes.	PIISD Chief of Police, Campus Administrators, PE Teachers, Site Resource Officer	Local (199) Title IV (289)	August 2018– June 2019	Drug Testing Results, Schedules, Posters, Surveys	Decrease in Drug and Alcohol Related DAEP Placements	Texas School Survey of Drug and Alcohol (every other year), Discipline Data

**District Goal 2: Improve School Culture and Climate.**

**Objective 3: In the 2018-2019 school year, PIJH will provide a safe learning environment free from bullying and cyberbullying for 100% of students.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Parents, students, teachers, Site Resource Officer, and administrators will participate in informative presentation sessions on bullying and cyberbullying.	Administrators, Counselors, Teachers, Parent Educators, Campus Staff, Site Resource Officer	Local (199) Title I (211) Title IV (289)	September 2018- May 2019	Sign-in Sheets, Agendas, Handouts, Session Evaluations	Decrease in the Number of Discipline Incidents	Improvement on the Relevant Sections of the Teacher and Student Surveys, Discipline Data
2. Campus administrators will post campus wide anti – bullying campaigns on their campuses.	Campus Administrators	Local (199)	December 2018 February 2019	Posted Posters at Campuses	Decrease in the Number of Discipline Referrals, Improvement on the Relevant Sections of the Parent and Student Surveys	Improvement on the Relevant Sections of the Teacher and Student Surveys
3. Teachers, counselors, and the Site Resource Officer will instruct students on appropriate behaviors through presentations, such as classroom sessions and assemblies.	Teachers, Counselors, Site Resource Officer	Local (199) Title I (211) Title IV (289)	August 2018-May 2019	Lesson Plans, Walk-throughs, TTESS, Handouts	Decrease in the Number of Discipline Referrals, Improvement on the Relevant Sections of the Parent and Student Surveys	Monthly Discipline Reports
4. Appropriate personnel and the Site Resource Officer will address bullying and cyberbullying incidents in a consistent and structured	Administrators, Counselors, Teachers, Site Resource Officer	Local (199) Title IV (289)	August 2018-June 2019	Complaint Forms, Statement Forms, Determination Report, Discipline Forms, Counselor Session Forms	Decrease in the Number of Discipline Referrals, Improvement on the Relevant Sections of the	Determination of Bullying Documents, Monthly Discipline Reports

**District Goal 2: Improve School Culture and Climate.**

**Objective 3: In the 2018-2019 school year, PIJH will provide a safe learning environment free from bullying and cyberbullying for 100% of students.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
format, as outlined in Board Policy.					Parent and Student Surveys	

**District Goal 2: Improve School Culture and Climate.**

**Objective 4: In the 2018-2019 school year, PIJH will meet 97% attendance rate for the 2018-2019 school year.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. District and campus administrators will meet regularly to analyze trends in attendance and develop interventions to increase attendance.	Campus Administrators	None	September 2018 October 2018 January 2019 April 2019 June 2019	Sign-in Sheets, Agendas	Increase in Attendance Rates	Sign-in Sheets, Weekly/Nine Weeks/Yearly Attendance Rates
2. District will implement the Optional Flexible Year Program, which includes strict guidelines about attendance.	Campus Administrators	None	August 2018– May 2019 (Monitoring of Individual Students)	Informational Flyers, School Calendar	Increase in Attendance Rates	Sign-in Sheets, Weekly/Nine Weeks/Yearly Attendance Rates
3. Campus Attendance Committees will be formed and meet a minimum of once per quarter.	Campus Administrators	None	October 2018 January 2019 March 2019 May 2019	Sign-in Sheets, Deliberation Minutes	Increase in Attendance Rates	Sign-in Sheets, Nine Week Attendance Rates
4. Presentations for parents on attendance requirements and the impact of low attendance on students.	Campus Administrators	None	August 2018 March 2019	Sign-in Sheets, Agendas	Increase in Attendance Rates	Sign-in Sheets, Weekly/Nine Weeks/Yearly Attendance Rates

**District Goal 2: Improve School Culture and Climate.**

**Objective 4: In the 2018-2019 school year, PIJH will meet 97% attendance rate for the 2018-2019 school year.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
5. Perfect attendance incentives will be awarded to students.	Campus Administrators	Local (199)	September 2018– May 2019	School Calendar, Assemblies, Purchase Orders for Incentives	Increase in Attendance Rates	Sign-in Sheets, Weekly/Nine Weeks/Yearly Attendance Rates
6. A mentoring program will be implemented with blended learning classrooms to provide regular feedback and support to specified students.	Campus administration, Deans of Instruction, classroom teachers	Title I (211) State Comp (199) Local (199) RYHT BL	August 2018– May 2019	Mentoring logs	Increase in attendance rate	Daily and weekly attendance logs

**District Goal 2: Improve School Culture and Climate.**

**Objective 5: In the 2018-2019 school year, PIJH will provide a safe learning environment for all students.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Continue to utilize the Raptor System at all campuses and evaluate entrances.	Campus Administrators	Local (199)	Monthly from August 2018– June 2019	System Usage Logs	100% of visitors' IDs will be verified.	Sign-in Data
2. Continue to invest in security cameras.	Campus Administrators	Local (199)	August 2018– May 2019 (monitoring of individual students)	Purchase Orders, Inventory Lists	Increase in Security	Increased Surveillance, Increased Security
3. Provide training for all staff on the identification and reporting of sexual harassment and sexual abuse.	Title IX Coordinator	Local (199)	August 2018 May 2019	Sign-in Sheets, Staff Development Agendas	Increased Staff Awareness	Sign-in Sheets
4. Conduct mandated drills.	PIISD Chief of Police, Campus Administrators	Local (199)	August 2018– May 2019	Log Sheets	Increased Student Awareness	Fire Drill Reports

**District Goal 2: Improve School Culture and Climate.**

**Objective 5: In the 2018-2019 school year, PIJH will provide a safe learning environment for all students.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
5. Site Resource Officer and counselor presentations on bullying, appropriate behavior and other safety topics.	Administrators, Counselors, Teachers, Site Resource Officer	Local Campus (199) Title IV (289)	August 2018 - June 2019	Presentations, Agendas, Counselors' Schedules Site Resource Officer Schedule	Survey Results will show fewer concerns about student safety	Presentation Agendas, Discipline Referrals
6. Analyze campus cameras to address key points of entrance and exit.	PIISD Chief of Police, Campus Administrators	Local (199)	August 2018– May 2019	Analysis, Purchase Orders, Inventory Lists	Increase in Security	Increased Surveillance, Increased Security
7. Crisis management training for all staff.	PIISD Chief of Police, Campus Administrators	Local (199)	August 2018– May 2019	Sign-in Sheets, Agendas	Increased Staff Awareness	Sign-in Sheets



**District Goal 3: Retain Staff and Improve Staff Quality.**

**Objective 1: In the 2018-2019 school year, 100% of PIJH teachers and administrators will be provided with professional development.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Teachers will be provided professional development to enhance content and pedagogy knowledge.	Campus Administrators, Deans of Instruction	State Comp (199) TPTR (255) Local (199) Title I (211) RYHT BL	August 2018 October 2018 January 2019 February 2019 March 2019 May 2019 June 2019 July 2019	Sign-in Sheets, Agendas, Surveys	Increased STAAR Results, PD 360	Walk-through Data, TTESS Summative, Simulated Assessments
2. Deans will support teachers on providing effective instruction to students through classroom demonstrations, individual support sessions, coaching and school wide meetings/sessions.	Campus Administrators, Deans of Instruction	State Comp (199) Title I (211) Local (199)	August 2018– June 2019	Coaching Feedback, Visit Schedule and Notes, Debriefing Meeting Minutes, Staff Development Sign-in Sheets, Logs of Interactions with Teachers	Increased STAAR Results, meet projected growth measure in NWEA - MAP	TTESS Observations and Summative for Teachers, Simulated Assessment Data, Walk-throughs, NWEA-MAP data
3. Provide administrators and content area teachers professional development on TEKS and blended learning.	District Administrators	Title II Part A (255) Title I (211) RYHT BL	August–November 2018 January–March 2019 May-July 2019	Sign-in Sheets, Agendas, Flyers, Registration Forms, Summit Learning registration	Meet the State Rate of Students Scoring at the Satisfactory Level on STAAR, meet projected growth measure in NWEA-MAP	Certificate of Attendance, Lesson Plans, STAAR Data, NWEA-MAP
4. Administrators and deans will utilize online professional development to support teachers in need of assistance and	Campus Administrators, Deans of Instruction	State Comp (199) TPTR (255) Local (199) Title I (211) RYHT BL Grant	August 2018–June 2019	Sign-in Sheets, Agendas, Survey Results, PD 360 and Atomic	Increased STAAR, NWEA- MAP, Star Reading Results	Walk-through Data, Simulated Assessments, Professional Growth Plans,

**District Goal 3: Retain Staff and Improve Staff Quality.**

**Objective 1: In the 2018-2019 school year, 100% of PIJH teachers and administrators will be provided with professional development.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
improvement needed according to TTESS.						TTESS Data, NWEA-MAP
5. Coaching sessions will be conducted to support teachers in their instruction by consultants, deans and administrators.	Campus Administrators, Deans of Instruction	State Comp (199) TPTR (255) Local (199) Title I (211) Title III (263)	August 2018– June 2019	Sign-in Sheets, Agendas, Survey Results, Coaching Feedback	Increased STAAR, NWEA-MAP,	Walk-through Data, Simulated Assessments, Professional Growth Plans, TTESS Data, NWEA-MAP
6. Teachers and administrators will be provided professional development linked to their individual needs as per TTESS, TPESS, and Continuum of Self Reflection.	Campus Administrators, Deans of Instruction	State Comp (199) TPTR (255) Local (199) Title I (211)	August 2018– June 2019	Sign-in Sheets, Agendas, Survey Results, Coaching Feedback, Building Collective Capacity Sessions	Increased STAAR, NWEA-MAP	Walk-through Data, Simulated Assessments, TTESS Data, NWEA-MAP

**District Goal 3: Retain Staff and Improve Staff Quality.**

**Objective 2: In the 2018-2019 school year, 100% of PIJH content teachers and campus administrators will participate in second language acquisition and special education staff development sessions.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Provide all stakeholders professional development on data analysis, such as on all state and local assessments and blended learning programs.	Campus Administrators, Teachers, Deans of Instruction	Local (199) Title I (211) Title IIA (255) Title III (263) RYHT BL	August 2018- June 2019	Sign-in Sheets, Disaggregated Data Reports	TTESS Data, Increased STAAR Results	Walk-throughs, Simulated Assessments, TTESS/ TPESS Evaluations
2. Teachers and administrators will be provided professional development on second language learner instructional strategies.	Deans of Instruction	Local (199) Title I (211) Title III (263) Title IIA (255)	August 2018– June 2019	Sign-in Sheets, Agendas, Evaluations,	Increase in AMAOS Scores; Increase in the Number of Students Exiting Bilingual and ESL	Lesson Plans, Walk-through Data, TTESS/ TPESS Evaluations, NWEA-MAP
3. All teachers and administrators will attend professional development to enhance the instruction of special education students.	Campus Administrators	Special Education (224) Local (199) Title I (211) Title IIA (255)	August 2018 June 2019	Sign-in Sheets, Agendas, Evaluations,	Completion of IEP Goals	Lesson Plans, targeted workshops, Simulated Assessments, Walk-through Data, TTESS/TPESS Evaluations, NWEA-MAP
4. Special education and bilingual/ESL teachers will attend professional development sessions to address the special needs of their students.	Campus Administrators	Special Education (224) Local (199) Title I (211) Title III (263) Title IIA (255)	August 2018– June 2019	Sign-in Sheets, Agendas, Evaluations,	Increased STAAR Performance, meet NWEA-MAP project growth measures	Lesson Plans, targeted workshops, Simulated Assessments, IEP progress, Walk-through Data, TTESS/TPESS Evaluations, NWEA-MAP

**District Goal 3: Retain Staff and Improve Staff Quality.**

**Objective 3: In the 2018-2019 school year, 100% of PIJH content area teachers will meet certification requirements to teach the course assigned.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Advertise vacancies with necessary requirements to serve student populations.	Campus Administrators	Local (199)	August 2018-May 2019	Teacher Certification Documents	Teachers hired according to their certifications	Applications, Certifications
2. Recruit ESL and special education certified teachers to address needs of EL and special education students.	Campus Administrators	Local (199)	August 2018-May 2019	Teacher Certification Documents	Teachers hired according to their certifications	Applications, Certifications
3. Provide opportunities for professional staff members to attend staff development sessions to continue to develop pedagogical skills.	Superintendent, Assistant Superintendent for Curriculum and Instruction Campus Administrators	Local (199) Title II (255)	August 2018-May 2019	Eduphoria, Staff Development Session Attendance Records, TTESS Goals and Exchange Day data	TTESS Goals and performance	Class Assignment Rosters
4. Submit vacancies and interview candidates meeting the certification requirements.	Campus Administrators	Local (199)	August 2018-May 2019	Teacher Certification Documents	Teachers hired according to their certifications	Applications, Certifications

**District Goal 3: Retain Staff and Improve Staff Quality.**

**Objective 4: In the 2018-2019 school year, 95% of PIJH teachers will be retained from the 2018-2019 school year.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Teachers will be provided coaching and professional development support to address areas of concerns.	Campus Administration, Deans of Instruction	Local (199) Title I (211) TPTR (255) State Comp (199) RYHT BL	August 2018-June 2019 (Support will vary by teacher and need)	Notes from Discussions, Walk-throughs, TTESS, Agendas, Sign-in Sheets, Minutes from Meetings	Increased Retention Rate	TTESS, Walk-throughs, Observation and Summative Data, State Assessment Scores, Renewal Contract, Summit Learning feedback, NWEA-MAP
2. Continue to provide stipends for critical need areas.	District Administration	Local (199) Title I (211) TPTR (255) State Comp (199)	August 2018-June 2019	Pay Sheets	Increased Retention Rate	TTESS, Walk-throughs, Observation and Summative Data, State Assessment Scores, Renewal Contract, NWEA-MAP

**District Goal 4: Improve Curriculum, Instruction, and Assessment.**

**Objective 1: In the 2018-2019 school year, 100% of the content area aligned PIJH curriculum will be implemented to address TEKS.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Content area teachers will analyze, revise and implement the curriculum maps, course syllabi and personalized learning platform.	Campus Administrators, Deans of Instruction, Teachers, BL Integration Specialists	Local (199) Title I (211) Title II (255) State Comp (199)	August 2018– June 2019	Lesson plans, Walk-through /TTESS Data, Unit Assessment Data, Department /Grade Level Meeting Agendas, Sign-in Sheets	Students will meet the STAAR Meets/ Masters Level and Show Growth, Meet progress growth measures for NWEA-MAP	Lesson Plans, Simulated Assessments, Curriculum Maps, Syllabi, NWEA-MAP
2. Analyze data and provide support to teachers to enhance the level of rigor of instruction to match TEKS.	Campus Administrators, Deans of Instruction, Teachers, BL Integration Specialists	Local (199) Title I (211) Title II (255) State Comp (199)	February 2019 June 2019	Assessment Data, Lesson Plans, Walk-through Data, NWEA-MAP data	Students will meet the STAAR Meets/ Masters Level and Show Growth, Meet progress growth measures for NWEA-MAP	Unit and Simulated Assessments, NWEA-MAP
3. Analyze curriculum implementation and plan with core teachers to enhance lesson plans/targeted workshops to address students' diverse needs.	Campus Administrators, Deans of Instruction, Teachers, BL Integration Specialists	Local (199) Title I (211) Title II (255) State Comp (199)	October 2018 December 2019 February 2019 April 2019 June 2019 July 2019	Assessment Data, Lesson Plans, Walk-through Data, Inclusion Logs, Sign-in Sheets, Department /Grade Level Meeting Agendas, Sign-in Sheets, NWEA-MAP data	Students will meet the STAAR Meets/ Masters Level and Show Growth, Meet progress growth measures for NWEA-MAP	Simulated and Unit Assessment data, NWEA-MAP data
4. Analyze STAAR Domain 1 levels, NWEA-MAP data at the student, teacher, campus, district levels.	District/Campus Administrators, Deans of Instruction, Teachers, BL Integration Specialists	Local (199) Title I (211) Title II (255) State Comp (199)	August 2018 October 2018 November 2018 April 2019 May 2019 June 2019	Assessment Data, Lesson Plans, targeted workshops, Walk-through/TTESS Data, Inclusion Logs	Students will meet the STAAR Meets/ Masters Level and Show Growth, Meet progress growth measures for NWEA-MAP	STAAR and Unit Assessment Data, NWEA-MAP data

**District Goal 4: Improve Curriculum, Instruction, and Assessment.**

**Objective 1: In the 2018-2019 school year, 100% of the content area aligned PIJH curriculum will be implemented to address TEKS.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
5. Curriculum alignment sessions will be held during grade level and department meetings to enhance horizontal and vertical alignment.	District/Campus Administrators, Deans of Instruction, Teachers	Local (199) Title I (211) Title II (255) State Comp (199)	October 2018 December 2018 March 2019 May 2019 June 2019	Sign-in Sheets, Agendas, Minutes of Meetings	Students will meet the STAAR Meets/ Masters Level and Show Growth, Meet progress growth measures for NWEA-MAP	Skill and Unit Assessments
6. Parent Information sessions will be provided to address new accountability system, STAAR data, Summit Learning On Boarding, and TEKS instruction to enhance instruction.	Campus Administrators, Deans of Instruction, Teachers	Local (199) State Comp (199) Title I (211) Title II TPTR (255)	August 2018 September 2018 March 2019 May 2019 June 2019	Sign-in Sheets, Agendas, Handouts	Students will meet the STAAR Meets/ Masters Level and Show Growth, Meet progress growth measures for NWEA-MAP	Skill Assessment Data, Unit Assessments, NWEA-MAP
7. Lead teachers to assist with additional support with instruction to meet the needs of special populations, close gaps in learning and increase in Level III.	Campus Administrators, Deans of Instruction, Teachers, BL Instructional Strategist	Local (199) State Comp (199) Title I (211) Title II TPTR (255)	October 2018-June 2019 (schedules will vary)	Schedules, Time-Sheets, Agendas, Instructional Logs,	Students will meet the STAAR Meets/ Masters Level and Show Growth, Meet progress growth measures for NWEA-MAP	Skill Assessment Data, Unit Assessments, NWEA-MAP
8. Campus staff will implement a mentoring program for Summit Learning to provide regular feedback and support to specified students.	District/Campus administration, classroom teachers, BL Instructional Strategist	Title I (211) State Comp (199) Local (199) RYHT BL	August 2018– May 2019	Mentoring logs	Increase in attendance rate, reduction in discipline referrals, meet progress growth measures in NWEA-MAP, Summit Learning	Daily and weekly attendance logs, discipline referrals, NWEA-MAP,

**District Goal 4: Improve Curriculum, Instruction and Assessment.**

**Objective 2: in the 2018-2019 school year, 100% of the PIJH classroom teachers will implement the Student Experience Design Pillars daily across the District.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Kagan cooperative learning sessions will be provided for new teachers to the District to ensure district wide implementation.	Campus Administrators, Deans of Instruction	Local (199) Title I (211) Title II (255)	August 2018	Sign-in Sheets, Evaluations, Kagan Visits	Meet the State Rate of Students Scoring at the Satisfactory Level on STAAR, Increase English Proficiency on TELPAS Reduction of Discipline Referrals, increase in NWEA-MAP growth results	Lesson Plans Walk-throughs, TTESS, Progress as Noted in Coaching Notes, Simulated Assessments, NWEA-MAP, discipline referrals
2. Kagan structures will be integrated into content area lessons a minimum of once per week.	Campus Administrators, Deans of Instruction	Local (199) Title I (211) Title II (255)	August 2018 – June 2019	Lesson Plans, Kagan Visits	Meet the State Rate of Students Scoring the Satisfactory Level on STAAR, Increase English Language Proficiency on TELPAS Reduction of Discipline Referrals, increase in NWEA-MAP growth results	Lesson Plans, Walk-throughs, TTESS, Progress as Noted in Coaching Notes, Simulated Assessments, NWEA-MAP, discipline referrals
3. Mentoring/Goal setting sessions will take place weekly in all BL classrooms.	Campus Administrators, Deans of Instruction, BL Instructional Specialist	Local (199) Title I (211) Title II (255) RYHT BL Grant	August 2018 – June 2019	Goal Setting logs, lesson plans, teacher notes, schedule	Meet the State Rate of Students Scoring the Satisfactory Level on STAAR, Increase English Language Proficiency on TELPAS, Reduction of Discipline Referrals, increase in NWEA-MAP growth results	Lesson Plans, Walk-throughs, TTESS, Progress as Noted in Coaching Notes, Simulated Assessments, NWEA-MAP, discipline referrals



**District Goal 4: Improve Curriculum, Instruction and Assessment.**

**Objective 2: in the 2018-2019 school year, 100% of the PIJH classroom teachers will implement the Student Experience Design Pillars daily across the District.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
4. Teachers require students to utilize progress-monitoring tools daily.	Campus Administrators, Deans of Instruction, BL Instructional Specialist	Local (199) Title I (211) Title II (255) RYHT BL Grant	August 2018 – June 2019	Goal Setting logs, lesson plans, teacher notes, schedule	Meet the State Rate of Students Scoring the Satisfactory Level on STAAR, Increase English Language Proficiency on TELPAS, Reduction of Discipline Referrals, increase in NWEA-MAP growth results	Lesson Plans, Walk-throughs, TTESS, Progress as Noted in Coaching Notes, Simulated Assessments, NWEA-MAP, discipline referrals
5. Teachers will evaluate and modify curriculum/activities as needed to ensure the highest level of rigor.	Campus Administrators, Deans of Instruction, BL Instructional Specialist	Local (199) Title I (211) Title II (255) RYHT BL Grant	August 2018 – June 2019	Lesson plans, Curriculum maps, sign-in sheets from data driven instruction (DDI) meetings	Meet the State Rate of Students Scoring the Satisfactory Level on STAAR, Increase English Language Proficiency on TELPAS, Reduction of Discipline Referrals, increase in NWEA-MAP growth results	Lesson Plans, Walk-throughs, TTESS, Progress as Noted in Coaching Notes, Simulated Assessments, NWEA-MAP, discipline referrals
6. Teachers will utilize playlists, adaptive digital content, teacher-led small groups to support students with personalized instruction.	Campus Administrators, Deans of Instruction, BL Instructional Specialist	Local (199) Title I (211) Title II (255) RYHT BL Grant	August 2018 – June 2019	Lesson plans, Curriculum maps, sign-in sheets from data driven instruction (DDI) meetings, online resource data	Meet the State Rate of Students Scoring the Satisfactory Level on STAAR, Increase English Language Proficiency on TELPAS, Reduction of Discipline Referrals, increase in NWEA-MAP growth results	Lesson Plans, Walk-throughs, TTESS, Progress as Noted in Coaching Notes, Simulated Assessments, NWEA-MAP

**District Goal 4: Improve Curriculum, Instruction and Assessment.**

**Objective 2: in the 2018-2019 school year, 100% of the PIJH classroom teachers will implement the Student Experience Design Pillars daily across the District.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
7. Teachers will participate in bi-weekly/monthly DDI sessions utilizing data from multiple assessments.	District/Campus Administrators, Deans of Instruction, BL Instructional Specialist	Local (199) Title I (211) Title II (255) RYHT BL Grant	August 2018 – June 2019	Lesson plans, Curriculum maps, sign-in sheets from data driven instruction (DDI) meetings, online resource data	Meet the State Rate of Students Scoring the Satisfactory Level on STAAR, Increase English Language Proficiency on TELPAS, Reduction of Discipline Referrals, increase in NWEA-MAP growth results	Lesson Plans, Walk-throughs, TTESS, Progress as Noted in Coaching Notes, Simulated Assessments, NWEA-MAP

**District Goal 5: Increase Family and Community Involvement.**

**Objective 1: In the 2018-2019 school year, PIJH will update and implement 100% of the campus parental involvement plan.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Continue to develop parental involvement programs, activities and procedures planned and operated with meaningful consultation with parents of participating children.	Campus Administrators, College and Career Readiness Specialist	Title I (211) State Comp (199) GEAR UP (274)	August 2018-June 2019	Sign-in Sheets, Agendas, Newsletters,	Positive Comments on School and District Parent Surveys	State and Federal Assessments, Attendance
2. Distribute copies of the campus current Parent Involvement Policy and campus designed Parent-Student Compact both in English and in Spanish.	Teachers, Campus Administration	Title I (211) Local (199)	August 2018-June 2019	Sign-in Sheets, Agendas, Newsletters, SBDM Meetings,	Positive Comments on School and District Parent Surveys	State and Federal Assessments, Attendance
3. Arrange school meetings to meet the needs and schedules of the parents.	Teachers, Campus Administration, College and Career Readiness Specialist	Title I (211) State Comp (199) GEAR UP (274)	August 2018-June 2019	Sign-in Sheets, Agendas, Newsletters, SBDM Meetings	Positive Comments on School and District Parent Surveys	Impact on Student Achievement, Attendance Evaluations
4. Offer parent training on instructional activities, Summit Learning On Boarding, blended learning, and state assessment requirements to improve their children's academic achievement.	Teachers, Campus Administration,	Title I (211) RYHT BL State Comp (199) GEAR UP (274)	August 2018-June 2019	Sign-in Sheets, Agendas, Newsletters, SBDM Meetings	Positive Comments on School and District Parent Surveys, Revised Parent Sessions, Personalized learning platform	State and Federal Assessments, Attendance, Increased Participants in Parental Involvement Sessions
5. Provide opportunities for the participation of all parents in all programs offered at the campus.	Teachers, Campus Administration, College and Career Readiness Specialist	Title I (211) State Comp (199) GEAR UP (274)	August 2018-June 2019	Sign-in Sheets, Agendas, Newsletters, SBDM Meetings, LPAC Meetings, Parent/Teacher Conferences	Positive Comments on School and District Parent Surveys	State and Federal Assessments, Attendance

**District Goal 5: Increase Family and Community Involvement.**

**Objective 1: In the 2018-2019 school year, PIJH will update and implement 100% of the campus parental involvement plan.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
6. The campus will educate its staff on how to develop communication skills with parents	Teachers, Campus Administration, All staff	Title I (211)	August 2018-June 2019	Sign-in Sheets, Agendas, SBDM Meetings,	Positive Comments on School and District Parent Surveys	State and Federal Assessments, Attendance
7. The Port Isabel Junior High School will take action to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the quality of Title I schools.	Teachers, Campus Administration	Title I (211) GEAR UP (274)	August 2018-June 2019	Sign-in Sheets, Agendas, Parent/Teacher Conferences, Parental Involvement Activities, Sessions and Meetings	Positive Comments on School and District Parent Surveys	State and Federal Assessments, Attendance
8. Hold GT, ESL, CTE, Special Ed., College and Career Readiness, Onboarding and ESSA parent meetings at each campus.	Teachers, Campus Administration, College and Career Readiness Specialist	Title I (211) State Comp (199) GEAR UP (274)	August 2018-June 2019	Sign-in Sheets, Agendas, Parent/Teacher Conferences, Parental Involvement Activities, Sessions and Meetings	Positive Comments on School and District Parent Surveys	State and Federal Assessments, Attendance
9. Maintain communication with parents and staff via various modalities such as: Blackboard, Parent Portal email, text messaging and social media.	Media/ Communication Specialist, Campus Administrators, Teachers, Clerks, College and Career Readiness Specialist	Local (199) State Comp (199) GEAR UP (274)	August 2018– July 2019	Blackboard Analysis Reports, Parent Portal Users	Increased Parental Involvement, Responses to Messages Increased Parent Portal Users	Blackboard Analysis Report
10. Region One staff will coordinate and implement the Migrant identification	Migrant Recruiters, Staff	Local (199)	August 2018-July 2019	Certificates of Eligibility	Migrant Student Achievement Scores	Program Evaluation

**District Goal 5: Increase Family and Community Involvement.**

**Objective 1: In the 2018-2019 school year, PIJH will update and implement 100% of the campus parental involvement plan.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
and recruitment plan and the District will provide program services to identify migrant families.						
11. Parents and teachers will be surveyed to obtain a list of recommended parent sessions.	Teachers, Campus Administration	Local (199) Title I (211)	August 2018 October 2018 March 2019	Surveys Collected	Increased Number at Parental Involvement Sessions, Positive Survey Results	State and Federal Assessments, Attendance
12. Increase the number of parents at sessions by linking student activities/presentations to sessions.	Teachers, Campus Administration, College and Career Readiness Specialist	Local (199) Title I (211) State Comp (199)	August 2018 - June 2019 (schedules will vary by campus)	Surveys Collected	Increased Number at Parental Involvement Sessions, Positive Survey Results	State and Federal Assessments, Attendance

**District Goal 6: Improve School Context and Organization.**

**Objective 1: In the 2018-2019 school year, 100% of the PIJH committees will evaluate, discuss and act upon decisions related to maximizing instructional time.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Organize Campus committees who will analyze and make decisions about school culture; technology; curriculum, instruction, and assessment.	District Administration	Local (199) GEAR UP (274)	August 2018 September 2018 October 2018 December 2018 February 2019 March 2019 June 2019	List of Committee Members, Agendas, Sign-in Sheets, TTESS – student engagement	Meet State/Federal Rate/Growth on STAAR, Decrease Discipline Incidents, Increased Technology Use, NWEA-MAP growth	Six Weeks Discipline Reports, Lesson Plans, Simulated Assessments, Technology Proficiency Assessment, NWEA-MAP
2. Campus administrators will monitor, analyze, and evaluate instruction, classroom management plans and instructional schedules, including time and treatment all classrooms to provide support to staff.	Campus Administrators, Deans of Instruction, BL Integration Specialists	Local (199) GEAR UP (274)	September 20178 October 2018 November 2018 January 2019 February 2019 May 2019	Agendas, Sign-in Sheets, Data Collected, Minutes, Curriculum Maps	Meet State Rate on STAAR Promotion and Retention Rates, Increase Passing Rate for Special Education and English Learners, NWEA-MAP, Classroom schedules	Failure Report, Simulated Assessments, NWEA–MAP

**District Goal 6: Improve School Context and Organization.**

**Objective 2: In the 2018-2019 school year, 100% of PIJH committees will evaluate, discuss, and implement strategies to improve student performance during transitional years.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Vertical Alignment visits/sessions will be conducted across the grade levels to decrease gaps in instruction.	Campus Administration, Deans of Instruction, Technology Integration Specialists	Title I (211) Title II A (255) Title III (263) State Comp (199)	January 2019 November 2018 March 2019 June 2019	Sign-in Sheets, Agendas, Minutes, Visit Schedules, Feedback on visits	Meet State Rate on STAAR, Increase STAAR Masters Level, NWEA-MAP growth rate,	Retention Data, Data, OFYP Data, NWEA-MAP,
2. Teachers will participate in grade level/ department planning meetings to address targeted needs of students.	Campus Administration, Deans of Instruction, Grade Level/ Department Chairpersons, Technology Integration Specialists	Title I (211) Title II A (255) Title III (263) State Comp (199) GEAR UP (274)	Weekly from August 2018– June 2019	Lesson Plans, Agendas, Eduphoria, Grade Level/ Department Meeting Agendas and Sign-in Sheets	Meet State Rate on STAAR, Increase STAAR Masters, NWEA-MAP	Simulated Assessment Data, NWEA-MAP
3. ESL teachers will monitor student TELPAS scores and provide instructional strategies to help them transition	LPAC, Teachers, Campus Administrators	Bilingual (199), Title III (263) GEAR UP (274)	August 2018 through June 2019	LPAC Minutes, Lesson plans	TELPAS Scores, NWEA-MAP growth measures	Advanced Proficiency Levels, NWEA-MAP growth measures

**District Goal 7: Improve the Use of Technology to Enhance Student Achievement**

**Objective 1: In the 2018-2019 school year, 100% of PIJH teachers will integrate technological resources into the classroom a minimum of twice a week.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Technological resources aligned to the teacher implementation plan will be purchased to enhance classroom instruction.	Campus Administrators	Title I (211) Local (199) Title III (263) RYHT BL Grant GEAR UP (274)	August 2018 October 2018 January 2018 May 2019 June 2019	Purchase Orders, Teacher Implementation Plan	Increased Integration of Technology in Classroom Instruction (as per Forethought Technology TEKS Log and Summit PLP, TNTP Rubric)	Lesson Plans, Walk-through Data
2. Increase the implementation and/or use of technology within classes to more than twice a week for both teachers and students.	Technology Administrator, Campus Administrators, Deans of Instruction, Teachers, BL Integration Specialists	Title I (211) Local (199) Title III (263) RYHT BL Grant GEAR UP (274)	August 2018-May 2019	Lesson Plans	Increased Integration of Technology in Classroom Instruction (as per Forethought Technology TEKS Log Summit PLP, and Online Software Reports)	Lesson Plans, Walk-through Data
3. TTESS will be evaluated to determine needs of teachers as per professional development and/or resource implementation.	Technology Administrator, Campus Administrators, Deans of Instruction, Teachers, BL Integration Specialists	State Comp (199) Title I (211) Local (199) GEAR UP (274)	October 2018 December 2018 January 2019 March 2019 May 2019	Local Technology Proficiency Evaluation Data Analysis	Professional Development Adjustments, TTESS	TTESS



**District Goal 7: Improve the Use of Technology to Enhance Student Achievement**

**Objective 1: In the 2018-2019 school year, 100% of PIJH teachers will integrate technological resources into the classroom a minimum of twice a week.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>4 Increase technology proficiencies and implementation of technological resources by providing teachers ongoing training.</p>	<p>Technology Administrator, Instructional Technology Coordinator, Campus/ District Administrators, Deans of Instruction, Teachers, Technology Committee, BL Integration Specialists</p>	<p>Title II Part A (255) Local (199) Title I (211) State Comp (199) GEAR UP (274)</p>	<p>August 2018 October 2018 November 2018 December 2018 January 2019 February 2019 May 2019</p>	<p>Sign-in Sheets, Agendas, Evaluations</p>	<p>Increased Integration of Technology in Classroom Instruction (as per Forethought Technology TEKS Log and Summit PLP, TNTP Rubric)</p>	<p>Lesson Plans, Walk-through Data, Technology Proficiency Assessment</p>
<p>5 Increase technology proficiencies for students by developing and implementing an aligned technology proficiency curriculum and assessment with online resources such as Learning.com.</p>	<p>Technology Administrator, Instructional Technology Coordinator, Campus Administrators, Deans of Instruction, Teachers, Technology Committee</p>	<p>Title II Part A (255) Local (199) Title I (211) State Comp (199) GEAR UP (274)</p>	<p>October 2018 January 2019 May 2019</p>	<p>Sign-in Sheets, Agendas, Evaluations, Pre-Scheduled date for the proficiency assessment of 8<sup>th</sup> grade students</p>	<p>Increased Integration of Technology in Classroom Instruction (as per Forethought Technology TEKS Log and Summit PLP, TNTP Rubric)</p>	<p>Lesson Plans, Walk-through Data, Technology Proficiency Assessment, Learning.com</p>

**District Goal 7: Improve the Use of Technology to Enhance Student Achievement**

**Objective 2: In the 2018-2019 school year, Point Isabel ISD will maintain District infrastructure to meet 100% of district users.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Conduct infrastructure analysis to determine needs of District.	Technology Administrator, Campus Administrators, Technicians	None	October 2018 January 2019 May 2019	Analysis	Local Infrastructure Report	Plan of Action Based on Needs
2. Maintain bandwidth of 5Gbps.	Technology Administrator, Campus Administrators, Technicians	Local (199)	October 2018 January 2019 May 2019	Maintain Band Width 5Gbps, Purchase Orders	Technology Use Reports	Plan of Action Based on Needs
3. Install additional wireless access points as new facilities are added.	Technology Administrator, Campus Administrators, Technicians	Local (199)	August 2018 January 2019 May 2019	Wireless Access Points, Purchase Orders	Technology Use Reports	Plan of Action Based on Needs

**District Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services**

**Objective 1: In the 2018-2019 school year, 50% of PIJH students transitioning from a special program to the regular education program will meet STAAR progress measure.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Campus staff will monitor students that transition from special education (resource) to regular education (inclusion) programs.	District Special Education Coordinator, Special Education Campus Administrators, Special Education Teachers	None	October 2018 November 2018 January 2019 February 2019 April 2019 June 2019	504/ Special Education Monitoring Logs, ARD Meeting Documentation	Decrease in Failure Rates During Transitional Placements, Meet State Passing Rate on STAAR at Transition Grades, Completion of IEP's, NWEA-MAP growth measures.	Monitoring Logs, Report Card Grades, Simulated Assessments, TELPAS, AIP, IEP Progress Reports, Failure ARDS, STAAR Data, NWEA-MAP
2. Campus staff will monitor students that transition from ESL programs to regular education programs.	District State and Federal Programs Coordinator, Campus Principal, LPAC Campus Administrators, Teachers	None	October 2018 November 2018 January 2019 February 2019 April 2019 June 2019	LPAC Monitoring Logs, LPAC 9-week Monitoring Minutes	Decrease in Failure Rates when Transitioning from Programs, Meet State Passing Rate on STAAR During Transitional Periods, Meet AMAOS Requirements, NWEA-MAP growth measures	Monitoring Logs, Report Card Grades, Simulated Assessments, Failure ARDS, STAAR Data, NWEA-MAP
3. Campus staff will monitor students that transition from 504/Dyslexia to regular education programs.	District Special Education/504 Coordinator, 504 Campus Administrators, Teachers	None	October 2018 November 2018 January 2019 February 2019 April 2019 June 2019	Monitoring Logs, 504 Meeting Documentation	Decrease in Failure Rates while Transitioning from Programs, Meet State Passing Rate on STAAR,	Monitoring Logs, Report Card Grades, Simulated Assessments, TELPAS/STAAR Data, NWEA-MAP

**District Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services**

**Objective 1: In the 2018-2019 school year, 50% of PIJH students transitioning from a special program to the regular education program will meet STAAR progress measure.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
					Decrease Retention Rate, NWEA-MAP growth measures	
4. Campus staff will provide services to migrant students listed on the priority of services monthly reports.	District/Campus Administrators, Teachers	Migrant (212)	August 2018-June 2019	PFS Reports, Tutoring Logs, Lesson Plans, NWEA-MAP growth measures	NWEA-MAP growth measures, Achievement Performance	STAAR Data, NWEA-MAP

**District Goal 8: Improve the transition, coordination, and integration of programs and services.**

**Objective 2: In the 2018-2019 school year, 100% of all PIJH instructional and federal programs will be evaluated for effectiveness.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Federal programs (ESSA, Special Education and Career and Technology Education) will be evaluated for effectiveness yearly according to PBMAS.	Administrator for Special Programs, Campus Principals	None	June 2019	Analysis, Presentation of Evaluations, Sign-in Sheets, Agendas	Meet State Passing Rate for STAAR and Federal Standards, NWEA-MAP growth measures	STAAR/TELPAS Data, Report Card Grades, Evaluation, NWEA-MAP
2. Evaluations for Federal programs will be utilized to restructure programs and use of resources.	Campus Administrators, Teachers	None	May 2019 July 2019	Program Changes, Presentations of Recommendations	Meet State Passing Rate for STAAR and Federal Standards, NWEA-MAP growth measures	STAAR/TELPAS Data, Evaluation and Revised Program, NWEA-MAP
3. Implementation of the activities listed in the identification and recruitment plan for migrant students.	Migrant Recruiters, NGS Specialist, Campus Administrators, Region One	199 (Local)	July 2018- June 2019	Evaluation of Program Effectiveness	Meet State Passing Rate for STAAR and Federal Standards, NWEA-MAP growth measures	NWEA-MAP, STAAR/TELPAS Data
4. Monitor and address the needs of priority of service migrant students.	NGS Specialist, Campus Administrators, Teachers, Region One	199 (Local)	July 2018- June 2019	Evaluation of Program Effectiveness	Meet State Passing Rate for STAAR and Federal Standards, NWEA-MAP growth measures	NWEA-MAP, STAAR/TELPAS Data

**District Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services.**

**Objective 3: In the 2018-2019 school year, teachers, parents, staff and community will be provided opportunities to provide input on the use of federal funds through discussions during Title I Meetings.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Title I meeting participants will review evaluations and overviews of federal programs, needs assessments and budgets.	Campus Administrators	Title I	September 2018 – June 2019	Title I Sign-in Sheets, Agendas, Minutes, Presentations	Appropriate Use of Funds, Increased Student Achievement	Presentations, Needs assessment,
2. Title I meeting members will provide input and feedback on the use of federal funds and planning for student needs.	Campus Administrators	Title I	September 2018 – June 2019	Title I Sign-in Sheets, Agendas, Minutes, Presentations	Appropriate Use of Funds, Increased Student Achievement	Presentations, Needs assessment,

**District Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services.**

**Objective 4: In the 2018-2019 school year, administrators, teachers, staff and the Local Department of Social Services will be provided opportunities to provide input on the use of Title I funds to support foster care students' transition between schools.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. A collaborative group of district and campus administrators, Department of Family Protective Services (DFPS) personnel and foster care workers will determine the appropriate school placement for newly placed foster care students.	Campus Administrators, DFPS personnel, counselor, area foster care representatives	(211) Title I (199) Local	As the needs arise	Completed forms	Appropriate Use of Funds, Maintained Student Achievement	Progress monitoring of student
2. A collaborative group of district and campus administrators, DFPS personnel and foster care workers will determine the appropriate transportation plan for foster care students commuting from one district to another.	Campus Administrators, DFPS personnel, counselor, area foster care representatives	(211) Title I (199) Local	As the needs arise	Completed forms Transportation schedule	Appropriate Use of Funds, Maintained Student Achievement	Progress monitoring of student, transportation log

## APPENDIX

### List of Data Charts:

- **2017-2018 Snapshot Data**
  - Grade Level Enrollment
  - Enrollment by Gender
  - Ethnicity
  - Special Populations
  - Special Education
- **Comparison Tables 2011-2012 to 2017-2018**
  - Student Enrollment
  - Ethnicity
  - Economically Disadvantaged
  - At-Risk
  - Special Education
  - Limited English Proficient
  - Bilingual
  - Migrant
  - Immigrant
  - Gifted & Talented
- **Attendance Data**
- **Discipline Data**



## Current Enrollment Data as of the PEIMS Snapshot: October 27, 2017

	Count	Percent
<b>Early Education Grade</b>	7	0.29%
<b>Pre-Kindergarten Grade</b>	136	5.60%
<b>Kindergarten Grade</b>	187	7.70%
<b>1st Grade</b>	172	7.09%
<b>2nd Grade</b>	176	7.25%
<b>3rd Grade</b>	177	7.29%
<b>4th Grade</b>	191	7.87%
<b>5th Grade</b>	182	7.50%
<b>6th Grade</b>	166	6.84%
<b>7th Grade</b>	155	6.39%
<b>8th Grade</b>	180	7.42%
<b>9th Grade</b>	219	9.02%
<b>10th Grade</b>	174	7.17%
<b>11th Grade</b>	163	6.72%
<b>12th Grade</b>	142	5.85%
<b>Student Total</b>	<b>2427</b>	<b>100.00%</b>

### Gender

<b>Male</b>	1257	51.79%
<b>Female</b>	1170	48.21%

### Ethnicity

<b>Hispanic-Latino</b>	2211	91.10%
<b>Race</b>		
<b>American Indian - Alaskan Native</b>	5	0.21%
<b>Asian</b>	10	0.41%
<b>Black - African American</b>	6	0.25%
<b>Native Hawaiian - Pacific Islander</b>	0	0.00%
<b>White</b>	193	7.95%
<b>Two-or-More</b>	2	0.08%

## Current Enrollment of Special Populations

Population	Count	Percentage
<b>Bilingual</b>	<b>579</b>	<b>23.86%</b>
<b>English as a Second Language (ESL)</b>	<b>249</b>	<b>10.26%</b>
<b>Career and Technical Education (CTE)</b>	<b>710</b>	<b>29.25%</b>
<b>Gifted &amp; Talented</b>	<b>137</b>	<b>5.64%</b>
<b>Title 1 Participation</b>	<b>2427</b>	<b>100.00%</b>
<b>At-Risk</b>	<b>2025</b>	<b>83.44%</b>
<b>Economically Disadvantaged</b>	<b>2086</b>	<b>85.95%</b>
<b>Immigrant</b>	<b>56</b>	<b>2.31%</b>
<b>Limited English Proficient (LEP)</b>	<b>890</b>	<b>36.67%</b>
<b>Migrant</b>	<b>3</b>	<b>0.12%</b>
<b>Foster Care</b>	<b>1</b>	<b>0.04%</b>
<b>CTE Single Parent/Pregnant Teen</b>	<b>6</b>	<b>0.25%</b>

<b>Special Education (SPED)</b>		
<b>01 - Orthopedic impairment</b>	<b>1</b>	<b>0.46%</b>
<b>02 - Other health impairment</b>	<b>35</b>	<b>16.13%</b>
<b>03 - Auditory impairment</b>	<b>2</b>	<b>0.92%</b>
<b>04 - Visual impairment</b>	<b>4</b>	<b>1.84%</b>
<b>06 - Intellectual Disability</b>	<b>33</b>	<b>15.21%</b>
<b>07 - Emotional disturbance</b>	<b>11</b>	<b>5.07%</b>
<b>08 - Learning disability</b>	<b>52</b>	<b>23.96%</b>
<b>09 - Speech impairment</b>	<b>61</b>	<b>28.11%</b>
<b>10 - Autism</b>	<b>15</b>	<b>6.91%</b>
<b>14 - Non-categorical early childhood</b>	<b>3</b>	<b>1.38%</b>
<b>TOTAL</b>	<b>217</b>	<b>100%</b>

<b>Grade Level Enrollment Comparison Table</b>							
<b>Grade</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>EE - Early Education</b>	<b>10</b>	<b>16</b>	<b>11</b>	<b>9</b>	<b>6</b>	<b>10</b>	<b>7</b>
<b>PK - Pre-Kindergarten</b>	<b>172</b>	<b>189</b>	<b>158</b>	<b>152</b>	<b>164</b>	<b>151</b>	<b>136</b>
<b>KG - Kindergarten</b>	<b>213</b>	<b>210</b>	<b>214</b>	<b>193</b>	<b>189</b>	<b>187</b>	<b>187</b>
<b>01 - 1</b>	<b>215</b>	<b>224</b>	<b>231</b>	<b>197</b>	<b>184</b>	<b>185</b>	<b>172</b>
<b>02 - 2</b>	<b>198</b>	<b>204</b>	<b>209</b>	<b>205</b>	<b>192</b>	<b>178</b>	<b>176</b>
<b>03 - 3</b>	<b>207</b>	<b>190</b>	<b>187</b>	<b>189</b>	<b>205</b>	<b>203</b>	<b>177</b>
<b>04 - 4</b>	<b>190</b>	<b>214</b>	<b>196</b>	<b>176</b>	<b>192</b>	<b>184</b>	<b>191</b>
<b>05 - 5</b>	<b>192</b>	<b>194</b>	<b>218</b>	<b>181</b>	<b>170</b>	<b>176</b>	<b>182</b>
<b>06 - 6</b>	<b>188</b>	<b>194</b>	<b>189</b>	<b>203</b>	<b>183</b>	<b>174</b>	<b>166</b>
<b>07 - 7</b>	<b>169</b>	<b>197</b>	<b>181</b>	<b>186</b>	<b>198</b>	<b>179</b>	<b>155</b>
<b>08 - 8</b>	<b>183</b>	<b>160</b>	<b>191</b>	<b>178</b>	<b>190</b>	<b>191</b>	<b>180</b>
<b>09 - 9</b>	<b>167</b>	<b>191</b>	<b>195</b>	<b>194</b>	<b>177</b>	<b>196</b>	<b>219</b>
<b>10 - 10</b>	<b>175</b>	<b>134</b>	<b>174</b>	<b>160</b>	<b>178</b>	<b>162</b>	<b>174</b>
<b>11 - 11</b>	<b>137</b>	<b>159</b>	<b>121</b>	<b>156</b>	<b>145</b>	<b>170</b>	<b>163</b>
<b>12 - 12</b>	<b>149</b>	<b>166</b>	<b>175</b>	<b>126</b>	<b>157</b>	<b>137</b>	<b>142</b>
<b>TOTAL</b>	<b>2,565</b>	<b>2,642</b>	<b>2,650</b>	<b>2,505</b>	<b>2,530</b>	<b>2,483</b>	<b>2,427</b>

<b>Ethnicity Student Enrollment Comparison Table</b>							
<b>Ethnicity</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Asian or Pacific Islander</b>	<b>13</b>	<b>10</b>	<b>11</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>10</b>
<b>Black African American</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>10</b>	<b>10</b>	<b>8</b>	<b>6</b>
<b>Hispanic Latino</b>	<b>2,325</b>	<b>2,398</b>	<b>2,418</b>	<b>2,289</b>	<b>2322</b>	<b>2276</b>	<b>2211</b>
<b>White, not of Hispanic Origin</b>	<b>202</b>	<b>207</b>	<b>191</b>	<b>175</b>	<b>171</b>	<b>180</b>	<b>193</b>
<b>Native American/ American Indian-Alaskan Native</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>5</b>
<b>Two or More Ethnicities</b>	<b>9</b>	<b>9</b>	<b>12</b>	<b>13</b>	<b>9</b>	<b>4</b>	<b>2</b>
<b>TOTAL</b>	<b>2,565</b>	<b>2,642</b>	<b>2,650</b>	<b>2,505</b>	<b>2,530</b>	<b>2483</b>	<b>2427</b>

<b>Economically Disadvantaged Enrollment Comparison Table</b>							
<b>Grade</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>EE - Early Education</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>4</b>
<b>PK - Pre-Kindergarten</b>	<b>167</b>	<b>187</b>	<b>156</b>	<b>152</b>	<b>160</b>	<b>150</b>	<b>134</b>
<b>KG - Kindergarten</b>	<b>195</b>	<b>179</b>	<b>196</b>	<b>165</b>	<b>170</b>	<b>171</b>	<b>167</b>
<b>01 - Grade 1</b>	<b>199</b>	<b>190</b>	<b>204</b>	<b>171</b>	<b>157</b>	<b>169</b>	<b>152</b>
<b>02 - Grade 2</b>	<b>182</b>	<b>185</b>	<b>179</b>	<b>163</b>	<b>169</b>	<b>158</b>	<b>158</b>
<b>03 - Grade 3</b>	<b>194</b>	<b>176</b>	<b>173</b>	<b>159</b>	<b>172</b>	<b>179</b>	<b>149</b>
<b>04 - Grade 4</b>	<b>171</b>	<b>194</b>	<b>185</b>	<b>141</b>	<b>151</b>	<b>153</b>	<b>164</b>
<b>05 - Grade 5</b>	<b>174</b>	<b>173</b>	<b>201</b>	<b>145</b>	<b>134</b>	<b>150</b>	<b>151</b>
<b>06 - Grade 6</b>	<b>170</b>	<b>171</b>	<b>168</b>	<b>148</b>	<b>147</b>	<b>159</b>	<b>142</b>
<b>07 - Grade 7</b>	<b>147</b>	<b>166</b>	<b>164</b>	<b>147</b>	<b>150</b>	<b>158</b>	<b>133</b>
<b>08 - Grade 8</b>	<b>163</b>	<b>137</b>	<b>170</b>	<b>127</b>	<b>142</b>	<b>164</b>	<b>146</b>
<b>09 - Grade 9</b>	<b>149</b>	<b>169</b>	<b>164</b>	<b>135</b>	<b>143</b>	<b>168</b>	<b>182</b>
<b>10 - Grade 10</b>	<b>145</b>	<b>116</b>	<b>157</b>	<b>90</b>	<b>174</b>	<b>136</b>	<b>153</b>
<b>11 - Grade 11</b>	<b>119</b>	<b>132</b>	<b>104</b>	<b>84</b>	<b>113</b>	<b>140</b>	<b>131</b>
<b>12 - Grade 12</b>	<b>123</b>	<b>144</b>	<b>144</b>	<b>63</b>	<b>121</b>	<b>108</b>	<b>120</b>
<b>TOTAL</b>	<b>2,305</b>	<b>2,324</b>	<b>2,367</b>	<b>1,889</b>	<b>2,074</b>	<b>2170</b>	<b>2086</b>

<b>At-Risk Enrollment Comparison Table</b>							
<b>Grade</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>EE - Early Education</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PK - Pre-Kindergarten</b>	<b>154</b>	<b>178</b>	<b>98</b>	<b>107</b>	<b>104</b>	<b>87</b>	<b>70</b>
<b>KG - Kindergarten</b>	<b>178</b>	<b>147</b>	<b>166</b>	<b>147</b>	<b>160</b>	<b>160</b>	<b>142</b>
<b>01 - Grade 1</b>	<b>171</b>	<b>199</b>	<b>177</b>	<b>139</b>	<b>136</b>	<b>147</b>	<b>147</b>
<b>02 - Grade 2</b>	<b>138</b>	<b>150</b>	<b>177</b>	<b>156</b>	<b>141</b>	<b>142</b>	<b>160</b>
<b>03 - Grade 3</b>	<b>115</b>	<b>99</b>	<b>115</b>	<b>112</b>	<b>114</b>	<b>112</b>	<b>152</b>
<b>04 - Grade 4</b>	<b>109</b>	<b>95</b>	<b>116</b>	<b>114</b>	<b>116</b>	<b>103</b>	<b>174</b>
<b>05 - Grade 5</b>	<b>93</b>	<b>104</b>	<b>144</b>	<b>120</b>	<b>104</b>	<b>102</b>	<b>162</b>
<b>06 - Grade 6</b>	<b>87</b>	<b>88</b>	<b>132</b>	<b>140</b>	<b>109</b>	<b>105</b>	<b>144</b>
<b>07 - Grade 7</b>	<b>82</b>	<b>88</b>	<b>114</b>	<b>121</b>	<b>122</b>	<b>102</b>	<b>133</b>
<b>08 - Grade 8</b>	<b>80</b>	<b>75</b>	<b>124</b>	<b>116</b>	<b>134</b>	<b>116</b>	<b>155</b>
<b>09 - Grade 9</b>	<b>93</b>	<b>108</b>	<b>136</b>	<b>138</b>	<b>116</b>	<b>142</b>	<b>186</b>
<b>10 - Grade 10</b>	<b>93</b>	<b>75</b>	<b>122</b>	<b>104</b>	<b>115</b>	<b>96</b>	<b>147</b>
<b>11 - Grade 11</b>	<b>72</b>	<b>81</b>	<b>79</b>	<b>100</b>	<b>81</b>	<b>115</b>	<b>136</b>
<b>12 - Grade 12</b>	<b>81</b>	<b>89</b>	<b>86</b>	<b>81</b>	<b>92</b>	<b>81</b>	<b>117</b>
<b>TOTAL</b>	<b>1,546</b>	<b>1,576</b>	<b>1,787</b>	<b>1,695</b>	<b>1,644</b>	<b>1610</b>	<b>2025</b>

**Special Education Comparison Table**

<b>Grade</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>EE - Early Education</b>	<b>10</b>	<b>16</b>	<b>11</b>	<b>9</b>	<b>6</b>	<b>10</b>	<b>7</b>
<b>PK - Pre-Kindergarten</b>	<b>12</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>10</b>	<b>10</b>	<b>8</b>
<b>KG - Kindergarten</b>	<b>7</b>	<b>17</b>	<b>15</b>	<b>21</b>	<b>14</b>	<b>19</b>	<b>17</b>
<b>01 - Grade 1</b>	<b>14</b>	<b>11</b>	<b>24</b>	<b>14</b>	<b>22</b>	<b>14</b>	<b>16</b>
<b>02 - Grade 2</b>	<b>20</b>	<b>16</b>	<b>9</b>	<b>20</b>	<b>14</b>	<b>19</b>	<b>18</b>
<b>03 - Grade 3</b>	<b>25</b>	<b>19</b>	<b>14</b>	<b>7</b>	<b>18</b>	<b>14</b>	<b>16</b>
<b>04 - Grade 4</b>	<b>19</b>	<b>23</b>	<b>19</b>	<b>11</b>	<b>12</b>	<b>16</b>	<b>15</b>
<b>05 - Grade 5</b>	<b>23</b>	<b>19</b>	<b>25</b>	<b>22</b>	<b>12</b>	<b>12</b>	<b>13</b>
<b>06 - Grade 6</b>	<b>20</b>	<b>25</b>	<b>22</b>	<b>23</b>	<b>23</b>	<b>10</b>	<b>12</b>
<b>07 - Grade 7</b>	<b>21</b>	<b>18</b>	<b>22</b>	<b>21</b>	<b>23</b>	<b>23</b>	<b>10</b>
<b>08 - Grade 8</b>	<b>8</b>	<b>20</b>	<b>19</b>	<b>18</b>	<b>20</b>	<b>20</b>	<b>21</b>
<b>09 - Grade 9</b>	<b>13</b>	<b>8</b>	<b>20</b>	<b>20</b>	<b>19</b>	<b>13</b>	<b>22</b>
<b>10 - Grade 10</b>	<b>16</b>	<b>12</b>	<b>8</b>	<b>14</b>	<b>19</b>	<b>19</b>	<b>11</b>
<b>11 - Grade 11</b>	<b>14</b>	<b>12</b>	<b>11</b>	<b>6</b>	<b>14</b>	<b>16</b>	<b>14</b>
<b>12 - Grade 12</b>	<b>18</b>	<b>19</b>	<b>16</b>	<b>13</b>	<b>9</b>	<b>13</b>	<b>17</b>
<b>TOTAL</b>	<b>240</b>	<b>242</b>	<b>239</b>	<b>222</b>	<b>235</b>	<b>229</b>	<b>217</b>





**Limited English Proficient Comparison Table**

Grade	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>EE - Early Education</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PK - Pre-Kindergarten</b>	<b>93</b>	<b>98</b>	<b>90</b>	<b>104</b>	<b>100</b>	<b>85</b>	<b>64</b>
<b>KG - Kindergarten</b>	<b>134</b>	<b>106</b>	<b>100</b>	<b>101</b>	<b>119</b>	<b>107</b>	<b>99</b>
<b>01 - Grade 1</b>	<b>115</b>	<b>137</b>	<b>120</b>	<b>97</b>	<b>85</b>	<b>111</b>	<b>95</b>
<b>02 - Grade 2</b>	<b>96</b>	<b>95</b>	<b>130</b>	<b>99</b>	<b>87</b>	<b>83</b>	<b>102</b>
<b>03 - Grade 3</b>	<b>90</b>	<b>82</b>	<b>82</b>	<b>106</b>	<b>101</b>	<b>93</b>	<b>82</b>
<b>04 - Grade 4</b>	<b>78</b>	<b>75</b>	<b>66</b>	<b>77</b>	<b>92</b>	<b>90</b>	<b>83</b>
<b>05 - Grade 5</b>	<b>46</b>	<b>73</b>	<b>69</b>	<b>66</b>	<b>73</b>	<b>82</b>	<b>84</b>
<b>06 - Grade 6</b>	<b>47</b>	<b>41</b>	<b>70</b>	<b>60</b>	<b>61</b>	<b>74</b>	<b>69</b>
<b>07 - Grade 7</b>	<b>32</b>	<b>44</b>	<b>39</b>	<b>54</b>	<b>51</b>	<b>49</b>	<b>49</b>
<b>08 - Grade 8</b>	<b>28</b>	<b>21</b>	<b>46</b>	<b>37</b>	<b>49</b>	<b>42</b>	<b>43</b>
<b>09 - Grade 9</b>	<b>25</b>	<b>33</b>	<b>31</b>	<b>47</b>	<b>29</b>	<b>52</b>	<b>47</b>
<b>10 - Grade 10</b>	<b>16</b>	<b>14</b>	<b>24</b>	<b>23</b>	<b>42</b>	<b>21</b>	<b>32</b>
<b>11 - Grade 11</b>	<b>8</b>	<b>6</b>	<b>9</b>	<b>13</b>	<b>15</b>	<b>31</b>	<b>15</b>
<b>12 - Grade 12</b>	<b>10</b>	<b>9</b>	<b>12</b>	<b>11</b>	<b>17</b>	<b>14</b>	<b>26</b>
<b>TOTAL</b>	<b>818</b>	<b>834</b>	<b>888</b>	<b>895</b>	<b>921</b>	<b>934</b>	<b>890</b>

Limited English Proficient Comparison Chart

<b>Bilingual / English as a Second Language Comparison</b>							
	<b>Bilingual</b>						
<b>Grade</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>PK - Pre-Kindergarten</b>	<b>93</b>	<b>94</b>	<b>88</b>	<b>102</b>	<b>97</b>	<b>85</b>	<b>61</b>
<b>KG - Kindergarten</b>	<b>129</b>	<b>104</b>	<b>98</b>	<b>98</b>	<b>110</b>	<b>102</b>	<b>95</b>
<b>01 - Grade 1</b>	<b>103</b>	<b>131</b>	<b>115</b>	<b>96</b>	<b>80</b>	<b>104</b>	<b>89</b>
<b>02 - Grade 2</b>	<b>85</b>	<b>88</b>	<b>120</b>	<b>92</b>	<b>86</b>	<b>79</b>	<b>97</b>
<b>03 - Grade 3</b>	<b>82</b>	<b>73</b>	<b>74</b>	<b>97</b>	<b>96</b>	<b>91</b>	<b>77</b>
<b>04 - Grade 4</b>	<b>69</b>	<b>67</b>	<b>61</b>	<b>71</b>	<b>84</b>	<b>86</b>	<b>80</b>
<b>05 - Grade 5</b>	<b>42</b>	<b>64</b>	<b>56</b>	<b>59</b>	<b>67</b>	<b>76</b>	<b>80</b>
<b>TOTAL</b>	<b>603</b>	<b>621</b>	<b>612</b>	<b>615</b>	<b>620</b>	<b>623</b>	<b>579</b>

**ESL**

Grade	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
PK - Pre-Kindergarten	<b>0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
KG - Kindergarten	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
01 - Grade 1	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
02 - Grade 2	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
03-3 Grade 3	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>
04 - Grade 4	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
06 - Grade 6	<b>39</b>	<b>36</b>	<b>65</b>	<b>48</b>	<b>56</b>	<b>69</b>	<b>64</b>
07 - Grade 7	<b>23</b>	<b>36</b>	<b>35</b>	<b>52</b>	<b>40</b>	<b>43</b>	<b>44</b>
08 - Grade 8	<b>23</b>	<b>16</b>	<b>37</b>	<b>35</b>	<b>48</b>	<b>35</b>	<b>37</b>
09 - Grade 9	<b>18</b>	<b>26</b>	<b>27</b>	<b>39</b>	<b>27</b>	<b>50</b>	<b>40</b>
10 - Grade 10	<b>12</b>	<b>11</b>	<b>17</b>	<b>19</b>	<b>34</b>	<b>18</b>	<b>31</b>
11 - Grade 11	<b>7</b>	<b>4</b>	<b>6</b>	<b>11</b>	<b>13</b>	<b>26</b>	<b>12</b>
12 - Grade 12	<b>9</b>	<b>9</b>	<b>10</b>	<b>7</b>	<b>13</b>	<b>13</b>	<b>21</b>
<b>TOTAL</b>	<b>134</b>	<b>143</b>	<b>202</b>	<b>214</b>	<b>233</b>	<b>256</b>	<b>249</b>



**Migrant Comparison Table**

Grade	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
EE - Early Education	0	0	0	0	0	0	0
PK - Pre-Kindergarten	1	0	0	0	0	0	0
KG - Kindergarten	1	2	0	0	0	0	0
01 - Grade 1	0	1	3	0	0	0	0
02 - Grade 2	0	0	1	1	0	0	0
03 - Grade 3	0	1	1	0	1	1	0
04 - Grade 4	1	1	0	0	0	0	0
05 - Grade 5	5	1	0	1	1	0	0
06 - Grade 6	0	3	0	1	0	2	0
07 - Grade 7	5	0	3	0	1	1	1
08 - Grade 8	2	4	0	1	0	0	1
09 - Grade 9	2	1	5	0	1	0	0
10 - Grade 10	3	1	1	1	0	1	0
11 - Grade 11	2	5	1	0	1	0	1
12 - Grade 12	1	0	2	0	0	2	0
<b>TOTAL</b>	<b>23</b>	<b>20</b>	<b>17</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>3</b>

**Immigrant Comparison Table**

Grade	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>EE - Early Education</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PK - Pre-Kindergarten</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>4</b>
<b>KG - Kindergarten</b>	<b>8</b>	<b>5</b>	<b>7</b>	<b>3</b>	<b>9</b>	<b>5</b>	<b>9</b>
<b>01 - Grade 1</b>	<b>14</b>	<b>10</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>7</b>
<b>02 - Grade 2</b>	<b>8</b>	<b>11</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>2</b>

<b>03 - Grade 3</b>	<b>7</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>7</b>
<b>04 - Grade 4</b>	<b>16</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>05 - Grade 5</b>	<b>5</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>
<b>06 - Grade 6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>0</b>
<b>07 - Grade 7</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>08 - Grade 8</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>09 - Grade 9</b>	<b>8</b>	<b>9</b>	<b>13</b>	<b>2</b>	<b>1</b>	<b>10</b>	<b>9</b>
<b>10 - Grade 10</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>11</b>	<b>2</b>	<b>6</b>	<b>9</b>
<b>11 - Grade 11</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>1</b>
<b>12 - Grade 12</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>TOTAL</b>	<b>87</b>	<b>85</b>	<b>43</b>	<b>34</b>	<b>46</b>	<b>51</b>	<b>56</b>

<b>Gifted and Talented Comparison Table</b>							
<b>Grade</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>01 - Grade 1</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>9</b>	<b>9</b>	<b>11</b>	<b>11</b>
<b>02 - Grade 2</b>	<b>15</b>	<b>4</b>	<b>8</b>	<b>6</b>	<b>13</b>	<b>10</b>	<b>14</b>
<b>03 - Grade 3</b>	<b>14</b>	<b>16</b>	<b>7</b>	<b>10</b>	<b>9</b>	<b>14</b>	<b>12</b>
<b>04 - Grade 4</b>	<b>15</b>	<b>15</b>	<b>18</b>	<b>8</b>	<b>12</b>	<b>10</b>	<b>13</b>
<b>05 - Grade 5</b>	<b>13</b>	<b>17</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>11</b>
<b>06 - Grade 6</b>	<b>16</b>	<b>11</b>	<b>15</b>	<b>12</b>	<b>15</b>	<b>11</b>	<b>10</b>
<b>07 - Grade 7</b>	<b>15</b>	<b>16</b>	<b>11</b>	<b>14</b>	<b>10</b>	<b>13</b>	<b>8</b>
<b>08 - Grade 8</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>14</b>	<b>10</b>	<b>13</b>
<b>09 - Grade 9</b>	<b>8</b>	<b>16</b>	<b>13</b>	<b>12</b>	<b>9</b>	<b>14</b>	<b>10</b>
<b>10 - Grade 10</b>	<b>7</b>	<b>9</b>	<b>16</b>	<b>13</b>	<b>13</b>	<b>9</b>	<b>14</b>
<b>11 - Grade 11</b>	<b>25</b>	<b>6</b>	<b>8</b>	<b>15</b>	<b>13</b>	<b>13</b>	<b>9</b>
<b>12 - Grade 12</b>	<b>25</b>	<b>26</b>	<b>6</b>	<b>9</b>	<b>16</b>	<b>13</b>	<b>12</b>
<b>TOTAL</b>	<b>176</b>	<b>155</b>	<b>135</b>	<b>130</b>	<b>145</b>	<b>140</b>	<b>137</b>

## ATTENDANCE

Grade	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
EE - Early Education	82.80%	87.82%	93.01%	90.86%	81.14%	82.05%	91.61%
PK - Pre-Kindergarten	93.84%	91.71%	93.12%	95.10%	94.94%	94.15%	93.27%
KG - Kindergarten	95.71%	94.76%	95.35%	96.05%	97.04%	96.74%	95.70%
01 - Grade 1	96.66%	95.41%	96.27%	96.20%	97.35%	97.30%	93.73%
02 - Grade 2	96.61%	96.28%	97.17%	97.17%	97.16%	97.16%	97.62%
03 - Grade 3	97.30%	96.88%	97.38%	97.27%	97.92%	97.30%	97.35%
04 - Grade 4	97.03%	96.55%	97.58%	97.61%	97.81%	97.80%	97.16%
05 - Grade 5	97.26%	96.67%	97.74%	97.48%	97.79%	97.53%	97.39%
06 - Grade 6	97.05%	96.78%	97.24%	97.84%	97.63%	97.32%	96.72%
07 - Grade 7	96.05%	96.71%	97.19%	97.04%	97.22%	97.12%	96.70%
08 - Grade 8	96.10%	95.83%	97.16%	97.56%	97.40%	97.02%	96.47%
09 - Grade 9	94.63%	95.46%	95.44%	96.22%	97.04%	95.80%	95.32%
10 - Grade 10	95.04%	95.67%	95.23%	95.69%	95.92%	96.56%	95.05%
11 - Grade 11	94.30%	94.25%	95.21%	95.45%	96.66%	95.64%	95.39%
12 - Grade 12	91.96%	92.71%	96.30%	96.20%	96.38%	96.34%	95.81%
Garriga Elementary	95.93%	94.94%	95.88%	96.83%	97.26%	96.98%	96.62%



<b>Derry Elementary</b>	<b>97.20%</b>	<b>96.69%</b>	<b>97.52%</b>	<b>96.83%</b>	<b>97.36%</b>	<b>97.18%</b>	<b>96.88%</b>
<b>Port Isabel Junior High</b>	<b>96.42%</b>	<b>96.47%</b>	<b>97.20%</b>	<b>97.49%</b>	<b>97.41%</b>	<b>97.15%</b>	<b>96.61%</b>
<b>Port Isabel High School</b>	<b>94.13%</b>	<b>94.53%</b>	<b>95.57%</b>	<b>95.89%</b>	<b>96.53%</b>	<b>96.05%</b>	<b>95.37%</b>
<b>District</b>	<b>94.61%</b>	<b>96.53%</b>	<b>90.39%</b>	<b>96.90%</b>	<b>94.05%</b>	<b>97.47%</b>	<b>97.10%</b>

<b>Leaver Reason (Reported following year)</b>							
	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>01 - Student graduated.</b>	<b>133</b>	<b>124</b>	<b>138</b>	<b>160</b>	<b>120</b>	<b>152</b>	<b>132</b>
<b>03 - Died while enrolled/summer break</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>16 - Return to home country</b>	<b>14</b>	<b>15</b>	<b>13</b>	<b>11</b>	<b>4</b>	<b>5</b>	<b>5</b>
<b>24 - College, Pursue Degree</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>60 - Home schooling</b>	<b>8</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>3</b>	<b>5</b>	<b>6</b>
<b>66 - Removed by CPS</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>81 - Enroll in TX Private School</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>82 - Enroll in School Outside Texas</b>	<b>13</b>	<b>13</b>	<b>11</b>	<b>15</b>	<b>8</b>	<b>13</b>	<b>10</b>
<b>83 - Administrative Withdrawal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>

<b>87 - Enroll in University High School Diploma Program</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>98 - Other</b>	<b>12</b>	<b>8</b>	<b>9</b>	<b>13</b>	<b>10</b>	<b>10</b>	<b>7</b>
<b>TOTAL</b>	<b>184</b>	<b>167</b>	<b>180</b>	<b>211</b>	<b>149</b>	<b>190</b>	<b>162</b>

**Discipline Incidents**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>KG – Kindergarten</b>	n/a	n/a	6	6	4	14	16
<b>01- Grade 1</b>	n/a	n/a	15	16	21	5	30
<b>02- Grade 2</b>	n/a	n/a	20	5	13	17	13
<b>03 - Grade 3</b>	20	17	25	12	13	19	28
<b>04 - Grade 4</b>	25	36	65	28	18	11	48
<b>05 - Grade 5</b>	45	85	58	65	50	20	52
<b>06 - Grade 6</b>	157	166	300	147	133	289	206
<b>07 - Grade 7</b>	200	154	178	203	154	190	217
<b>08 - Grade 8</b>	230	184	157	100	258	151	225
<b>09 - Grade 9</b>	263	284	223	117	195	257	211
<b>10 - Grade 10</b>	155	124	156	181	124	177	212
<b>11 - Grade 11</b>	175	125	87	144	115	135	147
<b>12 - Grade 12</b>	91	143	74	104	86	73	66
<b>TOTAL</b>	<b>1,361</b>	<b>1,318</b>	<b>1,359</b>	<b>1,128</b>	<b>1,184</b>	<b>1,358</b>	<b>1,472</b>

<b>Discipline Actions</b>						
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>02 - Expulsion to JJAEP</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>05 - Out-of-school suspension</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>7</b>	<b>0</b>
<b>06 - In-school suspension and related services</b>	<b>1,265</b>	<b>1,219</b>	<b>1,230</b>	<b>1,037</b>	<b>1,098</b>	<b>1282</b>
<b>07 - Placement in on or off campus DAEP / TEC 37.008</b>	<b>89</b>	<b>62</b>	<b>74</b>	<b>68</b>	<b>57</b>	<b>46</b>
<b>08 - Continued other district's DAEP placement</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>
<b>10 - Continued other district's DAEP placement from prior year</b>	<b>8</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>0</b>
<b>12- Continued of District Expulsion W/JJAEP placement</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>26 - Partial Day - In-School Suspension</b>	<b>35</b>	<b>36</b>	<b>45</b>	<b>12</b>	<b>20</b>	<b>24</b>
<b>28 – Mandatory Action Not Taken</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>TOTAL</b>	<b>1,402</b>	<b>1,320</b>	<b>1,360</b>	<b>1,123</b>	<b>1,188</b>	<b>1,356</b>

<b>Discipline Action Reason</b>							
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>01-Permanent Removal by Teacher</b>	0	0	0	0	0	3	0
<b>02 - Conduct punishable as a felony</b>	0	2	3	1	2	0	1
<b>04 - Possess controlled substance</b>	19	14	13	19	11	5	14
<b>05 - Possess alcoholic beverage</b>	4	2	2	2	1	1	0
<b>07 - Public Lewdness / Indecent Exposure</b>	0	0	0	0	0	2	3
<b>09 - Conduct off campus/in Title 5</b>	2	0	1	0	0	1	0
<b>10 - Conduct off campus/not in Ttl5</b>	0	0	0	2	0	0	0
<b>12 – Unlawful carry of Illegal Knife</b>	0	0	0	0	0	1	0
<b>14 - Used/possessed prohibited weapon</b>	1	0	0	0	0	1	0
<b>18 - Indecency with a child</b>	1	0	0	0	0	0	0
<b>21 - Violation of Code of Conduct</b>	1,314	1,284	1,333	1,094	1,164	1,336	1,439
<b>26 - Terroristic threat</b>	0	1	1	0	0	0	3
<b>028 - Assault not employee/volunteer</b>	3	0	1	0	0	1	5

<b>29 – Aggr assault against emp/vol</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>32 - Sexual assault not employee/volunteer</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>33 - Cigarette or tobacco product</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>35 - False alarm/false report</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>36 - Felony controlled substance violation</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>41 - Fighting/Mutual Combat</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>TOTAL</b>	<b>1,355</b>	<b>1,310</b>	<b>1,355</b>	<b>1,120</b>	<b>1,183</b>	<b>1,354</b>	

**Point Isabel Independent School District Funding**

**2017-2018**

<b>Fund</b>	<b>Amount</b>
<b>Title I, Part A</b>	<b>\$1,311,797</b>
<b>Title II, Part A</b>	<b>\$156,630</b>
<b>Title III, Part A ELA</b>	<b>\$102,912</b>
<b>Title IV, Part A</b>	<b>\$27,033</b>
<b>Carl Perkins Grant</b>	<b>\$46,522</b>
<b>Special Education IDEA-B</b>	<b>\$550,758</b>
<b>Special Education IDEA-B Preschool</b>	<b>\$12,073</b>