2017 - 2018 LAS Plan					
District Name:	Point Isabel Independent School District				
District LAS Contact (primary):					
Email:					
Phone:					
	Weighting Overview				
Local / Sta	ate	Weighting (%)			
Allowable range = 1% - 50%	Local Accountability System	50%			
Allowable range = 50% - 99%	State Accountability System	50%			
When added together, the weighting should equal 100%	Local / State Total	100%			
Domain	I	Weighting (%)			
	Academics	100%			
If the plan includes 2 or more domains, the	Culture & Climate				
weighting range for each domain is 20% -	Extra / Co-Curricular				
60%.	Future-Ready Learning				
Pending TEA approval, some components may be categorized into one of four locally-	LD 1				
	LD 2*				
	LD 3*				
	LD 4*				
When added together, the weight of the LAS Domains should equal 100%	Total of LAS Domains	100%			
С	omponent Summary*				
Districts may use this space to create a master list of all components organized by domain for quick reference. The component summary is <u>not required*</u> for LAS Plan Submission. Within each domain, the total weight of all components should equal 100%.					
Domain Name	Component (A1, B2, etc.)	Weighting (%)			
Academics	A1	25%			
Academics	A2	25%			
Academics	A3	25%			
Academics	A4	25%			

Campus List					
Please list the names of all campuses in the district and identify which school type and, if applicable, the school					
group* each campus belongs to according to	group* each campus belongs to according to the district LAS Plan.				
* Pending TEA approval, districts may organ	ize selected campuses within a sch	nool type into a school group to ensure			
a better fit of components for those campuse	a better fit of components for those campuses.				
School Name	School Type	School Group*			
Garriga Elementary	Elementary	K-2, 3-5			
Derry Elementary	Elementary	K-2, 3-5			
Port Isabel Junior High School	MS	6-8			
Port Isabel High School	HS	9			

Domain: Academics		Component A1	Component A2	Component A3	Component A4
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Individual Student Growth - Shifting from a STAAR-focused Culture to a Growth Mind Set/Reading/Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)	Individual Student Growth - Shifting from a STAAR- focused Culture to a Growth Mind Set /Math/ Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)	Individual Student Growth - Focused on a Strong Foundation/Reading/ Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)	Individual Student Growth - Focused on a Strong Foundation/Math/ Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	Elementary, MS, HS/Grades 3-9	Elementary, MS, HS/Grades 3-9	Elementary/Grades K-2	Elementary/Grades K-2
Provide the weight assigned to this component within the domain.	Component Weight (%)	25%	25%	25%	25%

Domain: Academics	Component A1	Component A2	Component A3	Component A4
Why has the district selected this Rationale	The district selected "individual student growth" in	The district selected "individual student growth" in math	The district selected "individual student growth" in	The district selected "individual student
component to spotlight in the LAS	reading at the tested grade levels to spotlight	at the tested grade levels to spotlight because this	reading at the primary grade levels to ensure a	growth" in math at the primary grade levels
Plan? How was this component	because this aligns with Point Isabel ISD's	aligns with Point Isabel ISD's transition from traditional	strong foundation in literacy development and	to provide a base for math conceptual
identified as a high-leverage	transition from traditional learning to personalized	learning to personalized learning. Data-driven	reading comprehension. In order to eliminate literacy	knowledge. In order to ensure a strong
area? Describe the relevance	learning. Data-driven instruction has been a	instruction has been a significant area of growth,	gaps, the District leverages MAP data to	conceptual foundation, the District
and utility of this component -	significant area of growth, especially with the	especially with the introduction of the NWEA MAP	personalize instruction through the employment of	leverages MAP data to personalize
equitable, rigorous, with	introduction of the NWEA MAP assessement	assessement during the 2016-2017 Year 1 pilot	stations and personalized pathways on research-	instruction through the employment of
emphasis on quality of impact	during the 2016-2017 Year 1 pilot consisting of	consisting of three math classrooms across three	based online resources. The necessity for this focus	stations and personalized pathways in ST
and to the extent practicable,	three math classrooms across three different	different grade levels (3rd, 4th and 7th grade). Over the	stems on the literacy gaps present by second grade,	Math. The necessity for this focus stems on
focused on growth and/or	grade levels (3rd, 4th and 7th grade). Over the	course of the pilot year, math teachers and school	which expand by the secondary grades. The 2016-	the widening academic gap which surfaces
maintaining high levels of	course of the pilot year, math teachers and school	leaders gained confidence in using multiple forms of	2017 Year 1 math pilot (three math classrooms	at the secondary level in math and science.
proficiency.	leaders gained confidence in using multiple forms	assessment to guide instruction. The positive impact of	across three different grade levels - 3rd, 4th and 7th	The 2016-2017 Year 1 math pilot (three
	of assessment to guide instruction. The positive	utilizing MAP data for targeted instruction spread	grade) provided the evidence to facilitate the	math classrooms across three different
	impact of utilizing MAP data for targeted	throughout multiple grade levels, compelling the district	utilization of MAP data for targeted instruction for	grade levels - 3rd, 4th and 7th grade)
	instruction spread throughout multiple grade	to acquire MAP for all elementary and middle school,	primary grade levels. MAP in particular has been	provided the evidence to facilitate the
	levels, compelling the district to acquire MAP for	and 9th grade students during the 2017-2018 school	influential in helping teachers shift their mindsets	utilization of MAP data for targeted
	all elementary and middle school, and 9th grade	year. MAP in particular has been influential in helping	toward student growth over the course of the year,	instruction for primary grade levels. MAP in
	students during the 2017-2018 school year. MAP	teachers shift their mindsets toward student growth over	and in identifying the specific standards with which	particular has been influential in identifying
	in particular has been influential in helping	the course of the year, and in identifying the specific	individuals students needed assistance. This	the specific standards with which individuals
	teachers shift their mindsets toward student	standards with which individuals students needed	component ensures that primary teachers are held	students needed assistance and
	growth over the course of the year, and in	assistance. Moving from a STAAR-focused culture to a	accountable for the literacy development of their	determining where the conceptual math gap
	identifying the specific standards with which	culture valuing multiple measures has been challenging,	students; thus, facilitating that by the end of second	began. This component ensures that
	individuals students needed assistance. Moving	but is a powerful lever for shifting to personalization.	grade, students are reading on grade level.	primary teachers are held accountable for
	from a STAAR-focused culture to a culture valuing	The ultimate goal is to develop college and career ready		the conceptual math development of their
	multiple measures has been challenging, but is a	students.		students.
	powerful lever for shifting to personalization. The			
	ultimate goal is to develop college and career			
	ready students.			

Domain: Academics		Component A1	Component A2	Component A3	Component A4
Identify the source(s) of data for	Data Source / Baseline	NWEA MAP / 2016-2017 End of Year (EOY)	NWEA MAP / 2016-2017 End of Year (EOY) NWEA	NWEA MAP / 2016-2017 End of Year (EOY) NWEA	NWEA MAP / 2016-2017 End of Year (EOY)
each component and the	Data	NWEA MAP scores	MAP scores	MAP scores	NWEA MAP scores
availability of baseline data.		Sample Size:	Sample Size:	Sample Size:	Sample Size:
		Garriga Elementary - 212	Garriga Elementary - 232	Garriga Elementary - 107	Garriga Elementary - 182
		Derry Elementary - 256	Derry Elementary - 262	Derry Elementary - 160	Derry Elementary - 223
		Port Isabel Junior High School - 448	Port Isabel Junior High School - 455		
		Port Isabel High School - 144	Port Isabel High School - 131		
Provide an overview of the	Timeline for Data	Test window dates for NWEA MAP administration	Test window dates for NWEA MAP administration for	Test window dates for NWEA MAP administration for	Test window dates for NWEA MAP
process for data collection and	Collection and Analysis	for grades 3, 4, 5, 6, 7, 8 and 9 reading:	grades 3, 4, 5, 6, 7, 8 and 9 mathematics:	grades K-2 reading:	administration for grades K-2 mathematics:
analysis, including timelines for		Beginning of the Year (BOY) August 28 -	Beginning of the Year (BOY) August 28 -	Beginning of the Year (BOY) August 28 -	Beginning of the Year (BOY)
any related activities such as staff		September 15,	September 15,	September 15,	August 28 - September 15,
training and/or calibration,		Middle of the Year (MOY)	Middle of the Year (MOY) December 11 -	Middle of the Year (MOY) December	Middle of the Year (MOY)
assessment and survey windows		December 11 - 21, 2017,	21, 2017,	11 - 21, 2017,	December 11 - 21, 2017,
including make-up testing and		End of the Year (EOY) April 16 -	End of the Year (EOY) April 16 - April 27,	End of the Year (EOY) April 16 - April	End of the Year (EOY) April
follow-up surveys (if needed),		April 27, 2018.	2018.	27, 2018.	16 - April 27, 2018.
and data analysis.					
		Student test results are delivered to the campuses	Student test results are delivered to the campuses two	Student test results are delivered to the campuses	Student test results are delivered to the
		two weeks after the testing window closes.	weeks after the testing window closes.	two weeks after the testing window closes.	campuses two weeks after the testing
			a. # =		window closes.
					0
		August 22-24, 2017 for All campus	August 22-24, 2017 for All campus	August 22-24, 2017 for All campus	
		January 8, 2018 for secondary campuses	January 8, 2018 for secondary campuses	Data Analysia	August 22-24, 2017 for All campus
		Data Analyzia:	Data Analyzia:	Data Analysis. Carrian Elementary, Kindergartan May 7, 2018: 1at	Data Analyzia:
		Data Allalysis. Carrian Elementary April 26, 2019	Data Analysis. Carrias Elementary April 24, 2019	Gainga Elementary - Kindergarten, May 7, 2010, 1st Grade April 26, 2019: 2nd Grade April 24, 2019	Dala Analysis. Carriaa Elementary Kindergerten May 7
		Barry Elementary - April 20, 2010	Dorry Elementary May 1, 2019	Derry Elementary May 1, 2019	Carrie Crode April 26, 2019: 2nd Crode
		Derly Elementary - May 1, 2010 Port leabol Junior High School May 18, 2018	Derly Elementary - May 1, 2010 Port Isabel Junior High Secol May 18, 2018	Derry Elementary - Way 1, 2010	2010, 1St Glade, April 20, 2010, 2nd Glade, April 24, 2018
		Port Isabel High School - May 28, 2018	Port Isabel High School - May 28, 2018		April 24, 2010 Derry Elementary - May 1, 2018
		- or rouger right contour - may 20, 2010	1 of 1900of Fight Obloor - May 20, 2010		Bony Liononary - May 1, 2010

Domain: Academics	Component A1	Component A2	Component A3	Component A4
Describe the processes to ensure Methodology	The measure of growth for students in the subset with	The measure of growth for students in the subset with valid	The measure of growth for students in the subset with valid	The measure of growth for students in the subset
the data is valid, reliable, and	valid scores will be calculated in the following manner:	scores will be calculated in the following manner:	scores will be calculated in the following manner:	with valid scores will be calculated in the
auditable, such as practices to				following manner:
encourage and assess	Definitions	Definitions	Definitions	
representative participation in	No growth - No change or a decline in the student's	No growth - No change or a decline in the student's score from	No growth - No change or a decline in the student's score	Definitions
surveys, procedures for	score from BOY to EOY.	BOY to EOY.	from BOY to EOY.	No growth - No change or a decline in the
calculating data including	Growth - Increase of 1 point or more in the student's	Growth - Increase of 1 point or more in the student's score	Growth - Increase of 1 point or more in the student's score	student's score from BOY to EOY.
determination of cut points and	score from BOY to EOY.	from BOY to EOY.	from BOY to EOY.	Growth - Increase of 1 point or more in the
growth targets, and protocols for	Projected growth - Student meets individualized	Projected growth - Student meets individualized projected	Projected growth - Student meets individualized projected	student's score from BOY to EOY.
	projected growth from BOY to EOY.	growth from BOY to EOY.	growth from BOY to EOY.	Projected growth - Student meets individualized
data storage.	Exceeded growth - Student exceeds individualized	Exceeded growth - Student exceeds individualized projected	Exceeded growth - Student exceeds individualized	projected growth from BOY to EOY.
	projected growth from BOY to EOY.	growth from BOY to EOY.	projected growth from BOY to EOY.	Exceeded growth - Student exceeds
	2017 2010 Daint system for individual student	Deint evetere for individual atualant nonformenes	Deint evetere for individual at ident a efermene	Individualized projected growth from BOY to
	2017 - 2018 Point system for individual student	Point system for individual student performance	Point system for individual student performance	EUT.
	penormance	Derformanaa Deinta	Derformence Deinte	Boint overtern for individual student performance
	Porformanco Pointo	No growth 0	No growth 0	Point system for individual student performance
		Growth 1	Growth 1	Performance Points
	Growth 1	Projected growth 2	Projected growth 2	No growth 0
	Projected growth 2	Exceeds growth 3	Exceeds arowth 3	Growth 1
	Exceeds growth 3			Projected growth 2
		Calculation	Calculation	Exceeds growth 3
	Calculation	The sum of:	The sum of	
	The sum of:	the number of students making growth (x 1 point) plus the	the number of students making growth (x 1 point) plus the	Calculation
	the number of students making growth (x 1 point) plus	number of students making the projected growth (x 2 points)	number of students making the projected growth (x 2	The sum of:
	the number of students making the projected growth (x	plus the number of students exceeding the projected growth (x	points) plus the number of students exceeding the	the number of students making growth (x 1 point)
	2 points) plus the number of students exceeding the	3 points) divided by the maximum number of points possible	projected growth (x 3 points) divided by the maximum	plus the number of students making the projected
	projected growth (x 3 points) divided by the maximum	(number of students in subset x 3) will equal a point value	number of points possible (number of students in subset x	growth (x 2 points) plus the number of students
	number of points possible (number of students in subset	score.	3) will equal a point value score.	exceeding the projected growth (x 3 points)
	x 3) will equal a point value score.			divided by the maximum number of points
				possible (number of students in subset x 3) will
				equal a point value score.

Domain: Academics		Component A1	Component A2	Component A3	Component A4
Describe the scaling process to	Scaling Process	Rating labels (A-F) will be assigned based on the following point	Rating labels (A-F) will be assigned based on the following point scale:	Rating labels (A-F) will be assigned based on the following point	Rating labels (A-F) will be assigned based on the following
be used for this component		scale:		scale:	point scale:
			Year One: 2017-2018		
		Year One: 2017-2018	≥65 A	Year One: 2017-2018	Year One: 2017-2018
		≥65 A	60-64 B	≥65 A	≥65 A
		60-64 B	55-59 C	60-64 B	60-64 B
		55-59 C	50-54 D	55-59 C	55-59 C
		50-54 D	<50 F	50-54 D	50-54 D
		<50 F	Distribution for Ratings	<50 F	<50 F
		Distribution for Ratings	Sample distribution for ratings is based on bell curve. The sample	Distribution for Ratings	Distribution for Ratings
		Sample distribution for ratings is based on bell curve. The sample	distribution for A - D are illustrated below.	Sample distribution for ratings is based on bell curve. The sample	Sample distribution for ratings is based on bell curve. The
		distribution for A - D are illustrated below.	Antiginated Calculations for subconuent vegra:	distribution for A - D are illustrated below.	sample distribution for A - D are illustrated below.
		Anticipated Calculations for subsequent years:	In year two and year three standards for the rating scale point system will	Anticipated Calculations for subsequent years:	Anticipated Calculations for subsequent years:
		In year two and year three standards for the rating scale point	increase for year two and year three to represent a phase-in of increased	In year two and year three standards for the rating scale point system	In year two and year three standards for the rating scale
		system will increase for year two and year three to represent a	levels of performance	will increase for year two and year three to represent a phase-in of	point system will increase for year two and year three to
		phase-in of increased levels of performance		increased levels of performance	represent a phase-in of increased levels of performance
			2018 - 2019 Point system for individual student performance		
		2018 - 2019 Point system for individual student performance	Performance Points	2018 - 2019 Point system for individual student performance	2018 - 2019 Point system for individual student
		Performance Points	No growth5	Performance Points	performance
		No growth5	Growth .5	No growth5	Performance Points
		Growth .5	Projected growth 2.5	Growth .5	No arowth5
		Projected growth 2.5	Exceeds growth 3.5	Projected growth 2.5	Growth .5
		Exceeds growth 3.5		Exceeds growth 3.5	Projected growth 2.5
		5	2019 - 2020 Point system for individual student performance	C C	Exceeds growth 3.5
		2019 - 2020 Point system for individual student performance	Performance Points	2019 - 2020 Point system for individual student performance	ů
		Performance Points	No growth -1	Performance Points	2019 - 2020 Point system for individual student
		No growth -1	Growth 0	No growth -1	performance
		Growth 0	Projected growth 3	Growth 0	Performance Points
		Projected growth 3	Exceeds growth 4	Projected growth 3	No growth -1
		Exceeds growth 4		Exceeds growth 4	Growth 0
					Projected growth 3
					Exceeds growth 4