PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Kelly-Pharr Elementary School Campus Improvement Plan 2020-2021

Board Approved:

Executive Summary

PSJA COLLEGE^3 READY.CONNECTED.COMPLETE

Executive Summary

Campus Improvement Plan: School Year 2020-2021

Campus Name: Kelly-Pharr Elementary

Mission: The faculty of Kelly-Pharr Elementary School affirm their commitment to excellence in education. To fulfill this commitment, we provide bi-literate learning opportunities for all elementary students in accordance with their needs, backgrounds, interests, and abilities. In our school program we strive to provide a bi-literate balanced curriculum emphasizing academic and social growth and integrating the ideals of democracy and citizenship. We provide the opportunity for the students to have their needs met as they develop individual abilities in a democratic, bi-literate atmosphere: an atmosphere where the students can contribute to be part of the whole. The culmination of our efforts is to instill in our students a lifelong love of learning in two languages thus leading to "College Ready, College Connected, College Complete".

Demographics Summary: Currently Kelly-Pharr has an enrollment of 755 students as of October 2019. The student population at Kelly-Pharr consists of 99.07% Hispanic, less than 1% white and less than 1% Black. Our economically disadvantaged student percentage is 89%. Our special education population represents 7.7% of the 755 students enrolled. All our 755 students participate in our dual language program with 49.9% classified as ELL's. Our migrant population constitutes for less than 1%. Kelly-Pharr's campus attendance rate was 97.4%.

Comprehensive Needs Assessment Summary: In 2019 Kelly-Pharr Elementary received an 94 out of a 100 based on performance in three different areas. In student achievement Domain I an 89 was earned. Kelly-Pharr's School Progress grade was an 86 for part A and part B Relative Performance equated to a 91. In domain III Closing the Gaps Kelly-Pharr earned a 100 meeting all requirements for our different student groups.

Curriculum/ Instruction and Assessment: Teachers at Kelly-Pharr utilize the timelines and frameworks that are provided by our district for all subjects. We incorporate a dual language program for all students from PK-3-5th grade. Our teachers in kinder and first grade utilize Pearlized math that is streamlined to Sharon Wells which is used for 2nd-5th grade. We have recognized the intentional planning and instruction that needs to occur in order to ensure growth for all students. To accomplish this teachers and students take an active role with learning and needs.

Summary of Goals: As a campus our goal is to increase the percentage of mastery performance. This goal includes 30% of our students earning a mastery rating in all subjects. Our goal also includes that a 100% of our students will demonstrate growth from their 2019 STAAR exams. Based on TPRI and Tejas Lee data our goal includes increasing the percentage of independent readers by 10% in 1st and 2nd grade. Our campus focus includes reading with fluency and comprehension across all grade levels. Kelly-Pharr plans to use our CCLC's and TCLC's to further teacher knowledge, improve practices, student understanding and deepen learning.

Lydia Trevino	Cinthya Salinas	Karina Barrera
Principal Signature	**Teacher Leader**	**Parent**

Vision

Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

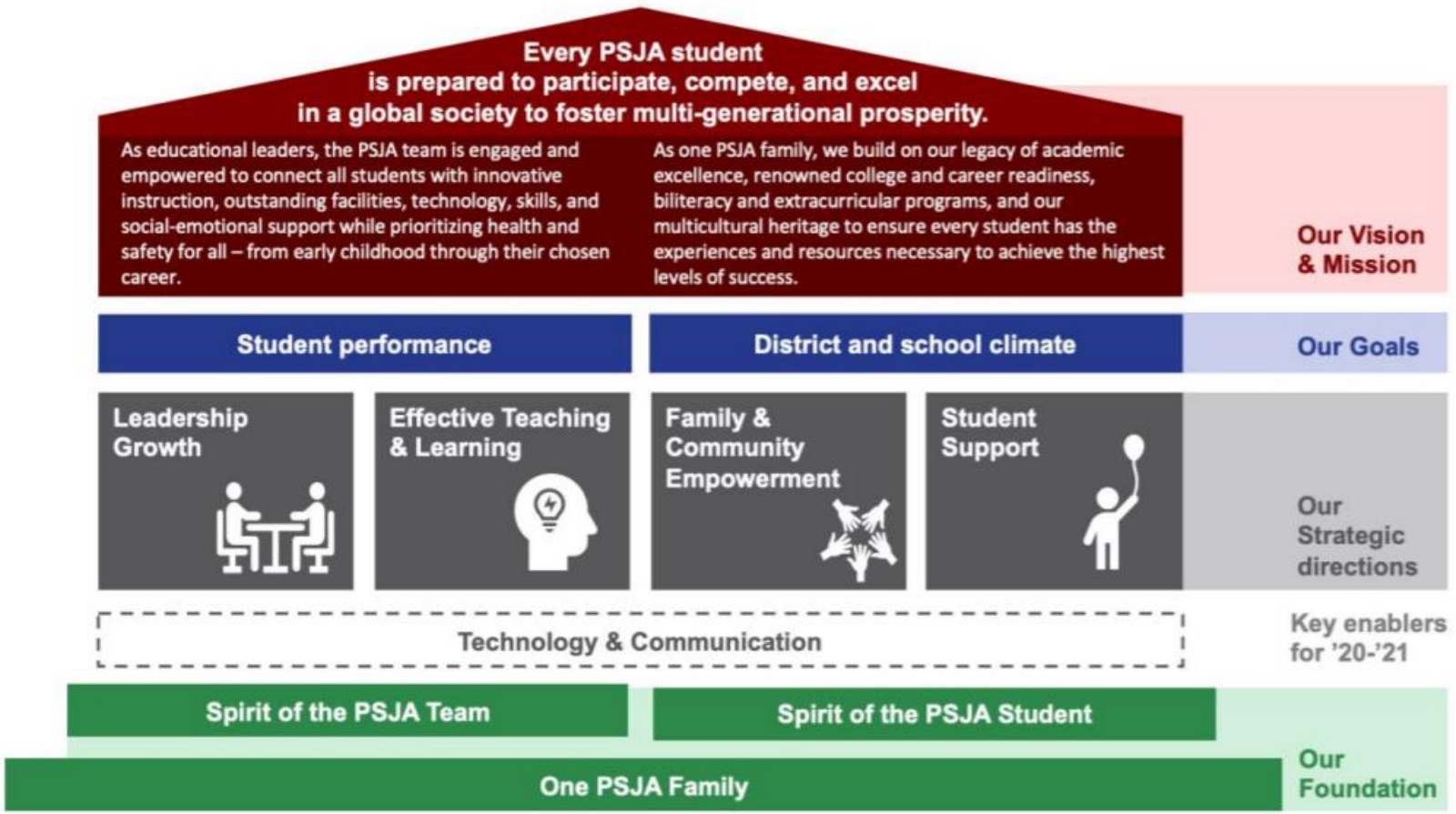
Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Adopted June 22, 2020 by the PSJA School Board of Trustees

2020-2021 Strategic Planning Framework



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.

GOAL AREAS:

GOAL AREAL 1 – Student Achievement

GOAL AREA 2 - Closing the Gaps

GOAL AREA 3 – Improve Safety, Public Support, Culture and Climate

GOAL AREA 4 – Increase Staff Quality, Recruitment and Retention

KELLY-PHARR ELEMENTARY SCHOOL
"ACHIEVING EXCELLENCE TOGETHER"
OUR MISSION

"College Ready, College Connected, College Complete"

The faculty of Kelly-Pharr Elementary School affirm their commitment to excellence in education. To fulfill this commitment, we are dedicated to providing bi-literate learning opportunities for all elementary students in accordance with their needs, backgrounds, interests, and abilities. In our school program we strive to provide a bi-literate balanced curriculum emphasizing academic and social growth and integrating the ideals of democracy and citizenship. We provide the opportunity for the students to have their needs met as they develop individual abilities in a democratic, bi-literate atmosphere: an atmosphere where the students can contribute to be part of the whole. The culmination of our efforts is to instill in our students a lifelong love of learning in two languages thus leading to "College Ready, College Connected, College Complete".

Kelly-Pharr Elementary School

VISION GOALS OBJECTIVES

Vision

We believe that all elementary children should develop an understanding of the past and identification with the present to meet the challenges in an ever-changing world and to become responsible, ethical members of our society. In order for us to realize our objectives, we, at Kelly-Pharr Elementary School, recognize the need for cooperative efforts of the student, school, home, and community.

Goals

-Integrate technology to enhance learning
-Enhance the home/school/community involvement
-Improve academic achievement in all areas

Objectives

-Increase student technology awareness and competency
-Improve staff and student learning
-Provide an early childhood education that will ensure all early childhood students are kindergarten ready
-Provide programs relevant to the needs and interests of the Kelly-Pharr Elementary School community
-Increase utilization of community volunteers as curriculum and instructional support
-Identify the needs of the school community to improve school climate
-Improve staff skills in effectively addressing Home/School/Community
-Improve state test scores

Kelly-Pharr Elementary School
Site Based Decision Committee Members

Marlene Ponce - Instructional Paraprofessional
Elias Macias - Custodian
Emma Trevino - PK-3 Teacher
David Frias - Kindergarten Teacher
Bianca Garcia - First Grade Teacher
Patricia Casas - Second Grade Teacher
Susana Ramos - Third Grade Teacher
Eira Munoz - Fourth Grade Teacher
Cinthya Salinas - Fifth Grade Teacher
Kanie De Leon - Librarian
Paloma Padilla - Campus CLL
Claudia De La Cruz - Counselor
Jessica Villanueva - Assistant Principal
Sintia Lopez - Assistant Principal
Lydia Trevino - Principal
Joaquin Rodriguez - Parent
Isabella Palacios - Community Member

Comprehensive Needs Assessment

Data Resources Reviewed

1. 2018-19 STAAR Campus Summary Report
2. 2019-2020 Campus Attendance
3. 2018-2019 TPRI/Tejas Lee Campus Summary Report
4. 2018-2019 Circle Data
5. Discipline Referrals
6. PEIMS Demographics
7. Walk-through Data
8. Parental Involvement Data
9. McREL Teacher Evaluations
10. Teacher Professional Development Plans
11. Teacher Certifications
12. TELPAS Scores
13. Technology Inventories
14. PBMAS

Comprehensive Needs Assessment

Demographics

Economically Disadvantaged

The following sources from across our campus were used to review the Economically Disadvantaged data by the CPOC: State of Texas Assessments of Academic Readiness (STAAR) results, and Domain III to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

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

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

- In Reading, the achievement gap between Eco D. and All students 2018-2019 is 2%.
- In Mathematics, the achievement gap between Eco D. and All students 2018-2019 is 2%.
- In Writing, the achievement gap between Eco D. and All students 2018-2019 is 3%.
- In Science, the achievement gap between Eco D. and All students 2018-2019 is 2 %.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued

<u>English Language Learners (EL):</u>

The following sources from our campus were used to review the English Learners data results by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students.

Needs:

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

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

- In Reading, the achievement gap between EL. and All students 2018-2019 is 3%.
- In Mathematics, the achievement gap between EL. and All students 2018-2019 is 4%.
- In Writing, the achievement gap between EL. and All students 2018-2019 is 8%.
- In Science, the achievement gap between EL. and All students 2018-2019 is 4 %.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued

<u>Special Education</u>:

The following sources from across our campus were used to review the Special Education data by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) indicators to determine strengths and needs of our Special Education students.

Needs:

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

- In Reading, the achievement gap between Sp. Ed. and All students 2018-2019 is 9%.
- In Mathematics, the achievement gap between Sp. Ed. and All students 2018-2019 is +8%.
- In Writing, the achievement gap between Sp. Ed. and All students 2018-2019 is 9%.
- In Science, the achievement gap between Sp. Ed. and All students 2018-2019 is 15 %.
- At the Meets Level

Personnel Needs:

Kelly-Pharr Elementary must work closely with the Human Resource Department to ensure that our campus hires highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Comprehensive Needs Assessment Continued: Goal 1-4 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1 Student Achievement	Academic Achievement	• 3rd Grade Mathematics-64 • 4th Grade Mathematics-71 • 4th Grade Writing -65 • 5th Grade Mathematics-60	• 3rd Grade Reading -53 • 4th Grade Reading-55 • 5th Grade Reading-53 • 5th Grade Science- 53	Improve student learning outcomes in : • 3rd Grade Reading -53 • 4th Grade Reading-55 • 5th Grade Reading-53 • 5th Grade Science- 53
	Technology	CIT Monthly trainings Implementation of technology in lesson Computer assisted instruction in computer labs and classroom setting.	• Student typing skills • Integration into curriculum with rigor	• Integration into curriculum with rigor
	Special Populations	Special Ed Reading 2018 (36) 2019 (43) Math 2018 (46) 2019 (46) NONCont. Enr. Reading 2018 (54) 2019 (61) Math 2018 (58) 2019 (61)	Special Ed Writing – 2018 (46) 2019(16) Cont. Enrolled Reading 2018 (57) 2019 (56) Math 2018 (68) 2019 (63) Writing 2018 (58) 2019 (50) NONCont. Enr. Writing 2018 (54) 2019 (50) EL Current Reading 2018 (57) 2019 (56) Math 2018 (66) 2019 (63) Writing 2018 (58) 2019 (52)	Special Ed Writing – 2018 (46) 2019(16) Cont. Enrolled-Math 2018 (68) 2019 (63)
2 Closing the Gaps	Student Targets	Reading: Meets 54% Masters 32% Math: Meets 64% Masters 36% Science: Meets 61% Masters 29%	Reading: Meets 54% Masters 22% Science: Meets 53% Masters 23% • •Increase the percent of Meets by 5% and Master in Reading by 8 % •Increase the percent of Meets and Masters by 5% in Science	All students will receive additional support and intensive interventions in Writing. Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their grade level.
	Academic Growth		Reading 2018 (79) 2019 (74) Math 2018 (77) 2019 (72)	Teachers analyze data and identify student growth scores then create detailed lesson plans

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
3 Improve Safety, Public Support, Culture and Climate	Family and Community Involvement	• Open House • Meet the Teacher Night • Volunteer Program • Evening Programs • Academic Night • Literacy Evening	• Increase attendance of Parent Orientation SSI • Partner with high school and middle schools to engage students in the community. • Planning Family Events	• Increase attendance of Parent Orientation SSI • Planning Family Events
	School Culture and Climate	• Training for faculty and staff on student sexual abuse and neglect, bullying and suicide.	• Improve the management, attendance education and care of children with asthma	• Improve the management, attendance education and care of children with asthma
	Attendance and Recruitment	• Customer Service	• Incentive by six weeks	Increase attendance by 1.% to reach goal of 98%
4 Increase Staff Quality, Recruitment, and Retention	Staff Quality, Recruitment, and Retention	• Recruit highly qualified staff by attending job fairs • Hire university students that have demonstrated excellence in the classroom.	• Staff development and support for new teachers and 2nd year teachers • Align McRel observation and walkthrough • Staff recognition	• Staff development and support for new teachers and 2nd year teachers
	Increase Learning Time	• Morning routines for technology software • Tutoring • Quick transitions	• Teacher planning time to prepare materials • Minimize Interruptions	• Teacher planning time to prepare materials

Campus Demographics

	ALL	SPED	ELL	MIGRANT	ECD	GT
Number	755	58	377	10	672	20
Percent	100	7.7	49.9	0.013	89	.026

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	755	748	0	1	6	0
Percent	100	99.08	0	.001	.008	0

Student Achievement Summary 2020, 2019

	Kelly-Pharr	PSJAISD	Goals 2020
Domain I Student Achievement	89	87	90
Domain II part A School Progress Academic Growth	86	89	90
Domain II part B School Progress Relative Performance	91	83	93
Domain III Closing the Gaps	100	87	100

2020-2021 Kelly-Pharr Campus Goals

3rd Grade Mathematics

Goals 2021		2018	2019
Approaches	94	81	94
Meets	63	53	63
Masters	36	29	35

4th Grade Mathematics

Goals 2021		2018	2019
Approaches	92	82	92
Meets	72	50	72
Masters	48	22	48

5th Grade Mathematics

Goals 2021		2018	2019
Approaches	91	89	90
Meets	60	65	59
Masters	35	38	31

2020-2021 Kelly-Pharr Campus Goals

3rd Grade Reading

Goals 2021		2018	2019
Approaches	85	78	80
Meets	55	39	50
Masters	30	15	29

4th Grade Reading

Goals 2021		2018	2019
Approaches	90	83	86
Meets	60	41	56
Masters	30	18	22

5th Grade Reading

Goals 2021		2018	2019
Approaches	90	71	89
Meets	60	44	54
Masters	30	18	17

2020-2021 Kelly-Pharr Campus Goals

4th Grade Writing			
2021 Goal		**2018**	**2019**
Approaches	95	64	95
Meets	76	33	76
Masters	27	4	24

2020-2021 Kelly-Pharr Campus Goals

5th Grade Science			
2021 Goal		**2018**	**2019**
Approaches	90	75	84
Meets	58	43	53
Masters	30	18	23

Goal Area 1: Student Achievement

Goal Area 1:	Student Achievement
Annual Goal 1:	By June 2021 30% of students at Kelly-Pharr will attain a masters level on STAAR Reading.
Objective 1:	All EL students will increase by 2% at the masters level in Spanish Reading.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor student progress and drive interventions	3rd grade teachers, Principal, Assistant Principal, CLL,	District Curriculum, Lead4Ward, DMAC, ISTATION, Education Galaxy, STAAR release questions	Bi-Weekly	lesson plans, walk throughs, DMAC reports, progress monitoring reports, TCLC agendas	Increase of academic performance of EL students in designated TEKS.	Weekly assessments, CBA 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty Title 1 funds, SCE Funds, Bilingual Funds, Local Funds

Action Steps

1)Use ongoing district built formative and summative assessments by grade levels (weekly, bi-weekly, spiraled)

2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Masters level

3)Use assessment data to drive intervention plans and build intervention time into the day at every level

4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Students centered approach to target and monitor student TEKS mastery.	3rd grade teachers, Principal, Assistant Principal, CLL, students	Student friendly TEKS descriptors, Education Galaxy, Lead4Ward, DMAC, data tracking sheets	bi-weekly	Student Goal Binders, tracking sheets, Education Galaxy, Istation reports, walk throughs	Walk throughs, review of student goal binders, data wall, Increase of academic performance of EL students in designated TEKS.	Weekly assessments ,CBA 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty Title 1 funds, Bilingual Funds, Local Funds

Action Steps

1)Students will create an goal binder tracking their TEKS progress and understanding.

2)Classroom Data wall targeting quintiles and TEKS mastery.

3) Teacher-student conferences to discuss and give feedback.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teacher and instructional centered approach to target and monitor TEKS delivery and mastery.	3rd grade teachers, Principal, Assistant Principal, CLL,	Lead4Ward Field Guides, TEKS, Review of instructional core, student artifacts	Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	Walk throughs, review of student goal binders, data wall, Increase of academic performance of EL students in designated TEKS.	Weekly assessments 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Weekly assessments 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty Title 1 funds, Bilingual Funds, Local Funds

Action Steps

1)Professional learning using research based instructional strategies

Goal Area 1:	Student Achievement
Annual Goal 1:	By June 2021 30% of students at Kelly-Pharr will attain a masters level on STAAR Reading.
Objective 2:	All EL students will increase by 2% at the masters level in Spanish Reading.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress and drive interventions	4th grade teachers, Principal, Assistant Principal, CLL,	District Curriculum, Lead4Ward, DMAC,ISTATION, Education Galaxy, STAAR Release questions	Bi-Weekly	lesson plans, walk throughs, DMAC reports, progress monitoring reports, TCLC agendas	Increase of academic performance of EL students in designated TEKS.	Weekly assessments 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty Title 1 funds, SCE Funds, Bilingual Funds, Local Funds

Action Steps

1)Use ongoing district built formative and summative assessments by grade levels (weekly,bi-weekly, spiraled)

2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Masters level

3)Use assessment data to drive intervention plans and build intervention time into the day at every level

4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Students centered approach to target and monitor student TEKS mastery.	4th grade teachers, Principal, Assistant Principal, CLL, students	Student friendly TEKS descriptors, Education Galaxy, Lead4Ward, DMAC, data tracking sheets	bi-weekly	Student Goal Binders, tracking sheets, Education Galaxy, IStation reports, walk throughs	Walk throughs, review of student goal binders, data wall, Increase of academic performance of EL students in designated TEKS.	Weekly assessments 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty Title 1 funds, Bilingual Funds, Local Funds

Action Steps

1)Students will create a goal binder tracking their TEKS progress and understanding.

2)Classroom Data wall targeting quintiles and TEKS mastery.

3) Teacher-student conferences to discuss and give feedback.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teacher and instructional centered approach to target and monitor TEKS delivery and mastery.	4th grade teachers, Principal, Assistant Principal, CLL,	Lead4Ward Field Guides, TEKS, Review of instructional core, student artifacts	Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	Walk throughs, review of student goal binders, data wall, Increase of academic performance of EL students in designated TEKS.	Weekly assessments 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Weekly assessments 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty Title 1 funds, Bilingual Funds, Local Funds

Acrion Steps

1)Professional learning using research based instructional strategies

Goal Area 1:	Student Achievement
Annual Goal 1:	By June 2021 30% of students at Kelly-Pharr will attain a masters level on STAAR Reading.
Objective 3:	All EL students will increase by 2% at the masters level in Spanish Reading.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor student progress and drive interventions.	5th grade teachers, Principal, Assistant Principal, CLL,	District Curriculum, Lead4Ward, DMAC,ISTATION, Education Galaxy, STAAR Release questions	Bi-Weekly	lesson plans, walk throughs, DMAC reports, progress monitoring reports, TCLC agendas	Increase of academic performance of EL students in designated TEKS.	Weekly assessments, CBA 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty Title 1 funds, SCE Funds, Bilingual Funds, Local Funds

Action Steps
1)Use ongoing district built formative and summative assessments by grade levels (weekly,bi-weekly, spiraled)
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Masters level
3)Use assessment data to drive intervention plans and build intervention time into the day at every level
4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Students centered approach to target and monitor student TEKS mastery.	5th grade teachers, Principal, Assistant Principal, CLL, students	Student friendly TEKS descriptors, Education Galaxy, Lead4Ward, DMAC, data tracking sheets,	bi-weekly	Student Goal Binders, tracking sheets, Education Galaxy, Istation reports, walk throughs	Walk throughs, review of student goal binders, data wall, Increase of academic performance of EL students in designated TEKS.	Weekly assessments, CBA 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty, Title 1 funds, Bilingual Funds, Local Funds

Action Steps
1)Students will create a goal binder tracking their TEKS progress and understanding.
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3) Teacher-student conferences to discuss and give feedback.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teacher and instructional centered approach to target and monitor TEKS delivery and mastery.	5th grade teachers, Principal, Assistant Principal, CLL,	Lead4Ward Field Guides, TEKS, Review of instructional core, student artifacts	Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	CCLC's, TCLC's (agendas)Walk throughs, review of student goal binders, data wall, Increase of academic performance of EL students in designated TEKS.	Weekly assessments 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Weekly assessments 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty Title 1 funds, Bilingual Funds, Local Funds

Action Steps
1)Professional learning using research based instructional strategies

Goal Area

GOAL AREA 2: Closing The Gaps

Goal Area 2:	Closing the Gap
Annual Goal 4:	By June 2021 57% of students will perform at the meets level on the Science STAAR
Objective 1:	All Economically disadvantaged students will increase by 5% at the meets level on the science STAAR.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Conduct vertical and horizontal planning with teachers	-Teachers- Science Lab -Principals	-District Curriculum -TEKS-Fusion -STAAR Release Assessments (BM I & II)	Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR	-Comprehensive Needs Assessment- -Reform Strategies- -Teacher Decision Making Regarding Assessments- -Effective & Timely -Assistance to students experiencing difficulty- -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps

1)Science lab teacher and 5th grade team will conduct professional develoment trainigs with other grade level teams that target areas of need.

2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above

3)Use assessment data to drive intervention plans and build intervention time into the day at every level

4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Target science vocabulary that will deepen student understanding of science concepts.	-Principal -Assistant Principal -Teachers-Science Lab teacher	-District Curriculum -Fusion- Scienesaurauss-Kamico-Forde Ferrier-Mentoring Minds-STAAR Release Assessments (BM I & II)-Lead4ward Field Guides	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- -Reform Strategies- -Teacher Decision Making Regarding Assessments- -Effective & Timely -Assistance to students experiencing difficulty-c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps

1) Use visual cue cards

2) Conduct a campus wide science vocabulary parade that targets concepts that need development and understanding.

3) Each grade level will designate and create an interactive bulletin board that highlight academic vocabulary and science processes.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will host a campus wide science fair.	-Students, Parents -Teachers -Science Lab Teacher -Principals	-District Curriculum Fusion-STAAR Release Assessments (BM I & II), Science fair project guide	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- -Reform Strategies- -Teacher Decision Making Regarding Assessments- -Effective & Timely -Assistance to students experiencing difficulty- -Integration of Fed., State, & Local Services, Programs and Funds-

Acrion Steps

1) The science fair will be a project that will be explained through an instructional guide.

2)Students will present their projects to students deepening the learning process.

Goal Area 2:	Closing The Gaps
Annual Goal 5:	All student groups will approach 90% meet 60% and master 30% of the fluency indicators in reading fluency based on Fand L criteria domain by June 2021.
Objective 1:	All student groups will be monitored weekly to ensure that at least 90% of the indicators in the Closing the Gaps domain are met by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Students centered approach to target and monitor student reading fluency mastery.	Students,teachers, Principal, Assistant Principal, CLL,	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS-Progress Monitoring	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1-Collect and assess data to monitor student progress and drive interventions,							
2)Students will create an goal binder tracking their fluency progress and understanding.							
2)Classroom Data wall targeting quintilles and fluency mastery.							
4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress and drive interventions	Teachers, Principal, Assistant Principal, CLL,	District Curriculum, Lead4Ward, DMAC,ISTATION, Education Galaxy,STAAR Fountas and Pinnel Assesment system, fluency passage	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teacher and instructional centered approach to target and monitor reading fluency, comprehension delivery and mastery.	teachers, Principal, Assistant Principal, CLL,	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR - CLCL-TCLC	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS-Progress Mointoring	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							
4)Professional learning using research based instructional strategies							

GOAL AREA PRESENTATION

Goal Area 3: Improve Safety, Public Support, Culture & Climate

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	By June 2021, the campus's positive culture and climate will increase for teachers and staff perception of staff-student relationships.
Objective 1:	By June 2021, student social and emotional learning knowledge and skills will increase.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	Teachers Principals Counselor	*Region One and State Conference Training and Materials *Research Based Best Practices *PreK-5th Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	Aug. 2020 – August 2021	*Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	* Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance * Walk Through Software/Portal	Title I: #2, #9, #10

Action Steps

1) Implement Pre-K through 5th comprehensive counseling and guidance curriculum during advisory period

2) Deliver virtual Social Emotional Learning Student Academies

3) Analyze data collected from Panorama SEL skills surveys and needs assessments

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities	*Principals *Teachers *Counselor	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback	Aug. 2020 – August 2021	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener	Title I: #2 #9, #10

Action Steps

1) Implement and address the following skills in their lessons such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

2) Promote the five competencies in extra-curricular activities such as cheerleading, football, UIL academic events, Enrichment Camps, etc.

3) Analyze data collected from Panorama SEL skills surveys and needs assessments

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	By June 2021, the district's positive culture and climate will increase based on teachers and staff perception of staff-student relationships.
Objective 2:	By June 2021, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officers *Principals *Counselors	*PowerPoint Presentations *Timelines *Tools and resources to monitor its effectiveness	Aug. 2020 – August 2021	*Agendas *Sign in Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis	*Title I: #4, #10

Action Steps
1) Utilize the Counselor Café workshops for teachers and staff which provide social emotional learning topics
2) Train teachers and staff on the counseling and guidance lessons and resources

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will implement and integrate social emotional learning activities with their students	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officers *Principals *Counselors	*Lessons on SEL interventions *Curriculum timeline *Tools and resources to monitor its effectiveness	Aug. 2020 – May 2021	*Walk Through Reports *Completed Teacher Surveys *Lesson Plans	*Increase in student participation and performance	*Side by side data analysis	*Title I: #4, #10

Action Steps
1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms
2) Use restorative practices and de-escalation techniques

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 2:	By June 2021, the students' perception for their physical and psychological school safety will improve.
Objective 1:	By June 2021, 100% of the campus will implement safety and violence prevention protocols that will increase school safety.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide staff development for administrators, security, and campus police officers on safety procedures to increase school safety	*Assistant Superintendent for Student Services *Director of Student Management Services *Director for Security and Safety Department *Chief of Police	*Training equipment *Power Point Presentation *Security cameras *Security/Safety audits	*August 2020 *January 2021 *August 2021	*Agendas *Sign-in sheets *Security/Safety audit reports *School lockdown documentation	*No active threat situations *Improved security/safety audits	*BOY, MOY, and EOY security/safety audits	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Action Steps
1)Train on lockdown procedures and active threat situations
2) Conduct daily security/safety audits at all campuses

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide staff development for administrators, security, and campus police officers on violence prevention procedures to increase school safety	*Assistant Superintendent for Student Services *Director of Student Management Services *Director for Security and Safety Department *Chief of Police	*Training materials *Power Point Presentation *Safe2SpeakUp App *Student Surveys	*August 2020 *January 2021 *August 2021	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data	*Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) *Students' perception of school safety has improved	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Action Steps
1) Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices
2) Conduct and collect student surveys to evaluate the students' physical and psychological school safety

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 3:	By June 2021, family involvement and their interaction with their child's school will increase.
Objective 1:	By June 2021, 50% of parents will participate in informational and training sessions.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host district information and training sessions on a variation of topics using flexible scheduling, different days and times	*Parental Director *Site Managers *Parental Educators *Community Engagement Recruiters *District Staff *South Texas College Coordinator *Region One Director	*Region 16 and State Conference Parent Materials *Research Based Best Practices *District Policy Handbook *Texas Education Agency Material *ESL/GED *Reading Material and Technology Programs	August 2020-August 2021	*Meeting *Invites *Agendas *Minutes *Sign-In Sheets *Power Points *Photos of Meetings *District Master Course Scheduler *Attendance Reports	*Parent Surveys *Meeting Chats *Number of Parents at Meetings *Course Statistics using District Dashboard	*Assessment Results *Participation *Performance	*Title I-#2,#4

Action Steps

1) Implement PSJA Virtual and face to face Family Learning Academies on a weekly basis

2) Provide one to one campus sessions on multiple topics (Title I, Campus Policy, Home-School Compacts, Campus Plans, Attendance, Assessment, etc.)

3) Schedule literacy and entrepreneurship sessions to support families

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Facilitate parental sessions for parents through a collaboration between Public Relations Department, Counseling Department and Family and Community Department	*Principals *Parental Director *Counselor Director *Administrators *Parental Coordinator *Parental Educators *Site Managers *Counselor	*District Social Media *Weekly Calendar *Parent Surveys *Parent Questions on Chat and One on One Meetings	August 2020-August 2021	*Sign-in Sheets *Invites *Agendas *Minutes *Brochure *Power-Point *Calendar Planning Dates *Counselor's Café Calendar *Video Recordings of Meetings	*Parent Surveys *Public Relations Data *Parent Feedback based on Chat and One on One Meetings *Accountability Report	*State/Local Assessments (STAAR, TELPAS, etc.) *Participation *Performance *Campus and District Assessments Reports	*Title I-#2,#4

Action Steps

1) Conduct weekly meetings with Executive Officer of Communications and Staff on ways to engage more parents to information and training sessions

2) Utilize tools such as school messenger and social media outlets to promote parent participation

3) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 3:	By June 2021, family involvement and their interaction with their child's school will increase.
Objective 2:	By June 2021, 20% of our parents will be connected with community partners and resources.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host a variation of district sessions and courses which include community partners and volunteer instructors	*Parental Director *Parental Coordinator *Parent Educators *Site Managers *Region One *South Texas College *Mexican Consulate *District Recruiters	*District Registration Page *Literacy Center Calendars *Technology Designated Classrooms *Community Pamphlets and Brochures	August 2020-August 2021	*Community Service Projects *Sign-In Sheets *Program Data Charts *Parent Created Artifacts *Certificate Ceremonies *Parent Feedback	*District Master Schedule Dashboard *Parent Created Projects *Mastery Rate Reports provided by Region One and South Texas College	*Accountability Reports provided by Collaborative Partners	*Title I- #6

Action Steps

1) Partner with Region One, South Texas College and Mexican Consulate to offer parent literacy courses

2) Promote community partners such as Texas A&M, Community Partner Program, STEPS, Behavioral Solutions of South Texas, etc.

3) Recruit volunteer instructors to teach literacy and entrepreneurship courses

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Meet with community partners periodically to address goals and expectations	*Parental Director *Parental Coordinator *Administrator *Parental Educators *Community Partners	*MOUs *Parent Survey Results *Program Needs Assessment	August 2020-August 2021	*Meeting Notes *Mastery Rate Reports	*Program Participation *Program Completion Certificates *Program Artifacts (Parent Projects)	*Increase participation in community service projects	*Title I- #6

Action Steps

1) Analyze grant specifications and/or community program key points addressing goals and expectations

2) Create community service projects based on parent needs/feedback/surveys

Goal Area

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 1:	Update the Instructional Focus Walkthrough form to align to McREL Teacher Evaluation System by December 2020.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Leadership committee will review the current Instructional Walk-Through Focus tool and the alignment to McREL evaluation system.	Principals, Assistant Principals, CLL, and Leadership Team	Instructional Focus Walk-Through Form McREL Evaluation Rubric/Tool Pacing guides Technology	Complete by Fall 2020	Development of revised Instructional Walk-through focus tool. Collect and review data.	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on evaluation	Review walk-through focus tool mid year and end of year.	Local funds

Action Steps

1) Retrieve the current walk-through from form for programmers.

2) Compare the current walk through form to the McREL teacher evaluation system to align the form with a focus on observation of highly effective instructional delivery.

3) Schedule meetings with teachers in order to provide feedback.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Update the Instructional Focus Walk-Through Form	Principals, Assistant Principals, CLL, Leadership Team	Instructional Focus Walk-Through form McREL Evaluation tool Pacing Guides Technology	Complete by Fall 2020	Development of revised Instructional Walk-through focus tool. Collect and review data.	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on their delivery of instruction	Review walk-through focus tool mid-year and end of year.	Local Funds

Action Steps

1) Administration will ask for feedback from teachers and campus leadership team

2) Revise/Update Walk-Through Form

3) Train campus staff on new Instructional Focus Walk-through Form

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor and review data from the new Instructional Focus Walk-Through Form and the impact on highly effective instructional delivery.	Principals, Assistant Principals, CLL	Instructional Focus walk-through form Gathered data McRel Rubric	Weekly Reviews	Walk-through Data Reports, Feedback on teacher/admin meetings	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on delivery of instruction	Review walk-through focus tool mid-year and end of year.	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps

1) Collect input from teachers,, CLL, and Leadership Team

2) Use feedback to revise and update form to meet campus needs.

3) Collect observation data on delivery of instruction.

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 2:	Use walk-through data to monitor and support teacher effectiveness.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Campus Administrators,	Instructional walk-through focus tool Pacing Guides	Aug. 2020 - May 2021	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction schedule	Professional growth and high-quality teaching Student academic achievement data from assessments	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

1) Create campus walk-through schedule
2) Complete 10 walk-throughs per week.
3) Review walk-through data and address areas of need.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will be provided with weekly instructional feedback by campus administrators.	Campus Administrators	Instructional walk-through focus tool Pacing Guides TEKS Release STEM Questions	Aug. 2020 - May 2021	CLC agendas Admin/teacher conferences	Professional growth and high-quality teaching Student academic growth	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps

1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.
2) Provide learning opportunities, i.e.…. peer observations to observed effective strategies based on areas of need.
3) Monitor and follow up with next steps

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 3:	Provide professional learning opportunities for staff based on observed data using Instructional Focus Walk-Through Form.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Campus Administrators, CLL	Dashboard, Instructional walk-through focus tool, McREL observations, SLO data, Collaborative Learning Communities	"-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021"	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices, delivery of instruction	Walk-Through Data Reviews	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps

1) Campus leadership will review walk-through data and identify areas of need.

2) Campus leadership will identify staff instructional needs and develop an action plan

3) Monitor and revise action plan.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will identify areas of need by teacher	Campus Administrators, CLL, Reading Resource Teacher	Dashboard, Instructional walk-through focus tool, McREL observations, SLO data, Professional Learning Communities.	"-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021"	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps

1) Campus administrators and teacher will develop and monitor professional development goals to address areas of need.

2) Provide professional development opportunities for staff

3) Review and monitor achievement of professional development goals.

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.
Objective 1:	Develop the skills in teachers needed to complete fair, valid teacher evaluations.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all campus teachers based on their professional development goals.	Principals, Assistant Principals, CLL	Funding, professional development needs data, professional development trainers, Research-Based Resources	Fall and Spring semester	More alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	Improved student performance, higher teacher retention rate	Progress monitoring, CBA, STAAR, SLO's, McREL	T1 #3,#5

Action Steps

1) Collect evidence of teacher PD needs.
2) Review academic reports for district and campus needs
3) Plan, schedule and hold trainings.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all teachers based on professional individual development goals.	Principals, Assistant Principals	Funding, professional development needs data, professional developme nt trainers, calibration trainings opportunities	Quarterly	teacher evaluation a true reflection of teacher performance and student growth	Data showing increase alignment between teacher evaluation and student performance	McREL evaluation data, student performance data	T1 #3,#5

Action Steps

1) Schedule quarterly meetings for teacher evaluation Calibrations
2) Hold quarterly principal and assistant principal team walk-through and evaluation talks.
3) Review teacher evaluations and compare to student performance.

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.
Objective 2:	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback using McREL evaluation system twice per year.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All campus administrators will use a high-quality evaluation system (McREL) to increase staff quality,	Campus principal, assistant principal, CLL	McRel Evaluation Tool, Materials	August 2020 - May 2021	McREL evaluations, Sign-in sheets Coaching logs and schedules	Increase student achievement Higher teacher retention Higher School report card based on TAPR	McREL Evaluations	Local

Action Steps
1)Professional development for teachers and campus leadership is provided at the beginning of the school year and continue as needed.
2) Identify areas of need and provide professional development
3) Provide feedback and action plans

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Administration will receive annual McREL calibration certification training	–TxCEE, HR Dept. Executive Officers Principal Assistant Principal	McRel Evaluation Tool , Materials McRel Guide	August 2020 - May 2021	"McREL evaluations ER O Numbers	Continue providing annual McREL calibration certification training	–TxCEE, -HR Dept. -Executive Officers -Principal -Assistant Principal	McRel Evaluation Tool , Materials

Action Steps
1) Create opportunities for collaborative instructional review, i.e. Instructional Rounds.
2) Monitor and evaluate data gather during instructional rounds.
3) Provide support in areas of need.

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.
Objective 3:	Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by a McREL evaluation tool.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide training for staff on the Spirit of PSJA Evaluation Tool.	Campus principal, assistant principal, CLL	Spirit of PSJA training materials	Fall, Spring	Use of the Evaluation tool, two evaluations entered per staff member	Improved customer service, increased efficiency and happier employees	Spirit of PSJA Evaluation tool	Local T1 #3, #5

Action Steps
1) Schedule the fall training
2) Monitor and review professional development goals to create training based on needs and goals
3) Schedule Spirit of PSJA Categories and behaviors trainings

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Staff will create clear professional development goals and expectations.	Employees being evaluated, supervisor	Spirit of PSJA Evaluation	Fall, Spring	Evaluations entered into the system	Improved customer service, increased efficiency and happier employees	Goals entered into evaluation system	Local T1 #3#5

Action Steps
1) Train staff on evaluation tool
2) Give staff timeline to complete the self-evaluation and goal setting
3) Offer growth opportunities to staff

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.
Objective 4:	Use data collected in the evaluation system to offer professional growth opportunities for all staff as means of recruitment and retention.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use data to identify district wide areas of Needs and create professional development opportunities for staff.	Talent Development Dept., NTS Dept., EOs, Director	PD funds	Quarterly	Professional development offered	Improved staff morale, and customer service	PD surveys	T1, #3, #5

Action Steps
1) Conduct PD goals survey
2) Work with staff to create trainings
3) Schedule and hold training

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Offer career pathway professional leadership growth opportunities	Talent Development, Professional Development, NTS	Funds, time to develop trainings	Quarterly	Career pathways PD trainings	Improved staff morale, and customer service, increase retention rate	PD feedback survey	T1 #3, #5

Action Steps
1) Conduct survey to identify areas of interest
2) Create trainings based on data collected
3) Conduct trainings and evaluate results

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 3:	All teachers will be certified for teaching assignment by May 2021.
Objective 1:	All ESL ELA teachers will be certified by May 2021

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Identify areas of need and provide support to complete certification	Principals, Human Resources, Executive Officers, Chief of Staff, Chief of Instructions, ACTRGV, Dual Language Director	Staffing Reports, Certification records, SBEC, Funding	August 2020 - May 2021	All teachers certified	Content Certified teacher in every classroom	Certification Exam	–Title I: #3 and #5

Action Steps

1) Meet with staff pending certification to find out needs

2) Provide training to prepare for testing.

2) Collect passing testing results to reimburse testing cost.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Schedule professional development opportunities in areas of need to improve quality of teaching	Office of Curriculum and Instruction, ACTRGV, Dual Language Dept.	TEA test preparation materials	August 2020 - May 2021	100% ESL or bilingual teachers complete certification	–Teachers have knowledge to support the bilingual students and student's achievement increases	Certification Exam	–Title I: #3 and #5

Action Steps

1) Reimbursement for testing fees.

2) Evaluate PD feedback to ensure it meets needs

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 3:	All teachers will be certified for teaching assignment by May 2021.
Objective 2:	All Elementary Bilingual teachers will be certified by May 2021.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
New teachers sign a Need to complete certification letter when signing contract	Human Resources, Dual Lang. Dept	Letter	During Onboarding	Letter on file	All bilingual teachers certified	Complete Fed/State requirement	–Title I: #3 and #5

1) Advertise the vacancy requesting the bilingual certification

2) Monitor testing opportunities for success

3) Staff that complete testing may be considered for continued employment

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development opportunities to improve bilingual lesson delivery and instruction.	Talent Development, Dual Lang. Dept., Professional Development Dept. NTS Dept.	funding, materials for PD delivery, PD preparation time	Fall, Spring	Meeting the bilingual students' academic needs	Improved scores for the bilingual students	STAAR	–Title I: #3 and #5

Action Steps

1) Review student performance data to determine areas needing support

2) Develop trainings and schedule the PD for teachers

3) Monitor and adjust as needed to support the teachers

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 3:	All teachers will be certified for teaching assignment by May 2021.
Objective 3:	Campus will recruit certified teachers for hard to staff, teaching assignments.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Financial incentives are offered to recruit and retain staff in hard to staff dual credit teaching assignments	College Readiness, HR, HS EO,	Funding, Job Fairs, Recruitment efforts,	Early Spring	Hard to staff taught by certified campus teacher	Campus certified teacher	Increase in students certifications and college hours earned	Title I: #3 and #5

1) Meet with appropriate staff to identify needs

2) Target recruit based on needs

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional opportunities for hard to staff teachers.	College Readiness, HR, HS EO, Talent Development, Professional Development Director	Funding, Job Fairs, Recruitment efforts,	Fall, Spring, Summer	retention of high need teachers	Campus certified teacher	Increase in students' certifications and college hours earned	Title-I #3, #5

Action Steps

1) Survey to identify needs for growth trainings

2) Develop trainings

3) Holds the trainings

APPENDICES

PROFESSIONAL DEVELOPMENT PLAN

Session	Audience	Date/Time	*Lead/Responsibility
DISTRICTWIDE TRAIINGS			**Updated 10/6/20**
Workshop# 154751: **School Year 2020-2021 Public Health Training – PSJA ISD Staff (Required)** ***via Hoonuit***	All PSJA District Staff	8/4 – 8/16 (self-paced -online modules)	Dr. Lauro Davalos
Workshop # 151280: **2020 -2021 Summer Instruction, Activities and School Visits: Guidance for Reopening and Student Interaction (Required)** ***via Hoonuit***	All PSJA District Staff	8/3 – 8/8	Dr. Lauro Davalos
Workshop # 157156: **COVID-19 Procedures for Students & Staff and COVID-19 Campus plan** **(Required)**	Campus Staff (Elem. MS & HS)	8/19 - 8/27 3 hr. training Date TBD by Campus Principal	Sulema Solis ***Campus Nurse (presenter)**
Workshop # 157090: **Spirit of PSJA: Stronger Together 2020 -2021 Welcome Back Convocation** **(Required)**	All PSJA District Staff	8/17/2020	Arianna Vazquez-Hernandez
CURRICULUM & INSTRUCTION			
a. Teacher Leaders			
Workshop #157923 **TxCEE Summer Training with Learning Forward via Hoonuit**	Principals, Asst. Principals, Teachers, CLL's	Aug. 17, 2020- May 24, 2021 Time: 8:00 am-5:00 pm	Dr. Rebeca Garza Dr. Melissa Ramirez
b. Teachers and Instructional Aides			
Workshop #154764: **Virtual Learning Pathway Via Hoonuit Platform** **(8 Hrs. CPE Required)**	All teachers & Instructional Aides	8/17 to 8/27 8 hrs. CPE Training Date TBD by Campus Principal	Dr. Davalos Stella Sanchez Campus Principal
PSJA Middle School Literacy Coaching	Cohort (TOT)	Sept. 2020 – May 2021	Iris Alvarez Nora Rivas-Garza

2020 August PD Plan - Elementary	Campus Staff	August 17 - 27	Principal Claudia Gonzalez Joe Garza Corina Ramirez
2020 August PD Plan – Middle School	Campus Staff	August 17 - 27	Principal Nora Rivas Garza, Executive Officer for Middle Schools Iris Alvarez, Executive Officer for Middle Schools
2020 August PD Plan – High School	Campus Staff	August 17 - 27	Principal Dr. Nora Cantu, Executive Officer for High School
College Board Pre-Ap PD plan	Secondary Teachers, Aps, Principals	Pending	Dr. Nora Cantu
c. Social and Emotional Learning (SEL)			
2020-2021 Counselor Café- Elementary Teacher Sessions (6 sessions per six weeks)	Sept. 2020- April 2021	PSJA Elem. Teachers	Counselors
2020-2021 Counselor Café- Elementary Parents Meetings (9 meetings)	Sept. 2020- May 2021	PSJA Elem. Parents	Counselors
2020-2021 PK-5th Social Emotional Virtual Lessons (34 Lessons)	Sept. 2020- May 2021	PSJA Elem. Students	Counselors/Teachers
2020-2021 Elementary Guidance Lessons (33 Lessons)	Sept. 2020- May 2021	PSJA Elementary Students	Counselors/Teachers
2020-2021 Counselor Café- Middle School Teachers Presentations (6 presentations per six weeks)	Aug. 2020- April 2021	PSJA MS Teachers	Counselors
2020-2021 Counselor Café- Middle School Parents Meetings (9 meetings)	Sept. 2020- May 2021	PSJA MS Parents	Counselors
2020-2021 6th Grade Middle School Guidance Lessons (24 Lessons)	Sept. 2020- April 2021	PSJA MS Students	Teachers

2020-2021 7th Grade Middle School Guidance Lessons (25 Lessons)	Sept. 2020- April 2021	PSA MS Students	Teachers
2020-2021 8th Grade Middle School Guidance Lessons (26 Lessons)	Sept. 2020- May 2021	PSJA MS Students	Teachers
2020-2021 Counselor Café- High School Teachers Meetings (6 meetings per six weeks)	Sept. 2021- May 2021	PSJA HS Teachers	Counselors
2020-2021 Counselor Café- High School Parents Meetings (7 meetings)	Sept. 2020- April 2021	PSJA HS Parents	Counselors
2020-2021 High Schools Guidance Lessons (26 Lessons)	Sept. 2020- May 2021	PSJA HS Students	Teachers
Virtual Student SEL Academies - Topic: Goal Setting for a Successful School Year! Counselor will inform the students about the importance of goal setting and how to take realistic steps to achieve them.	9/18/2020	PSJA Students	Denise Alonzo
SEL Academy: Ways to Manage Stress & Anxiety Counselors will show the students different strategies on how to manage stress and anxiety during the school year.	9/17/2020	PSJA Students	Jessica Salinas & Michelle Gutierrez
Virtual Student SEL Academies: Growth Mindset Counselor will describe powerful ways to help students develop growth mindset.	9/16/2020	PSJA Students	Beatriz Gonzalez
Virtual Student SEL Academies: Back 2 School Routine Tips Counselor will provide students with a couple of quick tips to help transition from summer break to a distance learning mode.	9/15/2020	PSJA Students	Aisha Loya
Virtual Student SEL Academies: Introductory Parent Session Counselors will provide parents an overview of the virtual student sessions and explain the importance of social emotional learning.	9/14/2020	PSJA Parents	Gloria Gutierrez & Sonia Arce
Workshop # 157352 **Social and Emotional Sessions for Spanish Teachers**	Spanish Teachers	**August 20, 2020**	Virginia Saenz, LPC Summer Curriculum Team

Workshop # 157351 **Social and Emotional Learning for Social Studies**	Social Studies Teachers	**August 20, 2020**	LPC, Summer Curriculum Team
Trauma-Informed Practices in the School Setting	All PSJA Counselors	**August 27, 2020**	Loretta Sanchez & Hector Pena
Everfi Digital Lessons	All PSJA Counselors	**August 27, 2020**	Kim-Jamy Nguyen & Kevin Mechenbier
Counseling Curriculum Rollout	Elem., MS, & HS Counselors	**August 27, 2020**	Summer Curriculum Team
Workshop # 156717 **PSJA Virtual Counselor Academy**	All PSJA Counselors	**August 27, 2020**	Virginia Saenz
Workshop # 157248 **Social and Emotional Learning Support while online**	Campus Staff	**8/18/2020 1:00 PM**	Counseling Staff
Workshop # 155988 **MS Social Studies-Education Beyond the Classroom PD MS social studies teachers will engage in PD activities including Pre-AP strategies, Social and Emotional Learning, Differentiation Strategies, and Blended Learning as part of curriculum review and development.**	Middle School Campus staff	**8/10/2020 8:00 AM**	District Content Coordinators Campus Administrators Campus Counseling Staff
Workshop # 163200 **Counseling and Social Emotional Development (Elementary)**	Elementary Counselors	**9/18/2020**	Patricia Rendon Noemi Serna
Workshop # 163204 **Counseling and Social Emotional Development (MS & HS)**	Middle School & High School Counselors	**9/18/2020**	Patricia Rendon Noemi Serna
d. Other Campus Support to assist with Asynchronous instruction			
Substitute: Google Classroom/TEAMS Training **Workshop #158748** **Workshop #158754** **Workshop #158763** **Workshop #158766**	Substitute Teachers	Nov.1 Nov. 2 Nov. 3 Nov. 4	Melissa Ramirez Stella Sanchez Principals

Workshop #158768 **Workshop #158770** **Substitute: Campus Support Training (Clerical only)** **Substitute: TEAMS Training (Tutor/Clerk)**		Time: (2) sessions per day 8:30 – 11:00 am 1:00 – 4:00 pm	
INSTRUCTIONAL TECHNOLOGY DEPARTMENT			
Elementary CIT Monthly Meeting/Workshop **Workshop # 154510** **Workshop #154517** **Workshop #154518**	Elem. Campus CIT's	8/25/2020 3:30-5:30 8/26/2020 3:30-5:30 9/8/2020 3:07-5:30	Debra Pingel Senyda Elizondo
Google Classroom for Beginners **Workshop #156020** **Workshop #157282**	Elem. Campus Teachers/Para	8/11/2020 10:00-11:00 8/14/2020 1:30-2:30	Debra Pingel Senyda Elizondo
Google Meet for Beginners **Workshop # 156027** **Workshop #157287**	Elem. Campus Teachers/Para	8/12/2020 10:00-11:00 8/14/2020 1:30-2:30	Debra Pingel Senyda Elizondo
Q&A Session on Google Classroom and Google Meet **Workshop #156028** **Workshop #163251**	Elem. Campus Teachers/Para	8/13/2020 10:00-11:00 9/22/2020 3:40-5:00	Debra Pingel Senyda Elizondo
Google Form Quizzes for Beginners **Workshop # 157290**	Elem. Campus Teachers/Para	8/17/2020 10:00-11:00	Debra Pingel Senyda Elizondo
Google Slides for Beginners **Workshop #157295**	Elem. Campus Teachers/Para	8/21/2020 4:00-5:00	Debra Pingel Senyda Elizondo
Bitmoji Classroom **Workshop #158230**	Administration	8/27/2020 8:30-9:30	Debra Pingel Senyda Elizondo

Elementary Classroom Tech Ideas Webinar **Workshop #163246**	Elem. Campus Teachers/Para	9/24/2020 3:40-5:00	Debra Pingel Senyda Elizondo
Unmute & Recharge Session **Workshop # 164148**	Elem. Campus Teachers/Para	10/1/2020 3:40-5:00	Debra Pingel Senyda Elizondo
Tech Integration Q&A Session **Workshop #164149**	Elem. Campus Teachers/Para	9/29/2020 3:40-5:00	Debra Pingel Senyda Elizondo
Isation Q&A and Best Practices **Workshop #164969**	Elem. Campus Teachers/Para	10/5/2020 3:40-5:00	Debra Pingel Senyda Elizondo
PARENTAL ENGAGEMENT			
a. Synchronous/Asynchronous Support			
PSJA Virtual Family Learning Academies Schedule: **All Virtual Family Learning Academies will be available through Facebook Live. No registration required! Go to: *PSJA Parental Engagement Program Facebook page*.** **Topic: Attendance & Study/Organizational Skills for the New School Year**	All Parents	**September 15, 2020** **6:00 pm English Session** **6:30 pm Spanish Session**	Norma Garza, Parental Engagement Director Arianna Vazquez-Hernandez Communications, Executive Director of Communications
PSJA Virtual Family Learning Academies Schedule: **All Virtual Family Learning Academies will be available through Facebook Live. No registration required! Go to: *PSJA Parental Engagement Program Facebook page*.** **Topic: Social and Emotional Learning at PSJA ISD**	All Parents	**September 29, 2020** **6:00 pm English Session** **6:30 pm Spanish Session**	Norma Garza, Parental Engagement Director Arianna Vazquez-Hernandez Communications, Executive Director of Communications
HUMAN RESOURCES			
Conflict Resolution	District Staff	Pending	Mr. Jorge Medina
McREL Evaluation System PD	Principals & Aps, New Teachers	Ongoing	Dr Rudy Trevino *Iris Alvarez Corina Ramirez Nora Rivas Garza Dr. Nora Cantu

Workshop # 157268: **4th Professional Development System Training UPDATE**	All District Staff who creates PD sessions/meetings	Aug. 18 Time: 8:45 – 9:30	Debbie Pingel Senyda Elizondo
Workshop # 155199: **Professional Development System Training (3 dates available – repeated sessions)**	All District Staff who creates PD sessions/meetings	Ongoing: 7/21, 8/5, 8/13	Elaine Rubio, Region One Director Debra Pingel, Tech Specialist Debra Pingel, Technology Specialist
Workshop # 161046 **RS Ready Sub**	All Campus Secretaries	Friday Sept. 4, 2020 Time: 10:00 – 12:00	Melissa Ramirez-Aguero
OPERATIONS			
a. Asynchronous Learning Support (safety, meal distributions, Buses with Wifi access)			
Workshop #157507 **Workshop #157510** **Workshop #157511** **Workshop #157513** **Workshop #157515** **Transportation Academy Phase I**	All Transportation Staff	Aug. 17 Aug. 18 Aug. 19 Aug. 20 Aug. 21 Time: 7:00 am-1:00 am	Fernando Guajardo
Workshop #157521 **Workshop #157603 (virtual)** **Workshop #157737** **Workshop #157738 (virtual)** **Workshop #157739** **Workshop # 157741 (virtual)** **Workshop # 157746** **Workshop # 157747 (virtual)** **Child Nutrition Academy Phase I**	All Child Nutrition Staff	Aug. 17 Aug. 17 Aug. 18 Aug. 18 Aug. 20 Aug. 20 Aug. 21 Aug. 21 Time: 8:00 am-5:00 pm	Imelda Palacios
Workshop #157931 **Workshop #157933**	All Custodial Staff	Aug. 24 Aug. 25	Idalia Alvarez Laura Ochoa

Workshop #157934 **Workshop #157935** **Workshop #157938** **Custodial Academy Phase I**		Aug. 26 Aug. 27 Aug. 28 Time: 8:00 am-5:00 pm	
Workshop #159381 **Workshop #159382** **Workshop #159391** **Workshop #159393** **Workshop #159395** **Transportation Academy Phase II**	All Transportation Staff	Aug. 24 Aug. 25 Aug. 26 Aug. 27 Aug. 28 Time: 7:00 am- 1:00 pm	Fernando Guajardo
Workshop #159398 **Workshop #159404** **Workshop #159405** **Workshop #159407** **Child Nutrition Academy Phase II**	All Child Nutrition Staff	Aug. 31 Sept. 1 Sept. 3 Sept. 4 Time: 8:00 am- 5:00 pm	Imelda Palacios
Workshop #159409 **Workshop #159410** **Workshop #159411** **Workshop #159412** **Workshop #159413** **Custodial Academy Phase III**	All Custodial Staff	Sept. 7 Sept. 8 Sept. 9 Sept. 10 Sept. 11 Time: 8:00 am- 5:00 pm	Dalia Nieves Laura Ochoa
FINE ARTS			
Workshop #156643: **Fine Arts-PSJA, TEA, & UIL Policies and Procedures**	All Art, Band, Choir, Dance, Elem. Music, Folklorico, Orchestra, & Theatre Teachers	Aug. 19 Time: 8:00 am-4:00 pm	Jon Taylor
Workshop #156666: **Fine Arts-Virtual Learning**	All Art, Band, Choir, Dance, Elem. Music, Folklorico, Orchestra, & Theatre Teachers	Aug. 20 Time: 8:00 am-4:00 pm	Jon Taylor

THE STATE OF TEXAS PUBLIC EDUCATION MISSION, ACADEMIC GOALS AND OBJECTIVES

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

Title I, Part A
School wide components

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