



COLLEGE³
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Lyndon B. Johnson

Middle School

Pharr-San Juan-Alamo Independent School District
Lyndon B. Johnson Middle School

2023 Campus Improvement Plan



Executive Summary

Campus Improvement Plan: School Year 2023-2024

Campus Name: Lyndon B. Johnson Middle School

Mission:

It is our philosophy that education is a **combined effort** of parents, classroom teachers, special service personnel and administrators, each observing the students from a different point of view. Through this partnering, we will become a world class middle school whereby **all students**...

- will walk out of each classroom with an uplifted **self-esteem and their dignity intact**.
- will be academically challenged using state of the art technologies, resources and carefully designed engaging lessons that will create a **strong desire to learn**.
- will use their natural talents and gifts daily for personal success in **academics, athletics, and the performing arts**.
- demonstrate the attributes of **strong moral character** through honesty, respect, integrity, compassion, loyalty, trust and caring.
- will be provided with a **safe environment** that promotes health and well-being.
- will find his/her **voice** and become a leader in their generation.
- will be **College Ready and College Connected** by means of a well-balanced and challenging curriculum and campus activities that promote a college going culture.

Demographics Summary:

The current enrollment of LBJ Middle School as of September 2023 is 973 students. The student population consists of 99% Hispanic, 0.6% White, 0.08% Black. Our students represent low socio-economic status of approximately 90.8% with 0.5% migrant students. Approximately 13.2% of our student population receive special education services, while 7.9% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 9.2% of our student population. The emergent bilingual population is approximately 37.7% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 95-98%. Most of our students live in North Pharr area and the neighborhoods which encircle our campus. We currently have 40 students who transfer into LBJ from various zones out of district.

Comprehensive Needs Assessment Summary: Pending Update based on 2023 Accountability Report to be release on October

LBJ Middle School received an overall grade of 87 out of 100 based on performance in three different areas, or domains on the 2022 Accountability Report. In the Student Achievement domain, our campus earned 74, which shows how much students know and can do at the end of the school year. The School Progress domain, 89 for LBJ, shows how students perform over time and how that growth compares to similar schools. LBJ scored 83 in Closing Gaps, the domain which shows how well different student groups within a school are performing.

Curriculum/ Instruction and Assessment:

The core instructional and monitoring strategies included in our action plans are:

- Curriculum and instruction are aligned to district and state standards that include college- and career-readiness.
- Participating in District Curriculum Roll outs to increase achievement and proficiency rates.
- Using research-based strategies and instructional resources in core instruction (e.g., SE, Gradual Release, Text Dependent Questioning, Speaking and Listening protocols, Cold Calling);
- Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check.
- Using results of formative assessments, to monitor students' progress and plan for personalized instruction for students who have not achieved content mastery and for underperforming students.

Summary of Goals:

Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 5% in all subject areas and subgroups. Each grade level will show a 5% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 5% increase in Domains I, II, and a 10% increase in Domain III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. Increase the academic achievement of all students, in all subgroups by 5%. Close the achievement gap by 5% between all students and special populations- Special Education and EBs. 100% of parents will have the opportunity to participate in school events and engagement activities. LBJ will continue to partner with community stakeholders to ensure student/campus success.

Linda Soto, Principal

[Redacted], SBDM Teacher Leader

[Redacted], SBDM Parent

CAMPUS SITE BASED DECISION MAKING COMMITTEE MEMBERS 2023-2024

Linda G. Soto- Principal

Gina Saenz- Dean of Instruction

Jorge Castilleja- Assistant Principal

Luciano Lopez- Assistant Principal

Erica Rodriguez- Assistant Principal

Teachers	Non-Teaching Professionals
Amanda Alejandre *Secretary	Belinda Lizcano
Alexys Martinez	Diamantina Garcia
Nora Bonilla	Kimberly Ortega
Sonya Contreras	Adrian Alvarado
Jovan Caceres	Ellena Duran
Amelia Garcia	Parents
	Linda Huerta
Paloma Garcia Gallegos	Yulissa Chapa
Laura Navarro	Community Member
David Perez	Officer Jonathon Monroy
Yadira Pena	
	Business Member
	Jenna Grado
	Non-Voting Member
	Angelica Martinez Olmeda



2023-2024 School Board Members and Superintendent's Cabinet

School Board Members

Dr. Cynthia A. Gutierrez
President

Carlos G. Villegas, Jr.
Vice-President

Diana Serna
Secretary

Yolanda Castillo
Assistant Secretary

Jesus "Jesse" Vela, Jr.
Member

Jesus A. "Jesse" Zambrano
Member

Jorge Zambrano
Member

District Leadership Team

Dr. Alejandro Elias
Superintendent of Schools

Ranulfo Marquez
Assistant Superintendent for Academics

Rebecca Gonzales
Assistant Superintendent for Finance

Dr. Rebeca Garza
Assistant Superintendent for Human Resources

Roel Faz
Assistant Superintendent for School Operations

Dr. Orlando Noyola
Assistant Superintendent for Student Services

Dr. Lauro Davalos
Assistant Superintendent for Technology

District Vision

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

District 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

Campus Vision Statement: Learning and growing together to inspire tomorrow's global leaders.

We, at LBJ Middle School, **believe** that **all** our students can learn and as educators, make it our mission to:

Inspire our students to be academically inquisitive and embrace a lifetime of educational growth.

Educate our students to be problem solvers who can communicate logically, creatively, and independently.

Encourage our students to have pride, respect, values, goals, and traditions for themselves, their school, and their community.

As a result, each student will have the opportunity to maximize his or her academic potential and become a productive, respectful member of society.

CAMPUS MISSION FOR EXCELLENCE

School administrators, parents, and members of our community will provide support to the school personnel and the students of LBJ Middle School in order to promote an exceptional instructional program. As a result, students will exemplify respect, self-discipline and academic success. LBJ Middle School students will also gain the skills, knowledge, and values necessary for continuous productive learning.

Comprehensive Needs Assessment

Data Sources Examined

2022 and 2023 STAAR Results
 2022 and 2023 TELPAS Results
 2023 Accountability Summary Reports
 2023 PEIMS Data
 -attendance records
 -discipline records
 -grades
 District/Campus Assessments- 2023 EOY

Prioritized Needs

Needs	Data Source
To increase performance of ALL students in Reading Language Arts and Social Studies	2023 STAAR Results, 2023 Accountability Summary Reports, PEIMS Data, District Assessments
To decrease the performance GAP between our ELL's and the rest of the student group in ALL content areas	2023 STAAR Results, 2023 TELPAS Results, 2023 Accountability Summary Reports, District Assessment, PEIMS Data; Attendance, Discipline and Grades Records
To decrease the performance GAP between our Sp. Ed. Population and the rest of the student groups in ALL content areas	2023 STAAR Results, 2023 TELPAS Results, 2023 Accountability Summary Reports, District Assessment, PEIMS Data; Attendance, Discipline and Grades Records
To increase our Student Progress for all students in the math, reading, science, and social studies	2023 STAAR Results, 2023 TELPAS Results, 2023 Accountability Summary Reports, District Assessment, PEIMS Data; Attendance, Discipline and Grades Records
To continue to reduce our course failure rate every six weeks	District Assessment, PEIMS Data; Attendance, Discipline and Grades Records

Goal Area 1: Effective Teaching and Learning

Goal Area 1: 1. Reading, Reading Language Arts, and Literacy

Annual Goal: All students will achieve a 50% proficiency rate at the "Meets" proficiency level across all grade levels in Reading Language Arts, as assessed by the May 2024 STAAR Reading assessment. Emergent Bilingual students will achieve a 30% proficiency rate at the "Meets" proficiency level across all grade levels in Reading Language Arts, as assessed by the May 2024 STAAR Reading assessment. Special Education students will achieve a 20% proficiency rate at the "Meets" proficiency level across all grade levels in Reading Language Arts, as assessed by the May 2024 STAAR Reading assessment.

Objective 1: Increase literacy levels across 6-8 RLA using research-based PD and effective resources such as Studysync, Quill, AR, Nearpod, Summit K12

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
We will utilize the blended learning model and CIF strategies to provide interventions and support in the 6-8 RLA Classrooms.	-RLA Teachers -Accelerated Literacy Teacher -ESL Teacher -Librarian -Administrators -All content teachers support -Spanish teachers -Inclusion teachers	-Jane Schaffer Method/Resources -Library Books -Classroom Libraries/Novels -Accelerated Reading -MyOn Program -Implementation of CIF protocols -MackinVia- Online books -Progress Learning -IStation (pending district decision) -Newsela -StudySync (McGraw Hill) -Electronic Devices -NearPod -Flocabulary -Summit K-12 -Enrichment Camps -Lexia PowerUp -The Story of My Thinking book	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Lesson Plans -Walk-throughs -Virtual Online Book (StudySync) -Library Reports (STAR) -Fluency/Comprehension Reports (AR/STAR) -Completed Graphic Organizers/Thinking Maps -ISIP Reports -T-Tess Artifacts	-% Increase in Results -AR/STAR Screeners -Walk-Though Feedback Notes -Formal Observations Post-Conference -StudySync Reports -IStation Reports -DMAC/Cambium Reports	-Weekly StudySync Reports -Informal Quizzes/Tests -SGM's -District Benchmarks -AR/STAR Assessments -TELPAS State Assessment	-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, and Local Services, Programs and Funds- a,b,c

Action Steps:

- Analyze District Curriculum to modify and adjust to our campus strengths and weaknesses
- Utilize diagnostics such as STAR, Istation, Writing Portfolios, STAAR results to identify areas of weakness and make adjustments
- Meet and plan during PLC on Monday, Tuesday, and Thursday to make adjustments to curriculum as a result of formal and informal data
- Utilize platforms such as Istation, Quill, Progress learning to provide individualized instruction and intervention

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
RLA Teachers will receive research based professional development on the Staar ECR/SCR Rubric Calibration and Feedback; 6-8 Social Studies teachers will also received PD in the JSWP to assist with the SCR enabling a true vertical, horizontal and cross curricular initiative	-RLA Teachers -Accelerated Literacy Teacher -ESL Teacher -Librarian -Administrators -Instructional Coach support -Social Studies Teachers -Inclusion teachers	-Jane Schaffer Writing Program -DMAC/Cambium Data -RLA Writing Portfolios	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Writing Portfolios -Weekly Assessments -Benchmarks I & II -Lesson Plans -Walk-throughs -Virtual Online Book (StudySync) -Completed Graphic Organizers/Thinking Maps -T-Tess Artifacts -Writing Essay Checklist	-% Increase in Results -Walk-Though Feedback Notes -Formal Observations Post-Conference -StudySync Reports -DMAC/Cambium Reports	-Weekly Essays -Informal Quizzes/Tests -SGM's -District Benchmarks -AR/STAR Assessments -TELPAS State Assessment	-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, and Local Services, Programs and Funds- a,b,c

Action Steps:

- Utilize the STAAR Redesign Short Constructed response book as a guide to implement the JSWP model
- Analyze the STAAR writing samples and rubric
- Participate in JSWP PD and webinars
- Analyze writing portfolios and student progress during PLC

Goal Area 2:

Goal Area 1: 1. Reading, Reading Language Arts, and Literacy- Student Progress Domain II

Annual Goal: **All students** will achieve a 70% growth rate across all grade levels in Reading Language Arts, as assessed by the May 2024 STAAR Reading assessment. **Emergent Bilingual** students will achieve a 65% growth rate across all grade levels in Reading Language Arts, as assessed by the May 2024 STAAR Reading assessment. **Special Education** students will achieve a 50% growth rate across all grade levels in Reading Language Arts, as assessed by the May 2024 STAAR Reading assessment.

Objective 1: Increase literacy levels across 6-8 RLA using research-based PD and effective resources such as Studysync, Quill, AR, Nearpod, Summit K12

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
We will utilize the blended learning model and CIF strategies to provide interventions and support in the 6-8 RLA Classrooms.	-RLA Teachers -Accelerated Literacy Teacher -ESL Teacher -Librarian -Administrators -All content teachers support -Spanish teachers -Inclusion teachers	-Jane Schaffer Method/Resources -Library Books -Classroom Libraries/Novels -Accelerated Reading -MyOn Program -Implementation of CIF protocols -MackinVia- Online books -Progress Learning -IStation (pending district decision) -Newsela -StudySync (McGraw Hill) -Electronic Devices -NearPod -Flocabulary -Summit K-12 -Enrichment Camps -Lexia PowerUp -The Story of My Thinking book	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Lesson Plans -Walk-throughs -Virtual Online Book (StudySync) -Library Reports (STAR) -Fluency/ Comprehension Reports (AR/STAR) -Completed Graphic Organizers/ Thinking Maps -ISIP Reports -T-Tess Artifacts	-% Increase in Results -AR/STAR Screeners -Walk-Though Feedback Notes -Formal Observations Post-Conference -StudySync Reports -IStation Reports -DMAC/Cambium Reports	-Weekly StudySync Reports -Informal Quizzes/Tests -SGM's -District Benchmarks -AR/STAR Assessments -Telpas State Assessment	-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, and Local Services, Programs and Funds- a,b,c

Action Steps:

- Analyze District Curriculum to modify and adjust to our campus strengths and weaknesses
- Utilize diagnostics such as STAR, Istation, Writing Portfolios, STAAR results to identify areas of weakness and make adjustments
- Meet and plan during PLC on Monday, Tuesday, and Thursday to make adjustments to curriculum as a result of formal and informal data
- Utilize platforms such as Istation, Quill, Progress learning to provide individualized instruction and intervention

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
RLA Teachers will receive research based professional development on the Staar ECR/SCR Rubric Calibration and Feedback; 6-8 Social Studies teachers will also received PD in the JSWP to assist with the SCR enabling a true vertical, horizontal and cross curricular initiative	-RLA Teachers -Accelerated Literacy Teacher -ESL Teacher -Librarian -Administrators -Instructional Coach support -Social Studies Teachers -Inclusion teachers	-Jane Schaffer Writing Program -DMAC/Cambium Data -RLA Writing Portfolios	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Writing Portfolios -Weekly Assessments -Benchmarks I & II -Lesson Plans -Walk-throughs -Virtual Online Book (StudySync) -Completed Graphic Organizers/ Thinking Maps -T-Tess Artifacts -Writing Essay Checklist	-% Increase in Results -Walk-Though Feedback Notes -Formal Observations Post-Conference -StudySync Reports -DMAC/Cambium Reports	-Weekly Essays -Informal Quizzes/Tests -SGM's -District Benchmarks -AR/STAR Assessments -Telpas State Assessment	-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, and Local Services, Programs and Funds- a,b,c

Action Steps:

- Utilize the STAAR Redesign Short Constructed response book as a guide to implement the JSWP model
- Analyze the STAAR writing samples and rubric
- Participate in JSWP PD and webinars
- Analyze writing portfolios and student progress during PLC

Goal Area 1: Effective Teaching and Learning

Goal Area 1: 2. Mathematics

Annual Goal: Students achieving at meets level or above in Mathematics grades 6 through 8 will increase from 40% to 50% as measured by 2024 STAAR Math Assessment.

Objective 2: The percent of students at the meets level will increase by 4% (from 40%) every Benchmark throughout the 2023 – 2024 school year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement Individualized Plans with fidelity, accelerated learning: Tutoring, TCLAS, Integrating Technology (Blended learning)	Assistant Principal Teachers Co-Teachers	-DMAC -STAAR Formatted resources -TI-Nspire Calculators, Software (and licenses), and Navigator System, Imagine math, Nearpod, IXL, Zearn, Gimkit, Quizizz, Quizlet, Blooket, Agilemind, Collegeboard -Edulastic -Go Math -Google Applications (Slides, Sheets, etc.) -Teachers Pay Teachers -Student Incentives	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Walkthroughs and DMAC reports	Walkthrough feedback and Student Data	Weekly assessments, Benchmark and STAAR test	-Comprehensive Need Assessment a,b,c -Reform Strategies-a,b,c -Teacher Decisions Making Regarding Assessment-a,b,c -Effective & Timely-Assistance to students experiencing difficulty-a,b,c -Integration of Fed, State and Local Services, Programs and Funds-a,b,c

Action Steps:

- Time for teachers to disaggregate data and to develop individualized plans.
- Intentional grouping (in class and in tutoring)
- Communicate effectively with students and parents about math expectations.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide professional development for teachers and co-teachers assigned to the areas of reading to deliver instruction at the meets and masters level	Principal Dean of Instruction CLL	-STAAR Release Assessments (BM I & II) -Conference for the Advancement of Mathematics Teaching (CAMT) -National Council of Teachers of Mathematics (NCTM) -Teachers Teaching with Technology (TI3) Professional Development	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Teacher Survey results, Program Reports, End of Six Weeks Survey Results	-Increase Academic Performance of Special Education on all BM, STAAR/EOC Assessments.	Weekly Assessments -BM1 and 2 -STAAR/EOC -TELPAS	-Comprehensive Need Assessment a,b,c -Reform Strategies-a,b,c -Teacher Decisions Making Regarding Assessment-a,b,c -Effective & Timely-Assistance to students experiencing difficulty-a,b,c -Integration of Fed, State and Local Services, Programs and Funds-a,b,c

Action Steps:

- Provide training for teachers on district curriculum, testing strategies for End of Course an online platform
- Conduct survey for teachers to inform further professional development opportunities of preferences.
- Provide specific instructional training for co-teachers to best serve special education students remotely or in class.

Goal Area 1: Effective Teaching and Learning

Goal Area 1: 3. Science

Annual Goal: By the end of the 2023-2024 academic year, our Grade 8 Science students will aim to increase the percentage of students scoring "Meets" or higher on the STAAR Science Assessment from 49% to 54%.

Objective 3: By the conclusion of the year 2024, the proportion of students demonstrating proficiency in middle school science concepts on the state assessment at the "Meets" level will exhibit a discernible increase of 5 percentage points

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers will continuously analyze assessment data and monitor students' progress toward the goal. Adjust instructional strategies based on data insights to ensure continuous improvement.	Classroom Teacher Assistant Principal Co-Teacher	<u>District Resources:</u> - Fusion Textbook - Edusmart - Google Classroom - MackinVIA - Summit K-12 - District Curriculum - DMAC - District Curriculum - Progress Monitoring Tracker - Flocabulary <u>Campus Resources:</u> - Blooket - Gimkit <u>Recommended Resources:</u> - Quizziz - Quizlet - Kahoot - Edulastic	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Walkthroughs DMAC/Edcite/Edulastic reports Department and grade level meeting agendas Summit K-12-EBs Reports Quizizz Reports Cambium System Reports Interactive Journal	Walk-throughs feedback notes DMAC reports	Weekly Exams Unit Exams CBAs Benchmarks STAAR Entry & Exit Tickets Interactive Journal	-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:

- Data Collection and Organization:
 - Design and administer formative and summative assessments aligned with the state standards and assessment objectives.
 - Gather and compile assessment results in a centralized system or spreadsheet for easy access and analysis.
- Data Review and Initial Analysis:
 - Regularly review assessment data to identify trends, patterns, and areas of strength or weakness.
 - Compare individual student performance against the target "Meets" level and the overall goal of a 5% increase.
- Group Analysis:
 - Group students based on performance levels to create targeted intervention groups and enrichment groups.
 - Identify patterns within these groups to inform differentiated instruction strategies.
- Collaborative Data Meetings:
 - Organize regular meetings with fellow teachers to collectively analyze assessment data and share insights.
 - Discuss successful strategies, challenges faced, and potential adjustments for improvement.
- Data-Driven Discussions:
 - Engage in discussions with students to gain their perspective on areas they find challenging or engaging.
 - Use student feedback to enhance instructional approaches and tailor teaching to their needs.
- Adjust Instructional Plans:
 - Based on data insights, revise lesson plans, teaching materials, and activities to address identified learning gaps.
 - Integrate alternative teaching methods and resources to cater to diverse learning preferences.

- Implement Interventions:
 - Deploy targeted interventions for students who require additional support in specific areas.
 - Offer supplemental resources, one-on-one sessions, or small group activities to address identified weaknesses.
- Progress Tracking:
 - Continuously track students' progress following instructional adjustments.
 - Monitor whether the changes positively impact their performance towards the goal.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers will stay updated on best practices in Science education and assessment. Attend workshops, conferences, and professional development sessions to enhance teaching skills and strategies.	Principal Dean of Instruction CLL	- District Curriculum - STAAR Release Assessments Items - Science Professional Development Conferences and Trainings • ASCD Books and PD • CAST Conference • Fundamental 5 Revisited Book • TCEA PD and Conference • District Resources • Region One ESC PD	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	- Teacher survey results - Attendance Certificates to Science Conferences and Trainings - Lesson Plans that included learned content	-Increase academic performance of Special Population Groups on all BM, STAAR/EOC assessments	-Weekly Assessments -BM I & II -STAAR/EOC -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:

- Collaborative Sharing:
 - Regularly collaborate with colleagues within your school or district to share insights from various professional development opportunities.
 - Discuss takeaways and brainstorm ways to integrate new strategies into the curriculum.
- Attend Workshops and Conferences:
 - Identify local, regional (RGVSA/CAST), or national workshops and conferences focused on science education and assessment.
 - Participate in sessions led by experts, attend hands-on workshops, and engage in networking.
- District or School-Based Training:
 - Collaborate with your school or district to organize training sessions focused on science education and assessment.
 - Invite specialists to provide targeted guidance to educators.
- Collaborative Lesson Design:
 - Collaborate with fellow educators to design lessons that incorporate newly acquired knowledge and strategies.
 - Share lesson plans and resources that align with best practices.

Goal Area 1: Effective Teaching and Learning

Goal Area 1: 4. Social Studies Student Achievement

Annual Goal: Students achieving at meets level in the Grade 8 social studies will increase from 18% to 23% as measured by the 2024 STAAR Assessment.

Objective 4: The percent of students achieving at or above meets level in Grade 8 Social Studies will increase by 5%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Adopt and embed resources (curriculum, hands -on-activities, & project based learning) from primary and secondary sources to modify the curriculum with a focus on increasing student engagement, content knowledge, and encouraging the development of critical thinking skills.	- Teachers (all grade levels) - Special education inclusion Teacher - Students - CLL Coach - Assistant Principal	- District Curriculum - Lead 4 ward Field Guide - Social Studies Success - Gamification platforms (Word Wall, Gimkit, Blooket, Kahoot, etc.) - Google Slides & Docs Document/Databased Lessons (P.A.C.T. materials) - Progress Learning - Professional Development (Texas Council for the Social Studies Conference and Regional ESC services). - Binders, dividers, labels, hole punchers, etc.	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	- Interactive Notebook or Binder checks - Lesson Plans - Meeting minutes - Walkthroughs	- Formal or Informal Assessments - Student Presentations - Peer assessments - Progress monitoring checkpoints	- Entry &Exit Tickets - Assessments by Era - Benchmarks - STAAR Assessment	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:

- Create a weekly PLC plan with agendas focused on student engagement, rigor, and best practices.
- Collaborate and discuss modifications to the calendar at the beginning of each era.
- Collaborate, discuss, and plan hands - on activities with teachers at the beginning of each era.
- Implement Social Studies Success and P.A.C.T. materials for hands – on activities in lessons.
- Implement gamification activities throughout lessons and review days.
- Schedule and attend professional development on the implementation of effective and engaging social studies hands – on activities once a semester.
- Vertically align content and skills to 8th grade Social Studies (All grade levels)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Prescribe PLC meetings with the Social Studies department and by grade level to improve both teacher instruction and fidelity of implementation of curriculum strategies.	- Teachers (all grade levels) - Special education inclusion Teacher - Students - LIFE Coach - Assistant Principal - Principal - Dean of Instruction	- District Curriculum Pacing Guide - Lead 4 ward Field Guide - Social Studies Success - Interactive Student Notebook - Classroom timeline - Nearpod - Google slides - Google Docs - Professional Development (Texas Council for the Social Studies Conference and Regional ESC services) - Gamification resources (Jenga, Connect Four, etc.) - Paper (chart, copy, cardstock, construction)	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	- Walk-throughs - Lesson Plans - Student Work showcased and in student interactive notebook - Projects and student presentations - Teacher rotation schedules and/or events - Meeting minutes	- Formal or Informal Assessments - Student Projects and presentations - Student engagement level	Entry &Exit Tickets Assessments by Era Benchmarks STAAR Assessment	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:

- Set weekly PLC meetings at both grade and department level
- Collaborate on adoption of CIF protocols and Fundamental 5 in lessons.
- Create presentations/lessons to model during PLC.
- Gather and analyze student and teacher feedback on curricular strategies.
- Modify calendar and/or expert list based on feedback.

Goal Area 1: Effective Teaching and Learning

Goal Area 1: 5. Accelerated Instruction

Annual Goal: By the end of the 2023-2024 school year, students identified will participate in accelerated instruction class for reading language arts and mathematics

Objective 5: Students in the RLA and Math Accelerated Instruction class will increase 5% their performance on the 2024 state standardized assessment, STAAR.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Identify students who require intensive intervention in Reading Language Arts based on assessment data and develop a tiered intervention system with multiple levels of support based on students' needs	-RLA Teachers -Accelerated Literacy Teacher -ESL Teacher -Librarian -Administrators -All content teachers support -Spanish teachers -Inclusion teachers	-Jane Schaffer Method/Resources -Library Books -Classroom Libraries/Novels -Accelerated Reading -MyOn Program -Implementation of CIF protocols -MackinVia- Online books -Progress Learning -iStation (pending district decision) -Newsela -StudySync (McGraw Hill) -Electronic Devices -NearPod -Flocabulary -Summit K-12 -Enrichment Camps -Lexia PowerUp -The Story of My Thinking book	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Lesson Plans -Walk-throughs -Virtual Online Book (StudySync) -Library Reports (STAR) -Fluency/ Comprehension Reports (AR/STAR) -Completed Graphic Organizers/ Thinking Maps -ISIP Reports -T-Tess Artifacts	-% Increase in Results -AR/STAR Screeners -Walk-Though Feedback Notes -Formal Observations Post-Conference -StudySync Reports -iStation Reports -DMAC/Cambium Reports	-Weekly StudySync Reports -Informal Quizzes/Tests -SGM's -District Benchmarks -AR/STAR Assessments -TELPAS State Assessment	-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, and Local Services, Programs and Funds- a,b,c

Action Steps:

- Develop individualized instructional plans for students based on their assessment results.
- Create a schedule for differentiated instruction, including small-group instruction and use of varied reading materials.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Identify students who require intensive intervention in Mathematics based on assessment data and develop a tiered intervention system with multiple levels of support based on students' needs	Assistant Principal Teachers Co-teachers	- DMAC - STAAR Formatted Resources - Ti-nspire Calculators, Imagine Math, Nearpod, Quizziz,Gimkit,IXL, Word wall, Quizlet, Agilemind and College board -GO Math -Edulastic -Google Apps(slides and sheets) -Teachers Pay Teachers Teacher Made Resources -Student Incentives -Progress Learning	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Walkthroughs and DMAC reports	Walkthrough feedback and Student Data	Weekly assessments, Benchmark and STAAR test	-Comprehensive Need Assessment a,b,c -Reform Strategies-a,b,c -Teacher Decisions Making Regarding Assessment-a,b,c -Effective & Timely- Assistance to students experiencing difficulty- a,b,c -Integration of Fed, State and Local Services, Programs and Funds-a,b,c

Action Steps:

- Develop individualized instructional plans for students based on their assessment results.
- Create a schedule for differentiated instruction, including small-group instruction and use of varied mathematics resources.

Goal Area 1: Effective Teaching and Learning

Goal Area 1: 6. Instructional Technology

Annual Goal: By the end of the 2013-2014 school year, effectively integrate instructional technology into teaching and learning practices, resulting in a 20% increase in student engagement and achievement across all subject areas.

Objective 6: Effectively integrate instructional technology into teaching and learning practices to improve student engagement and achievement

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Design and implement technology-enhanced lessons and projects that align with curriculum standards and learning objectives.	-Teachers -CIT -CLL	District approved technology resources	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Lesson Plans -Walk-throughs -DMAC Reports -T-TESS Artifacts	-% Increase in Results -Walk-Though Feedback Notes -Formal Observations Post-Conference -DMAC/Cambium Reports	-Weekly Reports -Informal Quizzes/Tests -SGM's -District Benchmarks	-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, and Local Services, Programs and Funds- a,b,c

Action Steps:

- Conduct a thorough assessment of the technological needs of teachers and students.
- Identify areas where technology integration can have the most significant impact on teaching and learning.
- Allocate necessary resources to provide access to instructional technology tools and applications for both teachers and students.
- Encourage teachers to develop and share innovative strategies for integrating technology effectively.
- Collect and analyze data on student engagement, achievement, and technology usage to evaluate the effectiveness of instructional technology integration.

Goal Area 2: Student Support

Goal Area 2: 1. Special Education Program

Annual Goal: The students in the Special Education program will meet the reading and math indicators for the academic achievement component by the 2024 STAAR Assessments.

Objective 1: The percent of special education students at meets level in reading and math on the 2024 STAAR will increase by 5% by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-Wide Component
Implement various strategies to develop reading comprehension and fluency as well as mathematics content mastery.	General Education Teacher Special Education Teacher Assistant Principal Diagnostician Librarian Paraprofessionals	Google Classroom Online Platforms Library Books AR DMAC Immersive Reader Lexia Power up McKenzie Unique IXL Math MyOn Inclusion Works Special Education Institute	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Walk-through feedback notes Library Reports Lexia Powerup 3-part Blended Personalized Learning Model Rotations	Walk-through feedback notes Library Reports Individualized Reports	Weekly Assessments Unit Assessments Benchmarks STAR AR test	-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 -Integrating of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps:

- Assess inventory of books and audio books in all genres for reading strategies
- Schedule professional development for teachers on how to implement virtual platforms and online reading strategies

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-Wide Component
Implementations of the following strategies: Peer Tutoring Chunking Expert Groups Close Reading Literacy Groups Choral Reading Voice to Text	Assistant Principal General Education Teacher Special Education Teacher Librarian Diagnostician Paraprofessional	DMAC Lexia Unique IXL Math	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Walk-through feedback notes Library Reports Lexia Powerup 3-part Blended Personalized Learning Model Rotations	Walk-through feedback notes Library Reports Individualized Reports	Weekly Assessments Unit Assessments Benchmarks STAR AR test	-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 -Integrating of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps:

- Schedule professional development for teachers on how to effectively implement differentiating instruction strategies.
- Advocate for Special Education students to increase the students' participation and motivation.

Goal Area 2: Student Support

Goal Area 2: 2. Emergent Bilinguals

Annual Goal: EB students will meet the indicators in the Academic Achievement component by June 2024.

Objective 1: The percent of EB Students at meet level on 2024 STAAR Reading/Math at all grade levels will increase by 5% by June 2024

Strategies 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Identify, collect, and analyze trend data to monitor student progress	Administration Classroom Teacher Instructional Coach ESL Teacher	●District Curriculum ●Istation Reading ●Imagine Math ●STAAR Release Assessments (BM I & II) ●Language Live ●ELPS ●Study Sync ● Summit K12 ● SIOP	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Walk-through -Assessments Reports -Online reading platforms reports	-Walk-through feedback notes -Progress and grade reports -Teacher observation -Library running reports -Fluency screeners	Weekly quizzes/ tests Unit Exam Benchmarks DMAC Data TELPAS reports	-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:

- Identify students in high focus groups who did not meet standard nor showed progress on the 2024 STAAR assessment.
- Use assessment data to drive acceleration plans and drive acceleration time into the day
- Provide instruction and acceleration that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended day learning time, enrichment camps, academies, summer school)

Strategies 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
EB online programs for accelerating reading: Fluency/ comprehension/ vocabulary	Administration Classroom Teacher Librarian ESL Teacher	Language Acquisition Software MyON MackinVIA Newsela Bilingual Reading Resources Istation Vocabulary Cards, Word Walls	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Walk-through -Library reports -Online reading platforms reports	-Walk-through feedback notes -Progress and grade reports -Teacher observation -Library running reports -Fluency screeners	Weekly quizzes/ tests Unit Exam Benchmarks DMAC Data TELPAS reports	-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:

- Schedule PD for teachers on how to implement language acquisition practice programs.
- Develop school programs to increase EBs students' participation and motivation.

Goal Area 3: Family & Community Empowerment

Goal Area 3: Improve Safety, Public Support, Culture and Climate – including Safety & Violence Prevention

Annual Goal: By Spring of 2024, students at LBJ Middle School will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe School Climate as assessed by a variety of measurement tools such as positive referrals, discipline and attendance records, and surveys.

Objective 1: Implement evidence-based positive behavior support programs that reinforce and reward respectful, responsible, and safe behaviors.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
More cohesive faculty and staff, improved campus culture and climate for staff and students, which should result in staff retention and increased student achievement.	Administration Counselors Teachers Parent Educator School Nurse Custodial Staff	Student Code of Conduct Dress Code Classroom Rules/Procedures Health Codes District Policies Incentives for Positive Student Reinforcement	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Artifacts Walkthroughs Agendas Minutes	Maintained a Safe School Community Maintained Clean Environment Maintained Landscaping Maintained Clean School Community Access to Health Services	Improved academic performance on campus-based assessments Attendance Reports Monthly counselor session rosters and agendas	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:

- Foster an environment conducive to collaboration
- Develop school programs to increase teacher professional growth

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide class instruction, individual, and group counseling sessions to improve academic performance, self-awareness, and social awareness	Administration Counselors Teachers Parent Educator School Nurse Custodial Staff	Student Code of Conduct Dress Code Classroom Rules/Procedures Health Codes District Policies Incentives for Positive Student Reinforcement	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Artifacts Walkthroughs Agendas Minutes	Maintained a Safe School Community Maintained Clean Environment Maintained Landscaping Maintained Clean School Community Access to Health Services	Improved academic performance on campus-based assessments Attendance Reports Monthly counselor session rosters and agendas	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- ab

Action Steps:

- Foster an Environment Conducive to Learning
- Create counseling sessions to improve academic performance, self-awareness, and social awareness

Strategies 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Daily Monitoring of Students Attendance, campus liaison will contact parents of students that are absent for two consecutive days and encourage student to attend daily to classes by providing motivational incentives	Administration Counselors Teachers Attendance Clerk Campus Liaison	Student Code of Conduct	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Daily Attendance Report	Daily Attendance Rates at 97.5% or higher	Attendance Reports Attendance Roster Phone logs and Visits Logs Attendance Incentives Rosters Perfect Attendance Certificates	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: - Monthly incentive for classes with perfect attendance - Six Weeks incentives for individual students attaining Perfect attendance - Develop school programs to increase student sub population participation and motivation as well as incentive programs. - Encourage Migrant students’ attendance through uniform migrant vouches program (Migrant Uniform Voucher Title I Pact C)							

Goal Area 3: Family & Community Empowerment

Goal Area 3: Community Outreach	
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Annual Goal: Elevate school pride by strengthening partnerships with families, communities, and the business community.

Objective 1: Cultivate a campus that creates a partnership between the school and home by providing ongoing communication, encouraging active participation in the student's education, and recruiting campus volunteers to support our students, teachers, and programs.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Schedule Calendar of events to include: Parent/community engagement meetings, community partnerships/organizations, SBDM meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement aligned to district policy, and volunteer activities/events.	Principal Administrators Counselors Parent Liaison CLL Teachers	- School Messenger - Social Media Outlets: Facebook, Twitter, Instagram	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	- Calendar - Agendas - Minutes - Volunteer documentation	Increase of 5% of parent participation at meetings for the 23-24 school year	- Sign In sheets - Surveys Results	-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps:

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| <ul style="list-style-type: none"> • Provide Family Academic Nights to engage parents in activities that can be utilized at home.- Math/Science Night- Language Arts Night- STAAR Night- Cultural Diverse programs-Behavior - Parent Workshops given by counselor • Principal will utilize the school messenger program and social media outlets to inform parents of meetings |
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Goal Area 4: Leadership Growth

Goal Area 4: Leadership Growth

Annual Goal: By the end of the 2023-2024 school year, enhance leadership growth at all levels within the school, resulting in increased collaboration, improved instructional practices, and a positive school culture.

Objective 1: Promote a culture of collaboration and shared decision-making among all levels of leadership, including administrators, instructional coaches, and teacher leaders.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Encourage regular opportunities for all staff to collaborate, share ideas, and problem-solve together to promote leadership growth.	- Principal - Assistant Principals - CLL - Counselors	- Mentoring and coaching models - PLC and CLC - PD Opportunities - Instructional Rounds	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	• Calendar • Agendas • Minutes	Collect and analyze data, such as surveys or feedback forms, to evaluate the impact of leadership development initiatives.	- Sign In sheets - Surveys Results	-Integration of Fed., State, & Local Services, Programs and Funds-a,b,c

Action Steps:

- Establish structures, such as leadership teams or committees, to facilitate ongoing collaboration and communication.
- Provide professional development opportunities for leaders to enhance their instructional leadership skills.
- Offer training on effective instructional practices, data analysis, coaching strategies, and providing feedback.
- Encourage leaders to observe classrooms, provide feedback to teachers, and support the implementation of research-based instructional strategies.
- Recognize and celebrate achievements and contributions of leaders and staff members in fostering a positive school culture.

Professional Development Plan

PD Monthly Focus	PD Format	PD Topic	Resources	CIP Goal Alignment
August 21 & 23 (PM), 2023 August 22-24, 2023	Campus Based-All departments District Based- All departments	Campus Needs Assessment Campus Goal Setting Evaluation System Remote Learning Tools Training District Curriculum Roll Out	Accountability Reports SWOT Analysis Tool T-TESS Evaluation Rubric District Content Coordinators	Goal 1.1a-3a Goal 3.1
October 16, 2023	Campus Based-All departments	LIFE Initiative Fundamental 5 Revisited CIF Revisit Staff SEL Training	Fundamental 5 Revisited CIF Protocols SEL District Resources	Goal 1.1a-3a Goal 3.1
January 8, 2024	Campus Based-All departments	Differentiation Instruction for Special Population- ELs and Special Education	Instructional Strategies for Diverse Learners Virtual Training	Goal 1.1a-3a Goal 3.1
2 Saturdays PD TBA 1-After BM 1 1- After BM 2	Campus Based by Departments all Grades Levels	Intervention Plans Special Populations: All Students, Special education, EL, Eco Disadvantage. Benchmark I and II Data reports	Benchmark I and II Data Reports – specific attention to special education and EB students Building of the Prescriptive Intervention Plans	Goal 1.1a-3a