District Improvement Plan
2023-2024

**Board Approved:** September 25, 2023

Vision

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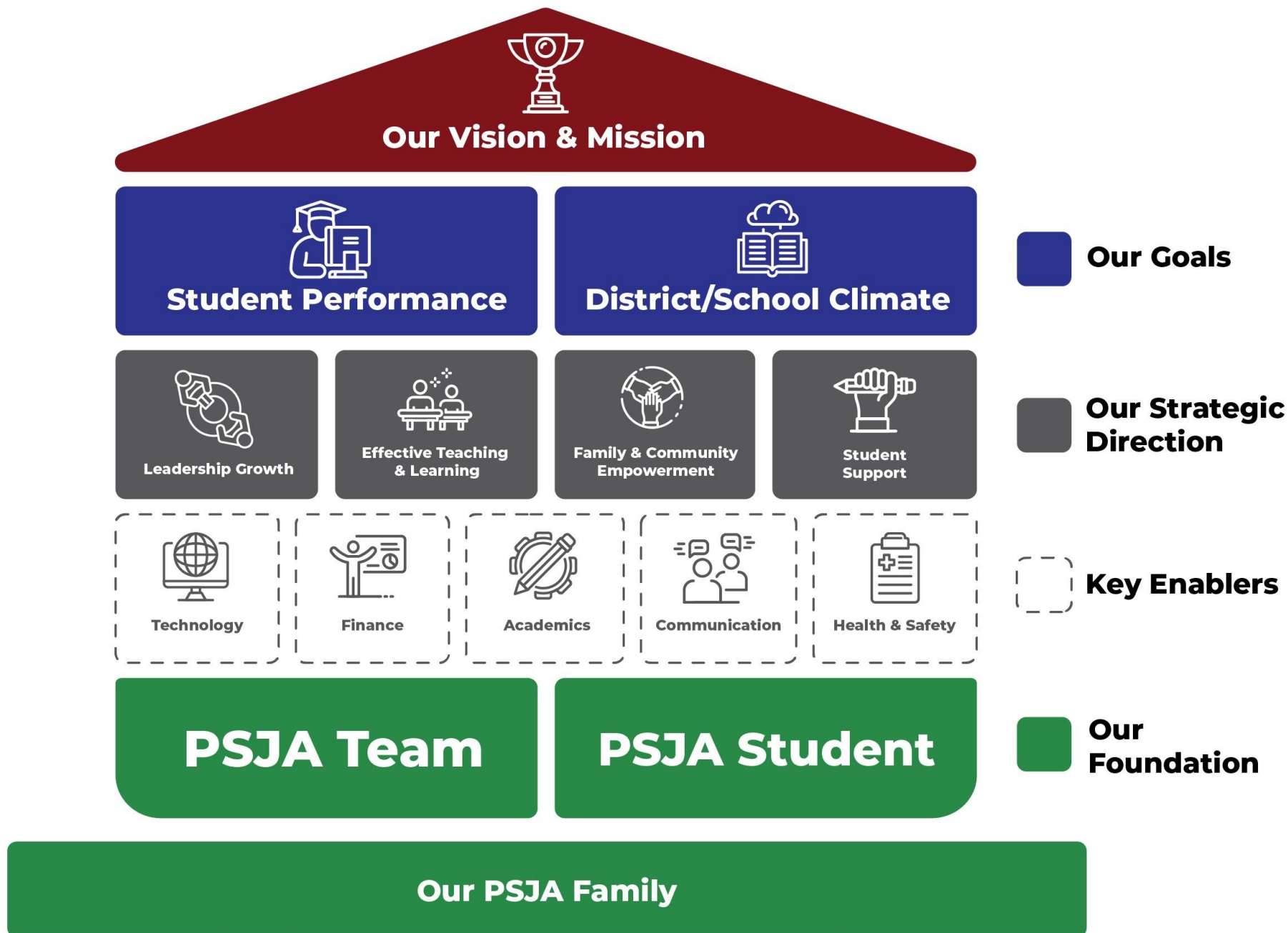
Mission

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
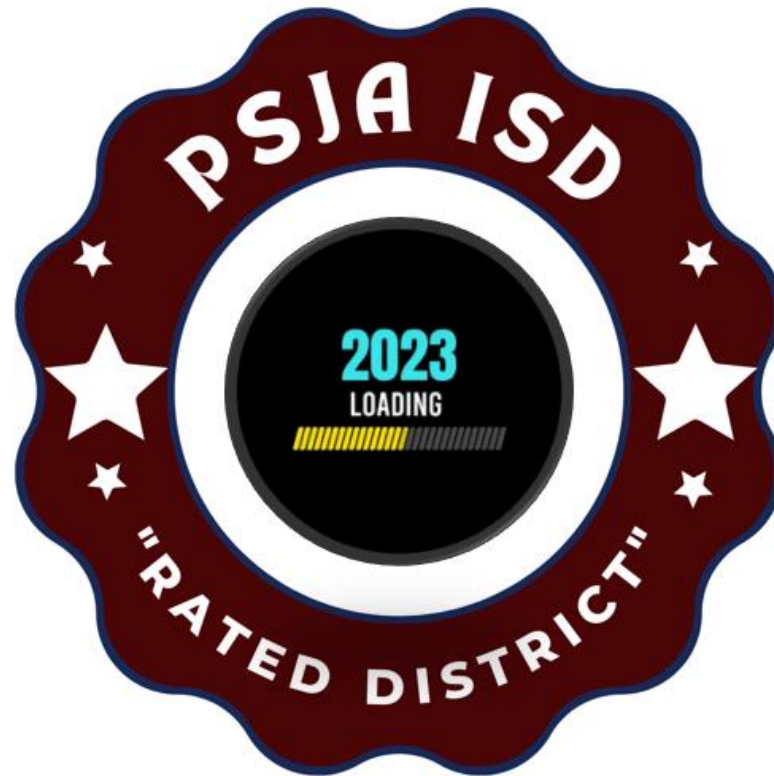
TEA Released a statement on 9/12/23 announcing that district ratings will not be released until late October or Early November

COLLEGE³
READY.CONNECTED.COMPLETE.™

Our Vision & Mission

Student Performance

District/School Climate

■ **Our Goals**

Leadership Growth

Effective Teaching & Learning

Family & Community Empowerment

Student Support

■ **Our Strategic Direction**

Technology

Finance

Academics

Communication

Health & Safety

⬚ **Key Enablers**

PSJA Team

PSJA Student

■ **Our Foundation**

Our PSJA Family

PSJA School Board

Carlos G. Villegas, Jr., *President*

Diana Serna, *Vice-President*

Yolanda Castillo, *Secretary*

Jesús "Jesse" Vela, Jr., *Assistant Secretary*

Cynthia A. Gutiérrez, *Member*

Jesús A. "Jesse" Zambrano, *Member*

Jorge Zambrano, *Member*

Superintendent's Cabinet

Alejandro Elias, Ph.D., Superintendent of Schools

Rebecca Gonzales, Chief Financial Officer

Dr. Rebecca Garza, Assist. Supt. Human Capital Development

Ranulfo Marquez, Assist. Supt. for Academics

Roel Faz, Chief of Operations

Executive Summary

Demographics:

Pharr-San Juan-Alamo ISD serves students from three different cities, who come from similar backgrounds and way of life.

The student body at PSJA ISD is majority Hispanic with the following breakdown of student populations:

	Male	Female	SPED	LEP	Mig	ECD	GT	At Risk
Count	15,381	14,635	3,033	13,492	512	28,146	1,810	23,570
Percent	52%	49%	10.20%	45.20%	1.70%	94.30%	6.10%	79%

With the district's proximity to Mexico, 45.20% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Executive Summary

Student Performance:

Using preliminary student performance data, Pharr-San Juan-Alamo has been rated an **"B"** District by the state of Texas on the 2023 Accountability. In Domain I, Student Achievement Domain, inclusive of STAAR Performance, College Career and Military Readiness, PSJA ISD earned a grade of 78.

In Domain II, School Progress, inclusive of Academic Growth and Relative Performance (Eco Dis: 94.3%), PSJA ISD earned a scale score of 85. Domain III, Closing the Gaps Domain, PSJA scale score was an 80.

The overall 2023 Accountability Rating for Pharr-San Juan-Alamo ISD was a score of 84. In grades 3-8 all tested STAAR subjects and EOC assessments, PSJA ISD administered 45,071 tests which translates to 98.15% participation for the 2022-2023 school year.

Executive Summary

Student Performance:

For the 2023-2024 school year, the Student Performance goals are the following:

- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points from 46% to 49% by June 2024.

- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase two percentage points from 43% to 45% v by June 2024.

- The percentage of students in grade 3 who perform at meets grade level or above on STAAR mathematics will increase from 40% to 45% by June 2024.

- The ALL student group will meet the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth component by June 2024.

- The ALL student group will meet the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth component by June 2024.

- The percentage of graduates who are CCMR ready will increase by a minimum of two percentage points by June 2024.

Executive Summary

Effective Teaching and Learning:

PSJA ISD Curriculum & Instruction Office oversees implementation of a TEKS aligned curriculum that is relevant, rigorous and engaging for all PSJA ISD students.

Alignment of the curriculum is an ongoing process and includes integration of TEKS Resources, development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning. Curriculum, programs, and resources are reviewed, and adjustments are made based upon collaborative analysis of student data and the emergence of new research.

All PSJA ISD comprehensive high schools are designated Early College, which makes them innovative high schools that allow students to attend college and high school simultaneously. Early College High Schools offer rigorous instruction and provide academic, social, and emotional support services to help students succeed.

Executive Summary – Continued

Effective Teaching and Learning:

Additionally, PSJA ISD offers a Dual Language Program as an academic experience designed for students to develop stronger cognitive and academic skills through the development of on-level bilingualism and biliteracy. Through a rigorous curriculum, students who participate in the program are academically instructed in Spanish and English, from Pre-Kinder to 12th grade.

As a result, students can master both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in Spanish and English, which allows them to compete successfully in a global economy.

Furthermore, PSJA ISD teachers are equipped and trained to teach.
Advance Placement at all high school campuses which translates to PSJA ISD students prepared to attend college, enter a career, or join the military.

Effective Teaching and Learning		Student Support	
Dr. Iris Guajardo	**Executive Officer For Secondary Schools, Chair**	**Claudia Gonzalez**	**Executive Officer For Elementary Schools, Chair**
Dr. Linda Uribe-Trevino	**Executive Officer For College Readines, Chair**	**Susana Arredondo**	**Executive Officer For Elementary Schools, Chair**
Dr. Nora Rivas Garza	Executive Officer For Secondary Schools	Yolanda Gomez	Executive Officer For Learning Acceleration
Adriana Garcia	Career and Technical Education	Debra Salinas	Director Of Learning Supports 504 And Dyslexia
Amber Rosas	PSJA High School, Teacher-Special Ed. Self-Contained	Amy Marquez	Library Innovations Strategist
Jeannette Lozano	PSJA North ECHS, Teacher-Science	Jessica Zuniga	John Mckeever Elem, Principal
Sylvia Liscano	PSJA T. Jefferson T-Stem ECHS, Principal	Margarita Aguirre	Special Education Department Director
Myriam Cortez	Jaime Escalante MS, Teacher-English Lang. Art	Oliva Martinez	English Language Development & Biliteracy Director
Julia Lopez	PSJA T. Jefferson T-Stem ECHS, Teacher-Science	Ruben Salinas	PSJA High School, Teacher-Math
Catherine Alanis	PSJA Memorial ECHS, Teacher-English Lang. Art	Jorge Rodriguez	PSJA North ECHS, Teacher - Dual Credit Education
Roxxana Serna	Dr. William Long Elementary, Teacher-Second	Arnold Serna Nieto	Austin Middle School, Sped Teacher
Amanda De Leon	Santos Livas Elementary, Teacher-Physical Education	Denise Rodriguez-Chavez	Elvis J. Ballew High School, Teacher-Spanish
Jessica Perez Aranda	Carmen Anaya Elementary, Teacher-First	Elizabeth Cuadra	PSJA Memorial ECHS, Teacher-Social Studies
Sandra Coronado Murillo	Doedyns Elementary, Elem Peims Clerk	Belinda Escamilla	Arnoldo Cantu Sr Elem, Teacher-Second
Michael Murray	Adv. Academic Services Program Director	Nelda Reyes	Raul H. Yzaguirre MS, Teacher-English Lang. Art
Viviana Villarreal	Psja Early Start, Teacher-Pre K	Mariciana Hernandez	Allen & William Arnold Elem., CLL
Raymundo Monrreal	Jaime Escalante MS, Principal	Herlinda Garcia	Marcia R Garza Elem, Teacher-Fifth
Haissam Mayasi	Data Services Director	Liza Diaz	PSJA North ECHS, Principal
Debbie Dawang	High School Math Coordinator	Roel Luna	Carmen Anaya Elem, Counselor
Sandra Serna	Mathematics Coordinator	Christian Gonzalez	Kennedy Middle School, Asst. Principal
Karla Rodriguez	Elementary Reading Language Arts Coordinator	Cynthia Rivera	High School Reading Language Arts Coordinator
Kelly Williams	Psja Southwest Echs, Teacher-Health Science	Sherry Vargas	Bilingual Strategist
Eduardo Guzman	Language Development Specialist	Lorena Zuniga	PSJA Southwest ECHS, Teacher-Social Studies
Erika Carpio	Alamo Middle School Counselor	Laura Torres	Carmen Anaya Elem, Assistant Principal
Myra Perez	Parent Representative	Sandra Delgado	Parent Representative
Melissa Rodriguez	Parent Representative	Laura Torres	Parent Representative
Norma Villegas	Parent Representative	Mireya Perez	Parent Representative
		Martha Cantu	Parent Representative

Family and Community Empowerment		Leadership Growth	
Dr. Orlando Noyola	Asst. Supt. For Student Services, Chair	Dr. Rebecca Garza	Asst. Supt. For Human Resources, Chair
Virna Bazan	Executive Officer For Elementary Schools, Chair	Alfredo Carrillo	Executive Officer For Human Resources, Chair
Virgina Saenz	Counseling and Guidance Director	Dr. Nora Cantu	Executive Officer For Academics
Claudia Lemus Campos	Communications & Marketing Director	Lauro Davalos	Asst. Supt. of Technology
Norma Garza	Parental Engagement Director	Maria Valera	Elementary Science Coordinator
Laura Campos	Pupil Accounting Dept. Director	Adrian Karr	HR Manager
Nora Galvan	Adult Literacy Director	Hector Rodriguez	MIS Department Director
Maricela Cortez	Early Childhood Director	Stella Sanchez	Professional Development Director
Rolando Garcia	Chief Of Police	Gina Saenz	LBJ Middle School Dean Of Instruction
Ruby Lopez	Cesar Chavez Elementary, CLL	Maricruz De Anda	Berta Palacios Elem, Teacher-Sp Ed Unit
Lizette Sosa	Farias Elementary, Teacher-Fourth	David Frias	Kelly-Pharr Elementary, Teacher-Kinder
Osvaldo Gonzalez	Trevino Elementary, CLL	Denise Godoy	PSJA Sonia Sotomayor Building Blocks, Teacher
Vivian Salazar	John McKeever Elementary School, Techer Second	Romeo Romero	Escobar Elem, Teacher-PE
Azeneth Razo	mer Elementary, Teacher-Second	Mayra Dominguez	Reed-Mock Elem, Teacher-Kinder
Maria Briseno	Vida N. Clover Elem., Teacher-Music	Dr. Cynthia Gonzalez	Reed-Mock Elem, Asst. Principal
Juan Carlos Reyes	Henry Ford Elementary, Teacher	Jessica Moore	Middle School, Science Coordinator
San Juanita Carolina Portales	Alamo Middle School, Teacher-Social Studies	Jualianne Martinez	Graciela Garcia Elementary, Teacher-Prek
Melynda Escobedo	LBJ Middle School, Teacher-Social Studies	Yulissa Rangel	Austin Middle School, Math Teacher
Melissa Sanchez	PSJA High School, Counselor	Perla Oervides	Collegiate High School, Teacher-SS
Myriam Cortez	ne Escalante MS, Teacher-English Lang. Art	Lezlie Neely	Ramirez Elementary, Teacher-Fifth
Stephanie Gomez-Gonzalez	Ford Elementary, Counselor	Jessica Garcia	Carman Elementary, Reading Coach
Yvonne Chamblin	PSJA T. Jefferson T-Stem ECHS, Teacher-Co/Op Vocational	David Granadoz	Liberty Middle School, Teacher Math
Kimberly Ortega	Idle School Reading Language Arts Coordinator	Miguel Torres	Middle School Social Studies Coordinator
Thomas Moncivais	Parent Representative	Priscilla Salinas	ACTRGV Director
Ms. Briseno	Parent Representative	Isabel Mendez	Parent Representative
Angelica Martinez Mata	Parent Representative	Inez Quinonez	Parent Representative
Susana Barbosa	Parent Representative	Ludivina Rodriguez	Parent Representative

Campus	Eco D	STAAR	STAAR Scaled Score	CCMR	CCMR Scaled Score	Grad. Rate	Grad Rate Scaled Score	Domain I Scaled Score	Domain II-Part A	Domain II-Part A Scaled Score	Domain II-Part B Scaled Score	Domain III	Domain III-Scaled Score	2023 Campus Overall Rating	What If 2023 with 2022	2022 Overall Rating
Domain I, Domain II & Domain III (Preliminary - TEA 11-14-23) **2022-2023 STAAR**																
PSJA ECHS	93.4	49	77	89	91	99.7	95	86	74	80	89	80	92	**90**	**90**	88
Memorial	94.3	45	73	95	96	100	100	88	72	77	88	78	92	**89**	**88**	88
North	87.8	48	76	76	78	99	95	81	75	81	83	80	92	**86**	**83**	88
Southwest	97.6	46	74	88	90	99.3	95	85	68	70	87	69	86	**87**	**89**	90
TSTEM	96.7	60	90	99	99	100	100	96	85	90	96	88	95	**96**	**95**	92
Alternative Campuses																
Ballew	96.2	79	97	74	94	80.9	65	89	89	95	Small #	69	94	**95**	**NR**	NR
Sotomayor	100	36	86	87	97	100	100	93		Small #	Small #		Small #	**93**	**90**	99

Campus	Eco D	Approach	Meets	Masters	Domain I	Domain I Scaled Score	Domain II- Part A	Domain II- Part A Scaled Score	Domain II- Part B Scaled Score	Domain III	Domain III- Scaled Score	2023 Campus Overall Rating	What If 2023 with 2022	2022 Overall Rating
Austin	85.3	70	45	20	45	76	66	78	87	65	85	**86**	**89**	86
Vela	94.2	65	36	13	38	70	59	67	81	32	68	**77**	**78**	79
LBJ	89.6	70	41	17	43	75	64	75	86	50	76	**83**	**88**	87
Liberty	93.2	70	41	14	42	74	60	69	86	44	74	**82**	**92**	92
Yzaguirre	93.5	63	34	14	37	69	55	60	80	11	51	**69**	**85**	87
Kennedy	94.1	70	45	19	45	76	66	78	89	74	91	**90**	**87**	88
Escalante	99.1	69	41	17	43	75	59	67	87	34	70	**82**	**89**	87
Murphy	95.2	73	44	16	44	75	66	78	88	75	91	**89**	**88**	87
Collegiate	81.8	92	73	43	70	93	60	69	94	63	84	**91**	N/A	N/A

Domain I, Domain II & Domain III (Preliminary - TEA 11-14-23) 2022-2023 STAAR

Domain I, Domain II & Domain III (Preliminary - TEA 11-14-23)
2022-2023 STAAR

Campus	Eco D	Approach	Meets	Masters	Domain I	Domain I Scaled Score	Domain II- Part A	Domain II- Part A Scaled Score	Domain II- Part B Scaled Score	Domain III	Domain III- Scaled Score	2023 Campus Overall Rating	What If 2023 with 2022	2022 Rating Label
Anaya	96.3	82	59	27	56	85	83	92	91	78	92	92	96	96
Arnold	83.1	82	55	22	53	80	74	83	88	78	92	89	99	93
Cantu	91.7	74	48	23	48	76	81	91	85	78	92	91	94	95
Carman	85.0	74	43	16	44	72	70	79	80	53	77	79	93	91
Chavez	99.8	81	59	30	57	86	86	93	91	78	92	93	98	95
Clover	92.7	63	38	14	38	65	66	74	72	39	72	73	83	79
Doedyns	92.5	66	40	17	41	70	75	85	77	68	86	85	81	84
Dr. Long	83.1	79	53	24	52	79	83	92	87	78	92	92	96	91
Escobar	90.5	87	63	33	61	90	84	92	92	78	92	92	95	94
Farias	96.4	63	29	11	34	59	59	65	66	16	62	65	91	85
Ford	94.8	70	40	17	42	71	70	79	79	72	88	82	90	86
Garcia	93.5	81	52	24	52	79	84	92	89	78	92	92	95	90
Garza	98.8	74	44	15	44	72	67	75	82	58	79	81	91	87
Garza-Pena	94.3	71	45	18	45	73	76	86	82	73	89	87	90	89
Guerra	96.4	77	47	17	47	75	73	82	84	78	92	86	95	90
Kelly Pharr	90.9	77	50	23	50	77	71	80	86	53	77	83	92	91
Livas	90.3	76	43	17	45	73	70	79	82	73	89	84	87	85
Longoria	93.7	64	36	13	38	65	66	74	72	29	68	72	90	87
McKeever	87.8	71	44	18	44	72	64	71	80	49	76	79	91	88
Palacios	98.2	71	45	19	45	73	73	82	83	73	89	85	90	84
Palmer	88.3	75	49	20	48	76	71	80	85	76	91	87	94	93
Ramirez	95.7	67	36	11	38	65	73	82	73	34	70	78	92	90
Reed Mock	93.3	81	49	24	51	78	74	83	88	68	86	87	93	89
Sorensen	83.1	73	48	25	49	77	69	78	85	55	78	83	95	94
Trevino	96.1	71	42	17	43	72	77	87	80	74	90	88	90	86

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2021 – 2023 STAAR/End of Course District Results
All-Students at Approaches Level of Performance – Three Year Trend

Mathematics

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			Algebra I		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	1953	1399	72	1848	1359	74	1905	1524	80	1970	1317	67	1794	975	54	1918	1468	77	2206	1979	90
2022	1796	1187	66	1857	1222	66	1992	1458	73	1879	1193	63	1884	1099	58	1874	1321	70	2539	2234	88
2021	1092	442	40	1098	408	37	1003	459	46	804	345	43	648	185	29	621	173	28	2037	1651	81

Reading/ELA

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			English I			English II		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	1956	1374	70	1848	1378	75	1907	1521	80	1970	1320	67	1948	1404	72	2120	1713	81	2757	1929	70	2579	1814	70
2022	1796	1261	70	1858	1296	70	1992	1527	77	1880	1178	63	2027	1507	74	2014	1600	79	2848	1909	67	2696	1934	72
2021	1087	592	54	1078	527	49	997	652	65	812	358	44	691	334	48	652	341	52	2188	1523	70	2083	1393	67

Science

	Grade 05			Grade 08			Biology		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	1904	1267	67	2121	1493	70	2423	2111	87
2022	1991	1246	63	2016	1463	73	2622	2110	80
2021	993	370	37	656	284	43	2221	1683	76

Social Studies

	Grade 08			US History		
	#Test	#Met	%Met	#Test	#Met	%Met
2023	2117	1074	51	2220	2128	96
2022	2014	972	48	2148	1917	89
2021	640	170	27	2123	1777	84

2021 – 2023 STAAR/End of Course District Results
Economically Disadvantaged at Approaches Level of Performance – Three Year Trend

Mathematics

	Grade 03 #Test	#Met	%Met	Grade 04 #Test	#Met	%Met	Grade 05 #Test	#Met	%Met	Grade 06 #Test	#Met	%Met	Grade 07 #Test	#Met	%Met	Grade 08 #Test	#Met	%Met	Algebra I #Test	#Met	%Met
2023	1798	1262	70	1702	1235	73	1758	1389	79	1840	1212	66	1684	889	53	1798	1355	75	2055	1831	89
2022	1638	1052	64	1668	1067	64	1835	1323	72	1717	1056	62	1723	972	56	1726	1187	69	2372	2080	88
2021	986	364	37	1013	357	35	931	405	44	754	314	42	610	171	28	589	155	26	1859	1493	80

Reading/ELA

	Grade 03 #Test	#Met	%Met	Grade 04 #Test	#Met	%Met	Grade 05 #Test	#Met	%Met	Grade 06 #Test	#Met	%Met	Grade 07 #Test	#Met	%Met	Grade 08 #Test	#Met	%Met	English I #Test	#Met	%Met	English II #Test	#Met	%Met
2023	1801	1238	69	1702	1250	73	1760	1383	79	1840	1208	66	1812	1273	70	1976	1575	80	2617	1800	69	2464	1705	69
2022	1638	1120	68	1669	1130	68	1835	1383	75	1718	1036	60	1840	1335	73	1843	1441	78	2682	1760	66	2502	1762	70
2021	981	499	51	1000	468	47	925	588	64	761	321	42	646	303	47	608	306	50	1997	1354	68	1921	1265	66

Science

	Grade 05 #Test	#Met	%Met	Grade 08 #Test	#Met	%Met	Biology #Test	#Met	%Met
2023	1757	1140	65	1977	1364	69	2288	1982	87
2022	1834	1114	61	1845	1312	71	2452	1952	80
2021	922	314	34	617	254	41	2026	1516	75

Social Studies

	Grade 08 #Test	#Met	%Met	US History #Test	#Met	%Met
2023	1973	961	49	2085	1995	96
2022	1843	853	46	2011	1784	89
2021	600	143	24	1964	1628	83

2021 – 2023 STAAR/End of Course District Results
Emergent Bilinguals at Approaches Level of Performance – Three Year Trend

Mathematics

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			Algebra I		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	970	661	68	928	653	70	970	765	79	1028	644	63	938	450	48	981	693	71	992	859	87
2022	897	543	61	956	594	62	1048	756	72	973	568	58	973	517	53	799	490	61	1053	875	83
2021	614	221	36	656	222	34	591	243	41	484	176	36	322	81	25	291	46	16	638	448	70

Reading/ELA

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			English I			English II		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	972	619	64	928	625	67	971	744	77	1026	634	62	1007	661	66	1068	783	73	1321	734	56	1103	547	50
2022	897	573	64	956	598	63	1048	774	74	974	543	56	1022	673	66	835	569	68	1235	566	46	1001	491	49
2021	611	296	48	651	297	46	589	388	66	490	172	35	328	116	35	287	89	31	686	267	39	581	175	30

Science

	Grade 05			Grade 08			Biology		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	971	591	61	1069	677	63	1085	875	81
2022	1047	599	57	837	522	62	1067	700	66
2021	589	184	31	299	69	23	698	380	54

Social Studies

	Grade 08			US History		
	#Test	#Met	%Met	#Test	#Met	%Met
2023	1066	423	40	703	642	91
2022	835	258	31	606	469	77
2021	285	34	12	539	331	61

2021 – 2023 STAAR/End of Course District Results
Special Education at Approaches Level of Performance – Three Year Trend

Mathematics

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			Algebra I		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	267	153	57	281	137	49	279	187	67	258	130	50	244	96	39	219	122	56	207	170	82
2022	207	87	42	233	99	42	262	136	52	230	105	46	210	78	37	211	88	42	202	131	65
2021	99	24	24	103	25	24	112	34	30	86	28	33	82	23	28	55	5	9	160	62	39

Reading/ELA

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			English I			English II		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	268	134	50	281	134	48	281	141	50	259	106	41	246	99	40	220	108	49	230	98	43	180	63	35
2022	207	94	45	233	106	45	262	126	48	231	79	34	210	96	46	212	92	43	218	61	28	213	79	37
2021	99	27	27	102	28	27	112	31	28	87	22	25	84	27	32	52	8	15	169	34	20	188	44	23

Science

	Grade 05			Grade 08			Biology		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	279	120	43	220	91	41	226	150	66
2022	262	96	37	212	87	41	220	109	50
2021	113	25	22	59	6	10	185	61	33

Social Studies

	Grade 08			US History		
	#Test	#Met	%Met	#Test	#Met	%Met
2023	219	66	30	172	151	88
2022	211	54	26	192	124	65
2021	54	6	11	160	83	52

2021 – 2023 STAAR/End of Course District Results
All-Students at Meets Level of Performance – Three Year Trend

Reading/ELA

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			English I			English II		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	1956	844	43	1848	838	45	1907	1046	55	1970	764	39	1948	895	46	2120	1113	53	2757	1402	51	2579	1337	52
2022	1796	753	42	1858	815	44	1992	1004	50	1880	617	33	2027	948	47	2014	1022	51	2848	1267	44	2696	1380	51
2021	1087	258	24	1078	245	23	997	348	35	812	145	18	691	177	26	652	185	28	2188	1064	49	2083	1068	51

Mathematics

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			Algebra I		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	1953	820	42	1848	939	51	1905	966	51	1970	566	29	1794	528	29	1918	905	47	2206	1401	64
2022	1796	679	38	1857	732	39	1992	877	44	1879	503	27	1884	511	27	1874	777	41	2539	1393	55
2021	1092	158	14	1098	181	16	1003	213	21	804	106	13	648	50	8	621	71	11	2037	743	36

Science

	Grade 05			Grade 08			Biology		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	1904	685	36	2121	975	46	2423	1137	47
2022	1991	682	34	2016	898	45	2622	1163	44
2021	993	132	13	656	137	21	2221	817	37

Social Studies

	Grade 08			US History		
	#Test	#Met	%Met	#Test	#Met	%Met
2023	2117	486	23	2220	1456	66
2022	2014	371	18	2148	1344	63
2021	640	47	7	2123	1101	52

2021 – 2023 STAAR/End of Course District Results
Economically Disadvantaged at Meets Level of Performance – Three Year Trend

	Reading/ELA																						
	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			English I			English II		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	1801	739	41	1702	738	43	1760	923	52	1840	682	37	1812	789	44	1976	993	50	2617	1291	49	2464	1240	50
2022	1638	655	40	1669	685	41	1835	887	48	1718	522	30	1840	812	44	1843	899	49	2682	1149	43	2502	1233	49
2021	981	209	21	1000	214	21	925	307	33	761	123	16	646	166	26	608	160	26	1997	928	46	1921	957	50

	Mathematics																				
	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			Algebra I		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	1798	720	40	1702	836	49	1758	859	49	1840	504	27	1684	472	28	1798	816	45	2055	1279	62
2022	1638	589	36	1668	618	37	1835	779	42	1717	426	25	1723	430	25	1726	687	40	2372	1272	54
2021	986	126	13	1013	153	15	931	180	19	754	94	12	610	45	7	589	60	10	1859	653	35

	Science								
	Grade 05			Grade 08			Biology		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	1757	608	35	1977	869	44	2288	1040	45
2022	1834	589	32	1845	789	43	2452	1050	43
2021	922	106	11	617	117	19	2026	712	35

	Social Studies					
	Grade 08			US History		
	#Test	#Met	%Met	#Test	#Met	%Met
2023	1973	417	21	2085	1339	64
2022	1843	315	17	2011	1243	62
2021	600	38	6	1964	985	50

2021 – 2023 STAAR/End of Course District Results
Emergent Bilinguals at Meets Level of Performance – Three Year Trend

Reading/ELA

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			English I			English II		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	972	347	36	928	356	38	971	489	50	1026	324	32	1007	380	38	1068	440	41	1321	443	34	1103	289	26
2022	897	302	34	956	360	38	1048	476	45	974	247	25	1022	369	36	835	289	35	1235	254	21	1001	234	23
2021	611	118	19	651	138	21	589	202	34	490	61	12	328	53	16	287	35	12	686	104	15	581	85	15

Mathematics

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			Algebra I		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	970	363	37	928	419	45	970	479	49	1028	245	24	938	221	24	981	383	39	992	582	59
2022	897	294	33	956	347	36	1048	438	42	973	219	23	973	228	23	799	235	29	1053	456	43
2021	614	76	12	656	91	14	591	111	19	484	41	8	322	19	6	291	10	3	638	144	23

Science

	Grade 05			Grade 08			Biology		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	971	299	31	1069	414	39	1085	352	32
2022	1047	294	28	837	273	33	1067	235	22
2021	589	62	11	299	26	9	698	75	11

Social Studies

	Grade 08			US History		
	#Test	#Met	%Met	#Test	#Met	%Met
2023	1066	164	15	703	320	46
2022	835	70	8	606	227	37
2021	285	6	2	539	126	23

2021 – 2023 STAAR/End of Course District Results
Special Education at Meets Level of Performance – Three Year Trend

Reading/ELA

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			English I			English II		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	268	82	31	281	67	24	281	73	26	259	65	25	246	56	23	220	54	25	230	51	22	180	39	22
2022	207	60	29	233	60	26	262	72	27	231	48	21	210	50	24	212	49	23	218	46	21	213	54	25
2021	99	18	18	102	18	18	112	20	18	87	19	22	84	17	20	52	5	10	169	17	10	188	23	12

Mathematics

	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08			Algebra I		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	267	92	34	281	90	32	279	90	32	258	67	26	244	59	24	219	59	27	207	79	38
2022	207	59	29	233	57	24	262	71	27	230	50	22	210	47	22	211	49	23	202	63	31
2021	99	18	18	103	19	18	112	21	19	86	20	23	82	11	13	55	4	7	160	22	14

Science

	Grade 05			Grade 08			Biology		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2023	279	70	25	220	56	25	226	58	26
2022	262	58	22	212	43	20	220	54	25
2021	113	18	16	59	5	8	185	19	10

Social Studies

	Grade 08			US History		
	#Test	#Met	%Met	#Test	#Met	%Met
2023	219	43	20	172	69	40
2022	211	31	15	192	74	39
2021	54	5	9	160	44	28

Comprehensive Needs Assessment

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Comprehensive Needs Assessment

Strategic Direction	Summary of Strengths	Challenges
Effective Teaching and Learning	Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition: • Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated. • The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school. • Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence. • Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. • Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance. • A Comprehensive Student CCMR Advising Model is implemented for students in grades 8-12 that includes transition to Post-Secondary and Post-Secondary Year handoff to college/university faculty. As a result, there will be an increase of successful completion of CCMR student plans and transition into a two-year or four-year university. • All key high school staff and faculty advisors are trained by our IHE (Institute of Higher Education) partner. • The district TSI Student Success Intervention Plan includes Phase I, Phase II and Phase III Curriculums for math, writing and reading that have resulted in increases of TSI passing rates.	The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2023 STAAR Performance results indicate academic gaps in mathematics. • The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 48%. • High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 46%. • Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 36%. • Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 24%. • Student reading on level by third grade is an area that we as the district continue to work on and monitor. 46% of 3rd grade students scored 0 points on the ECR. • Cross curricular writing must be done at all grade levels • Professional development for teaching writing must be provided at all grade levels. • The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%. • High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%. • Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%. • Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%. • Elementary, Middle and High School Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness. • CCMR dashboard will be monitored and utilized for successful CCMR Plan completion of ALL students in 9-12. • Students at the lower third quartile have not been strategically monitored to earn industry-based certificates and earn 9 hours in any subject. • The TSI Student Success Intervention Plan must be implemented with fidelity at all high schools with proper tutorials/interventions between assessment. Students being TSI ready requirements is a continued challenge.

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Comprehensive Needs Assessment

Strategic Direction	Summary of Strengths	Challenges
Student Support	• The All-Student group performance on Reading Language Arts (RLA) achieved 71% at the Approaches GL Standard or Above on the 2023 STAAR, Meets GL Standard or Above is at 47% and Masters GL or Above is at 16% • PSJA ISD met the 2023 ESSA Long-Term and Interim Goals for the All students group (48) and high focus group (46) for Reading Language Arts (RLA). • PSJA ISD met the 2023 ESSA Long-Term and Interim Goals for the All students group (45) and high focus group (44) for Mathematics. • The district TELPAS/TELPAS ALT score for 2023 was 44%. Eighteen of forty-one eligible schools improved. • 2023 4-Year Graduation Rate (Gr. 9-12): Class of 2022 for the All-Student Group was at a high of 97%, Economically Disadvantage Student was at a high of 96.9%, Emergent Bilingual Students was at a high of 96% and Special Education Students was at a high of 94.7%. • PSJA ISD Graduation Rate is higher than the state and the region. • PSJA ISDs Annual Drop out is lower than the state. PSJA 2023 Dropout has decreased compared to the 2022 School Year. The All-Student Dropout rate is at 0.3%. The Economically Disadvantaged Students Dropout rate is at 0.9%. The Emergent Bilingual Student Dropout rate it's at a low of 1.6% and the Special Education Student Dropout rate is at 1.7%. • PSJA ISD had a total of 2153 Annual Graduates, 86% scale score in CCMR was met for the Annual Graduates • Twenty-nine percent of Annual Graduates met TSI criteria in both ELA/Reading and Mathematics. (TAPR 2022) • Fifty-eight percent of Annual Graduates area college ready compared to the state at 52.7%. (TAPR 2022) • Forty-two percent of Annual Graduates earned an industry-based certification from the approved list. (TAPR 2022) • Nineteen-point five percent of Annual Graduates earned an associate degree while in high school. (TAPR 2022) • Five percent of Special Ed student graduated with an Advanced Degree Plan • Special education staff work collaboratively with general education RLA/SLA and Math content coordinators to provide effective special education support in the form of supplemental aids, making them readily accessible to all teachers through the Year At A Glance (YAG). • Special Education student group performance on Reading Language Arts (RLA) made 3% gains at the Approaches GL Standard on the 2023 STAAR. • Special Education student group performance on Mathematics made 10% gains at the Approaches GL Standard and 5% gains at the Meets GL Standard on the 2023 STAAR.	• There is a 16% point decrease in the 2023 Reading Language Arts (RLA) Academic Growth component for the All students group in comparison the 2022 performance. The 2023 ESSA Long-Term and Interim Goals target of 70 (All students) was not met by 5 points. • There is a 17% point decrease in the 2023 Reading Language Arts (RLA) Academic Growth component for the High Focus group in comparison the 2022 performance. The 2023 ESSA Long-Term and Interim Goals target of 66 (High Focus) was not met by 2 points. • There is a 10% point decrease in the 2023 Mathematics Academic Growth component for the All students group in comparison the 2022 performance. The 2023 ESSA Long-Term and Interim Goals target of 74 (All students) was not met by 2 points. • There is a 10% point decrease in the 2023 Mathematics Academic Growth component for the High Focus group in comparison the 2022 performance. The 2023 ESSA Long-Term and Interim Goals target of 73 (High Focus) was not met by 1 point. • There is a 23% achievement gap at the Meets GL Standard or above on the 2022 STAAR/EOC between students identified as Special Education and the All-Student group in ELA/Reading. • There is an 8% achievement gap at the Meets GL Standard or above on 2022 STAAR/EOC between identified Current Emergent Bilingual Students and the All-Student group in ELA/Reading. • There is a 2% achievement gap at the Meets GL Standard or above on 2022 STAAR/EOC between students identified as Economically Disadvantaged and the All-Student group in ELA/Reading. • There is a 14% achievement gap at the Meets GL Standard or above on 2022 STAAR/EOC between students identified as Current Special Education Students and the All-Student group in Mathematics. • There is a 1% achievement gap at the Meets GL Standard or above on 2022 STAAR/EOC between students identified as Economically Disadvantaged and the All-Student group in Mathematics. • There is a 3% achievement gap at the Meets GL Standard or above on 2022 STAAR/EOC between students identified as Current Emergent Bilingual and the All-Student group in Mathematics. • The special education students in ELA/Reading on the 2022 STAAR/EOC performed at 40% at Approaches GL Standard or Above. Twenty-four at Meets GL Standard or Above and 18% at Masters GL or Above. • The Current Special Education Student Group in Mathematics on the 2022 STAAR/EOC performed at 46% at Approaches GL Standard or Above. Twenty-five percent at Meets GL Standard or Above and 12% at Masters GL or Above. • Nine-point six percent met the criterion score on an AP/IB exam in all subjects. (TAPR 2022) • TSI Criteria Graduates in Both Subjects is at 32.7% compared to the region at 45%. (TAPR2 2022)

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Comprehensive Needs Assessment

Strategic Direction	Summary of Strengths	Challenges
Family & Community Empowerment	• There is a high rate of participation at campus events, meetings, and District Parent Literacy Centers. • Parent and student resources, materials and communications are provided in both English and Spanish. • The district social media sites, emails, telephone text/calls inform parents of district events. • Parent educators' professional development is based on local, state, and national standards for parental involvement. • Literacy, computer literacy, entrepreneurship, citizenship, welding, and security guard certification classes are available for parents. • Community partners provide literacy and entrepreneur classes for parents' district- wide. • Administrators communicate expectations and apply discipline protocols consistently and fairly throughout the district which has resulted in a steady decrease in disciplinary referrals. • All staff is trained on creating a safe school culture and climate which includes a strong focus on customer service. • District PreK- 12 Counseling and Guidance Curriculum and Structured Timelines • Middle School and High School campuses have embedded an Advisory Period within the school day to take time to discuss topics that are related to students' emotional and social needs. • Safety Measures are taken at all campuses that ensure the safety of all the students and staff. • District Police officers, guardians, and security guards are stationed at all elementary, middle school and high school campuses. • Safety and Active Shooter Training are conducted by the district Police force and/or campus administration for all teachers and staff. • All campuses have established counseling protocols. • District has hired LPCs, LSSPs, and WRSs to support students experiencing trauma, anxiety, depression, death, etc.	• Parents will benefit by having a simple understanding of the state accountability system and its impact on their children's academic achievement and academic growth. • Consistent Parent Academic Conferences [PAC] to share student progress needs to be a priority. • Customer service training should be provided on the importance of fostering positive parent/teacher relationships • Train parents on Literacy strategies and assessment resources • Training of all staff on assessment strategies • Provide parents webinar training and phone links to help them better understand the STARR student reports. • Integrate the police and security departments into all emergency situations. • District Walk Through/Observation Report needs to be revisited to include area for SEL practices and integration in the classroom. • Allocate funding for Teacher/Staff Professional Development on Social Emotional Learning or Restorative Practices • Police officers or guardians need to be hired in 100% of the campuses. • Additional counselors need to be hired at all elementary and middle schools; counselors whose sole job is to provide one-to-one counseling and group counseling for students. • Train teachers on identifying emotional needs of students. • Purchase and train teachers on a research based SEL curriculum. • Speakers for students at least once a semester on SEL

Comprehensive Needs Assessment

Strategic Direction	Summary of Strengths	Challenges
Leadership Growth	• PSJA retains 90% or more of teachers hired. • Retention Stipend was provided for all teachers and staff for the 2022-2023 school year • District is seen as an employer of choice. • District employed degreed instructional paraprofessionals are supported to get them certified so that teacher may be employed as a teacher. District owned alternative certification program, ACTRGV, creates a pipeline of quality trained teachers from the non-traditional education program. The *Spirit of PSJA* selection process for Literacy Coaches, Assistant principals, Principals, and other district leaders with the goal of selecting top quality employees for the leadership vacancies. • Electronic Instructional Focus walk-through form to provide the teacher feedback on the effectiveness of instructional delivery and student learning engagement focused on teacher growth. • The S p i r i t of PSJA Evaluation tool for non-teaching staff • Strong commitment and financial support to professional development and • professional growth opportunities for staff • District support for all teachers to be fully certified for assigned teaching assignments. • All staff trained on the TTESS & TPESS Evaluation System • Deepen the Talent master's degree opportunity with UTRGV provides support with earning a master's degree. • District support with earning the National Board Certification. A district cohort sponsorship with external expert guidance. Increasing the opportunity to be recognized and receive financial reward from Teacher Incentive Allotment. • District pending Teacher Incentive Allotment full designation.	• TEA's new rules require all Core and special education teachers to be bilingual or ESL certified. • Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and positive school culture. • Ensuring interns that challenge an exam are prepared to be successful as it impacts ACTRGV's state rating. • Calibrating evaluations and creating a system to effectively measure performance. • Continue to provide all district teachers and staff a retention stipend. • Support and funding master's programs so that teachers can teach dual credit classes. • Funding for teacher stipends and professional development • Hiring certified highly effective teachers to meet the vacancy demands. • For Spirit of PSJA evaluations need to align job descriptions and provide an annual training staff on the tool and SMART goal development.

Strategic Direction

1. Effective Teaching & Learning

2. Student Support

3. Family & Community Empowerment

4. Leadership Growth

Strategic Direction

Our Vision & Mission

Student Performance

District/School Climate

Our Goals

Leadership Growth

Effective Teaching & Learning

Family & Community Empowerment

Student Support

Our Strategic Direction

Technology

Finance

Academics

Communication

Health & Safety

Key Enablers

PSJA Team

PSJA Student

Our Foundation

Our PSJA Family

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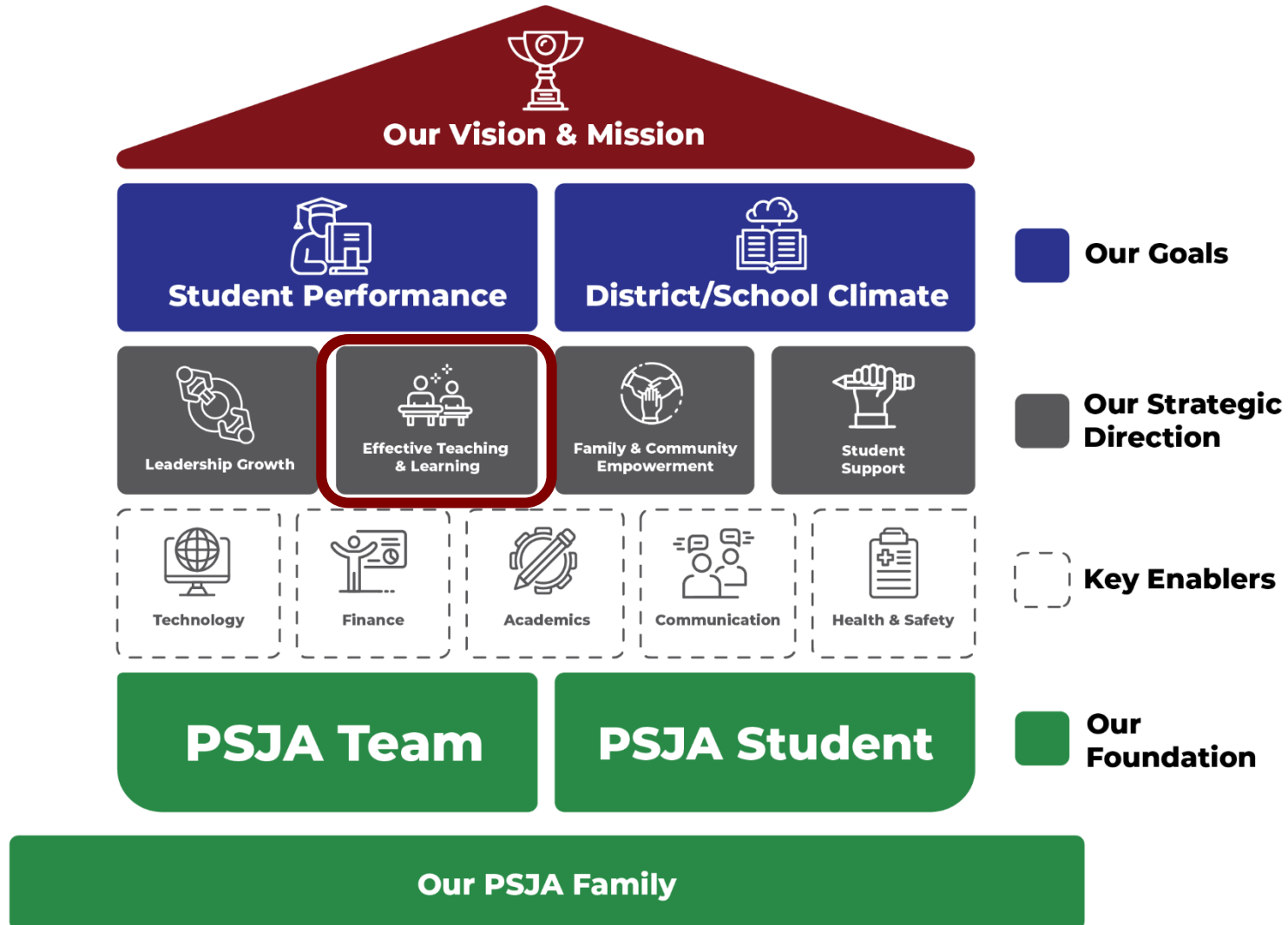
Effective Teaching and Learning

Effective Teaching and Learning

Annual Goal 1:	The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2024.
Objective 1:	The percentage of students performing at meets grade level or above on STAAR reading 3-8/EOC will increase by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for Reading Language Arts, R/LA based on needs assessment using data and trends will be executed.	• Asst. Supt. For Academics • Executive Officers • Content Coordinators • Content teachers (elementary, middle, and high school)	• TEKS Resource System • Curriculum Templates/Calendar • Istation • State and local student data • IXL • Accelerated Instruction	June 2023 – Aug. 2024	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • Data Walls • Student Profiles	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • Progress Monitoring (HB 4545)	• Title I • Title II • Title III • Special Ed. & Bilingual Funds • Migrant Funds

Action Steps
1) Reading/Writing integration instruction will be provided for all students in grades PK - 12.
2) Depth of Knowledge (DOK) questions will be updated for each literary selection (all genres) during curriculum development sessions.
3) Integrate technology into the curriculum to provide blended learning with the use of the following platforms: Google Classroom, Istation, MyOn, Summit K-12, NewsELA, Scope, Quill, Nearpod, Achieve 3000, Campus Based Accelerated Reader, Learning Ally, MackinVia, PowerIUP and Systems 44.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through leadership walks/instructional rounds/learning walks.	• Principals • Assistant principals • Executive Officers • Coordinators • Strategists • Directors • Asst. Supt. For Academics	• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Coordinator/Director Feedback Forms • Lesson Plans • PSJA LIFE (Literacy Impact for Excellence)	Sep. 2023– May 2024	• Walk-through documentation	• BM1 and BM2 scores show increases in student achievement and student performance growth • STAAR/TELPAS • ACT and SAT • Texas Success Initiative	• Formative assessments Benchmarks • Progress Monitoring (HB 1416) • Unit/Mini-Assessments	• Title I, II, III, IV • State Bilingual Funds • State Comp.

Action Steps
1) Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.
2) Ensure appropriate pacing of the curriculum based on the timelines.
3) Team Walks, with EO and Campus Administration Team will be scheduled monthly to calibrate and provide growth opportunities for campus administrators.

Effective Teaching and Learning

Annual Goal 1:	The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2024.
Objective 1:	The percentage of students performing at meets grade level or above on STAAR reading 3-8/EOC will increase by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the RLA curriculum through CLCs.	●Asst. Supt. For Academics ●Executive Officers ●Directors for Assessment, ●Dual Language and Special Education ●504/Dyslexia Director ●Coordinators/ ●Strategists ●CLLs ●Teachers	●Training Material ●Training Agenda ●District Curriculum, Pacing guide, Year- at- a- Glance, ●Weekly Lessons ●State and Local Data ●Language Live ●Lexia Core 5 ●Power Up	Sep. 2023- Aug. 2024	●Agendas and sign-in sheets ●Collaborative Learning Communities Meetings	●BM1 and BM2 scores show ●increases in student ●achievement and student ●performance growth ●Increase performance of ●students at Meets & Master ●performance level on STAAR/EOC	●Formative assessments ● Benchmarks ●STAAR ●ACT and SAT ●Texas Success Initiative (TSI 2.0) ●TELPAS ●Progress Monitoring (HB 1416)	●Title I, II, III, IV ●State Bilingual Funds ●State Comp.

Action Steps
1) Teachers will be provided with support in the implementation of writing across all subjects.
2) Support technology integration within the RLA curriculum to enhance the blended learning lessons.
3)CLLs will allow for reading lesson planning during CLCs to create consistency among the reading classes being taught.
4) Provide a Campus Reading Coach at every campus and District Interventionists to assist with elementary campus reading groups

Effective Teaching and Learning

Annual Goal 1:	The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2024.
Objective 2:	The percentage of students performing at meets grade level or above on STAAR reading 3-8/EOC will increase through data-driven instruction.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be created to provide district- wide alignment of assessments.	• Assistant Supt. For Academics • Assessment Director • Executive Officers • Content Coordinators (elementary, middle, and high school)	• Assessment calendar • Instructional timelines • Assessed curriculum	Sept2023–Aug. 2024	• Completed testing calendars and timelines • Agendas and sign in sheets	• Student achievement gains on the STAAR • Domain III • TELPAS • Results Driven Accountability Report	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven • Accountability (RDA) • Student Growth Measures [SGMs] Pre/Post Test • ALI Checks (HB 1416)	• Title I, II, III • Special Education & Bilingual Funds • Migrant Funds

Action Steps

1) Aligned CBAs and district Benchmarks will be administered district-wide to monitor student progress in the curriculum.

2) Utilize DMAC reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc.,) to identify areas of concern to prescribe appropriate resources for intervention.

3) Utilize DMAC TAG/ TEKS Resource System to create spiral reviews based on areas of concern to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	• Principal • Campus Leadership Team • Executive Officers • Teachers	• STAAR and DMAC data reports • Action Plans and timelines • Tutorial Curriculum and • Tutorial Student lists • Plan for each student group • Cambium	• Oct. 2023 • Nov. 2023 • Jan. 2024 • Feb. 2024 • Mar. 2024	• Student Progress Profiles • DMAC/ Tango Reports • Campus Data Reports • Campus Performance Reviews [CPRs] • Data Walls	• Student achievement gains • Closing achievement gaps • Increase in the percent of students at the Meets and • Masters levels on STAAR/EOC • Increase in student progress made	• Formative assessments • Benchmarks • STAAR • ACT and SAT • Texas Success Initiative (TSI) • TELPAS • TPRI/TEJAS LEE • ALI Checks (HB 4545)	• Title I, II, III • State Compensatory Funds • Migrant Funds • State Bilingual Funds • Local Funds • ESSER Funds

Action Steps

1) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods (HB 1416).

2) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress, and available interventions. Communicate student progress to parents following district benchmarks.

3) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Masters Level on the STAAR/EOC assessment.)

Effective Teaching and Learning

Annual Goal 1:	The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2024.
Objective 2:	The percentage of students performing at meets grade level or above on STAAR reading 3-8/EOC will increase through data-driven instruction.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District Review Sessions (DRSs) will be held to review Benchmark data with campus administrators and program related staff to identify areas of concern to plan next steps.	● Assistant Supt. For Academics ● Executive Officers ● Program Directors ● Coordinators ● Curriculum writers for all levels ● Teachers	● District and Campus ● Benchmark Data Reports ● Plan for Interventions ● Language Live ● Lexia Core 5 ● Power Up	● Oct. 2023 ● Nov. 2023 ● Jan. 2024 ● Feb. 2024 ● Mar. 2024	● Agendas and sign-in sheets ● Data Analysis documents ● Campus Review [CPRs] documents	● BM1 and BM2 scores ● Student achievement gains ● Student growth ● Increased performance of students at Meets & Masters performance levels	● Formative assessments ● Benchmarks ● Progress Monitoring (HB 1416)	● Title I, II, III, IV ● State Bilingual Funds ● State Comp.

Action Steps
1) Specialized personnel will support the academic needs of each area of concern.
2) Involve program directors and coordinators in DRSs so that collective efforts are coordinated with action plans on how each department will address areas of need.
3) After each DRS, individual campuses will submit Campus Action Plans (Next Steps) to respective EOs for feedback on intervention activities.

Effective Teaching and Learning

Annual Goal 1:	The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2024.
Objective 3:	The percentage of students performing at meets grade level or above on STAAR Reading 3-8/EOC will increase through job-embedded instructional practices.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators, and program related staff throughout the school year on the assessed curriculum and the state accountability system.	●Principals ●Assistant principals ●Campus leadership team ●CLL ●Grade Level/Department chairs ●Campus teachers	●Lead4ward ●Region 1 ●DMAC ●State and federal accountability reports	Oct. 2023 - April 2024	●Agenda ●Sign-in sheets ●Data reports ●PowerPoints	●Student achievement gains ●Closing achievement gaps ●Increase in the percent of students at the Meets and Masters performance levels on STAAR/EOC Increase in student progress	●Formative assessments ●Benchmarks ●STAAR ●TELPAS ●Progress Monitoring (HB 1 4 1 6)	●Title I ●Title II ●Title III ●Title IV

Action Steps
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.
2) Focused mini sessions on effective reading strategies by content specialists and high scoring teachers for other teachers across the district.
3) Spiral Reviews (from Assessed Curriculum) will be created by RLA Coordinators and be provided to campuses based on areas of concern.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators, and program related staff on blended learning instructional strategies (e.g., Common Instructional Framework) and data analysis.	●Principals ●Assistant principals ●Campus leadership team ●CLLs ●Grade Level/Department chairs ●Campus teachers	●Lead4ward ●Region 1 ●DMAC ●AVID Program ●State and federal accountability reports	Oct. 2023 - April 2024	●Agenda ●Sign-in sheets ●Data reports ●PowerPoints	●Student achievement gains ●Closing achievement gaps ●Increase in the percent of students at the Meets and Masters performance levels on STAAR/EOC Increase in student progress	●Formative assessments ●Benchmarks ●STAAR ●TELPAS ●Progress Monitoring (HB 1416)	●Title I ●Title II ●Title III ●Title IV

Action Steps
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues.
2) Resources and support will be provided by District and Campus Instructional Technologists to integrate technology into the core curriculum.
3) Library Media Specialists provide training in various areas of technology and online resources for RLA.

Effective Teaching and Learning

Annual Goal 1:	The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2024.
Objective 3:	The percentage of students performing at meets grade level or above on STAAR Reading 3-8/EOC will increase through job- embedded instructional practices.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
RLA teachers will receive training on TEKS analysis to determine the depth and complexity of each student's expectations taught.	● District RLA Coordinator S/ Specialists ● Instructional Coaches ● Teachers ● Campus Administration	● Title I ● Title II ● Local Funds ● DOK Chart ● TEKS Document ● Lead4Ward ● DMAC ● TEKS Resource	Aug. 2023 - March 2024	● Agenda ● Sign-in sheets	● Sustainable Goals ● Increased student progress for all students to include sub populations as measured on BMs, STAAR, TELPAS	● Benchmarks ● STAAR ● TELPAS ● Progress Monitoring (HB 1416)	● Title I, II, III

Action Steps
1) Training on reading development skills (state reading academies) will be conducted for K-3rd grade teachers by Region One ESC.
2) Training for all teachers on literacy framework through the CLL .
3) Training for high school teachers on Kagan and S3s strategies.

Effective Teaching and Learning

Annual Goal 2:	The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase two percentage points by June 2024.
Objective 1:	The percentage of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with for mathematics based on needs assessment using data and trends will be executed.	• Assistant Supt. For Academics • Executive Officers • Content Coordinators • Content teachers (elementary, middle, and high school)	• TEKS Resource System • Curriculum Templates/Calendar • Imagine Math • State and local student data	June 2023 – Aug. 2024	• Curriculum documents • Lesson plans • CLL agendas • Walkthrough documents	• Student Achievement gains on the STAAR • Teacher retention • Results Driven Accountability • Report	• Formative assessments • Benchmarks [BMs] STAAR • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • Progress Monitoring (HB 1416)	• Title I • Title II • Title III • Special Ed. & Bilingual Funds • Migrant Funds

Action Steps

1) Gradual Release Math Lessons have been identified/created, included in the curriculum, and introduced to teachers during math curriculum rollouts.

2) Integrate technology into the curriculum to provide blended learning with the use of the following platforms: Google Classroom, Sharon Wells, Near Pod, Pearlized Math and Imagine Math

3) End of Unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-weekly.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.	• Principals • Assistant principals • Executive Officers • Coordinators • Strategists/Specialists • Directors	• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Coordinator/Director Feedback Forms • Lesson Plans	Sep. 2023– May 2024	• Walk-through documentation	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks • STAAR • ACT and SAT • Texas Success Initiative (TSI) • Progress Monitoring (HB 1416)	• Title I, II, III, IV • State Bilingual Funds • State Comp.

Action Steps

1) Observe and provide feedback to teachers on effective and rigorous instructional mathematics strategies that incorporate application.

2) Ensure appropriate pacing of the curriculum based on the timelines.

3) Learning Walks, with EO and Campus Administration Team will be scheduled quarterly to calibrate and provide growth opportunities for campus administrators.

Effective Teaching and Learning

Annual Goal 2:	The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase by five percentage points by June 2024.
Objective 1:	The percentage of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Ongoing support for the implementation of the mathematics curriculum through CLCs.	●Assistant Supt. For Academics ●Campus Leaders ● Executive Officers ● Directors for Assessment, Dual Language, and Special Education 504/Dyslexia Coordinators Coaches, Strategists and Specialists	●Training Material ●Training Agenda ●District Curriculum ●Pacing guide ●Year- at- a- Glance ●Weekly Lessons ●State and Local Data	Sep. 2023-Aug. 2024	●Agendas and sign-in sheets ●Collaborative Learning Communities Meetings	●BM1 and BM2 scores show increases in student achievement and growth ●Increase performance of students at Meets & Master performance level on STAAR/EOC	●Formative assessments ●Benchmarks ●STAAR ●ACT and SAT ●Texas Success Initiative (TSI) ●Progress Monitoring (HB 1416)	●Title I, II, III, IV ●State Bilingual Funds ●State Comp.

Action Steps
1) Teachers will be provided support in the implementation of writing across all subjects including math.
2) Support technology integration within the mathematics curriculum to enhance the blended learning lessons.
3) CLLs will allow for math lesson planning during CLCs to create consistency among the math classes being taught.

Effective Teaching and Learning

Annual Goal 2:	The percentage of students who perform at meets grade level or above on STAAR Mathematics will increase two percentage points by June 2024.
Objective 2:	The percentage of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase through data-driven instruction.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
A testing calendar will be created to provide district-wide alignment of assessments.	• Assistant Supt. For Academics • Assessment Director • Executive Officers • Content Coordinators (elementary, middle, and high school)	• Assessment calendar • Instructional timelines • Assessed curriculum	Sep. 2023 – Aug. 2024	• Completed testing calendars and timelines • Agendas and sign in sheets	• Student achievement gains on Benchmarks (BM1 to BM2), STAAR, Domain 2A, Results Driven Accountability Report	• Formative assessments • Benchmarks [BMs] • STAAR • Results Driven • Accountability • Student Growth Measures [SGMs] Pre/Post Test • Progress Monitoring (HB 1416)	• Title I, II, III • Special Education • Bilingual Funds • Migrant Funds

Action Steps
1) Aligned Assessments and District Benchmarks will be administered district-wide to monitor student progress in the curriculum.
2) Utilize DMAC reports (i.e., Distractor analysis, item analysis, SE tutorials, quintile charts etc.,) to identify areas of concern to prescribe appropriate resources for intervention.
3) Utilize DMAC TAG to create spiral reviews based on areas of concern to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level Benchmark.	• Principal • Campus Leadership Team • Executive Officers	• STAAR and DMAC data reports • Action Plans and timelines • Tutorial Curriculum and • Tutorial Student lists • Plan for each student group • Lead4ward • TEKS Resource System	• Oct. 2023 • Nov. 2023 • Jan. 2024 • Feb. 2024 • Mar. 2024	• Student Progress • Profiles, DMAC • Reports, Campus Data • Reports, Campus • Performance Reviews [CPRs]	• Student achievement gains • Closing achievement gaps • Increase in the percent of students at the Meets and Masters performance levels on STAAR/EOC Increase in student progress	• Formative assessments • CBAs/Mini Assessments • Benchmarks • STAAR • ACT and SAT • Texas Success Initiative (TSI) • TELPAS • TPRI/TEJAS LEE • Progress Monitoring (HB 1416)	• Title I, II, III • State Compensatory Funds, • Migrant Funds, • State Bilingual Funds, • Local Funds

Action Steps
1) Closely monitor and intervene when students are not performing on grade level.
2) Following each Benchmark, the campus leadership team and teachers will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods (HB 4545).
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress, and available interventions.
4) Teachers will identify students in each phase of accountability following each Benchmark using DMAC reports to form tutorial groups for the Meets/Masters Performance Level on the STAAR/EOC assessment.

Effective Teaching and Learning

Annual Goal 2:	The percentage of students who perform at meets grade level or above on STAAR Mathematics will increase two percentage points by June 2024.
Objective 2:	The percentage of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase through data-driven instruction.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District Review Sessions (DRSs) will be held to review Benchmark data with campus administrators and program related staff to identify areas of concern to plan next steps.	• Assistant Superintendent for Academics Officer • Executive Officers • Program Directors • Coordinators • Specialists • Campus Leaders • Curriculum writers for all levels	• District and Campus • Benchmark Data Reports • Plan for Interventions	• Oct. 2023 • Nov. 2023 • Jan. 2024 • Feb. 2024 • Mar. 2024	• Agendas and sign-in sheets • Data Analysis documents • Campus Review [CPRs] documents	• BM1 and BM2 scores • Student achievement gains • Student growth • Increased performance of students at Meets & Masters performance levels	• Formative assessments • Benchmarks • STAAR • ACT and SAT • Texas Success Initiative (TSI) • Progress Monitoring (HB 1416)	• Title I, II, III, IV • State Bilingual Funds • State Comp.

Action Steps

1) Specialized personnel will support the academic needs of each area of concern.

2) Involve program directors and coordinators in DRSs so that collective efforts are coordinated with action plans on how each department will address areas of need.

3) After each DRS, individual campuses will submit Campus Action Plans (Next Steps) to respective EOs for feedback on intervention activities.

Effective Teaching and Learning

Annual Goal 2:	The percentage of students who perform at meets grade level or above on STAAR Mathematics will increase two percentage points by June 2024.
Objective 3:	The percentage of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase through job-embedded instructional practices.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators, and program related staff throughout the school year on the assessed curriculum and the state accountability system.	●Principals ●Assistant principals ●Campus leadership team ●CLL ●Grade Level/Department chairs ●Campus teachers	●Lead4ward ●Region 1 ●DMAC ●State and federal accountability reports ●TEKS Resource ●Actively learn	Oct. 2023 - April 2024	●Agenda ●Sign-in sheets ●Data reports ●PowerPoints	●Student achievement gains ●Closing achievement gaps ●Increase in the percent of students at the Meets and Masters levels on STAAR/EOC ●Increase in student progress made	●Formative assessments ●Benchmarks ●STAAR ●Progress Monitoring (HB 1416)	●Title I ●Title II ●Title III ●Title IV ●State Textbook Allotment

Action Steps
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.
2) Focused mini sessions on math strategies by high scoring teachers for other teachers across the district.
3) Spiral Reviews (from Assessed Curriculum) will be created by Math Coordinator and be provided to campuses based on areas of concern.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators, and program related staff on virtual lessons/instructional strategies (e.g., CIF) and data analysis.	●Principals ●Assistant principals ●Campus leadership team ●CLL ●Grade Level/Department chairs ●Campus teachers	●Lead4ward ●Region 1 ●DMAC ●State and federal accountability reports ●TEKS Resource	Aug. 2022 - May 2023	●Agenda ●Sign-in sheets ●Data reports ●PowerPoints	●Student achievement gains ●Closing achievement gaps ●Increase in the percent of students at the Meets and ●Masters levels on STAAR/EOC ●Increase in student progress made	●Formative assessments ●Benchmarks ●STAAR ●Progress Monitoring (HB 1416)	●Title I ●Title II ●Title III ●Title IV

Action Steps
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.
2) Resources and support will be provided by District and Campus Instructional Technologists to integrate technology into the core curriculum.
3) Library Media Specialists provide training in various areas of technology and online resources.

Effective Teaching and Learning

Annual Goal 2:	The percentage of students who perform at meets grade level or above on STAAR Mathematics will increase two percentage points by June 2024.
Objective 3:	The percentage of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase through job-embedded instructional practices.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student's expectation taught.	●District Coordinators ●CLL ●Executive Officer for secondary ●Teachers ●Campus Administration	●Title I ●Title II ●Local Funds ●DOK Chart ●TEKS Document ●Lead4Ward ●TEKS Resource System ●DMAC	Aug. 2023 - March 2024	●Agenda ●Sign-in sheets	●Increased student progress for all students to include sub populations as measured on BMs, STAAR	●BMs ●STAAR ●ALI Checks ●Progress Monitoring (HB 1416)	●Title I, II, III

Action Steps

1) Training on teaching and learning math concepts and skills will be conducted every 6 weeks (about 1 and a half months) to understand the level of complexity within the SEs.

2) Training for Middle School teachers at selected campuses on Math and through TCLAS.

3) Training and analysis of TEKS taught will be conducted during CLCs based weekly/biweekly formative assessments.

Effective Teaching and Learning

Annual Goal 3:	The percentage of graduates who are CCMR ready will increase by two percentage points by August 31, 2024.
Objective 1:	The percentage of graduates who earn an industry certification will increase by August 31, 2024.

Strategy 1	Persons Responsible	Resources	Timeli ne	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum will be aligned to embed the knowledge and skills for students to successfully earn an industry-based certification in their chosen career pathway.	● Executive Officer for College Readiness ● Executive Officer for Secondary ● Principals ● AP in charge of CTE ● CTE Director ● CTE Coordinators ● CTE Teachers	● TEKS ● Resources aligned to Industry Based Preparation Certification ● Computers ● Specialized Software and Equipment	June 2023- July 2024	● Sign-in sheets ● Agendas ● Curriculum developed in SharePoint ● Industry Certification Timelines	● Certification results	● Teacher created Benchmarks ● Certification Exam ● TAPR Report	● #2a Reform Strategy. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically based research

Action Steps
1) Teachers create curriculum to include activities that simulate requirements to be successful on certification exam
2) Teachers create an aligned curriculum embedding activities necessary to meet all components of the certification exam
3) Teachers will embed practice exam questions to scaffold previously taught content material

Strategy 2	Persons Responsible	Resources	Timeli ne	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing Professional Development training will be provided for teachers and administrators to ensure all components of certifications are understood and are part of instruction.	● AP in charge of CTE ● CTE Director ● CTE Coordinators ● CTE Teachers	● Certifying entity ● Industry-based certification entity	● August 2024 ● January 2024	● Sign-in sheets ● Agendas ● PD Session Certificates	● Certification results	● Monitor and review District Dashboard ● Evidence of implementation ● TAPR Report	● #4a Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate

Action Steps
1) Schedule professional development training and support
2) Identify teachers who need professional development and support

Effective Teaching and Learning

Annual Goal 3:	The percentage of graduates who are CCMR ready will increase by two percentage points by June 2024.
Objective 1:	The percentage of graduates who earn an industry certification will increase by June 2024.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Student data for industry certifications will be reviewed three times a year in the Fall, Spring, and Summer.	●Executive Officer for College Readiness ●Executive Officer for Secondary ●Principals ●Early College Director ●AP in charge of CTE ●CTE Director ●CTE Coordinators ●PEIMS	●CCMR dashboard ●Student Certificates ●Reports/Results by certifying entity	October 2023 - August 2024	●Certifying entity Report./Results ●Agendas and Sign-ins ●PEIMS Preliminary Reports	●Increased certification awards Teacher submitted reports match eSchool submitted reports	●Monitor and review District Data ●Dashboard TAPR Reports	●#1a Comprehensive Needs Assessment. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform

Action Steps

1) Provide professional development on data entry for industry based certifications.

2) Teachers submit results to their assigned CTE Coordinator and their CTE Campus Administrator

3) CTE Campus Administrator works with PEIMS clerk to enter certifications earned on eSchool
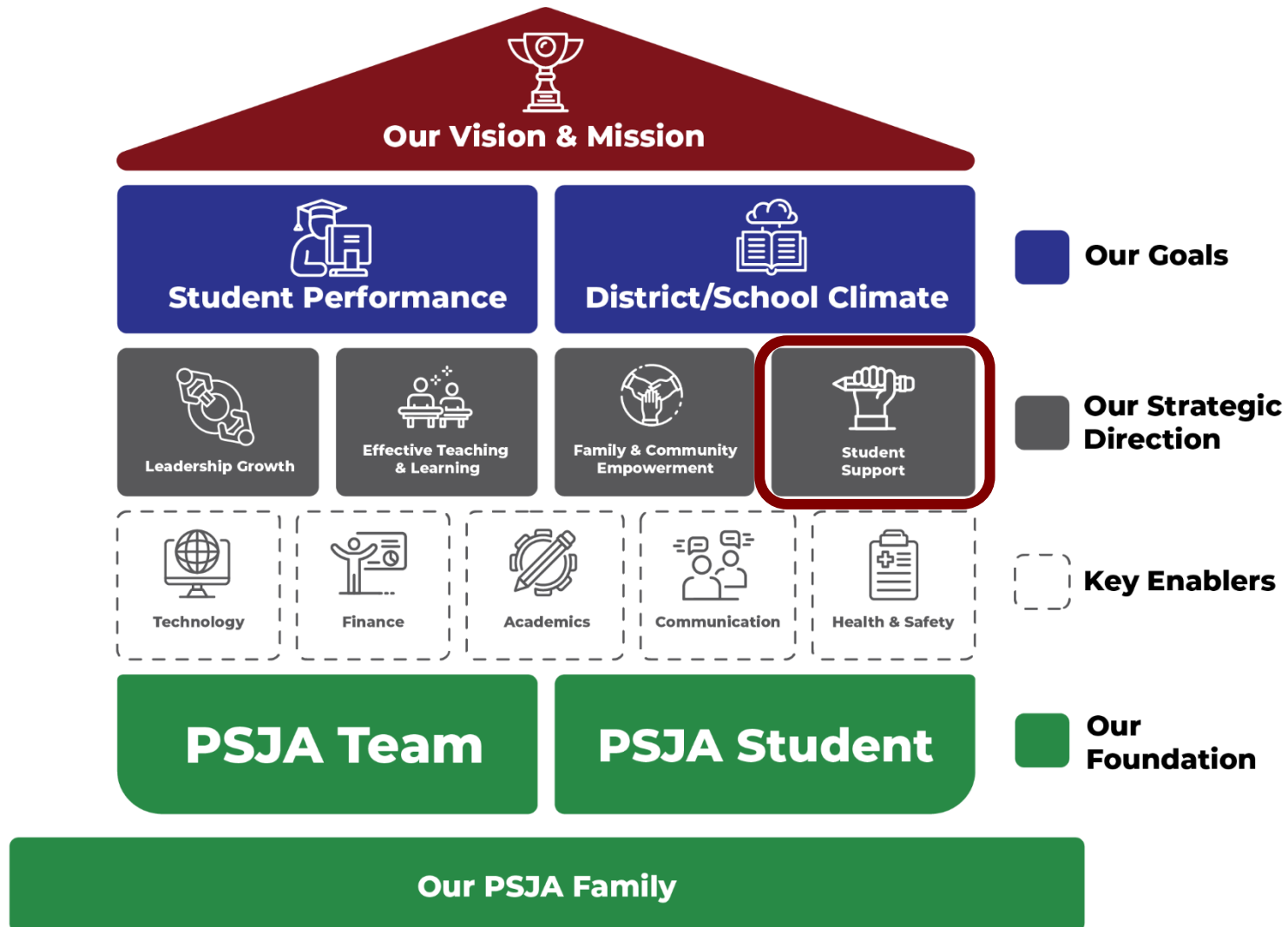
Effective Teaching and Learning

Annual Goal 3:	The percentage of graduates who are CCMR ready will increase by two percentage points by June 2024.
Objective 2:	The percentage of graduates who earn 3 hours of dual credit (RLA/Mathematics) or 9 hours in any subject (including technical) will increase by 4% by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
TSI tutorials - TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.	●College Readiness ●High School Administration ●ELA and Math Content ●Coordinators ●Assigned TSI Teachers ●Early College Director	●TSI District Curriculum ●AP Curriculum ●Pre-AP Curriculum ●Imagine Math TSI ●IXL ●McinVIA	Sept. 2022-May 2023	●Cohort Tutorials ●Cohort Attendance ●Curriculum Usage	●An increase in the number of students who pass the TSI assessment	●TSI Reading, Writing, and Math Assessment Reports ●TAPR Reports	●#2c Reform Strategies. Best practice: Identify scientifically based research programs that increase the amount and quality of learning time

Action Steps

1) TSI Summer Bridge Program will be available for preparation of incoming 9th grade students.

2) TSI Summer Institute will be available for grades 10-12 for those who have not mastered the TSI assessment.

3) TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional Development will be provided for Dual Credit/ On Ramps curriculum and resources	●AP Leads ●Content Coordinators ●Director of Advanced Academics ●College Readiness Dept. ●Executive Officer for High School and Middle School ●HS Principals ●Early College Director ●Counselors ●Dual Credit Staff	●South Texas College ●CCRSM	August 2023-May 2024	●Sign-in sheets ●Session Certificates ●Agendas ●Lesson Plans	●Increased number of students enrolled in dual credit	●Quarterly data reviews on number of students enrolled in PSJA Academies. ●Degree audits (Fall, Spring, Summer)	●#4a High-Quality and Ongoing Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate

Action Steps

1) Pre-AP teachers will complete teacher modules for any new Pre-AP teachers.

2) Pre-AP teachers will attend the Pre-AP Summer Institute.

3) Dual Credit staff will attend STC professional development twice a year.

4) Dual Credit staff will maintain required STC professional development hours.

Effective Teaching and Learning

Annual Goal 3:	The percentage of graduates who are CCMR ready will increase by two percentage points by June 2024.
Objective 2:	The percentage of graduates who earn 3 hours of dual credit (RLA/Mathematics) or 9 hours in any subject (including technical) will increase by June 2023.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Dual Credit Student Orientations Dual Credit Student Access Ongoing recruitment campaign for CTE college certificate programs. Parent Workshops	●Executive Officer for College Readiness ●Adjunct Staff ●College Readiness Strategist ●College Readiness Coordinator ●CTE Director CTE Coordinator/ Teachers ●Early College Director ●High School Counselor	●PSJA District Dashboard ●Career Pathway Videos ●Career Expo ●STC Double Up Events ●College Drives ●Degree Plan	October 2023 - May 2024	●Sign-in sheets ●PSJA Academies Portal ●PSJA Counselor Cafes ●STC Enrollment Reports ●CCMR Reports ●Agendas ●Sign-in to district portal	●Increase student enrollment in PSJA Academies. ●Increase interest in non-traditional program concentration. ●Increased number of completed college certificates.	●TAPR Reports ●CCMR data reviews on number of students enrolled in PSJA Academies. ●Degree audits (Fall, Spring, Summer)	●#2c Best practice: Identify scientifically based research programs that increase the amount and quality of learning time
Action Steps							

Effective Teaching and Learning

Annual Goal 3:	The percentage of graduates who are CCMR ready will increase by two percentage points by June 2024.
Objective 3:	The percentage of students earning a score of 3 or higher on any subject AP exam will increase by two percent by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional Development on Pre-AP an AP curriculum.	●AP Leads ●Content Coordinators ●Executive Officers for Secondary ●Executive Officer for College Readiness ●Director of Advanced Academics	●AP/Pre-AP Summer Institutes	June 2024 - August 2024	●Sign-In sheets ●PD Session# Certificates ●Agendas ●ELA AP District CLCs ●Curriculum developed in SharePoint	●AP Classroom Usage ●AP Exam score Increase	●Benchmarks ●AP Exams ●AP Classroom Results ●TAPR Results	●#4a/b High-Quality and Ongoing Professional Development. a. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate b. best practice: Utilize book study groups, professional learning communities, and online training to meet the needs and schedules of teachers

Action Steps
1) Professional Development identified for Pre-AP and AP teachers
2) Pre-AP and AP teachers attend Professional Development sessions

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Pre-AP curriculum will be aligned to embed the knowledge and skills for student success.	●AP Leads ●Content Coordinators ●Executive Officers for Secondary ●Director of Advanced Academics	●College Board Pre-AP ●Teacher Summer Institutes ●Lesson Plans ●District Curriculum	June 2023 - August 2024	●Sign-In sheets ●Agendas ●Curriculum developed in SharePoint	●Increased number of students prepared for AP Classes and improved AP Scores	●Pre-AP Learning Check Points ●TAPR Reports	●#2a Reform Strategy. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically based research

Action Steps
1) Advance Placement District lead and Content Coordinator curriculum writing
2) Curriculum presented to Pre-AP teachers
3) Teachers implement Pre-AP Curriculum

Effective Teaching and Learning

Annual Goal 3:	The percentage of graduates who are CCMR ready will increase by two percentage points by June 2024.
Objective 3:	The percentage of students earning a score of 3 or higher on any subject AP exam will increase by June 2024.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Tutorials for students taking AP Exams provided by AP Boot Camps.	● AP Leads ● Content Coordinators ● Executive Officers for High School and Middle School Executive Officer for College Readiness ● Director of Advanced Academics	● AP Curriculum ● District created curriculum ● IXL ● U World	Sept. 2023 - May 2024	● Student Sign-in sheets ● Teacher Sign-in sheets ● Agendas ● Lesson Plans	● AP Exam score increase	● Benchmarks ● AP Exams	● #2c Reform Strategies. Best practice: Identify scientifically based research programs that increase the amount and quality of learning time

Action Steps
1) AP Lead/ Content Coordinator planning of lessons
2) Calendar for tutorial session created
3) Recruit students for Saturday tutorials

Strategic Direction

Strategic Direction	Summary of Strengths	Challenges
Student Support	• The All-Student group performance on Reading Language Arts (RLA) achieved 71% at the Approaches GL Standard or Above on the 2023 STAAR, Meets GL Standard or Above is at 47% and Masters GL or Above is at 16% • PSJA ISD met the 2023 ESSA Long-Term and Interim Goals for the All students group (48) and high focus group (46) for Reading Language Arts (RLA). • PSJA ISD met the 2023 ESSA Long-Term and Interim Goals for the All students group (45) and high focus group (44) for Mathematics. • The district TELPAS/TELPAS ALT score for 2023 was 44%. Eighteen of forty-one eligible schools improved. • 2023 4-Year Graduation Rate (Gr. 9-12): Class of 2022 for the All-Student Group was at a high of 97%, Economically Disadvantage Student was at a high of 96.9%, Emergent Bilingual Students was at a high of 96% and Special Education Students was at a high of 94.7%. • PSJA ISD Graduation Rate is higher than the state and the region. • PSJA ISDs Annual Drop out is lower than the state. PSJA 2023 Dropout has decreased compared to the 2022 School Year. The All-Student Dropout rate is at 0.3%. The Economically Disadvantaged Students Dropout rate is at 0.9%. The Emergent Bilingual Student Dropout rate it's at a low of 1.6% and the Special Education Student Dropout rate is at 1.7%. • PSJA ISD had a total of 2153 Annual Graduates, 86% scale score in CCMR was met for the Annual Graduates • Twenty-nine percent of Annual Graduates met TSI criteria in both ELA/Reading and Mathematics. (TAPR 2022) • Fifty-eight percent of Annual Graduates area college ready compared to the state at 52.7%. (TAPR 2022) • Forty-two percent of Annual Graduates earned an industry-based certification from the approved list. (TAPR 2022) • Nineteen-point five percent of Annual Graduates earned an associate degree while in high school. (TAPR 2022) • Five percent of Special Ed student graduated with an Advanced Degree Plan • Special education staff work collaboratively with general education RLA /SLA and Math content coordinators to provide effective special education support in the form of supplemental aids, making them readily accessible to all teachers through the Year At A Glance (YAG). • Special Education student group performance on Reading Language Arts (RLA) made 3% gains at the Approaches GL Standard on the 2023 STAAR. • Special Education student group performance on Mathematics made 10% gains at the Approaches GL Standard and 5% gains at the Meets GL Standard on the 2023 STAAR.	• There is a 16% point decrease in the 2023 Reading Language Arts (RLA) Academic Growth component for the All students group in comparison the 2022 performance. The 2023 ESSA Long-Term and Interim Goals target of 70 (All students) was not met by 5 points. • There is a 17% point decrease in the 2023 Reading Language Arts (RLA) Academic Growth component for the High Focus group in comparison the 2022 performance. The 2023 ESSA Long-Term and Interim Goals target of 66 (High Focus) was not met by 2 points. • There is a 10% point decrease in the 2023 Mathematics Academic Growth component for the All students group in comparison the 2022 performance. The 2023 ESSA Long-Term and Interim Goals target of 74 (All students) was not met by 2 points. • There is a 10% point decrease in the 2023 Mathematics Academic Growth component for the High Focus group in comparison the 2022 performance. The 2023 ESSA Long-Term and Interim Goals target of 73 (High Focus) was not met by 1 point. • There is a 23% achievement gap at the Meets GL Standard or above on the 2022 STAAR/EOC between students identified as Special Education and the All-Student group in ELA/Reading. • There is an 8% achievement gap at the Meets GL Standard or above on 2022 STAAR/EOC between identified Current Emergent Bilingual Students and the All-Student group in ELA/Reading. • There is a 2% achievement gap at the Meets GL Standard or above on 2022 STAAR/EOC between students identified as Economically Disadvantaged and the All-Student group in ELA/Reading. • There is a 14% achievement gap at the Meets GL Standard or above on 2022 STAAR/EOC between students identified as Current Special Education Students and the All-Student group in Mathematics. • There is a 1% achievement gap at the Meets GL Standard or above on 2022 STAAR/EOC between students identified as Economically Disadvantaged and the All-Student group in Mathematics. • There is a 3% achievement gap at the Meets GL Standard or above on 2022 STAAR/EOC between students identified as Current Emergent Bilingual and the All-Student group in Mathematics. • The special education students in ELA/Reading on the 2022 STAAR/EOC performed at 40% at Approaches GL Standard or Above. Twenty-four at Meets GL Standard or Above and 18% at Masters GL or Above. • The Current Special Education Student Group in Mathematics on the 2022 STAAR/EOC performed at 46% at Approaches GL Standard or Above. Twenty-five percent at Meets GL Standard or Above and 12% at Masters GL or Above. • Nine-point six percent met the criterion score on an AP/IB exam in all subjects. (TAPR 2022) • TSI Criteria Graduates in Both Subjects is at 32.7% compared to the region at 45%. (TAPR2 2022)

Student Support

Annual Goal 1:	The ALL student group will meet the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth component by June 2024.
Objective 1:	The All student group will meet the expected criteria of HB1416 Accelerated Learning. Students that did not meet standard at the Approaches or above level on the STAAR assessment for RLA and/or mathematics will receive a minimum of 30 hours of accelerated instruction in reading and mathematics by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use formative assessment results to prioritize academic needs and monitor student progress	● Assistant Supt. Of Academics ● Executive Officers ● District Directors (DL, SpEd, Migrant, 504/RTI) ● Title I Coordinator ● Content Coordinators & Specialist ● Principals ● Campus Leadership Team and Teachers	● District Curriculum ● Istation Reading ● Imagine Math ● STAAR Release Assessments (BM I & II) ● Language Live ● Achieve 3000 ● IXL ● Lexia Core 5, & Power up ● Unique Learning Systems ● ELPS ● Study Sync ● Footsteps to Brilliance ● Summit K12 ● SIOP ● MyOn STAR ● AP Classroom ● ALI ● Edusmart	● Aug. 2023 ● Oct. 2023 ● Nov. 2023 ● Jan. 2024 ● March 2024 ● April 2024 ● June 2024	● Student Progress Profiles ● Campus Data Reports ● DMAC Reports ● Weekly assessment Walk-throughs ● Campus Performance Reviews (PR) ● CLC Agendas ● Lesson Plans ● District Professional Dev. Plan	● Student achievement gains ● Closing achievement gaps ● Increase in the percent of students at the Meets and Master levels on STAAR/EOC ● Master IEP Goals	● Formative assessments ● Benchmarks ● STAAR/EOC ● TELPAS ● TPRI/TEJAS LEE ● Program Assessments ● TXKEA ● CIRCLE ● ALI checks ● TFAR ● TSI ● ALI Checks ● STAR Renaissance	● Title I , II,III ● State Compensatory Funds ● Migrant Funds ● State Bilingual Funds ● Local Funds ● ESSER Funds

Action Steps
1) Prioritize identified objectives
2) Use program systems to provide efficient and effective feedback within timelines
3) Provide equitable resources to ensure student success

Student Support

Annual Goal 1:	The ALL student group will meet the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth component by June 2024.
Objective 1:	The All student group will meet the expected criteria of HB1416 Accelerated Learning. Students that did not meet standard at the Approaches or above level on the STAAR assessment for RLA and/or mathematics will receive a minimum of 30 hours of accelerated instruction in reading and mathematics by June 2024.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Collect and analyze data to monitor student progress weekly and drive interventions	●Assistant Supt. Of Academics ●Executive Officers/Directors ●District Directors (DL, SPED, Migrant, 504/RTI) ●Title I Coordinator ●Content Coordinators & Specialist ●Principals ● Campus Leadership Team and Teachers	●District Curriculum ●Istation Reading ●Imagine Math ●STAAR Release Assessments (BM I & II) ●Language Live ● Achieve 3000 ●IXL ● Lexia Core 5, & Power up ●Unique Learning Systems ●ELPS ●Study Sync ● Footsteps to Brilliance ● Summit K12 ● SIOP ● Learning.com ● MyOn ● STmath	Aug. 2023 – May 2024	●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	● Begging of the Year Assessment ●Closing the achievement gap among student groups ●Increase academic performance of all student groups in all BM ●STAAR/EOC tested subjects	● BOY ●Weekly Assessments ●BM I & II ●STAAR/EOC ●TELPAS	●Comprehensive Needs Assessment ●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., BOY, 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 increase 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)

Student Support

Annual Goal 1:	The ALL student group will meet the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth component by June 2024.
Objective 2:	100% of campus administrators will provide on-going instructional feedback to all teachers.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will conduct daily walkthroughs and provide teachers with actionable feedback to support effective delivery of instruction	• Assistant Supt. Of Academics • Officers/Directors • District Directors (DL, Sp Ed, Migrant, 504/RTI) • Content Coordinators & Specialist • Principals/Assistant principals	• Walk through district app • Walkthrough Form • Emails • Calendar • TTESS Evaluation Rubric • Administrator notes	August 2023 – May 2024	• Progress Monitoring Reports • Walk-through feedback • Lesson Plans • Rotation of Classroom Walkthroughs • CLC agendas • Teacher Conference Documentation	• Improve student engagement • Improve academic achievement • Improve teacher effectiveness • Improve campus climate and culture	• Weekly Assessments • Unit Assessment • BM I & II • Student Growth Measures • TPRI/Tejas Lee/BOY/MOY/EOY • TXKEA • CLI • Teacher formative evaluation (TTESS (Texas Teacher Evaluation and Support System)) • Walkthrough App Data	• Comprehensive Needs Assessment • Reform Strategies- ABC • Teacher Decision Making Regarding Assessments-ABC • Effective & Timely -Assistance to students experiencing difficulty- A B C • Integration of Fed., State, & Local Services, Programs and Funds- ABC

Action Steps
1) Conduct on-going teacher conferences to provide feedback
2) Campus leaders analyze walkthrough data/feedback to calibrate and drive decision making

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide targeted professional development	• Assistant Supt. Of Academics • Executive Officers/Directors • District Directors (DL, SpEd, Migrant, 504/RTI) • Title I Coordinator • Content Coordinators • Principals • Campus Leadership Team and Teachers	• Lead4ward field guide • Observation Tool • Professional Dev. Calendar • State Curriculum • Effective Schools Framework • Fundamental 5 • CIF • SIOP	August 2023 – May 2024	• Peer Observation Schedule • Rotation of Classroom Walkthroughs • Conducting effective conferences • Learning Walks • Leadership Walks • Peer Intervisitations	• Increased teacher performance on TTESS rating • Increased Teacher Retention • Improved Culture and Climate • Improved Teacher Attendance	• Walkthroughs • TTESS rating • BM, STAAR/EOC assessment results	• Comprehensive Needs Assessment • Reform Strategies- ABC • Teacher Decision Making Regarding Assessments- A B C • Effective & Timely - Assistance to students experiencing difficulty-ABC • Integration of Fed., State, & Local Services, Programs and Funds- ABC

Action Steps
1) Deconstruct the standards to increase content knowledge to plan and use effective instructional strategies to maximize instructional time.
2) Allocate professional development time to coach and grow teacher efficacy
3) Continue to provide collaborative planning time and opportunities to share best practices through peer observations

Student Support

Annual Goal 2:	The Special Education student group will exceed the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth component by June 2024.
Objective 1:	100% of special education teachers will ensure that students' IEP plans outline their specific accommodations, and modifications for use during daily instruction and on state assessments.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
IEP teams will review each student's IEP prior to the state assessment, no later than March 2024, to ensure student, general ed teacher and special ed teacher understand how to implement the accommodations and modifications.	●Assistant Supt for Academics ●Executive Officers/Directors ●Special Education Director and Coordinators ●Special Education Coaches ●Principals and Campus Testing Coordinators ●District Assessment Dept. ●District Content Coordinators and Strategists ●IEP Campus Teams ●Teachers (general education and Sped)	●SucccessEd state assessment report ●Schedule of Services (IEP) ●Student Present Levels of Academic Achievement and Functional Performance (PLAAFPS) statements ●Lexia Core5/Powerup Data ●DMAC Local Assessment Reports ●TestHound Verification reports	Aug. 2023 –June 2024	●Student Annual, amendment, reviews IEPs are updated. ●CLC meetings/agendas ●Individual Student Growth Plans (sped specific) ●Progress on IEP goal mastery	●Daily Assignments ●District Benchmarks ●Weekly Assessments ●Increased Academic Performance on Lexia Core5/Powerup ●Progress on IEP goal mastery ●Individual Student Growth Plans (sped specific) ●Classroom observations ●Department meetings	●Daily Assignments ●District Benchmarks ●Weekly Assessments ●Progress on IEP goal mastery ●Unit Assessments ●Student Growth Measures ●Teacher formative evaluation (TTESS (Texas Teacher Evaluation and Support System)) ●Walkthrough App Data	

Action Steps
1) Special education teachers and general ed teacher will be familiar with the specific accommodations and modifications outlined for each student no later than February 2024.
2) During practice assessments for teachers and students to familiarize themselves with accommodations and modifications in a test-like setting.

Student Support

ANNUAL-GOAL 2- The Special Education student group will exceed the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth component by June 2024.

Objective 2:	Increase the percentage of special education students scoring above ESSA Long Term and Interim Goals in reading and math by 5% within the current school year through targeted interventions and tailored instructional strategies.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional development will be provided to special education teachers to enhance tailored instruction, including training on differentiated instruction and accommodating various learning styles.	●Assistant Supt for Academics ●Executive Officers/Directors ●Special Education Director, Coordinators, and Strategists ●CLLs ●Principals and Campus Testing Coordinators ●District Assessment Dept. ●District Content Coordinators, Specialists and Strategists	●Professional Development ●Observation Tool ●Effective Schools Framework ●Fundamental 5 ●CIF ●Stetson and Associates on Differentiated Instruction ●DOK questions	Aug. 2023 - June 2024	●Classroom Walkthroughs ●PD Agendas/Sign in Sheets ●Student performance on weekly assessments ●District Benchmarks ●Progress Monitoring reports Campus data review sessions	●Daily Assignments ●District Benchmarks ●Weekly Assessments ●Increased Academic Performance on Lexia Core5/Powerup ●Progress on IEP goal mastery ●Individual Student Growth Plans (sped specific) ●Lesson Plans	●Unit Assessments ●Weekly Assessments ●BM I & II ●STAAR/EOC ●Student Growth Measures ● Unique Learning System ●BOY/MOY/EOY Lexia Core 5, Power UP	

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Continuously monitor the progress of each student through formative assessments and data collection and adjust interventions and strategies based on the ongoing assessments.	●Assistant Supt for Academics ●Executive Officers/Directors ●Special Education Director and Coordinators ●Teachers and CLLs ●Principals and Campus Testing Coordinators ●District Assessment Dept. ●District Content Coordinators, Specialists and and Strategists	●Professional Development ●Observation Tool ●Effective Schools Framework ●Fundamental 5 ●CIF ●Stetson and Associates on Differentiated Instruction ●Student Data tracker ●DMAC	August 2023-June 2024	●Classroom Walkthroughs ●PD Agendas/Sign in Sheets ●Student performance on weekly assessments ●District Benchmarks ●Lesson Plans ●Progress Monitoring reports Campus data review sessions	●Daily Assignments ●District Benchmarks ●Weekly Assessments ●Increased Academic Performance on Lexia Core5/Powerup ●Progress on IEP goal mastery Individual Student Growth Plans (sped specific)	●Unit Assessments ●Weekly Assessments ●BM I & II ●STAAR/EOC ●Student Growth Measures ● Unique Learning System ●BOY/MOY/EOY Lexia Core 5, Power UP	

Student Support

Annual Goal 3:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups will meet the indicators in the Academic Achievement component in Domain III in the state accountability by June 2024.
Objective 1:	Special Education students and Emergent Bilinguals in the Academic Achievement component will meet the performance target in the areas of reading and mathematics by June 2024.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for the alignment of services, instruction, and resources of Emergent Bilinguals	● Assistant Supt for Academics ● Executive Officers ● District Directors (DL, SpEd, Migrant, 504/RTI) ● Content Coordinators ● Principals ● Campus Leadership Team and Teachers ● SPED and Bilingual Strategists	● District Curriculum ● Istation Reading ● Imagine Math ● Success Maker ● SIOP ● STAAR Release Assessments (BM I & II) ● Summit K-12 ● Footsteps to Brilliance ● Guided Language Acquisition Design (GLAD) ● ELPS ● McinVIA ● IXL	Aug. 2023- June 2024	● DMAC data reports ● Progress Monitoring Reports ● Walk-through feedback ● LPAC notes/minutes ● Lesson Plans ● Program Reports ● Virtual/In-class walk-throughs ● Targeted Professional Development ● CLC collaboration with general education teachers ● Sign-in Sheets/Agendas	● Closing the achievement gap among emergent bilinguals and all student group ● Increase academic performance of emergent bilinguals in all BM, STAAR/EOC tested subjects ● Increase the federal graduation rate of emergent bilinguals	● Unit Assessments ● Weekly Assessments ● BM I & II ● STAAR/EOC ● TELPAS ● Student Growth Measures ● TPRI/Tejas Lee ● TXKEA ● CLI ● Summit K-12	● Comprehensive Needs Assessment ● 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) Training in second language acquisition strategies for all teachers
2) Emergent bilingual teachers actively engaged in common planning and receive the same information and resources in the language of instruction
3) All teachers embed the English language Proficiency Standards (ELPS) to differentiated instruction
4) Monitor the implementation and use of accommodations during instructional time

Student Support

Annual Goal 2:	Special Education student group will exceed the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth component by June 2024.
Objective 1:	100% of special education teachers will ensure that students IEP plans outline their specific accommodations, and modifications for use during daily instruction and state assessments.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will conduct daily walkthroughs for the implementation of the students' accommodations/modifications during classroom instruction.	● Assistant Supt for Academics ● Executive Officers/Directors ● Special Education Director and Coordinators ● Special Education Coaches ● Principals and Campus Testing Coordinators ● District Content Coordinators and Strategists ● Special Education Diagnosticians and Special Education Teachers ● Language & Culture Specialists	● SucccessEd Classroom and State Assessment Accommodations/Modifications Report ● Schedule of Services (IEP) ● Student Present Levels of Academic Achievement and Functional Performance (PLAAFPS) statements ● DMAC Local Assessment Reports	Aug. 2023 - June 2024	● Sign in sheets ● Agendas ● PowerPoint Presentations ● District Curriculum with Sped Accommodations/Modifications (YAG) ● Walk-throughs	● Daily Assignments ● District Benchmarks ● Weekly Assessments ● Progress on IEP goal mastery ● Individual Student Growth Plans (sped specific) ● Increased performance on Lexia Core5/Powerup	● Daily Assignments ● District Benchmarks ● Weekly Assessments ● Progress on IEP goal mastery ● Unit Assessments ● Student Growth Measures ● Teacher formative evaluation (TTESS (Texas Teacher Evaluation and Support System)) ● Walkthrough App Data	

Action Steps
1) Specialized personnel will offer multiple training courses throughout the year for teachers and administrators.
2) Specialized personnel will monitor and support teachers in the implementation of the instructional strategies by modeling, coaching, co-teaching, etc.

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Student Support

Annual Goal 3:	By June 2024, 100% of the district teachers will effectively implement the adopted dual language programs in PK to 12th grade.
Objective 1:	Secondary administrators and dual language teachers will become proficient in the implementation of the Texas Effective Dual Language Immersion Framework.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional development training will target research based instructional strategies and practices for the dual language model implemented at the secondary level.	● Assistant Supt for Academic ● Executive Officers for Secondary ● Dual Language Director ● Dual Language Coordinator ● Language Development Specialists ● Bilingual Strategist	● DLTI ● District Curriculum Region One ● Chapter 89 ● ELPS/SL PS/TEKS ● Texas Gateway ● Guided Language Acquisition Device (GLAD) ● Grading Policy ● TXEDLI ● Summit K12	Aug. 2023 - June 2024	● Sign in Sheets ● Agendas ● PowerPoint Presentations ● Dual Language-based ● District Curriculum ● Walkthroughs	● Student achievement gains ● Closing achievement gaps ● Increase in the percent of students graduating with the Seal of Biliteracy ● Increase number of EBs who are reclassified	● Unit Assessments ● Weekly Assessments ● BM I & II ● STAAR/EOC ● TELPAS ● Student Growth Measures ● TPRI/Tejas Lee ● TXKEA ● CLI ● Biliteracy Checks	● Comprehensive Needs Assessment ● Reform Strategies- ABC ● Teacher Decision Making Regarding Assessments- ABC ● Effective & Timely - Assistance to students experiencing difficulty- ABC ● Integration of Fed., State, & Local Services, Programs and Funds- ABC

Action Steps

1) Specialized personnel will have multiple training/meetings with all DL contents teachers and administrators throughout the school year.

2) Specialized personnel will monitor and support teachers in the implementation of the instructional by modeling, coaching, co-teaching, etc.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Conduct parent training/meetings on the program models at each level.	● Assistant Supt for Academic ● Executive Officers for Elementary ● Dual Language Director ● Dual Language Coordinator ● Language Development Specialists ● Bilingual Strategist ● Parental Engagement Director ● Parent Educators	● Elementary and Secondary DL Models ● PowerPoints ● Chapter 89 Grading Policy ● Texas Education Agency Website	Aug. 2023 - June 2024	● Flyers, Agendas, and Sign-In Sheets ● Informational videos ● Survey	● Student achievement gains ● Closing achievement gaps ● Increase percentage of students participating ● Increase in parental involvement ● Increase number of EBs who are reclassified	● BOY ● Weekly Assessments ● CBA I, BM I & II ● STAAR/EOC ● TELPAS ● Student Growth Measures ● TPRI/Tejas Lee ● TXKEA ● CLI ● Biliteracy Checks	● Comprehensive Needs Assessment ● Reform Strategies- ABC ● Teacher Decision Making Regarding Assessments- ABC ● Effective & Timely -Assistance to students experiencing difficulty- ABC ● Integration of Fed., State, & Local Services, Programs and Funds- ABC

Action Steps

1) Dual Language Coordinator collaborates with Parental Engagement Director to set meeting dates.

2) Create flyers, Public Relations Department posts on social media

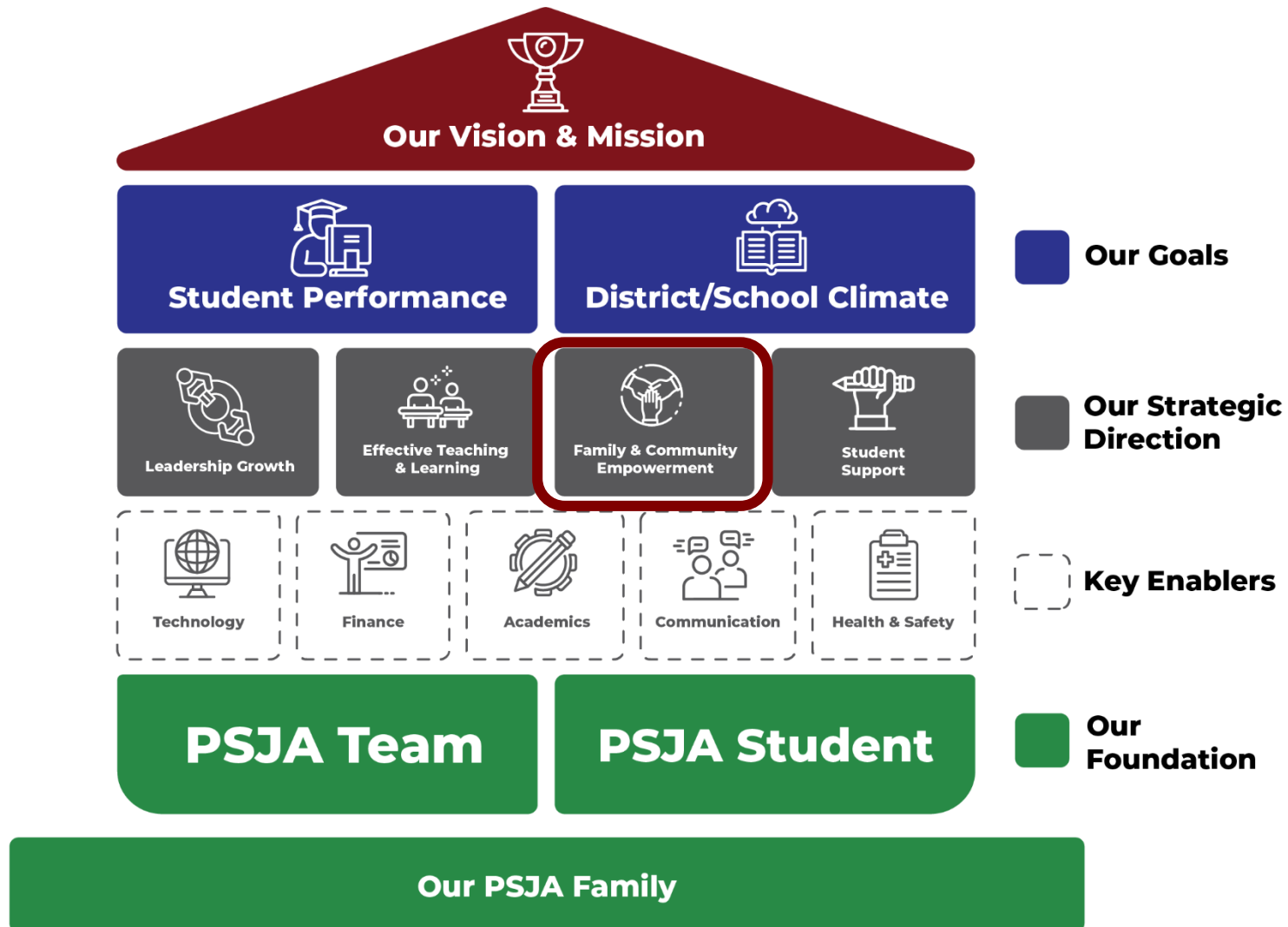3) Collaborate with campus Parent Educators to contact parents.

Student Support

Annual Goal 4:	By June 2024, 50% of Emergent bilinguals will advance by at least one level on the TELPAS composite rating.
Objective 1:	By June 2024, staff serving Emergent Bilinguals will understand what and how to help students progress from one Composite level to the next.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Provide professional development to TELPAS CTCs and teachers on how to analyze TELPAS data to determine progress on composite level in TELPAS.	●Assistant Supt for Academics ●Executive Officers ●District Directors (DL, Sp. Ed, Migrant, 504/RTI) ●Content Coordinators ●Language Dev. Specialists ●Bilingual Strategist ●Instructional Technologists ●LPAC Administrators Principals	●English Language Proficiency Standards (ELPS) ●District Curriculum ●Proficiency Level Descriptors ●Composite Rating Template ●TELPAS Educator Guide ●L & S Practice Sets ●Emergent Bilingual Strategic Plan ●ELPS ●Emergent Bilingual Instructional and Assessment Accommodations Checklist ●New Teacher Institute TELPAS Action Plan Online Samples of New Question Types ● Summit K12 ● TExasAssessment.gov ● Footsteps2 Brilliance	Aug. 2023 - June 2024	●Emergent Bilingual Strategic Plans completed ●Emergent Bilingual Accommodations Checklist completed ●Agendas, Sign in Sheets ●Language Objectives posted and aligned ●Walk-through feedback ●Lesson Plans	●Closing the achievement gap among student groups ●Increase linguistic performance of Beg/Int students ●Increase in student progress by domain ●Increase in the percent of progress on Composite in TELPAS ●TELPAS for progress monitor ●TELPAS Score guide for progress monitoring	●TELPAS Benchmark ●TELPAS Assessment ●Student Artifacts ●Summit K12 Benchmarks	●Comprehensive Needs Assessment ●Reform Strategies- ABC ●Teacher Decision Making Regarding Assessments- ABC ●Effective & Timely - Assistance to students experiencing difficulty- ABC ●Integration of Fed., State, & Local Services, Programs and Funds- ABC

Action Steps
1) Team prepares training by disaggregating TELPAS trend data and reviews the TEA (Texas Education Agency) updates
2) Conduct trainer of trainer professional development on TELPAS for CTCs/LPAC administrators on how to analyze TELPAS student data to determine which domains to focus on for composite level progression.
3) Follow up with staff to provide ongoing support and collaboration after each TELPAS assessment.

Student Support

Annual Goal 4:	By June 2024, 50% of Emergent Bilinguals will advance by at least one level on the TELPAS composite rating.
Objective 2:	Second language acquisition support will be embedded in the curriculum of all content areas.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Embed TELPAS writing practice across all content areas at all levels.	● Assistant Supt for Academics Executive Officers ● District Directors (DL, SpEd, Migrant, 504/RTI) ● Content Coordinators ● Language and Culture Specialists ● Language Dev. Specialist	● English Language Proficiency Standards ● District Curriculum ● TELPAS Types of Writing ● TELPAS Educator Guide ● PLDs ● Summit K12	Aug. 2023 - June 2024	● Writing Samples ● Sign in sheets ● Agendas ● TELPAS Writing Prompts ● TELPAS action plan ● TELPAS instructional calendar ● TELPAS writing prompts and samples ● PowerPoint Presentations ● Summit K-12	● Student achievement gains ● Close the achievement gap ● Increase in the percent of progress on TELPAS Composite ● Level progression in Writing Domain	● TELPAS Writing Mock ● Summit K12 reports	● Effective & Timely - Assistance to students experiencing difficulty- ABC ● Integration of Fed., State, & Local Services, Programs and Funds- ABC

Action Steps

1) Train curriculum coordinators on the TELPAS writing "types" and embed TELPAS prompts across all contents

2) Train teachers on the embedded writing item types

3) Monitor and support teachers to ensure that writing is practiced across all contents

Student Support

Annual Goal 4:	By June 2024, 50% of Emergent Bilinguals will advance by at least one level on the TELPAS composite rating.
Objective 2:	Second language acquisition support will be embedded in the curriculum.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide TELPAS practice and Benchmarks for Reading, Writing, Listening and Speaking domains.	● Assistant Supt for Academics ● Executive Officers ● District Directors (DL, Sp. Ed, Migrant, 504/RTI) ● Content Coordinators ● Language Dev. Specialists ● Language and Culture Specialists	● ELPS ● District Curriculum ● PLDs ● TELPAS Educator Guide ● Emergent Bilingual Strategic Plan ● Linguistic Instructional Alignment Guide ● Emergent Bilingual Accommodations Rubric ● Data Reports ● Texas Gateway ● L & S Practice Sets also R & W ● Speaking Scoring Guides ● TEA Scoring Guide ● TELPAS Tutorials ● Summit K12	Aug. 2023 - June 2024	● Student Rosters ● Usage Reports ● Growth in proficiency levels based on benchmark scores and previous TELPAS scores ● TELPAS Plan of Action ● TELPAS Instructional Calendar ● RTI/504 progress monitoring ● Forms aligned	● Student achievement gains ● Closing achievement gaps Increase in the percent of progress in TELPAS Composite ● Increase in student progress by domain	● TELPAS Software Pre- Test/ Interim/ Summative ● TELPAS State Assessment ● Summit K12	● 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) Meet with TELPAS CTCs/LPAC Administrators to review the TELPAS calendar and determine practice for TELPAS.
2) Schedule Emergent Bilinguals to practice Listening, Speaking, Reading, and Writing using the TELPAS Software Program and practice sets provided by the TEA
3) Administer the TELPAS assessments as scheduled in the TELPAS calendar
4) Prioritize student needs from summit K-12

Student Support

Annual Goal 4:	By June 2024, 50% of Emergent Bilinguals will advance by at least one level on the TELPAS composite rating.
Objective 2:	Second language acquisition support will be embedded in the curriculum.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Embed ELPS across all content curriculums.	• Assistant Supt for Academics • Executive Officers • District Directors (DL, SpEd, Migrant, 504/RTI) • Content Coordinators • Language Dev. Specialists • Language and Culture and Specialists	• English Language Proficiency Standards • District Curriculum • ELPS Flip Book • TELPAS Educator Guide • PLDs Summit K12 SIOP	June 2023 - Aug. 2024	• ELPS embedded in curriculum • ELPS included in Lesson plans • Lesson Plans • Summit K-12 Check Report • Language Objective posted and aligned to content objective	• Student achievement gains • Closing achievement gaps Increase in the percent of progress in TELPAS Composite • Composite Level progression in individual Domains	• Curriculum Audit • TELPAS Program • Quizzes • TELPAS Benchmark • TELPAS Assessment • Classroom Observations/ Walkthroughs	• 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) Dual Language staff collaborate with content coordinators to embed ELPS in curriculum.
2) Dual Language staff train teachers on how to develop language objectives (ELPS) aligned to the content objective (TEKS).
3) Dual language staff support teachers on creating language objectives for lessons based on the ELPS.

Strategic Direction

Family & Community Empowerment

Annual Goal 1:	By June 2024, the district's positive culture and climate will increase from 86% to 91% based on students' perception of staff-student relationships.
Objective 1:	By June 2024, student social and emotional learning knowledge and skills will increase by 5%.

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 • Executive Officers • Campus Counselors • Campus Asst. Princ. • Counselor Director • Principals • Assistant Principals	• Region One and State Conference • Training and Materials • Feedback Surveys • Research Based Instructional Timelines	Aug. 2023 –August 2024	• Attendance Reports • Walk Through/Observation Reports • Timelines • Completed Surveys	• Culture and Climate Survey at the Beginning of the Year (BOY) and at the End of the Year Achievement	• District's Internal SEL Surveys and Needs Assessments • SEL Skills Universal	• Title I: #2, #9, #10

Action Steps
1) Implement Pre-K through 12 comprehensive counseling and guidance curriculum during counselor's class (elementary) and advisory (middle and high schools) period
2) Deliver Social Emotional Learning Student Sessions.
3) Analyze data collected from our district's internal 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 within their embedded ELA and Math SEL Acc. Curriculum.	• Teachers • Principals • Executive Officers • Campus Counselors • Counselor Director • Assistant Principals	• District Training and Materials • Research Based Best Practices (CASEL'S) • Structured and intentional Timelines • Survey Feedback • Sustainability Goals	Aug. 2023 – August 2024	• Walk Through /Observation Reports • Lesson Plans • Completed Surveys • Posters in School Halls, Cafeteria, Classrooms, etc. • Common Language	• SEL Skills Screener • Increase in Student Classroom Participation • Increase in Student Achievement	• District's Internal SEL Climate Survey • Participation and Performance • District's Internal SEL Skills Screener • PBL • Artifacts • T-PESS	• 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 our district's internal SEL skills surveys and needs assessments

Family & Community Empowerment

Annual Goal 1:	By June 2024, the district's positive culture and climate will increase from 61% to 71% based on teachers' perception of professional learning of Social Emotional Learning.
Objective 2:	By June 2024, 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/AP ●Teachers ●Campus Counselors ● Campus SEL Committee ● Director of Parental Engagement	PowerPoint Presentations ●Timelines ●Tools and Resources to Monitor their Effectiveness. ● Engagement ● Counselor's Café for Teachers	Aug. 2023 – August 2024	●Agendas ●Sign in Sheets ●ERO Staff Development Registration Reports ●PD Certificates	●Increase in Student Participation and Performance. ●Culture and Climate Survey (BOY & EOY) ●Increase in Student Participation ●Increase in Student Achievement	●Side by side data analysis (District's Internal survey results)	●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 and research in engagement

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 ●Campus Principals ●Campus Asst. Principals ●Campus Counselors ●Campus SEL Committee ●Teachers	●Lessons on SEL interventions ●Curriculum timeline ●Tools and resources to monitor its effectiveness ●Kindness Certified School District ●Kindness Week/Month—January, February and May	August 2023 –August 2024	●Walk Through Reports ●Completed Teacher Surveys ●Lesson Plans ●Artifacts (T-TESS)	●Increase in student participation and performance	●Side by side data analysis (District's Internal survey results)	●Title I: #4, #10

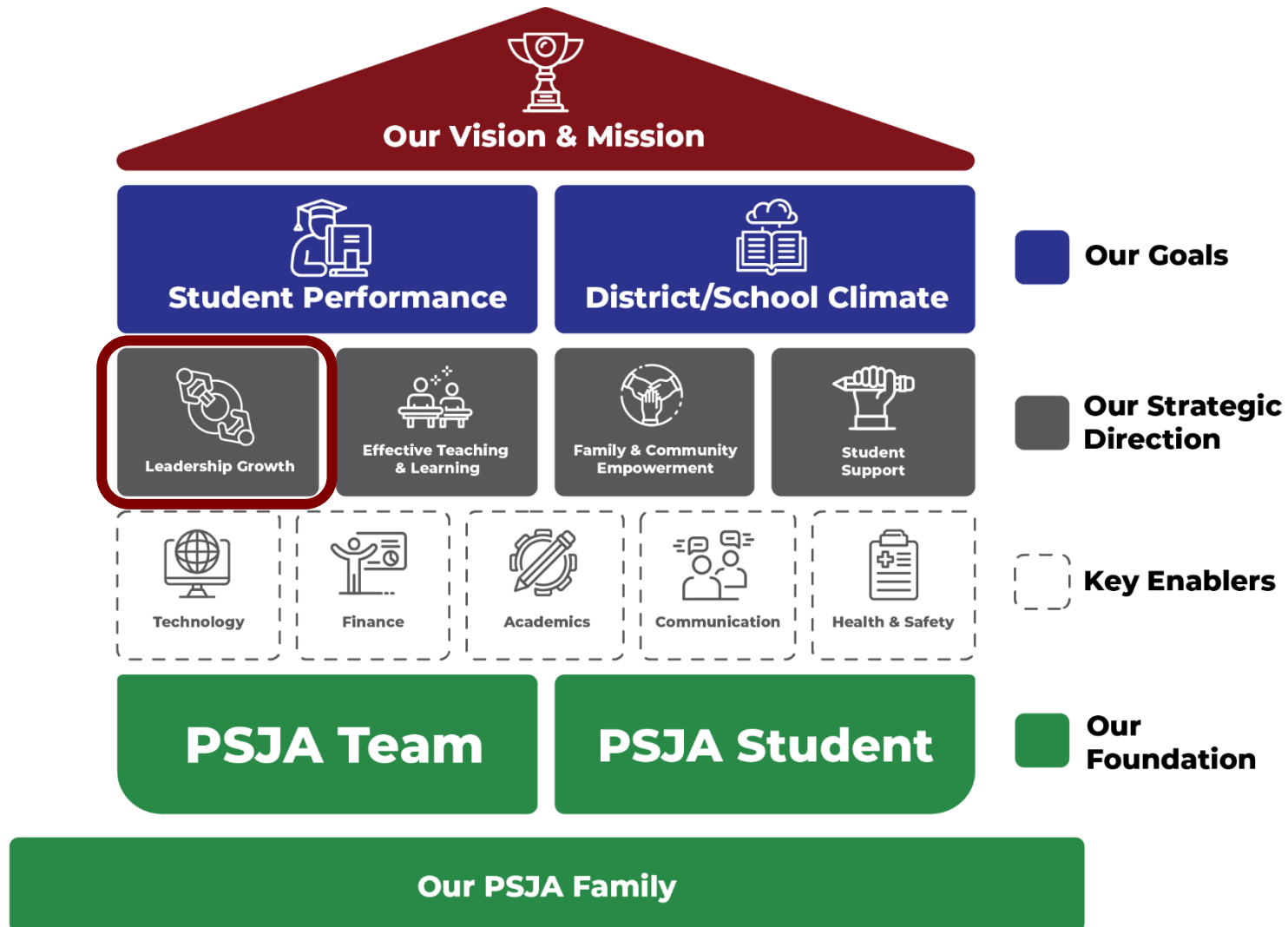| Action Steps |
|---|
| 1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms |
| 2) Use restorative practices and de-escalation techniques |

Family & Community Empowerment

Annual Goal 2:	By June 2024, the students' perception for their physical and psychological school safety will improve from 61% to 71%
Objective 1:	By June 2024, 100% of the district 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 campus administrators, security guards, guardians, and school district police officers on necessary safety procedures to increase school safety.	• Assistant Superintendent for Student Services • Director of Student Management Services • Chief of Police • Health Services Director • Emergency Response Team	• Training equipment • Power Point Presentations • Security cameras • Security/Safety audits • Campus School Safety Training • Texas Commission on Law Enforcement (TCOLE)	August 2023-August 2024	• Agendas • Sign-in sheets • Daily Security/Safety audit reports • Weekly Campus Exterior Door Sweep Forms • School lockdown documentation • Safety Audit Tools • Completed Campus Drills App • PD Registrations	• No active threat situations • Improved security/safety audits • Improve attendance • Texas School Safety Center (TSSC) "No Findings" on Campus Intruder Detection Audit Form • Night Lock/Vape Sensors	• BOY, MOY, and EOY security/safety audits Tourniquet	• Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Action Steps
1)Train on lockdown procedures, active threat situations, etc.
2) Conduct daily security/safety audits at all campuses
3) Visible District Police Officers/Security Guards/ Guardians with weapons

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide staff development for campus administrators, security guards, guardians, and school district police officers on violence prevention procedures to increase school safety	• Assistant Superintendent for Student Services • Director of Student Management Services • Chief of Police • Principals • Public Relations • Director of Counseling and Guidance	• Training materials • Power Point Presentations • STOPit App • PSJA Student Survey Results • TSSC Behavioral Threat Assessment Training • Mobile Mind	August 2023-August 2024	• Agendas • Sign-in sheets • PEIMS Discipline Data • Student Survey Data • TSSC Behavioral Threat Assessment Training Certificates • Mass Notifications from Public Relations	• Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) • Students' perception of school safety has improved • Improve attendance • Decrease bullying and cyberbullying incidents	• BOY and EOY District Internal Survey Results • 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, STOPit, restorative practices, Texas State Safety Center Behavioral Threat Assessment, CPR, etc.
2) Conduct and collect student surveys once a semester to evaluate the students' physical and psychological school safety
3) Review number of behavior intervention forms

Family & Community Empowerment

Annual Goal 3:	By June 2024, family engagement and their interaction with their child's school will increase from 71% to 81%.
Objective 1:	By June 2024, 50% of parents will participate in informational and academic campus and district-wide sessions.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host district in-person meetings on a variation of topics using different days and times.	• Parental Director • Parental Coordinator • Site Managers • Parental Educators • Community Engagement Recruiters • District Staff • South Texas College Coordinator • Region One Director • District Program Directors • Director of Counseling and Guidance • Counselors • Health Services Director • Principals	• Region 16 and State Conference Parent Materials • Research Based Best Practices • District Policy Handbook • Texas Education Agency Material/Research • Reading Books • School Health Advisory Council (SHAC) • Safety and Security • Region One • South Texas College • Copier Lease	August 2023-August 2024	• Meeting • Invites • Agendas • Minutes • Sign-In Sheets • Power Points • Photos of Meetings • Title I Documents Summary Pages • District Social Media • PSJA District Master Schedule • Region One and STC Attendance Rosters • Monthly Number of Copies Used • Family Engagement Statistics • Parent/Student Hands-On-Activities	• Parent Surveys • Campus Meetings • Number of Parents at Meetings • STC/Region Classes • Monthly Counselor's Café Meetings • School Health Advisory Council (SHAC) Meetings	• Assessment Results • Participation Performance Numbers • District's Internal Survey Results • GED Completion Rates	• Title I-#2, #4

Action Steps

1) Provide PSJA parents with South Texas College and Region One Literary courses

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

3) Provide staff development using Family Friendly Research

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 Counseling Department, Health Services, Pupil Accounting, and PSJA Police Department	• Principals • Parental Director • Counselor Director • Administrators • Parental Coordinator • Parental Educators • Site Managers • Campus Counselors • Health Services Director • Police Chief • Pupil Accounting Director	• District Social Media • Weekly Calendar • Parent Surveys • Parent Feedback • Parental Web Page • Phone Calls • Text Messages • Class Dojo	August 2023-August 2024	• Sign-in Sheets • Invites • Agendas • Minutes • Brochure • Power-Point • Calendar Planning Dates • Counselor's Café Calendar • In-Person Meetings	• Parent Surveys • Parent Feedback • Accountability Reports	• State/Local Assessments (STAAR, TELPAS, etc.) • Participation and Performance Numbers • District and Campus Assessment Reports	• Title I-#2, #4

Action Steps

1) Conduct monthly meetings at school campuses on designated topics

2) Utilize flyers, parental webpage, Class Dojo to promote parent participation

3) Analyze data on parent participation and feedback

Strategic Direction

Our Vision & Mission

Student Performance

District/School Climate

Our Goals

Leadership Growth

Effective Teaching & Learning

Family & Community Empowerment

Student Support

Our Strategic Direction

Technology

Finance

Academics

Communication

Health & Safety

Key Enablers

PSJA Team

PSJA Student

Our Foundation

Our PSJA Family

Leadership Growth

Annual Goal 1:	100% of district teachers will deliver high quality, engaging, differentiated lessons maximizing at least 95% of the instructional time in the 2023-2024 School Year.
Objective 1:	The district leadership committee will update the Instructional Focus Walkthrough form to meet district needs by December 2023.

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 for alignment to T-TESS.	●Executive Officers ●Curriculum Coords. ●Asst Supt Talent Development ●Dir New Teacher Support ● Dir Prof Development ●Dir of Employee Relations ●Principals ●Assistant Principals	●Instructional Focus Walk-Through Form ●T-TESS	Complete by Fall 2023	●Edit the Instructional Walk-through focus tool. ●Collect and review data.	●Student engagement. ●Closing the achievement gaps. ●Student centered classrooms. ●Positive classroom environment.	●Review walk-through focus tool mid-year and end of year	Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ESSER Funds

Action Steps
1) Retrieve the current walk-through from programmers.
2) Review the walk-through form to increase highly effective instructional delivery.
3) Include a section in the for support for professional development goals

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	●Executive Officers ●Curriculum coordinators ●Asst. Supt of Talent Development Director ●NTI Director ●Professional Dev. Director ●Director of Employee Relations ●Principals ●Assistant Principals	●Instructional Focus Walk-Through form ●T-TESS Evaluation tool	Complete by Fall 2023	●Development of revised Instructional Walk-through focus tool. Collect and review data.	●Student engagement. ●Closing the achievement gap. ●Student centered classrooms. ●Positive classroom environment.	●Review walk-through focus tool mid-year and end of year.	Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds

Action Steps
1) Leadership committee will ask for feedback from teachers and campus leadership team
2) Revise/Update Walk-Through Form
3) Train district staff on new Instructional Focus Walk-through Form

Leadership Growth

Annual Goal 1:	100% of district teachers will deliver high quality, engaging, differentiated lessons maximizing at least 95% of the instructional time in the 2023-2024 School Year.
Objective 1:	The district leadership committee will update the Instructional Focus Walkthrough form to meet district needs by December 2023.

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.	●Executive Officers ●Curriculum coordinators ●Asst. Supt of Human Resources ●Talent Development Director ●NTI Director ●Professional Dev. Director ●Director of Employee Relations ●Principals ●Assistant Principals	●Instructional Focus walk-through form ●T-TESS	Weekly Reviews	●Monthly Walk-through Data Reports, ●Feedback on teacher/admin meetings	●Student engagement. ●Closing the achievement gap. ●Student centered classrooms. ●Positive classroom environment.	●Review walk-through focus tool mid-year and end of year.	●Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds

Action Steps
1) Collect input from teachers and teacher evaluators.
2) Use feedback to revise and update forms to meet district needs.
3) Provide professional development based on data collected

Leadership Growth

Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time in the 2023-2024 School Year.
Objective 2:	Campus administrators will conduct weekly reviews of walk-through data to 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 the Instructional Focus Walk-through form.	• Campus Administrators • District leaders • Curriculum coordinators • Directors • CLL	• Instructional walk- through focus tool	Aug. 2023-May 2024	• Campus walk-through schedule • Walk-through data weekly reviews • Student-centered classroom • Bell to bell instruction	• Professional growth and high-quality teaching	• Weekly walk-through data	• Local funds • Title I fund • SCE Funds • State Bilingual funds • Migrant funds ESSER Funds

Action Steps
1) Create campus walk-through schedule
2) Complete 10 walk-throughs per week
3) Review walk-through data to identify trends and assure areas of need address
4) Provide timely feedback and to teachers support based on walk-through data

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 • District leaders • Curriculum coordinators • Directors • CLL	• Instructional walk- through focus tool	Aug. 2023-May 2024	• CLC agendas • Admin/teacher conferences	• Professional growth and high-quality teaching	• Weekly walk-through data	• Local funds • Title I fund • SCE Funds • State Bilingual funds • Migrant funds ESSER Funds

Action Steps
1) meet with teacher within 1-3 days to talk about walk-through and address area of need.
2) Provide learning opportunities based on observation needs or teacher request i.e., peer observations to observe effective strategies based on areas of need, campus survey to collect teacher requests for campus PD, mentor assignment
3) Monitor and follow up with next steps

Leadership Growth

Annual Goal 1:	100% of district teachers will deliver high quality, engaging, differentiated lessons maximizing at least 95% of the instructional time in the 2023-2024 School Year.
Objective 3:	Campus administrators will provide feedback and/or professional learning support within 1-3 days or as soon as possible to staff based on identified need

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 maximization of instructional time.	• Campus Administrators • District leaders • Curriculum coordinators • Directors • CLL	• Dashboard • Instructional walk- through focus tool • T-TESS observations • SGM data • Professional Learning Communities.	Aug. 2023 - June 2024	• 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 fund • SCE Funds • State Bilingual funds • Migrant funds ESSER 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) Implement, 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 growth by teachers using the T-TESS Goal Setting and Professional Development.	• Campus Administrators • District leaders • Curriculum coordinators • Directors • CLL	• Dashboard • Instructional walk-through focus tool • T-TESS observations GSPD • SGMs data • Professional Learning Communities.	Aug. 2023 - June 2024	• 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 fund • SCE Funds • State Bilingual funds • Migrant funds ESSER Funds

Action Steps
1) Campus administrators and teachers 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.

Leadership Growth

Annual Goal 2:	100% of district leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2024.
Objective 1:	Develop the skills in teacher and teacher evaluators needed to complete fair, valid teacher evaluations by May 2024.

Strategy 1	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 their professional development goals.	●Executive Officers ●Curriculum coordinators ●Asst. Supt of Talent Development Director ●NTS Director ●Professional Dev. Director ●Director of Employee Relations ●Principals ●Assistant Principals	●Funding ●Professional development needs data ●Professional development trainers ●Instructional Rounds	Aug. 2023 - June 2024	●Calibration-increase alignment of teacher, ●Evaluations between evaluators, ●Teacher evaluation a true reflection of teacher performance ●Instructional Rounds Data	●Improved student performance ●Higher teacher retention rate	●Progress monitoring ●CBA ●STAAR ●SGMs ●T-TESS	Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ●ESSER Funds

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

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all teacher evaluators based on professional development goals.	●Executive Officers ●Curriculum coordinators ●Asst. Supt of Talent Development Director ●NTS Director ●Professional Dev. Director ●Director of Employee Relations ●Principals ●Assistant Principals	●Funding ●Professional development needs data ●Professional development trainers ●Calibration trainings opportunities ●Instructional Rounds	Aug. 2023 - June 2024	●Increase alignment of teacher evaluations between evaluators ●Teacher evaluation a true reflection of teacher performance ●Instructional Rounds Data	●Data showing increase alignment between teacher evaluation and student performance	●T-TESS evaluation data ●Student performance data	Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ESSER Funds

Action Steps
1) Hold quarterly meetings focused on calibration of teacher evaluation
2) Hold quarterly principal and assistant principal team walk-through and evaluation talks.
3) Review of campus teacher evaluations, analyze student performance for validity and reliability

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Leadership Growth

Annual Goal 2:	100% of district leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2024.
Objective 2:	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback using T-TESS, T-PESS evaluation system by May 2023.

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 (T-TESS, T-PESS) to increase staff quality.	●Campus Administrators ●District leaders ●Curriculum coordinators ●Directors ●CLL	●T-TESS Evaluation Tool, T-PESS evaluation tool ●Materials	Aug. 2023 to June 2024	●T-TESS evaluations ●TPESS evaluations ●PD Sessions ●Sign-in sheets ●Coaching logs and schedules	●Increase student achievement ●Higher teacher retention ●Higher School report card based on ●TAPR	●T-TESS Evaluations	Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ESSER Funds

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

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Continue providing annual T-TESS calibration certification training.	● Campus Admin Teams ●PD Dept. ●Executive Officers ●Talent Development	●T-TESS Evaluation Tool ●Materials	August 2023 - May 2024	●T-TESS evaluations ●PD Sessions	●Continue providing annual T- TESS calibration certification training	●Talent Development ●Executive Officers	● Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ESSER Funds

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

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Leadership Growth

Annual Goal 2:	100% of district leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2024. .
Objective 3:	Complete Spirit of PSJA Evaluations once a year of all staff not evaluated by a T-TESS , T-PESS 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.	• Asst. Supt of Talent Development • NTS Director • Professional Development Director • Data Director • PR Director	• Spirit of PSJA training materials	Aug. 2023 - June 2024	• Use of the Evaluation tool • One evaluation entered per staff member	• Improved customer service • Increased efficiency • Happier employees	• Spirit of PSJA Evaluation tool	Local funds • Title I fund • SCE Funds • State Bilingual funds • Migrant funds ESSER Funds

Action Steps
1) Schedule the fall trainings
2) Monitor and review professional development goals to create training based on the 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 SMART Goals and receive feedback on a timely manner.	• Employees being evaluated • Supervisor	• Spirit of PSJA Evaluation	Aug. 2023 - June 2024	• Evaluations enter the system	• Improved customer service • Increased efficiency • Happier employees	• Goals enter the evaluation system	Local funds • Title I fund • SCE Funds • State Bilingual funds • Migrant funds ESSER Funds

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

Leadership Growth

Annual Goal 2:	100% of district leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2024. .
Objective 4:	Use data collected in the evaluation system to offer professional growth opportunities for all staff as means of recruitment and retention by May 2024.

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 ●Directors	●Funds ●Time to develop trainings	Aug. 2023 - June 2024	●Professional development offered	●Improved staff morale ●Customer service	●PD surveys	Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ESSER Funds

Action Steps
1) Conduct PD goals surveys to identify areas of PD needs
2) Identify in house experts to develop training based on needs
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 Campus Leadership Career Pathway growth opportunities	●Talent Development Dept. ●NTS Dept. ●EOs ●Directors Communication Dept HR Dept.	●Funds ●Time to develop trainings	●On going	●Career pathways PD trainings	●Improved staff morale ●Customer service ●Increased retention rate	●PD feedback survey	●Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ESSER Funds

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

Leadership Growth

Annual Goal 3:	100% of PSJA ISD teachers will be certified for teaching assignment by May 2024.
Objective 1:	All Secondary Core Content teachers must be ESL certified by May 2024

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 2023 - May 2024	●All teachers certified	●Content Certified teacher in every classroom	●Certification Exam	Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ESSER Funds

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 2	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. Special Education Dept.	●TEA test preparation materials	August 2023 - May 2024	●100% ESL or bilingual teachers' complete certification	●Teachers have knowledge to support the bilingual students and student's achievement increases	●Certification Exam	Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ESSER Funds

Action Steps
1) Reimbursement for testing fees.
2) Evaluate PD feedback to ensure it meets needs

Leadership Growth

Annual Goal 3:	100% of PSJA ISD teachers will be certified for teaching assignment by May 2024.
Objective 2:	All Elementary/Secondary Bilingual teachers will be certified by May 2024.

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	● Certification Letter	During Onboarding	● Letter on file	● All bilingual teacher certified	● Complete Fed/State requirement	Local funds ● Title I fund ● SCE Funds ● State Bilingual funds ● Migrant funds ESSER Funds

Action Steps
1) Advertise the vacancy requesting 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 for all teachers teaching bilingual/special education students.	● Talent Development ● Dual Lang. Dept. ● Professional Development Dept. ● NTS Dept.	● Funding ● Materials for PD delivery ● PD preparation time	● August 2023 – June 2024	● Meeting the bilingual students' academic needs	● Improved scores for the bilingual students	● STAAR	Local funds ● Title I fund ● SCE Funds ● State Bilingual funds ● Migrant funds ESSER Funds

Action Steps
1) Review student performance data to determine areas needing support
2) Develop training and schedule the PD for teachers

Leadership Growth

Annual Goal 3:	All teachers will be certified for teaching assignments by May 2024.
Objective 3:	District will recruit certified teachers for hard to staff, dual credit teaching assignments by May 2024.

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 ●Secondary Executive Officers & College Readiness Executive Officer	●Funding ●Job Fairs ●Recruitment efforts	Early Spring	●Hard to staff DC classes taught by certified district teacher	●District certified DC teacher	●Increase in students' certifications and college hours earned	●Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ESSER Funds

Action Steps
1) Meet with appropriate HS staff to identify needs
2) Targeted recruitment 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-hard staff and dual credit teachers.	●College Readiness ●HR ●Secondary & College Readiness Executive Officers ●Talent Development ●Professional Development Director	●Funding ●Job Fairs ●Recruitment efforts	August 2023 – June 2024	●Retention of high DC need teachers	●District certified DC teacher ● Cost savings on STC (South Texas College) tuition decrease	●Increase in students' certifications and college hours earned	Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ESSER Funds

Action Steps
1) Survey to identify needs for growth training
2) Develop training
3) Holds the training

Professional Development

*August 2023 - 2024 District Professional Development Calendar

Professional Learning Opportunities:

Virtual Technology Conference Date: Friday, August 11, 2023. All instructional <u>district</u> staff.

Secondary Best Practices Conference: Date: 8/22/23: Secondary professional staff, inst. aides, librarians at SWECHS.

Leadership Residency Dates: _Aug. 8, 9, and 10 at Collegiate Gym and Dance room.

Common Instructional Framework (CIF) Training (TOT): Please note: Principals, APs, Deans, Academic Directors will participate in CIF training during the Leadership Residency. Then, they will train their teachers during Campus August PD week and CLC time! Training materials will be provided.

- **August 7** at Napper Training Center (old library): Collaborate Learning Leaders (CLLs), curriculum coordinators, librarians, reading and instructional coaches: NTI, ACTRGV, Sp. Ed., Bilingual, Advanced Academics.
- **August 8 & 9** at Collegiate: During Leadership Residency: Principals, APs, Deans, Academic Directors). Location: Collegiate

Customer Service Training – 3 set days (professional, auxiliary, paraprofessional staff).
Specifications: Customer Service Training for 3 groups of employees to include 1 day of Bilingual training; 2 sessions per day: Location: PSJA Memorial ECHS Auditorium.
Time: 8:00 – 11:30 am and 1:00 – 4:30 pm

- **8/17/2023**, All Professional Central Office staff plus Campus Principals, Asst. Principals and Deans of Instruction, Counselors, and Curriculum Coordinators.
- **8/22/2023**, Auxiliary staff including Transportation staff, Maintenance Staff, Child Nutrition Staff, and Security Guards.
- **8/24/2023**, Paraprofessional staff (to include Counselors, instructional aides, and all secretaries/clerks).

Date	Session	Audience	Lead Person	Location	Session Number	Time
Wednesday June 14-16	**AVID Ignite Virtual Training**	Elementary and Middle school AVID campuses	Stella Sanchez	Virtual	280912	8:30 am – 3:30 pm
Wednesday July 12 -14, 2023	**AVID Summer Institute**	Middle School Site Team Only	Stella Sanchez Olivia Martinez	San Antonio	280907	8:00 am – 4:00 pm
Monday July 17-19	**AVID Ignite Virtual Training**	Elementary and Middle school AVID campuses	Stella Sanchez	Virtual	280914	8:30 am – 3:30 pm
Monday August 7, 2023	**Common Instructional Framework Training**	CLLs, Reading & Instructional Coaches, Curriculum Coordinators, Librarians, NTI, ACTRGV, Sp. Ed, Bilingual, Advanced Academics	Tracey Hurst Stella Sanchez	Napper Center	269660	8:00 am – 4:00 pm
	New PSJA Staff Welcome Breakfast	All new PSJA family members	Alfredo Carrillo	T-STEM Cafeteria		8:30 – 10:00 am
Tuesday, August 8, 2023	**New Teacher Support (NTS)** Know Thy Impact: Teacher's impact on student achievement Optimal Learning Environment Establish supportive classrooms that promote student engagement and success Literacy Framework Guiding principles for students to achieve literacy proficiency	2023-2024 New Teachers (0-2 Years experience) • 2022-2023 New Teachers who were hired after August 15, 2022	New Teacher & Instructional Coaching Department	Napper Training Facility	269870	8:00 am – 4:00 pm

Tuesday, & Wednesday August 8 & 9, 2023	**Leadership Residency/CIF Training**	Elementary & Secondary Principals, APs, Deans, Academic Directors	Executive Officers & Tracey Hurst	Collegiate Gym & Dance Room	272007	8:00 am – 4:00 pm
Wednesday August 9, 2023	**New Teacher Support (NTS) Content /** Language Objectives Framing your lesson to set the purpose of learning Lesson Plan Design Backwards design that gradually releases the learning to students Differentiated Instruction Designing instruction to meet individual student needs.	2023-2024 New Teachers (0-2 Years experience) • 2022-2023 New Teachers who were hired after August 15, 2022	New Teacher & Instructional Coaching Department	Napper Training Facility	268951	8:00 am – 4:00 pm
Thursday August 10, 2023	**Leadership Residency**	Elementary Principals, AP's, Deans, Academic Directors	Executive Officers	Collegiate Dance Room	272007	8:00 am – 4:00 pm
	New Teacher Support (NTS) Technology in the Classroom Teaching using practical apps and sites Classroom Management Routines and techniques that promote a positive classroom culture Work / Life Balance Focus on physical, emotional and social well being	2023-2024 New Teachers (0-2 Years experience) • 2022-2023 New Teachers who were hired after August 15, 2022	New Teacher & Instructional Coaching Department	Napper Training Facility	271718	8:00 am – 4:00 pm

Friday August 11, 2023	*Virtual* **Technology Conference – We Create**	District Instructional Staff		Senyda Elizondo Melissa Marvin	Virtual	229905	8:30 am – 3:00 pm
Thursday August 17, 2023	**Customer Service Training by Region One**	**Professional Staff:** Central Office Staff Campus Principals, Asst Principals & Deans, Counselors, Directors, Curriculum Coordinators, Police Officers		Region One Aminta Silva	Memorial ECHS Auditorium	265950 265962	8:00 – 11:30 AM Session 1:00 – 4:30 PM Session
Monday August 21, 2023	Elementary & Secondary Campus-Based Data, Campus Goals & Initiatives, Campus Plan Note: Continuing Education and Training Clearinghouse	Campus PD Mandates: • T-TESS • CIF • Customer Service • Improper Relationships • Bullying & Cyberbullying • Sexual Harassment/Retaliation • Social Media & Bullying	District, Principal/AP		Campus	TBD	8:00 am – 4:00 pm
Tuesday August 22, 2023	**Customer Service Training by Region One**	**Auxiliary Staff:** Transportation Staff, Maintenance Staff, Child Nutrition Staff, & Security Staff		Region One Aminta Silva	Memorial ECHS Auditórium	266255 266257	8:00 – 11:30 AM Session 1:00 – 4:30 PM Session
Tuesday August 22, 2023	**Secondary Best Practice Conference**	Secondary Staff		District Staff	PSJA Southwest Early College High School	275635	8:00 am - 4:00 pm

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Tuesday August 22, 2023	Elementary District Based Professional Development – see elementary schedule below	District Professional Development	District, Principal/AP	See Elementary Schedule below	See Elementary Schedule below	8:00 am – 4:00 pm
Wednesday August 23, 2023	**District Convocation**	All District Staff	Dr. Elias, District Superintendent/ District Staff	Bert Ogden Arena Edinburg, Texas		8:00 am – 12:00 pm
	Elementary District Based Professional Development: Curriculum Rollout - see Elementary schedule below	District Professional Development	District, Principal/AP	See Elementary schedule below	See Elementary schedule below	1:00 pm – 4:00 pm
	Secondary Campus Based Professional Development: Curriculum Rollout - see Secondary schedule below	District Professional Development	District, Principal/AP	See MS. & HS schedule below	See MS. & HS schedule below	1:00 pm – 4:00 pm
Thursday August 24, 2023	**Customer Service Training by Region One**	**Paraprofessionals**: Instructional Aides, Secretaries, Clerks, & Receptionists, & CLLs, Reading & Instructional Coaches	Region One Aminta Silva	Memorial ECHS Auditórium	265964 265965	8:00 – 11:30 AM Session 1:00 – 4:30 PM Session
	Elementary & Secondary District Curriculum Rollout	District PD	District, Principal/AP	See Elementary, MS. & HS Schedule below	See Elementary, MS & HS Schedule below	8:00 am – 4:00 pm
Friday August 25, 2023	**Staff Workday**					

	Session	Audience	Lead Person	Location	Session Number	Time
Monday August 21, 2023	Elementary Campus Welcome/Procedures	All Staff	Principal/ AP	Campus	Campus	8:00 – 4:00
Tuesday August 22, 2023	Early Childhood Sessions	PK3-PK4 Teachers	Maricela Cortez	Building Blocks Academy	PK 3 285231 PK 4 285240	8:00 – 4:00
	Sing Spell Read and Write/Estrellitas	Kinder and 1st Teachers	Karla Rodriguez	Kinder Kelly-Pharr 1st Grade - Sorensen	See Below	8:00 – 11:30 Group A 1:00 – 4:00 Group B
	Sharon Wells Math	2nd – 5th Teachers	Sharon Wells Consultants	2nd – Garza-Pena 3rd – Ford 4th – McKeever 5th - Palmer	See Below	8:00 – 11:30 Group A 1:00 – 4:00 Group B
	Language Arts Curriculum Rollout	Kinder -5th Teachers	ELA Staff DL Staff	Kinder – Escobar 1st - Carman 2nd – Garza-Pena 3rd – Ford 4th – McKeever 5th - Palmer	See Below	8:00 – 11:30 Group B 1:00 – 4:00 Group A
	Science Lab Curriculum Rollout	5th Grade Science Lab Teachers	Science District Curriculum	Longoria Elementary	282865	8:00 – 4:00
	Fine Arts Instrumental Techniques	Music Teachers	Jon Taylor	Palmer ES Music Room	282470	8:00 – 4:00

	PE Review Policy & Procedures	PE Staff	Art De Hoyos	Kennedy Gymnasium	277721	8:00 – 4:00
Wednesday August 23, 2023	District Convocation	All Staff	District	Bert Ogden Arena	TBA	8:00 – 12:00
	Science Curriculum Rollouts	K– 5th Grade	Science Staff	Kinder – Escobar 1st – Arnold 2nd – Garza-Pena 3rd – Kelly-Pharr 4th – McKeever 5th - Longoria	See Below	1:00 – 4:00 Group B
	Social Studies ENGLISH Rollout	K-5th Grade ENGLISH teachers	Laura Gongora	PSJA Lecture Hall (ENGLISH teachers ONLY)	282325	1:00 – 4:00 Group A
	Social Studies SPANISH DUAL Rollout	K-5th Grade DUAL teachers	Fidencio Camacho	Kinder /1st Escobar 2nd/3rd– Garza-Pena 4th/5th – Longoria	See Below	1:00 – 4:00 Group A
Thursday August 24, 2023	Early Childhood Session	PK3-PK4 Teachers	Maricela Cortez	Building Blocks Academy	PK 3 285249 PK 4 285250	8:00 – 1:00

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			2nd – Garza-Pena 3rd – Kelly-Pharr 4th – McKeever 5th - Longoria		
	Social Studies ENGLISH Rollout	K-5th Grade ENGLISH teachers	Laura Gongora	PSJA Lecture Hall (ENGLISH teachers ONLY)	282341	8:00 – 11:30 Group B
	Social Studies SPANISH DUAL Rollout	K-5th Grade DUAL teachers	Fidencio Camacho	Kinder /1st Escobar 2nd/3rd– Garza-Pena 4th/5th – Longoria	See Below	8:00 – 11:30 Group B
	Campus Planning	K-5th Grade	Principals	Campus	Campus	1:00 – 4:00
	Fine Arts Current Trends	Music Teachers	Jon Taylor	Palmer Music Room	436553	8:00 – 4:00
	CATCH	PE Staff	Art De Hoyos	Kennedy Gymnasium	277726	8:00 – 4:00
Friday August 25,	**Staff Workday**					

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Middle School Professional Development Plan for August 2023

Date	Session	Audience	Presenter	Location	Session Number	Time
Monday August 21, 2023	Campus-Based: Analysis of data documents, campus goals, initiatives, and Campus Improvement Plan	All Campus Staff • Campus PD/Mandates: T-TESS...	Principal/Leadership team	Campus	TBD	8:00 – 4:00
Tuesday August 22, 2023	Secondary Best Practice Conference	Secondary Staff	District Staff	PSJA Southwest Early College High School	275635	8:00 - 4:00
Tuesday August 22, 2023	PE Review Policy and Procedures	Physical Education Teachers and Staff	Arturo De Hoyos Coordinator	Kennedy MS Gymnasium	277721	8:00 – 4:00
Tuesday August 22, 2023	Texas Education Agency, UIL, and PSJA ISD Policies and Procedures	Fine Arts Teachers	Jon Taylor Fine Arts Director	PSJA Early College High School Fine Arts Area	281546	8:00 – 4:00
Wednesday August 23, 2023	District Convocation	All District Staff	Dr. Elias, Supt./District Staff	Bert Ogden Arena		8:00 – 12:00
Wednesday August 23, 2023	Secondary Campus-Based, Campus Goals, Campus Plan	All Staff	Principal/Leadership Team	Campus	TBD	1:00 – 4:00
Thursday August 24, 2023	Math Curriculum Roll-Out	Math Content Teachers and Special Education Co-Teacher	Sandra Serna Curriculum Coordinator	Audie Murphy Middle School Cafeteria	280942	8:00 – 4:00
Thursday August 24, 2023	Reading Language Arts Curriculum Roll-Out	RLA Content Teachers and Special Education Co-Teachers	Kimberly Ortega Curriculum Coordinator Sherry Vargas English Lang. Coach	Yzaguirre MS Cafeteria	280939	8:00 – 4:00

Middle School Professional Development Plan for August 2023 Cont.

	Spanish Curriculum Roll-Out	SLA Teachers	Elizabeth Garza Spanish Language Content Coach	Napper Parental Center Room 44	281566	8:00 – 11:45
	CTE Session	CTE Teachers	Adriana Garcia Director	Dr. Daniel P. King College & University Center	281580	8:00 – 4:00
Thursday August 24, 2023	CATCH	PE Staff	Art De Hoyos	Kennedy Gymnasium	277726	8:00 – 4:00
Friday August 25, 2023	**Staff Workday**					

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High School Professional Development Plan for August 2023

Date	Session	Audience	Lead Person	Location	Session Number	Time
Monday August 21, 2023	Campus-Based Data Analysis, Identification of Root Causes, Campus Goals & Initiatives, Campus Plan	Campus Staff Campus PD Mandates: • T-TESS	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00
Tuesday August 22, 2023	Secondary Best Practice Conference	Secondary Staff	District Staff	PSJA Southwest ECHS	275635	8:00 – 4:00
	PE Review Policy and Procedures	Physical Education Teachers and Staff	Arturo De Hoyos Coordinator	Kennedy MS Gymnasium	277721	8:00 – 4:00
	Texas Education Agency, UIL, and PSJA ISD Policies and Procedures	Fine Arts Teachers	Jon Taylor Director	PSJA ECHS Fine Arts Area	281546	8:00 – 4:00
Wednesday August 23, 2023	District Convocation	All District Staff	Dr. Elias, District Superintendent & District Staff	Bert Ogden Arena Edinburg, Texas		8:00 – 12:00
	Campus-Based Data Analysis, Identification of Root Causes, Campus Goals & Initiatives, Campus Plan	Campus Staff	Principal/ Leadership Team	Campus	TBD	1:00 – 4:00
Thursday August 24, 2023	Campus-Based Data Analysis, Identification of Root Causes, Campus Goals & Initiatives,	Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00

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Title I Part C

Migrant Education Program
Priority for Service Action Plan

PSJA ISD Priority for Service (PFS) Action Plan
For Migrant Students School Year: 2023 – 2024

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS)

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PSJA ISD Priority for Service (PFS) Action Plan
For Migrant Students School Year: 2023 – 2024

School District: Pharr San Juan Alamo ISD	**Filled Out By:** Yolanda Gomez
Region: 1	**Date:** June 26, 2023

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

Goal(s):	Objective(s):
1) Analyze migrant student data and use as a guide to decide on services provided to PFS students to ensure academic growth and/or perform at the meets grade level standard. 2) Provide opportunities for Priority for Service (PFS) students by providing instructional, academic, and social support services to ensure student success for the whole child.	• To provide PFS students equitable access to supplemental instructional opportunities and social emotional learning support as necessary. • All PFS students will be on-time to graduate by the end of each year. • 95% of PFS students will meet the state academic achievement

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PSJA ISD Priority for Service (PFS) Action Plan
For Migrant Students School Year: 2023 – 2024

Monitor student progress via the electronic Priority for Service system.	September 2023 – June 2024	MEP staff, PFS teachers, and campus principals	Electronic Priority for Service intervention form Reports
Email teachers who have not completed the electronic PFS intervention plan or entered an outcome of the intervention provided on the e-PFS system.	October 2023 – June 2024	MEP Director/staff and/or campus principals/assist. principals	Emails and e-PFS system logs.
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Director and/or MEP staff will provide campus principals and campus staff information on the Priority for Service	September 2023 – May 2024	MEP Director/staff	Agenda, sign-in sheets, email, campus PFS reports.

PSJA ISD Priority for Service (PFS) Action Plan
For Migrant Students School Year: 2023 – 2024

PFS reports to give priority placement to these students in migrant education program activities.		counselors, and MEP staff.	report cards, progress reports, state assessments, and benchmarks.
▪ The district's Title I, Part C Migrant Education Program will ensure that PFS students receive priority access to instructional services as well as school/community social services/agencies to address the needs of the whole child.	August 2023 – June 2024	MEP Director/staff, principals, Assist. Principals, PFS teachers, and counselors.	Intervention plans, PFS student progress review, tutor logs, report cards, progress reports, benchmarks, state assessments
▪ The district's Title I, Part C Migrant Education Program will collaborate with other federal, state, or local programs to determine which supplemental support will best serve the PFS students.	August 2023 – June 2024	MEP Director/staff, program directors, principals, assist. principals, PFS	Sign- in sheets, expenditures, PFS reports, emails, and agendas

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

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