



District Improvement Plan 2022-2023

Board Approved:



2022 School Board of Education

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Jorge "George" Palacios, *Vice-President*

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Jorge L. Arredondo, Ed.D., Superintendent of Schools

Rolando "Rudy" Treviño, Ed.D., Chief Academic Officer

Roel Faz, Chief of Operations

Rebecca Gonzales, Chief Financial Officer

Melissa Aguero-Ramirez, Chief of Human Resources

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

Executive Summary

Mission: The Pharr- San Juan-Alamo Independent School District is engaged and equipped 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, a legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and multicultural heritage ensures every student has the experiences and resources to achieve the highest levels of success and multi-generational prosperity.

Demographics Summary: 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 98.96% Hispanic, 92.7% Economically Disadvantaged and 69.00% At-Risk. With the district’s proximity to Mexico, 39.4 % of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment Summary: Pharr-San Juan-Alamo has been rated an "A" District by the state of Texas on the 2022 Accountability. In Domain I, Student Achievement Domain, inclusive of STAAR Performance, College Career and Military Readiness, PSJA ISD earned a grade of 86. In Domain II, School Progress, inclusive of Academic Growth and Relative Performance (Eco Dis: 91.5%), PSJA ISD earned a scale score of 93. Domain III, Closing the Gaps Domain, PSJA scale score was an 87. The overall 2022 Accountability Rating for Pharr-San Juan-Alamo ISD was a score of 91. In grades 3-8 all tested STAAR subjects and EOC assessments, PSJA ISD administered 43,695 tests which translates to 98% participation for the 2021-2022 school year.

Executive Summary - Continued

Curriculum and Instruction and Assessment: 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. 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 English and Spanish, 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 English and Spanish, 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.

Summary of Goals: PSJA ISD Goal is to improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of students who score at the Meets or Masters level on the STAAR performance and Meets or exceed the expected academic growth. More specifically, the percent of students in grade 3 who perform at Meets grade level or above on STAAR Reading will increase from 42% to 44% by June 2023. Additionally, the percent of students in grade 3 who perform at Meets grade level or above on STAAR Mathematics will increase from 38% to 40% by June 2023. The third academic-focused goal is the percent of students in grades 5-8 who perform at Meets grade level or above on STAAR Reading will increase from 46% to 48% by June 2023. Lastly, the percent of graduates who are College Career Military Ready (CCMR) will increase from 87% to 89% by June 2023.

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT 2022-2023 DEIC Committee



Dr. Rudy Trevino, Chief of Academics

Goal Area 1: Student Achievement		Goal Area 2: Closing the Gaps	
Dr. Iris Guajardo	Chairperson – Executive Officer for Secondary Schools	Claudia Gonzalez	Chairperson – Executive Officer for Elementary Schools
Joe Garza	Chairperson – Executive Officer for Elem. Schools	Yolanda Gomez	Chairperson – Migrant Education Program Director
Dr. Nora Cantu	Executive Officer for Academics	Virna Bazan	Executive Officer for Elementary Schools
Debra Salinas	Director for 504/Dyslexia	Dr. Nora Rivas-Garza	Executive Officer for Secondary Schools
Adriana Garcia	Director for Career & Technical Education	Corina Ramirez	Executive Officer for Learning Acceleration
Michael Murray	Director for Advance Academics/Gifted & talented	Margarita Aguirre	Director for Special Education
Amber Rosas	PSJA ECHS Teacher	Olivia Martinez	Director for Dual Language
Jeannette Lozano	PSJA North ECHS Teacher	Ruben Salinas	PSJA ECHS Teacher
Christian Gonzalez	Kennedy Middle School Teacher	Jorge Rodriguez	PSJA North ECHS
Myriam Cortez	Jaime Escalante Middle School Teacher	Yvonne Garcia	Stephen F. Austin Middle School Teacher
Julia Lopez	PSJA Sonia Sotomayor PTEC High School Teacher	Denise Rodriguez-Chavez	PSJA E. Ballew School of Business and Energy Teacher
Catherine Alanis	PSJA Memorial ECHS Teacher	Elizabeth Cuadra	PSJA Memorial ECHS Teacher
Roxanna Serna	Allen & William Long Elementary Teacher	Belinda Escamilla	Arnoldo Cantu, Sr. Elementary Teacher
Amanda De Leon	Santos Livas Elementary Teacher	Nelda Reyes	Raul Yzaguirre Middle School Teacher
Jessica Perez	Carmen Anaya Elementary Teacher	Marciana Hernandez	Allen & William Long Teacher
Sandra Coronado Murillo	John Doedyns Elementary Teacher	Herlinda Garcia	Marcia Garza Elementary Teacher
Susana Arredondo	John McKeever Elementary Principal	Liza Diaz	PSJA North ECHS Principal
Cynthia Martinez	Sonia Sotomayor PTECH Counselor	Roel Luna	Carmen Anaya Elementary Counselor
Viviana Villarreal	Early Head Start Teacher	Sylvia Lizcano	Thomas Jefferson T-STEM ECHS Principal
Raymundo Monrreal	Jaime Escalante Middle School Principal	Jessica Garcia	Edith & Ethel Carman Elementary Reading Coach
Haissam Mayasi	Director of Data Services	Nora Galvan	Director of Library Services
Debbie Dawang	District Mathematic Coordinator	Kimberly Ortega	District Reading Language Arts Coordinator
Miguel Torres	District Social Studies Coordinator	Sandra Serna	District Mathematics Coordinator
Karla Rodriguez	District Content Coordinator	Cynthia Rivera	District Reading Language Arts Coordinator
Jessica Zuniga	Raul Yzaguirre Middle School Assistant Principal	David Granadoz	Liberty Middle School Teacher
Kelly Williams	PSJA Southwest ECHS Teacher	Lorena Zuniga	PSJA Southwest ECHS Teacher
Eduardo Guzman	English Language Content Coach	Sherry Vargas	English Language Content Coach
Erika Carpio	Stephen F. Austin Middle School Counselor	Yvonne Chamblin	Thomas Jefferson T-STEM ECHS Teacher
Jaime Enriquez	Parent Representative	Brisa Gonzalez	Parent Representative

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT
2021-2022 DEIC Committee



Dr. Rudy Trevino, Chief of Academics

Goal Area 3: Public Support, Culture & Climate		Goal Area 4: Increase Staff Quality, Recruitment and Retention	
Dr. Orlando Noyola	Chairperson – Assistant Superintendent for Student Services	Dr. Rebeca Garza	Chairperson – Asst. Supt. for Human Capital Development
Dr. Linda Uribe	Chairperson – Executive Officer for College Readiness	Rebecca Gonzales	Chairperson – Assistant Superintendent for Finance
Claudia Lemus	Public Relations	Dr. Lauro Davalos	Assistant Superintendent for Technology
Virginia (Gina) Saenz	Director of Guidance & Counseling	Angela Salinas-Oviedo	Director of Teaching and Learning
Norma Garza	Director of Parental Involvement Program	Hector Rodriguez	Director of Technology
Laura Campos	Director of Pupil Accounting	Jorge Medina	Director of Human Resources
Maricela Cortez	Director of Early Childhood	Stella Sanchez	Director of Professional Development
Rolando Garcia	Chief of Police	Gina Saenz	L.B.J. Middle School Assistant Principal
Ruby Lopez	Palmer Elementary LIFE Coach	Maricruz De Anda	Berta Palacios Elementary Teacher
Juliana Lopez	Zeferino Farias Elementary Teacher	David Frias	Kelly-Pharr Elementary Teacher
Abraham Martinez	Trevino Elementary Teacher	Denise Godoy	Garza-Pena Elementary Teacher
Santos Cantu	John McKeever Elementary Teacher	Romeo Romero	Aida Escobar Elementary Teacher
Azeneth Razo	Palmer Elementary Teacher	Mayra Dominguez	Reed-Mock Elementary Teacher
Maria Briseno	Vida Clover Elementary Teacher	Lezlie Neely	Daniel Ramirez Elementary Teacher
Juan Carlos Reyes	Henry Ford Elementary Teacher	Mayra Dominguez	Dr. Reed & Mock Elementary Teacher
SJ Carolina Portales	Alamo Middle School Teacher	Dr. Cynthia Gonzalez	Reed-Mock Elementary Assistant Principal
Melynda Escobedo	L.B.J. Middle School Teacher	Jessica Moore	District Science Coordinator
Melissa Sanchez	PSJA ECHS Counselor	Julianne Martinez	Graciela Garcia Elementary Teacher
Myriam Cortez	Jaime Escalante Middle School Teacher	Haydee Lopez	PSJA Sonia Sotomayor ECHS Teacher
Stephanie Gomez-Gonzalez	Henry Ford Elementary Counselor	Yulissa Rangel	Stephen F. Austin Middle School Teacher
Thomas Moncivais	Business Representative	Perla Oyervides	PSJA Collegiate School of Health Professions
Ms. Briseno	Parent Representative	Martha Cortazar	Business Representative

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

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.

**Our Vision
 & Mission**

Student performance

District and school climate

Our Goals

**Leadership
 Growth**



**Effective
 Teaching &
 Learning**



**Family &
 Community
 Empowerment**



**Student
 Support**



**Our
 Strategic
 directions**

Technology & Communication

**Key enablers
 for '21-'22**

Spirit of the PSJA Team

Spirit of the PSJA Student

One PSJA Family

**Our
 Foundation**

District and Board Goals

Board of Education Goals

Goal 1: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 42% to 44 % by June 2023.

Goal 2: The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 38% to 40 % by June 2023.

Goal 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 46% to 48 % by June 2023.

Goal 4: The percent of graduates who are College, Career and Military Ready will increase from 87% to 89 % by June 2023.

2022-2023 District Demographics

	ALL	MALE	FEMALE	SPED	ELs	M1	M2	M3	M4	M5	MIGRANT	ECD	GT	CTE	AT RISK
Number	29,915	15,293	14,623	2,829	11,786	68	25	372	610	1,115	393	27,783	1,811	6,163	20,551
Percent	100	51.1	48.9	9.5	39.4	0.2	0.1	1.2	2.0	0.4	1.3	92.9	6.1	22.2	69.0

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian / Other	Two or More
Number	29,915	29,600	22	37	251	5	0	0
Percent	100	98.96	-	-	0.84	-	0	0

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2022 STAAR



		2022 Campus Ratings												
	Overall Grade	Overall Rating	Domain I	Domain II Part A	Domain II Part B	Domain III	Distinction Designations							
High Schools			Student Achievement	Student Progress	Relative Performance	Closing Gaps	Reading/ ELA	Math	Science	Social Studies	Top 25% Academic Growth	Top 25% Closing Gaps	Post Secondary Readiness	2022 Total
TSTEM	A	92	93	92	94	87			*	*	*		*	4
Southwest	A	90	87	92	91	85								0
Memorial	B	88	89	88	91	81								0
North	B	88	87	82	91	81								0
PSJA ECHS	B	88	87	87	90	83								0
Alternative HS														
Sotomayor	A	99	89	+ 10 AEA Bonus Points			Not Eligible							
Ballew	Not Rated						Not Eligible							



2022 Campus Ratings															
	Overall Grade	Overall Rating	Domain I	Domain II Part A	Domain II Part B	Domain III	Distinction Designations								
Middle Schools			Student Achievement	Student Progress	Relative Performance	Closing Gaps	Reading/ ELA	Math	Science	Social Studies	Top 25% Academic Growth	Top 25% Closing Gaps	Post Secondary Readiness	2022 Total	
Liberty	A	92	75	94	87	87	*				*	*	*	4	
Kennedy	B	88	76	89	88	87			*			*	*	3	
Escalante	B	87	71	89	82	81			*		*			2	
LBJ	B	87	74	89	85	83		*	*		*	*	*	5	
Murphy	B	87	74	88	86	84		*	*	*		*		4	
Yzaguirre	B	87	71	89	82	83			*		*	*		3	
Austin	B	86	77	88	88	82					*			1	
Alamo	C	79	67	80	79	77								0	

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2022 STAAR

		2022					Distinction Designations						
	Overall Grade	Overall Rating	Domain I	Domain II - Part A	Domain II - Part B	Domain III	Reading / ELA	Math	Science	Top 25% Academic Growth	Top 25% Closing	Post Secondary	2022 Total
Elementary Schools			Student Achievement	Student Progress	Relative Performance	Closing Gaps							
Anaya	A	96	88	94	91	100	*	*	*	*	*	*	6
Cantu	A	95	82	93	90	100		*	*		*	*	4
Chavez	A	95	77	96	86	94				*	*	*	3
Escobar	A	94	82	94	90	94	*	*	*	*	*	*	6
Sorensen	A	94	78	96	86	89		*	*	*		*	4
Arnold	A	93	76	96	84	85			*	*			2
Palmer	A	93	76	93	85	92		*	*		*		3
Carman	A	91	73	95	81	80			*	*			2
Dr. Long	A	91	75	93	83	87							0
Kelly-Pharr	A	91	74	93	82	87		*	*		*	*	4
Garcia	A	90	74	92	83	86						*	1
Guerra	A	90	72	95	81	78				*			1
Ramirez	A	90	65	96	73	77	*			*			2
Garza-Peña	B	89	65	94	73	76							0
Reed Mock	B	89	76	90	85	88			*				1
Mckeever	B	88	70	92	76	77							0
Garza	B	87	72	91	81	79							0
Longoria	B	87	62	92	69	75							0
Ford	B	86	65	91	73	75							0
Treviño	B	86	65	90	73	75							0
Farias	B	85	62	90	70	74							0
Livas	B	85	69	88	75	77							0
Doedyns	B	84	62	88	69	74							0
Palacios	B	84	70	85	79	80					*	*	2
Clover	C	79	64	82	70	73							0

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2022 STAAR / EOC District Results



Gr	Mathematics			Reading/ELA			Science			Social Studies			Algebra I		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
3	1,785	1,184	66%	1,785	70%	70%									
4	,1835	1,217	66%	1,836	1,285	70%									
5	1,972	1,449	73%	1,972	1,515	77%	1,971	1,240	63%						
6	1,849	1,173	63%	1,850	1,167	63%									
7	1,851	1,082	58%	1,994	1,496	75%				144	143	99%			
8	1,793	1,254	70%	1,984	1,589	80%	1,985	1,452	73%	1,983	1,016	51%	146	145	99%

English I			English II			Biology			Social Studies			Algebra I		
#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
3,267	2,205	67%	3,004	2,138	71%	3,140	2,493	79%	2,484	2,140	86%	2,728	2,299	71%

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2022 STAAR / EOC District Results for Economically Disadvantage



Gr	Mathematics			Reading/ELA			Science			Social Studies			Algebra I		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
3	1,628	1,062	65%	1,628	1,114	68%									
4	1,654	1,068	65%	1,660	1,127	68%									
5	1,813	1,310	72%	1,813	1,372	76%	1,813	1,102	61%						
6	1,699	1,055	62%	1,700	1,030	61%									
7	1,812	1,130	62%	1,796	1,315	73%							117	116	99%
8	1,749	1,410	81%	1,764	1,487	84%	1,821	1,306	72%	1,819	849	47%	122	122	100%



English I			English II			Biology			Social Studies			Algebra I		
#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
2,656	1,164	65%	2,373	1,642	69%	2,560	1,974	77%	1,990	1,738	87%	2,137	1,737	81%

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2022 STAAR / EOC Emergent Bilinguals



Gr	Mathematics			Reading/ELA			Science			Social Studies			Algebra I		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
3	891	516	58%	891	571	64%									
4	947	591	62%	947	597	63%									
5	1195	865	72%	1195	895	75%	1195	684	57%						
6	999	605	61%	1,000	526	53%									
7	1,045	542	52%	1,130	780	69%				48	47	98			
8	941	622	66%	940	678	72%	942	627	67%	940	341	36%	37	37	100%



English I			English II			Biology			Social Studies			Algebra I		
#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
1,119	441	39%	871	396	45%	1,040	638	61%	567	422	74%	857	675	79%

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2022 STAAR / EOC District Results for Special Education



Gr	Mathematics			Reading/ELA			Science			Social Studies			Algebra I		
	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
3	224	98	44%	224	108	48%									
4	247	93	38%	247	102	41%									
5	248	129	57%	248	129	52%	248	92	37						
6	226	105	46%	228	78	34%									
7	201	77	38%	201	95	47%				-	-	-			
8	206	89	43%	206	91	44%	209	87	42%	205	54	26%	-	-	-

English I			English II			Biology			Social Studies			Algebra I		
#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met	#Test	#Met	%Met
207	57	28%	194	77	40%	208	103	50%	185	118	64%	198	123	62%



District Timeline

Date	Event(s)
March 2022	District and Campus CIP Timeline was sent to campus principal and central office staff
June 2022	Plans were submitted to District Executive Officer for feedback
June 2022	District Executive Officer provided campus teams with feedback and a Checklist so that all plans are aligned to the District Improvement Plan
July 2022	Goal Area 1 District Sub Committee Met to Discuss Updates and Changes
July 2022	Goal Area 3 District Sub Committee Met to Discuss Updates and Changes
August 2022	Goal Area 2 District Sub Committee Met to Discuss Updates and Changes
August 2022	Goal Area 4 District Sub Committee Met to Discuss Updates and Changes
August 11, 2022	District Sub Committee met and reviewed Goal Areas 1-4, and provided feedback for each Goal Area
August 18-26, 2022	Selections of District Educational Improvement Committee
September 12, 2022	District and Campus Improvement Plans are due to Executive Officer
September 26, 2022	District and Campus Improvement Plan Presentation during School Board Meeting and request approval of plans from school board.

Goals

Goal Area 1: Student Achievement

Goal Area 2: Closing the Gaps

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

Goal Area 4: Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Goal Area	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	<p>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.</p> <p>In addition:</p> <ul style="list-style-type: none"> • 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. 	<p>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 2022 STAAR Performance results indicate academic gaps in mathematics.</p> <ul style="list-style-type: none"> • The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 47%. • Economically Disadvantage Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 45%. • Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 32%. • 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. • 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 39%. • Economically Disadvantage Student Group in Mathematics at Meets Grade Level Standard or Above was at 38%. • Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 33%. • Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 25%. • 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.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT COMPREHENSIVE NEEDS ASSESSMENT



Goal Area	Area Reviewed	Summary of Strengths	Challenges
2	Closing the Gaps	<ul style="list-style-type: none"> • The All-Student group performance on ELA/Reading achieve at the Approaches GL Standard or Above on the 2021 STAAR is at 71%, Meets GL Standard or Above is at 47% and Masters GL or Above is at 19% • The English Language Proficiency Target was met. The district score on the 2022 Closing the Gaps of 44% surpassed the expected Target of 36%. • 2022 4-Year Graduation Rate (Gr. 9-12): Class of 2021 for the All-Student Group was at a high of 96.7%, Economically Disadvantage Student was at a high of 96.5%, Emergent Bilingual Students was at a high of 94.5% and Special Education Students was at a high of 94.8%. • 2022 5-Year Graduation Rate (Gr. 9-12): Class of 2021 for the All-Student Group was at a high of 97.8%, Economically Disadvantage Student was at a high of 97.7%, Emergent Bilingual Students was at a high of 96.3% and Special Education Students was at a high of 91.7%. • PSJA ISD Graduation Rate is higher than the state and the region. • PSJA ISDs Annual Drop out is lower than the state. PSJA 2022 Dropout has decreased compared to the 2021 School Year. The All-Student Dropout rate is at 0.9%. 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 2,202 Annual Graduates, 96% scale score in CCMR was met for the Annual Graduates • Thirty-three percent of Annual Graduates met TSI criteria in both ELA/Reading and Mathematics. • Fifty-two percent of Annual Graduates earned credit in at least 3 hours in ELA or Mathematics or 9 hours in any subject. • Forty-two percent of Annual Graduates eared an industry-based certification from approved list. • Twenty percent of Annual Graduates earned an associate degree while in high school • Two percent of Graduates with Completed IEP and Workforce Readiness received a graduation code of 04, 05, 54, or 55 • Five percent of Special Ed student graduated with an Advanced Degree Plan • Fifteen percent met criterion score on an AP/IB exam in any subject • Special education staff work collaboratively with general education staff on rigorous lessons and effective instructional decisions are made for all students, paying close attention to special education students academic needs 	<ul style="list-style-type: none"> • 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 percent 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.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT COMPREHENSIVE NEEDS ASSESSMENT



Goal Area	Area Reviewed	Summary of Strengths	Challenges
3	Culture & Climate- Including Safety & Violence Prevention	<ul style="list-style-type: none"> • Parents have a high rate of participation at campus meetings, parent/student/teacher conferences, Open House, and community education centers led by the district parent educators and district director. • Parent resources, materials and communications are provided in both English and Spanish. • The district social media sites, emails, telephone text/calls informs 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. • Literacy centers are accessible and convenient for parents throughout the school district. • Community partners provide practical 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. • Student resources, materials and communication are provided in both English and Spanish. • 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. • Police officers and district security guards are stationed at all elementary, middle school and high school campuses. • Safety and Active Shooter Training are conducted by the district policy force and/or campus administration for all teachers and staff. • All campuses have established counseling protocols • District has hired LSSP to support students experiencing with trauma, anxiety, depression or death. 	<ul style="list-style-type: none"> • 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 • 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 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 emotion needs of students • Purchase and train teachers on a research-based SEL curriculum • Speakers for students at least once a semester

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT COMPREHENSIVE NEEDS ASSESSMENT



Goal Area	Area Reviewed	Summary of Strengths	Challenges
4	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • PSJA retains 90% or more of teachers hired • Retention Stipend was provided for all teachers and staff for the 2022-2022 school year • District is seen as an employer of choice • District owns alternative certification program, ACTRGV, which creates a pipeline of quality trained teachers from the non-traditional education program. • Meadows grant funds partnership with New Teacher Center (NTC) for the training and support of new teachers. • Teacher School Leader grant provides an opportunity for qualifying staff to earn performance pay for improvement in student achievement, school rating and teacher evaluation. • The <i>Spirit of PSJA</i> selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders with the goal of selecting top quality employees for the leadership vacancies. • Electronic Instructional Focus Walkthrough form • The full development of the electronic Spirit of PSJA Evaluation tool • 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 assignment. • Train all staff on the TTESS & TPESS Evaluation System 	<ul style="list-style-type: none"> • TEA's new rules require all Core and special education teachers to be bilingually or ESL certified. • Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and school culture. • Identify district degreed instructional paraprofessionals and develop a methods to support them into getting certified so that teacher shortage is addressed • Ensuring interns that challenge an exam are prepared to be successful as it impacts ACTRGV's state rating. • Seeking continuation of funding to support NTC with Meadows grant funds. • Calibrating evaluations and creating a system to effectively measure performance pay to student achievement. • 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 (hard to staff, Dual credit), and professional development • Provide teachers and staff with TTESS & TPESS Timelines on a periodic basis

Goal Area 1: Student Achievement

Goal Area 1: Annual Goal 1 Objective 1

Goal Area 1:	Student Achievement						
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 2023.						
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.	<ul style="list-style-type: none"> ●Chief Academic Officer ●Executive Officers ●Content Coordinators ●Content teachers (elementary, middle, and high school) 	<ul style="list-style-type: none"> ●TEKS resources ●Curriculum Templates/Calendar ●Istation ●State and local student data 	<ul style="list-style-type: none"> ●June 2022 – Aug. 2023 	<ul style="list-style-type: none"> ●Curriculum documents ●Lesson plans ●Collaborative Learning Leader [CLL] agendas ●Walkthrough documents 	<ul style="list-style-type: none"> ●Student Achievement gains on the STAAR ●Teacher retention ●TELPAS ●Results Driven Accountability ●Reports 	<ul style="list-style-type: none"> ●Formative assessments ●Benchmarks [BMs] ●STAAR ●TELPAS ●Results Driven Accountability ●Student Growth Measures [SGMs] Pre/Post Test ●ALI Checks (HB 4545) 	<ul style="list-style-type: none"> ●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, Edusmart, Achieve 3000, Accelerated Reader, Learning Ally, Read 180, MackinVia 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 teamed-up walkthroughs.	<ul style="list-style-type: none"> ●Principals ●Assistant principals ●Executive Officers ●Coordinators ●Strategists ●Directors ●Chief Academic Officer 	<ul style="list-style-type: none"> ●Walk-through documents ●Pacing Guides ●Curriculum ●Instructional Rounds Documentation ●Coordinator/Director Feedback Forms ●Lesson Plans ●PSJA LIFE (Literacy Impact for Excellence) 	<ul style="list-style-type: none"> ●Sep. 2022– May 2023 	<ul style="list-style-type: none"> ●Walk-through documentation 	<ul style="list-style-type: none"> ●BM1 and BM2 scores show increases in student achievement and student performance growth 	<ul style="list-style-type: none"> ●Formative assessments ●Benchmarks ●STAAR/TELPAS ●ACT and SAT ●Texas Success Initiative ●ALI Checks (HB 4545) 	<ul style="list-style-type: none"> ●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.							

Goal Area 1: Annual Goal 1 Objective 1



Goal Area 1:	Student Achievement						
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 2023.						
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 R/LA curriculum through CLCs.	<ul style="list-style-type: none"> ●Chief Academic Officer ●Executive Officers ●Directors for Assessment, ●Dual Language and Special Education ●504/Dyslexia Director ●Coordinators ●Instructional Coaches ●Strategists ●LIFE Coach 	<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ●Sep. 2022- Aug. 2023 	<ul style="list-style-type: none"> ●Agendas and sign-in sheets ●Collaborative Learning Communities Meetings 	<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ●Formative assessments ● Benchmarks ●STAAR ●ACT and SAT ●Texas Success Initiative (TSI 2.0) ●TELPAS ●ALI Checks (HB 4545) 	<ul style="list-style-type: none"> ●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) LIFE Coach 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 8 District Interventionists to assist with elementary campus reading groups.							

Goal Area 1: Annual Goal 1 Objective 2



Goal Area 1:		Student Achievement					
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 2023.					
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.	<ul style="list-style-type: none"> Chief Academic Officer Assessment Director Executive Officers Content Coordinators (elementary, middle, and high school) 	<ul style="list-style-type: none"> Assessment calendar Instructional timelines Assessed curriculum 	<ul style="list-style-type: none"> Sep. 2022– Aug. 2023 	<ul style="list-style-type: none"> Completed testing calendars and timelines Agendas and sign in sheets 	<ul style="list-style-type: none"> Student achievement gains on the STAAR Domain III TELPAS Results Driven Accountability Report 	<ul style="list-style-type: none"> Formative assessments Benchmarks [BMs] STAAR TELPAS Results Driven Accountability (RDA) Student Growth Measures [SGMs] Pre/Post Test ALI Checks (HB 4545) 	<ul style="list-style-type: none"> 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 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.	<ul style="list-style-type: none"> Principal Campus Leadership Team Executive Officers 	<ul style="list-style-type: none"> STAAR and DMAC data reports Action Plans and timelines Tutorial Curriculum and Tutorial Student lists Plan for each student group 	<ul style="list-style-type: none"> Oct. 2022 Nov. 2022 Jan. 2023 Feb. 2023 Mar. 2023 	<ul style="list-style-type: none"> Student Progress Profiles DMAC/ Tango Reports Campus Data Reports Campus Performance Reviews [CPRs] 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Formative assessments Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS TPRI/TEJAS LEE ALI Checks (HB 4545) 	<ul style="list-style-type: none"> Title I, II, III State Compensatory Funds Migrant Funds State Bilingual Funds Local Funds ESSER Funds
Action Steps							
1) Closely monitor and intervene when students are not reading on grade level by the end of 2nd grade (fluency, comprehension).							
2) 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 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 CBA and Benchmark using DMAC reports to form tutorial groups for the Masters Level on the STAAR/EOC assessment.							

Goal Area 1: Annual Goal 1 Objective 2



Goal Area 1:	Student Achievement						
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 2023.						
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.	<ul style="list-style-type: none"> ●Chief Academic Officer ●Executive Officers ●Program Directors ●Coordinators ●Curriculum writers for all levels 	<ul style="list-style-type: none"> ●District and Campus Benchmark Data Reports ●Plan for Interventions ●Language Live ●Lexia Core 5 ●Power Up 	<ul style="list-style-type: none"> ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●Feb. 2023 ●Mar. 2023 	<ul style="list-style-type: none"> ●Agendas and sign-in sheets ●Data Analysis documents ●Campus Review [CPRs] documents 	<ul style="list-style-type: none"> ● BM1 and BM2 scores ●Student achievement gains ●Student growth ●Increased performance of students at Meets & Masters performance levels 	<ul style="list-style-type: none"> ●Formative assessments ●Benchmarks ●STAAR ●ACT and SAT ●Texas Success Initiative (TSI) ●TELPAS ●ALI Checks (HB 4545) 	<ul style="list-style-type: none"> ●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.							

Goal Area 1: Annual Goal 1 Objective 3

Goal Area 1:	Student Achievement						
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 2023.						
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.	<ul style="list-style-type: none"> ●Principals ●Assistant principals ●Campus leadership team ●LIFE Coach ●Grade Level/Department chairs ●Campus teachers 	<ul style="list-style-type: none"> ●Lead4ward ●Region 1 ●DMAC ●State and federal accountability reports 	<ul style="list-style-type: none"> ●Oct. 2022 - April 2023 	<ul style="list-style-type: none"> ●Agenda ●Sign-in sheets ●Data reports ●PowerPoints 	<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ●Formative assessments ●Benchmarks ●STAAR ●TELPAS ●ALI Checks (HB 4545) 	<ul style="list-style-type: none"> ●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 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.	<ul style="list-style-type: none"> ●Principals ●Assistant principals ●Campus leadership team ●LIFE Coach ●Grade Level/Department chairs ●Campus teachers 	<ul style="list-style-type: none"> ●Lead4ward ●Region 1 ●DMAC ●AVID Program ●State and federal accountability reports 	<ul style="list-style-type: none"> ●Oct. 2022 - April 2023 	<ul style="list-style-type: none"> ●Agenda ●Sign-in sheets ●Data reports ●PowerPoints 	<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ●Formative assessments ●Benchmarks ●STAAR ●TELPAS ●ALI Checks (HB 4545) 	<ul style="list-style-type: none"> ●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.							

Goal Area 1: Annual Goal 1 Objective 3

Goal Area 1:	Student Achievement						
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 2023.						
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.	<ul style="list-style-type: none"> ●District RLA Coordinators ●Instructional Coaches ●Teachers ●Campus Administration 	<ul style="list-style-type: none"> ●Title I ●Title II ●Local Funds ●DOK Chart ●TEKS Document ●Lead4Ward ●DMAC 	<ul style="list-style-type: none"> ●Aug. 2022 - March 2023 	<ul style="list-style-type: none"> ●Agenda ●Sign-in sheets 	<ul style="list-style-type: none"> ●Increased student progress for all students to include sub populations as measured on BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> ●Benchmarks ●STAAR ●TELPAS ●ALI Checks (HB 4545) 	<ul style="list-style-type: none"> ●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 through the LIFE Coaches.							
3) Training for high school teachers on Kagan and S3s strategies.							

Goal Area 1: Annual Goal 2 Objective 1

Goal Area 1:	Student Achievement						
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 2023.						
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 virtual and in-person learning for mathematics based on needs assessment using data and trends will be executed.	<ul style="list-style-type: none"> ● Chief Academic Officer ● Executive Officers ● Content Coordinators ● Content teachers (elementary, middle, and high school) 	<ul style="list-style-type: none"> ● TEKS resources ● Curriculum Templates/Calendar ● Imagine Math ● State and local student data 	<ul style="list-style-type: none"> ● June 2022 – Aug. 2023 	<ul style="list-style-type: none"> ● Curriculum documents ● Lesson plans ● Life Coach agendas ● Walkthrough documents 	<ul style="list-style-type: none"> ● Student Achievement gains on the STAAR ● Teacher retention ● Results Driven Accountability ● Report 	<ul style="list-style-type: none"> ● Formative assessments ● Benchmarks [BMs] STAAR ● Results Driven Accountability ● Student Growth Measures [SGMs] Pre/Post Test ● ALI Checks (HB 4545) 	<ul style="list-style-type: none"> ● 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, Pear Deck, 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.	<ul style="list-style-type: none"> ● Principals ● Assistant principals ● Executive Officers ● Coordinators ● Strategists ● Directors <ul style="list-style-type: none"> ● Chief Academic Officer 	<ul style="list-style-type: none"> ● Walk-through documents ● Pacing Guides ● Curriculum ● Instructional Rounds Documentation ● Coordinator/Director Feedback Forms ● Lesson Plans 	<ul style="list-style-type: none"> ● Sep. 2022– May 2023 	<ul style="list-style-type: none"> ● Walk-through documentation 	<ul style="list-style-type: none"> ● BM1 and BM2 scores show increases in student achievement and student performance growth 	<ul style="list-style-type: none"> ● Formative assessments ● Benchmarks ● STAAR ● ACT and SAT ● Texas Success Initiative (TSI) ● ALI Checks (HB 4545) 	<ul style="list-style-type: none"> ● 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) Team Walks, with EO and Campus Administration Team will be scheduled monthly to calibrate and provide growth opportunities for campus administrators.							

Goal Area 1: Annual Goal 2 Objective 1

Goal Area 1:	Student Achievement						
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 2023.						
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.	<ul style="list-style-type: none"> ●Chief Academic Officer ● Executive Officers ● Directors for Assessment, Dual Language, and Special Education 504/Dyslexia Coordinators Coaches, Strategists 	<ul style="list-style-type: none"> ●Training Material ●Training Agenda ●District Curriculum ●Pacing guide ●Year- at- a- Glance ●Weekly Lessons ●State and Local Data 	<ul style="list-style-type: none"> ●Sep. 2022-Aug. 2023 	<ul style="list-style-type: none"> ●Agendas and sign-in sheets ●Collaborative Learning Communities Meetings 	<ul style="list-style-type: none"> ●BM1 and BM2 scores show increases in student achievement and growth ●Increase performance of students at Meets & Master performance level on STAAR/EOC 	<ul style="list-style-type: none"> ●Formative assessments ●Benchmarks ●STAAR ●ACT and SAT ●Texas Success Initiative (TSI) ●ALI Checks (HB 4545) 	<ul style="list-style-type: none"> ●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.							

Goal Area 1: Annual Goal 2 Objective 2

Goal Area 1:	Student Achievement						
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 2023.						
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.	<ul style="list-style-type: none"> ●Chief Academic Officer ●Assessment Director ●Executive Officers ●Content Coordinators (elementary, middle, and high school) 	<ul style="list-style-type: none"> ●Assessment calendar ●Instructional timelines ●Assessed curriculum 	<ul style="list-style-type: none"> ●Sep. 2022 – Aug. 2023 	<ul style="list-style-type: none"> ●Completed testing calendars and timelines ●Agendas and sign in sheets 	<ul style="list-style-type: none"> ●Student achievement gains on Benchmarks (BM1 to BM2), STAAR, Domain III, Results Driven Accountability Report 	<ul style="list-style-type: none"> ●Formative assessments ●Benchmarks [BM] ●STAAR ●Results Driven ●Accountability ● Student Growth Measures [SGMs] Pre/Post Test ●ALI Checks (HB 4545) 	<ul style="list-style-type: none"> ●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.	<ul style="list-style-type: none"> ●Principal ●Campus Leadership Team ●Executive Officers 	<ul style="list-style-type: none"> ●STAAR and DMAC data reports ●Action Plans and timelines ●Tutorial Curriculum and ●Tutorial Student lists ●Plan for each student group 	<ul style="list-style-type: none"> ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●Feb. 2023 ●Mar. 2023 	<ul style="list-style-type: none"> ●Student Progress ●Profiles, DMAC ●Reports, Campus Data ●Reports, Campus ●Performance Reviews [CPRs] 	<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ●Formative assessments ●Benchmarks ●STAAR ●ACT and SAT ●Texas Success Initiative (TSI) ●TELPAS ●TPRI/TEJAS LEE ●ALI Checks (HB 4545) 	<ul style="list-style-type: none"> ●Title I, II, III ●State Compensatory Funds, ●Migrant Funds, ●State Bilingual Funds, ● Local Funds ● ESSER (Elementary and Secondary School Emergency Relief) Funds
Action Steps							
1) Closely monitor and intervene when students are not performing on grade level.							
2) Following each 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 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 Masters Performance Level on the STAAR/EOC assessment.							

Goal Area 1: Annual Goal 2 Objective 2



Goal Area 1:	Student Achievement						
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 2023.						
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.	<ul style="list-style-type: none"> ● Chief Academic Officer ● Executive Officers ● Program Directors ● Coordinators ● Curriculum writers for all levels 	<ul style="list-style-type: none"> ● District and Campus ● Benchmark Data Reports ● Plan for Interventions 	<ul style="list-style-type: none"> ● Oct. 2022 ● Nov. 2022 ● Jan. 2023 ● Feb. 2023 ● Mar. 2023 	<ul style="list-style-type: none"> ● Agendas and sign-in sheets ● Data Analysis documents ● Campus Review [CPRs] documents 	<ul style="list-style-type: none"> ● BM1 and BM2 scores ● Student achievement gains ● Student growth ● Increased performance of students at Meets & Masters performance levels 	<ul style="list-style-type: none"> ● Formative assessments ● Benchmarks ● STAAR ● ACT and SAT ● Texas Success Initiative (TSI) ● ALI Checks (HB 4545) 	<ul style="list-style-type: none"> ● 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.							

Goal Area 1: Annual Goal 2 Objective 3

Goal Area 1:	Student Achievement						
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 2023.						
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.	<ul style="list-style-type: none"> Principals Assistant principals Campus leadership team LIFE Coach Grade Level/Department chairs Campus teachers 	<ul style="list-style-type: none"> Lead4ward Region 1 DMAC State and federal accountability reports 	<ul style="list-style-type: none"> Oct. 2022 - April 2023 	<ul style="list-style-type: none"> Agenda Sign-in sheets Data reports PowerPoints 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Formative assessments Benchmarks STAAR ALI Checks (HB 4545) 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Principals Assistant principals Campus leadership team LIFE Coach Grade Level/Department chairs Campus teachers 	<ul style="list-style-type: none"> Lead4ward Region 1 DMAC State and federal accountability reports 	<ul style="list-style-type: none"> Aug. 2022 - May 2023 	<ul style="list-style-type: none"> Agenda Sign-in sheets Data reports PowerPoints 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Formative assessments Benchmarks STAAR ALI Checks (HB 4545) 	<ul style="list-style-type: none"> 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.							

Goal Area 1: Annual Goal 2 Objective 3

Goal Area 1:	Student Achievement						
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 2023.						
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.	<ul style="list-style-type: none"> ●District ELAR Coordinators ●Instructional Coaches ●Teachers ●Campus Administration 	<ul style="list-style-type: none"> ●Title I ●Title II ●Local Funds ●DOK Chart ●TEKS Document ●Lead4Ward ●DMAC 	<ul style="list-style-type: none"> ●Aug. 2022 - March 2023 	<ul style="list-style-type: none"> ●Agenda ●Sign-in sheets 	<ul style="list-style-type: none"> ●Increased student progress for all students to include sub populations as measured on BMs, STAAR 	<ul style="list-style-type: none"> ●BMs ●STAAR ●ALI Checks (HB 4545) 	<ul style="list-style-type: none"> ●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 on MiPlan and through TCLAS.							
3) Training and analysis of TEKS taught will be conducted during CLCs based weekly/biweekly formative assessments.							

Goal Area 1: Annual Goal 3 Objective 1



Goal Area 1:	Student Achievement						
Annual Goal 3:	The percentage of graduates who are CCMR ready will increase by two percentage points by June 2023.						
Objective 1:	The percentage of graduates who earn an industry certification will increase by June 2023.						
Strategy 1	Persons Responsible	Resources	Timeline	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.	<ul style="list-style-type: none"> ●Executive Officer for High School ●Executive Officer for College Readiness ●Principals ●AP in charge of CTE ●CTE Director ●CTE Coordinators 	<ul style="list-style-type: none"> ●TEKS ●Components of Industry Certification ●Computers ●Specialized Software and Equipment 	<ul style="list-style-type: none"> ●June 2022- July 2023 	<ul style="list-style-type: none"> ●Sign-in sheets ●Agendas ●Curriculum developed in SharePoint 	<ul style="list-style-type: none"> ●Certification results 	<ul style="list-style-type: none"> ●Teacher created Benchmarks ●Certification Exam 	<ul style="list-style-type: none"> ●#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	Timeline	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.	<ul style="list-style-type: none"> ●AP in charge of CTE ●CTE Director ●CTE Coordinators 	<ul style="list-style-type: none"> ●Certifying entity 	<ul style="list-style-type: none"> ●August 2022 ●January 2023 	<ul style="list-style-type: none"> ●Sign-in sheets ●Agendas ● PD Session Certificates 	<ul style="list-style-type: none"> ●Certifying entity 	<ul style="list-style-type: none"> ●Monitor and review District Dashboard 	<ul style="list-style-type: none"> ●#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							
2) Identify teachers who need professional development							

Goal Area 1: Annual Goal 3 Objective 1



Goal Area 1:	Student Achievement						
Annual Goal 3:	The percentage of graduates who are CCMR ready will increase by two percentage points by June 2023.						
Objective 1:	The percentage of graduates who earn an industry certification will increase by June 2023.						
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.	<ul style="list-style-type: none"> ●Executive Officer for High School ●Executive Officer for College Readiness ●AP in charge of CTE ●CTE Director ●CTE Coordinators ●PEIMS 	<ul style="list-style-type: none"> ●Student reports by name by certifying entity 	<ul style="list-style-type: none"> ●October 2022 - August 2023 	<ul style="list-style-type: none"> ●Student reports by name by certifying entity 	<ul style="list-style-type: none"> ●Increased certification awards Teacher submitted reports match eSchool submitted reports 	<ul style="list-style-type: none"> ●Monitor and review District Dashboard 	<ul style="list-style-type: none"> ●#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 certificates							
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							

Goal Area 1: Annual Goal 3 Objective 2

Goal Area 1:	Student Achievement						
Annual Goal 3:	The percentage of graduates who are CCMR ready will increase by two percentage points by June 2023.						
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 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.	<ul style="list-style-type: none"> ●College Readiness ●High School Administration ●ELA and Math Content ●Coordinators ●Assigned TSI Teachers ●Early College Director 	<ul style="list-style-type: none"> ●TSI District Curriculum ●AP Curriculum ●Pre-AP Curriculum ●RGV Tutor ●Imagine Math TSI ●IXL 	<ul style="list-style-type: none"> ●September 2022-May 2023 	<ul style="list-style-type: none"> ●Cohort Tutorials ●Cohort Attendance ●Curriculum Usage 	<ul style="list-style-type: none"> ●An increase in the number of students who pass the TSI assessment 	<ul style="list-style-type: none"> ●TSI Reading, Writing, and Math Assessment Reports 	<ul style="list-style-type: none"> ●#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 on Pre-AP/ AP/ Dual Credit/ On Ramps curriculum and resources	<ul style="list-style-type: none"> ●AP Leads ●Content Coordinators ●Director of Advanced Academics ●College Readiness Dept. ●Executive Officer for High School and Middle School ●Principals 	<ul style="list-style-type: none"> ●Pre-AP Curriculum ●College Board Resources ●On Ramps Resources 	<ul style="list-style-type: none"> ●August 2022 - May 2023 	<ul style="list-style-type: none"> ●Sign-in sheets ●Session Certificates ●Agendas ●Lesson Plans 	<ul style="list-style-type: none"> ●Increased number of students' success of completion of Pre-AP course ●Improved AP enrollment 	<ul style="list-style-type: none"> ●Quarterly data reviews on number of students enrolled in PSJA Academics. ●Degree audits (Fall, Spring, Summer) 	<ul style="list-style-type: none"> ●#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.							

Goal Area 1: Annual Goal 3 Objective 2



Goal Area 1:	Student Achievement						
Annual Goal 3:	The percentage of graduates who are CCMR ready will increase by two percentage points by June 2023.						
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
Ongoing recruitment campaign for CTE college certificate programs.	<ul style="list-style-type: none"> ●Executive Officer for College Readiness ●College Readiness Strategist ●College Readiness Advisor ●College Readiness Coordinator ●CTE Director ●CTE Coordinator/Teachers ●Early College Director ●High School Counselor 	<ul style="list-style-type: none"> ●Sample Degree Plan PSJA District Dashboard Career Pathway Videos 	<ul style="list-style-type: none"> ●October 2022 - May 2023 	<ul style="list-style-type: none"> ●Sign-in sheets ●Agendas ●Sign-in to district portal 	<ul style="list-style-type: none"> ●Increase student enrollment in PSJA Academies. ●Increase interest in non-traditional program concentration. ●Increased number of completed college certificates. 	<ul style="list-style-type: none"> ●Quarterly data reviews on number of students enrolled in PSJA Academies. ●Degree audits (Fall, Spring, Summer) 	<ul style="list-style-type: none"> ●#2c Best practice: Identify scientifically based research programs that increase the amount and quality of learning time
Action Steps							
1) Schedule classroom presentations for CTE college certificates offered.							
2) Conduct informational workshops CTE college certificates.							
3) Students will sign-up in their selected PSJA Academy utilizing the district portal.							

Goal Area 1: Annual Goal 3 Objective 3



Goal Area 1:	Student Achievement
Annual Goal 3:	The percentage of graduates who are CCMR ready will increase by two percentage points by June 2023.
Objective 3:	The percentage of students earning a score of 3 or higher on any subject AP exam will increase by June 2023.

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.	<ul style="list-style-type: none"> ●AP Leads ●Content Coordinators ●Executive Officers for Secondary ●Director of Advanced Academics 	<ul style="list-style-type: none"> ●AP/Pre-AP Summer Institutes 	<ul style="list-style-type: none"> ●June 2022 - August 2023 	<ul style="list-style-type: none"> ●Sign-In sheets ●PD Session# Certificates ●Agendas ●Curriculum developed in SharePoint 	<ul style="list-style-type: none"> ●AP Exam score increase 	<ul style="list-style-type: none"> ●Benchmarks ●AP Exams 	<ul style="list-style-type: none"> ●#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.	<ul style="list-style-type: none"> ●AP Leads ●Content Coordinators ●Executive Officers for High School and Middle School ●Director of Advanced Academics 	<ul style="list-style-type: none"> ●College Board Pre-AP ●Teacher Summer Institutes ●Lesson Plans ●District Curriculum 	<ul style="list-style-type: none"> ●2022-2023 School year 	<ul style="list-style-type: none"> ●Sign-In sheets ●Agendas ●Curriculum developed in SharePoint 	<ul style="list-style-type: none"> ●Increased number of students prepared for AP Classes and improved AP Scores 	<ul style="list-style-type: none"> ●College Board Pre-AP Exams ●Pre-AP Benchmarks ●Pre-AP Exam Scores ●Pre-AP Practice Exams 	<ul style="list-style-type: none"> ●#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

Goal Area 1: Annual Goal 3 Objective 3



Goal Area 1:	Student Achievement						
Annual Goal 3:	The percentage of graduates who are CCMR ready will increase by two percentage points by June 2023.						
Objective 3:	The percentage of students earning a score of 3 or higher on any subject AP exam will increase by June 2023.						
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.	<ul style="list-style-type: none"> ●AP Leads ●Content Coordinators ●Executive Officers for High School and Middle School ●Director of Advanced Academics 	<ul style="list-style-type: none"> ●AP Curriculum ●District created curriculum ●IXL 	<ul style="list-style-type: none"> ●September 2022 - May 2023 	<ul style="list-style-type: none"> ●Student Sign-in sheets ●Teacher Sign-in sheets ●Agendas ●Lesson Plans 	<ul style="list-style-type: none"> ●AP Exam score increase 	<ul style="list-style-type: none"> ●Benchmarks ●AP Exams 	<ul style="list-style-type: none"> ●#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							

Goal Area 2: Closing the Gaps

Goal Area 2: Annual Goal 1 Objective 1

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups will meet the indicators in the Academic Achievement component by June 2023.						
Objective 1:	High focus groups will meet the expected criteria of HB4545 Accelerated Learning; students that do not meet standard on the STAAR assessment, will receive a minimum of 30 hours of accelerated instruction in reading and mathematics by June 2023.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Identify, collect, and analyze trend data to monitor student progress and drive accelerated instruction.	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers/Directors ●District Directors (DL, SPED, Migrant, 504/RTI) ●Title I Coordinator ●Content Coordinators ●Principals <ul style="list-style-type: none"> ●Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> ●District Curriculum ●Istation Reading ●Imagine Math ●Success Maker ●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 	<ul style="list-style-type: none"> ●Aug. 2022 ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●March 2023 ●April 2023 ●June 2023 	<ul style="list-style-type: none"> ●District Review Sessions (DRS) ●DMAC data reports ●Campus Performance Reviews (CPR) ●Progress Monitoring Reports ●Walk-through feedback ●LPAC notes ●Lesson Plans ●Imagine Math Usage Reports ●I-station Usage Reports 	<ul style="list-style-type: none"> ● Beginning 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 ●Master IEP Goals 	<ul style="list-style-type: none"> ●Weekly Assessments ●BM I & II ●STAAR/EOC ●TELPAS ●TXKEA ●CIRCLE ●ALI checks ●TFAR 	<ul style="list-style-type: none"> ●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) Identify students in high focus groups who did not meet standard on the 2022 STAAR assessment.							
2) High focus group 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 acceleration plans and drive acceleration time into the day							
4) Provide instruction and acceleration that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended day learning time, enrichment camps, academies, summer school)							

Goal Area 2: Annual Goal 1 Objective 1

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups will meet the indicators in the Academic Achievement component by June 2023.						
Objective 1:	High focus groups will meet the expected criteria of HB4545 Accelerated Learning; students that do not meet standard on the STAAR assessment, will receive a minimum of 30 hours of accelerated instruction in reading and mathematics by June 2023.						
Strategy 2	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	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Title I Coordinator ●Content Coordinators ●Principals <ul style="list-style-type: none"> ●Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> ●District Curriculum ●Istation Reading ●Imagine Math ●Success Maker ●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 	<ul style="list-style-type: none"> ●Aug. 2022 ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●March 2023 ●April 2023 ●June 2023 	<ul style="list-style-type: none"> ●Student Progress Profiles ●DMAC Reports ●Campus Data Reports ●Campus Performance Reviews (PR) ●Weekly assessments ●Walkthroughs <ul style="list-style-type: none"> ●CLCs Agendas ●Lesson Plans ●District Professional Dev. Plan 	<ul style="list-style-type: none"> ●Student achievement gains ●Closing achievement gaps ●Increase in the percent of students at the Meets and Master levels on STAAR/EOC ●Master IEP Goals 	<ul style="list-style-type: none"> ●Formative assessments ●Benchmarks ●STAAR/EOC ●TELPAS ●TPRI/TEJAS LEE ●Program Assessments ●TXKEA ●CIRCLE ●ALI checks ●TFAR 	<ul style="list-style-type: none"> ●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							

Goal Area 2: Annual Goal 1 Objective 1

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups will meet the indicators in the Academic Achievement component by June 2023.						
Objective 1:	High focus groups will meet the expected criteria of HB4545 Accelerated Learning; students that do not meet standard on the STAAR assessment, will receive a minimum of 30 hours of accelerated instruction in reading and mathematics by June 2023.						
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Utilize technology resources to facilitate learning development and differentiate student learning	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers/Directors ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Title I Coordinator ●Content Coordinators ●Principals <ul style="list-style-type: none"> ●Campus Leadership Team and Teachers ●Librarians ●Inclusion/Life Skills Teachers 	<ul style="list-style-type: none"> ●Nearpod ●Flipgrid ●Istation Reading ●Imagine Math ●Success Maker ●STAAR Release Assessments (BOY, BM I & II) ●Language Live ● Achieve 3000 ●IXL ●Lexia Core 5, & Power up ELPS 	<ul style="list-style-type: none"> ●Aug. 2022 ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●March 2023 ●April 2023 ●June 2023 	<ul style="list-style-type: none"> ●Progress Monitoring Reports ●Walk-through feedback ●LPAC notes ●Lesson Plans ●I-station Usage Reports ● ●Lexia Core 5 and Power Up Individual Student Reports ●Student IEPs (Individualized Education Program) 	<ul style="list-style-type: none"> ●Closing the achievement gap among high focus groups ●Increase academic performance of high focus groups in all BM, ●STAAR/EOC tested subjects 	<ul style="list-style-type: none"> ●Formative assessments ●Benchmarks ●STAAR/EOC ●TELPAS ●TPRI/TEJAS LEE ●Program Assessments ●TXKEA ●CIRCLE ●ALI checks ●TFAR 	<ul style="list-style-type: none"> ●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) Allocate technology resources to facilitate learning development for high focus groups							
2) Monitor program usage and adjust instruction							
3) Daily schedules reflect instructional time for program implementation							

Goal Area 2: Annual Goal 1 Objective 2

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups will meet the indicators in the Academic Achievement component by June 2023.						
Objective 2:	All identified high focus groups in the Closing the Gaps domain will be monitored to ensure that at least 70% of the indicators in the Academic Achievement component are met by June 2023.						
Strategy 1	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	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers/Directors ●District Directors (DL, SPED, Migrant, 504/RTI) ●Title I Coordinator ●Content Coordinators ●Principals <ul style="list-style-type: none"> ●Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> ●District Curriculum ●Istation Reading ●Imagine Math ●Success Maker ●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 	<ul style="list-style-type: none"> ●Aug. 2021 ●Oct. 2021 ●Nov. 2021 ●Jan. 2022 ●March 2022 ●April 2022 ●June 2022 	<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ●BOY ●Weekly Assessments ●BM I & II ●STAAR/EOC ●TELPAS 	<ul style="list-style-type: none"> ●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)							

Goal Area 2: Annual Goal 1 Objective 2



Goal Area 2:	Closing the Gaps						
Annual Goal 1:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups will meet the indicators in the Academic Achievement component by June 2023.						
Objective 2:	All identified high focus groups in the Closing the Gaps domain will be monitored to ensure that at least 70% of the indicators in the Academic Achievement component are met by June 2023.						
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use formative assessment results to establish priorities or alter distribution of resources for weekly progress monitoring	<ul style="list-style-type: none"> Chief of Academics Executive Officers/Directors District Directors (DL, SpEd, Migrant, 504/RTI) Title I Coordinator Content Coordinators Principals <ul style="list-style-type: none"> Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> District Curriculum Istation Reading Imagine Math Success Maker 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 	<ul style="list-style-type: none"> Aug. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022 	<ul style="list-style-type: none"> Student Progress Profiles DMAC Reports Success Data Reports Performance Reviews (PR) Weekly assessments Walkthroughs CLCs 	<ul style="list-style-type: none"> Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Master levels on STAAR/EOC 	<ul style="list-style-type: none"> BOY Formative assessments CBAs Benchmarks STAAR/EOC TELPAS TPRI/TEJAS LEE Program Assessments 	<ul style="list-style-type: none"> Title I , II,III State Compensatory Funds Migrant Funds State Bilingual Funds Local Funds
Action Steps							
1) Re-establish priorities based on data and identified student needs							
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress							
3) Provide equitable resources in a timely manner to ensure student success							

Goal Area 2: Annual Goal 1 Objective 2



Goal Area 2:	Closing the Gaps						
Annual Goal 1:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups will meet the indicators in the Academic Achievement component by June 2023.						
Objective 2:	All identified high focus groups in the Closing the Gaps domain will be monitored to ensure that at least 70% of the indicators in the Academic Achievement component are met by June 2023.						
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide technology resources to facilitate reading development and differentiate student learning	<ul style="list-style-type: none"> ● Chief of Academics ● Executive Officers/Directors ● District Directors (DL, SpEd, Migrant, 504/RTI) ● Title I Coordinator ● Content Coordinators ● Principals <ul style="list-style-type: none"> ● Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> ● District Curriculum ● Istation Reading ● Imagine Math ● Success Maker ● 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 	<ul style="list-style-type: none"> ● Aug. 2021 ● Oct. 2021 ● Nov. 2021 ● Jan. 2022 ● March 2022 ● April 2022 ● June 2022 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Closing the achievement gap among student groups ● Increase academic performance of all student groups in all BM, ● STAAR/EOC tested subjects 	<ul style="list-style-type: none"> ● BOY assessments ● CBAs ● Benchmarks ● STAAR/EOC ● TELPAS ● TPRI/TEJAS LEE ● Program Assessments 	<ul style="list-style-type: none"> ● 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) Allocate resources (e.g., Istation, Accelerated Reading/Star 360 software, Systems 44, Criterion, Study Sync, Esperanza, Herman Method, Learning Ally and myON) to facilitate reading development for student groups							
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions							
3) Ensure that campus schedules allow for instructional time for the program implementation at the beginning, during and after the end of the school day							

Goal Area 2: Annual Goal 1 Objective 3

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups will meet the indicators in the Academic Achievement component by June 2023.						
Objective 3:	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	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers/Directors ●District Directors (DL, Sp Ed, Migrant, 504/RTI) ●Content Coordinators ●Principals/Assistant principals 	<ul style="list-style-type: none"> ● Walk through district app ●Walkthrough Form ●Emails ●Calendar ●TTESS Evaluation Rubric ●Administrator notes 	<ul style="list-style-type: none"> ●August 2022 – May 2023 (Weekly Monitoring) 	<ul style="list-style-type: none"> ●Progress Monitoring Reports ●Walk-through feedback ●Lesson Plans ●Rotation of Classroom Walkthroughs ●CLC agendas ●Teacher Conference Documentation 	<ul style="list-style-type: none"> ●Improve of student engagement ●Improve academic achievement ●Improve teacher effectiveness ●Improve campus climate and culture 	<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ●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) 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	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers/Directors ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Title I Coordinator ●Content Coordinators ●Principals ●Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> ●Lead4ward field guide ●Observation Tool ●Professional Dev. Calendar ●State Curriculum ●Effective Schools Framework ●Fundamental 5 ●CIF ●SIOP 	<ul style="list-style-type: none"> ●August 2022 – May 2023 (Weekly Monitoring) 	<ul style="list-style-type: none"> ●Peer Observation Schedule ●Rotation of Classroom Walkthroughs ●Conducting effective conferences 	<ul style="list-style-type: none"> ●Increased teacher performance on TTESS rating ●Increased Teacher Retention ●Improved Culture and Climate ●Improved Teacher Attendance 	<ul style="list-style-type: none"> ●Walkthroughs ●TTESS rating ●BM, STAAR/EOC assessment results 	<ul style="list-style-type: none"> ●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) 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							

Goal Area 2: Annual Goal 1 Objective 3



Goal Area 2:	Closing the Gaps						
Annual Goal 1:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups will meet the indicators in the Academic Achievement component by June 2023.						
Objective 3:	100% of campus administrators will provide on-going instructional feedback to all teachers.						
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Analyze walkthrough and summative evaluation data to identify systemic instructional needs	<ul style="list-style-type: none"> Chief of Academics Executive Officers/Directors District Directors (DL, SpEd, Migrant, 504/RTI) Title I Coordinator Content Coordinators Principals <ul style="list-style-type: none"> Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> Lead4ward field guide Observation Tool Professional Dev. Calendar State Curriculum Effective Schools Framework Fundamental 5 CIF SIOP 	<ul style="list-style-type: none"> Aug. 2022 Oct. 2022 Nov. 2022 Jan. 2023 March 2023 April 2023 June 2023 	<ul style="list-style-type: none"> Administrator meeting agendas and minutes CLCs Agenda 	<ul style="list-style-type: none"> Improve teacher effectiveness Increase academic performance of high focus groups on STAAR/EOC assessment results 	<ul style="list-style-type: none"> Unit Assessments Weekly Assessments BM I & II STAAR/EOC TELPAS Student Growth Measures TPRI/Tejas Lee TXKEA CLI 	<ul style="list-style-type: none"> 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) Conduct instructional rounds to highlight research-based instructional practices							
2) Use data through observations to coach and provide specific feedback to teachers to improve instruction							
3) Recommend individualized professional development for teachers based on data findings							

Goal Area 2: Annual Goal 1 Objective 4



Goal Area 2:	Closing the Gaps						
Annual Goal 1:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups will meet the indicators in the Academic Achievement component by June 2023.						
Objective 4:	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 2023.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Special Education and Dual Language Departments will support the academic needs of special education and emergent bilingual students	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers/Directors ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Title I Coordinator ●Content Coordinators ●Principals ●SPED and Bilingual Strategists 	<ul style="list-style-type: none"> ●District Curriculum ●Istation Reading ●Imagine Math ●Success Maker ●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 	<ul style="list-style-type: none"> ●Aug. 2022 ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●March 2023 ●April 2023 ●June 2023 	<ul style="list-style-type: none"> ●District Review Sessions (DRS) ●DMAC data reports ●Campus Performance Reviews (CPR) ●Progress Monitoring Reports ●Walk-through feedback ●LPAC notes ●Lesson Plans ●Lexia Core 5 Reports/Power Up Reports ●Unique Learning System Benchmarks ●Accommodations/Designated Supports 	<ul style="list-style-type: none"> ●Closing the achievement gap among Special Education students/Emergent Bilinguals and the all-student group ●Students are on time and on track ●LPAC Minutes ●Student IEPs ●Master IEP Goals 	<ul style="list-style-type: none"> ●Unit Assessments ●Weekly Assessments ●BM I & II ●STAAR/EOC ●TELPAS ●Student Growth Measures ●TPRI/Tejas Lee ●TXKEA ●CLI ●Unique Learning System ●BOY/MOY/EOY Lexia Core 5, Power UP 	<ul style="list-style-type: none"> ●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) Hire highly qualified teachers							
2) Train teachers to utilize research-based instruction to meet student needs							
3) Monitor and support Special Education & Emergent Bilingual students to be on track to graduate with their cohort							

Goal Area 2: Annual Goal 1 Objective 4



Goal Area 2:	Closing the Gaps						
Annual Goal 1:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups will meet the indicators in the Academic Achievement component by June 2023.						
Objective 4:	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 2023.						
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for teachers and co-teachers to deliver on-grade level instruction for special education students	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Title I Coordinator ●Content Coordinators ●Principals ●Campus Leadership Team and Teachers ●SPED and Bilingual Strategists 	<ul style="list-style-type: none"> ●District Curriculum ●Istation Reading -Study Sync ●Lexia Core 5, Power Up ● Unique Learning System ●STAAR Release Assessments (BM I & II) ●ELPS 	<ul style="list-style-type: none"> ●Aug. 2022 ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●March 2023 ●April 2023 ●June 2023 	<ul style="list-style-type: none"> ●Individualized Professional Development Plan ●CLC collaboration among general education and special education teachers ● Agendas, Sign-In Sheets 	<ul style="list-style-type: none"> ●Increase academic performance of Special Education on all BM, STAAR/EOC assessments ●Coaching by SPED strategists ●Special education students to master their IEP goals ● Earn credits for graduation 	<ul style="list-style-type: none"> ●Weekly Assessments ●BM I & II ●STAAR/STAAR ALT/EOC ●TELPAS ● Student Growth Measures ●TPRI/Tejas Lee ●TXKEA ●CLI ● Lexia Core 5, Power Up, Unique Learning Systems results 	<ul style="list-style-type: none"> ●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) Special education teachers engage in common planning of ELAR/content teachers and receive the same information and resources (access to the general curriculum)							
2) Special education and content teachers collaborate to design lessons, include modifications, and supplemental aids (noted on IEPs) as needed by students							
3) Core content teacher attends the ARD (Annual Review and Dismissal) committee meetings to represent and advocate for the special education student's need							
4) Train general and special education teachers to serve special education students either remotely or in class							

Goal Area 2: Annual Goal 1 Objective 4



Goal Area 2:	Closing the Gaps						
Annual Goal 1:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups will meet the indicators in the Academic Achievement component by June 2023.						
Objective 4:	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 2023.						
Strategy 3	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	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Content Coordinators ●Principals ●Campus Leadership Team and Teachers ●SPED and Bilingual Strategists ●English Language Dev. Coaches 	<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ●Aug. 2022 ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●March 2023 ●April 2023 ●June 2023 	<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ●Unit Assessments ●Weekly Assessments ●BM I & II ●STAAR/EOC ●TELPAS ●Student Growth Measures ●TPRI/Tejas Lee ●TXKEA ●CLI 	<ul style="list-style-type: none"> ●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							

Goal Area 2: Annual Goal 2 Objective 1

Goal Area 2:	Closing the Gaps						
Annual Goal 2:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups and the All-Student group will make academic progress compared to previous year STAAR performance by June 2023.						
Objective 1:	High focus groups will demonstrate a 5% increase of academic growth in the areas of reading and mathematics by June 2023						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor student growth on a weekly basis in Reading and Mathematics.	<ul style="list-style-type: none"> Chief of Academics Executive Officers/Directors District Directors (DL, SpEd, Migrant, 504/RTI) Title I Coordinator Content Coordinators Principals <ul style="list-style-type: none"> Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> District Curriculum Istation Reading Imagine Math Success Maker STAAR Release Assessments (BM I & II) <ul style="list-style-type: none"> Language Live Achieve 3000 IXL Lexia Core 5, & Power up Unique Learning Systems ELPS Study Sync Footsteps to Brilliance Summit K12 SIOP 	<ul style="list-style-type: none"> Aug. 2022 Oct. 2022 Nov. 2022 Jan. 2023 March 2023 April 2023 June 2023 	<ul style="list-style-type: none"> District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes/minutes Lesson Plans ARD notes Virtual/In-class walk-throughs 	<ul style="list-style-type: none"> Closing the achievement gap among student groups All students demonstrate academic growth on BM, STAAR/EOC Reading and Math 	<ul style="list-style-type: none"> Unit Assessments Weekly Assessments BM I & II STAAR/EOC TELPAS Student Growth Measures TPRI/Tejas Lee TXKEA CLI Lexia Core 5, Power Up, Unique Learning Systems results 	<ul style="list-style-type: none"> 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 formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II)							
2)Disaggregate student data at the district and campus levels to determine growth							
3)Implement student-led conferences after every Benchmark							
4)Deliver accelerated instruction and academic enrichment opportunities to students							

Goal Area 2: Annual Goal 2 Objective 1



Goal Area 2:	Closing the Gaps						
Annual Goal 2:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups and the All-Student group will make academic progress compared to previous year STAAR performance by June 2023.						
Objective 1:	High focus groups will demonstrate a 5% increase of academic growth in the areas of reading and mathematics by June 2023						
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Create and display data-growth walls for Reading and Mathematics in a centralized location to monitor student goals.	<ul style="list-style-type: none"> Chief of Academics Executive Officers/Directors District Directors (DL, SpEd, Migrant, 504/RTI) Title I Coordinator Content Coordinators Principals <ul style="list-style-type: none"> Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> Bulletin Boards Data Wall Color Coding Centralized Location District Curriculum Station Reading Imagine Math Success Maker 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 	<ul style="list-style-type: none"> Aug. 2022 Oct. 2022 Nov. 2022 Jan. 2023 March 2023 April 2023 June 2023 	<ul style="list-style-type: none"> District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback Lesson Plans Virtual/In-class walk-throughs Leadership walk feedback Data display Goals set 	<ul style="list-style-type: none"> Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects 	<ul style="list-style-type: none"> Unit Assessment Weekly Assessments BM I & II STAAR/EOC TELPAS Student Growth Measures TPRI/Tejas Lee TXKEA CLI 	<ul style="list-style-type: none"> 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) Teachers collaborate with students to discuss their 2022 STAAR data and set goals							
2) Teachers update data-growth walls after each Benchmark							
3) Teachers track student academic growth to identify student needs							

Goal Area 2: Annual Goal 2 Objective 1

Goal Area 2:	Closing the Gaps						
Annual Goal 2:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups and the All-Student group will make academic progress compared to previous year STAAR performance by June 2023.						
Objective 1:	High focus groups will demonstrate a 5% increase of academic growth in the areas of reading and mathematics by June 2023						
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Communicate and celebrate academic growth in Reading and Mathematics to all campus stakeholders.	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers/Directors ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Title I Coordinator ●Content Coordinators ●Principals <ul style="list-style-type: none"> ●Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> ●District Curriculum ●Istation Reading ●Imagine Math ●Success Maker ●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 	<ul style="list-style-type: none"> ●Aug. 2022 ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●March 2023 ●April 2023 ●June 2023 	<ul style="list-style-type: none"> ●District Review Sessions (DRS) ●DMAC data reports ●Campus Performance Reviews (CPR) ●Progress Monitoring Reports ●Parent/student/teacher meetings ●Sign-In sheets/Agendas ●Parent/student letters/emails/texts 	<ul style="list-style-type: none"> ●Closing the achievement gap among student groups ●Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects 	<ul style="list-style-type: none"> ● Unit Assessments ●Weekly Assessments ●BM I & II ●STAAR/EOC ●TELPAS ● Student Growth Measures ●TPRI/Tejas Lee ●TXKEA ●CLI 	<ul style="list-style-type: none"> ●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 student academic progress monitoring forms to identify and celebrate growth							
2) Communicate student growth with parents after each Benchmark and state assessments							

Goal Area 2: Annual Goal 2 Objective 2

Goal Area 2:	Closing the Gaps						
Annual Goal 2:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups and the All-Student group will make academic progress compared to previous year STAAR performance by June 2023.						
Objective 2:	All Special Education students will be monitored weekly to demonstrate a minimum of 5% growth in academic progress in the areas of Math & Reading by June 2023.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor the growth of special education students and provide appropriate academic interventions.	<ul style="list-style-type: none"> Chief of Academics Executive Officers District Directors (DL, SpEd, Migrant, 504/RTI) Instructional Coaches Content Coordinators Principals <ul style="list-style-type: none"> Special Education Teacher Strategists Special Education Coordinators Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> IEP Goal Progress District Curriculum Istation Reading Imagine Math Success Maker 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 	<ul style="list-style-type: none"> Aug. 2022 Oct. 2022 Nov. 2022 Jan. 2023 March 2023 April 2023 June 2023 	<ul style="list-style-type: none"> Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists LPAC notes Lesson Plans Individual Student Growth Plans 	<ul style="list-style-type: none"> Academic growth in Reading and Math Master IEP Goals 	<ul style="list-style-type: none"> Unit Assessments Weekly Assessments BMs STAAR/EOC TELPAS Lexia Core 5 and Power Up Benchmarks (BOY, MOY, EOY) Unique monthly assessments 	<ul style="list-style-type: none"> Special Ed 162, 224, 225 and 429. Title I provide Instructional Aides to support students in mainstream settings
Action Steps							
1) Provide professional development in the areas of ELA/SLA, Math, Best Practices on Differentiated Instruction, Accessibility Features, Accommodations, and Designated Supports.							
2) Provide specialized materials and supplies as per students' IEP.							
3) Provide specialized equipment and assistive technology as per students' IEP.							
4) Use walkthrough forms to monitor the implementation of student engagement and provide teachers with immediate feedback							

Goal Area 2: Annual Goal 2 Objective 2



Goal Area 2:	Closing the Gaps						
Annual Goal 2:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups and the All-Student group will make academic progress compared to previous year STAAR performance by June 2023.						
Objective 2:	All Special Education students will be monitored weekly to demonstrate a minimum of 5% growth in academic progress in the areas of Math & Reading by June 2023.						
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Special education personnel will support the academic needs of students with disabilities.	<ul style="list-style-type: none"> Chief of Academics Executive Officers District Directors (DL, SpEd, Migrant, 504/RTI) Instructional Coaches Content Coordinators Principals <ul style="list-style-type: none"> Special Education Teacher Strategists Special Education Coordinators Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> IEP Goal Progress District Curriculum Istation Reading Imagine Math Success Maker 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 	<ul style="list-style-type: none"> Aug. 2022 Oct. 2022 Nov. 2022 Jan. 2023 March 2023 April 2023 June 2023 	<ul style="list-style-type: none"> Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists Special education teacher service logs Student daily service logs (related services and speech) Completed student IEP progress reports Individual Student Growth Plans 	<ul style="list-style-type: none"> Academic growth in Reading and Math Master IEP Goals 	<ul style="list-style-type: none"> Unit Assessments Weekly Assessments BMs STAAR/EOC TELPAS Lexia Core 5, & Power up Scores Unique monthly assessments 	<ul style="list-style-type: none"> Special Ed 162, 224, 225 and 429. Title I provide Instructional Aides to support students in mainstream settings
Action Steps							
1) District and campus personnel will collaborate to review teacher caseloads and ensure adequate support							
2) Provide consultation/training to campus staff and parents to ensure student needs are met.							
3) Provide specialized materials and supplies as per students' IEP.							
4) Provide specialized equipment and assistive technology as per students' IEP.							

Goal Area 2: Annual Goal 2 Objective 2



Goal Area 2:	Closing the Gaps						
Annual Goal 2:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups and the All-Student group will make academic progress compared to previous year STAAR performance by June 2023.						
Objective 2:	All Special Education students will be monitored weekly to demonstrate a minimum of 5% growth in academic progress in the areas of Math & Reading by June 2023.						
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor student growth and provide research-based interventions	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Instructional Coaches ●Content Coordinators ●Principals <ul style="list-style-type: none"> ●Special Education Teacher Strategists ●Special Education Coordinators ●Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> ●IEP Goal Progress ●District Curriculum ●Istation Reading ●Imagine Math ●Success Maker ●STAAR Release Assessments (BM I & II) <ul style="list-style-type: none"> ●Language Live ●Achieve 3000 ●IXL ●Lexia Core 5, & Power up ●Unique Learning Systems ●ELPS ●Study Sync ●Footsteps to Brilliance ●Summit K12 ●SIOP 	<ul style="list-style-type: none"> ●Aug. 2022 ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●March 2023 ●April 2023 ●June 2022 	<ul style="list-style-type: none"> ●District Review Sessions (DRS) ●DMAC data reports ●Campus Performance Reviews (CPR) ●Progress Monitoring Reports ●Walk-through feedback ●LPAC notes ●Lesson Plans 	<ul style="list-style-type: none"> ●Close the achievement gap ●Increase academic performance of all student groups in all BM, STAAR/EOC reading and math 	<ul style="list-style-type: none"> ●Unit Assessments ●Weekly Assessments ●CBA I, BM I & II ●STAAR/EOC ●TELPAS ●Student Growth Measures ●TPRI/Tejas Lee ●TXKEA ●CLI 	<ul style="list-style-type: none"> ●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 formative and summative assessments by grade levels							
2)Disaggregate Student groups’ data at the district and campus levels) to determine student growth							
3)Use assessment data to reflect on services provided and modify interventions as needed							
4)Use walkthrough forms to monitor the implementation of student engagement and provide teachers with immediate feedback							

Goal Area 2: Annual Goal 2 Objective 3

Goal Area 2:	Closing the Gaps						
Annual Goal 2:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups and the All-Student group will make academic progress compared to previous year STAAR performance by June 2023.						
Objective 3:	All Emergent Bilinguals, SpED., and the All-Student group will demonstrate a 5% increase in the areas of reading and mathematics by June 2023.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor the academic progress of Emergent Bilinguals, SpED., and the All-Student group in Reading and Mathematics	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers ●District Directors (DL, SpEd, Migrant, 504/RT) ●Content Coordinators ●Principals ●Campus Leadership Team and Teachers ●Bilingual strategists ●English Language Development Coach ●Language Development Specialists 	<ul style="list-style-type: none"> ●District Curriculum ●Istation Reading ●Imagine Math ●Success Maker ●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 	<ul style="list-style-type: none"> ●Aug. 2022 ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●March 2023 ●April 2023 ●June 2023 	<ul style="list-style-type: none"> ●District Review Sessions (DRS) ●DMAC data reports ●Campus Performance Reviews (CPR) ●Progress Monitoring Reports ●Walk-through feedback ●LPAC notes ●Lesson Plans ●Sign-In Sheets ●CLC Agendas ●student work ●Program reports 	<ul style="list-style-type: none"> ●Closing the achievement gap among student groups ●Increase academic performance of Emergent, SpED., and the All-Student group in all BM, STAAR/STAAR ALT/EOC/TELPAS/TELPAS ALT ●Master IEP Goals 	<ul style="list-style-type: none"> ●Unit Assessments ●Weekly Assessments ●BM I & II ●STAAR/EOC/STAAR Alt. ●TELPAS/TELPAS ALT ●TPRI/Tejas Lee ●TXKEA ●CLI ●Student Report Cards 	<ul style="list-style-type: none"> ●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 formative and summative assessments							
2)Disaggregate Emergent Bilingual, SpED., and the All-Student group data at the district and campus level							
3)Implement student-led conferences after Benchmark I, II							
4)Use walkthrough logs to monitor student engagement and provide teachers with feedback							
5)Teachers/administrators/LIFE Coaches will collaborate during CLCs to analyze student artifacts and determine instructional level of support							

Goal Area 2: Annual Goal 2 Objective 3

Goal Area 2:	Closing the Gaps						
Annual Goal 2:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups and the All-Student group will make academic progress compared to previous year STAAR performance by June 2023.						
Objective 3:	All Emergent Bilinguals, SpEd., and the All-Student group will demonstrate a 5% increase in the areas of reading and mathematics by June 2023.						
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide specialized professional development that addresses the English Language Proficiency Standards (ELPS) in Reading and Mathematics.	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Content Coordinators ●Principals ●Campus Leadership Team and Teachers ●Bilingual strategists ●English Language Development Coach ●Language Development Specialists 	<ul style="list-style-type: none"> ●District Curriculum ●Istation Reading ●Imagine Math ●Success Maker ●STAAR Release Assessments (BM I/II) ●ELPS Chapter 74.4 ●EB Strategic Plan ●Linguistic Instructional Alignment Guide ●Guided Language Acquisition Design ●Footsteps to Brilliance ●SIOP ●Summit K12 ●IEPs/IEP Progress Reports 	<ul style="list-style-type: none"> ●Aug. 2022 ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●March 2023 ●April 2023 ●June 2023 	<ul style="list-style-type: none"> ●District Review Sessions (DRS) ●DMAC data reports ●Campus Performance Reviews (CPR) ●Progress Monitoring Reports ●Walk-through feedback ●LPAC notes ●Lesson Plans ●Professional Development Plan ●Professional Development Agenda ●Content and Language Objectives Posted in Classrooms 	<ul style="list-style-type: none"> ●Close the achievement gap among student groups ●Increase academic performance of all student groups in all BM, STAAR/EOC/STAAR Alt. ●Master IEP Goals 	<ul style="list-style-type: none"> ●Unit Assessments ●Weekly Assessments ●BM I & II ●STAAR/EOC/STAAR Alt. ●TELPAS ●Student Growth Measures ●TPRI/Tejas Lee ●TXKEA ●CLI 	<ul style="list-style-type: none"> ●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) Provide specialized professional development and coaching							
2) Provide specialized training on the ELPS to be able to support student needs and academic progress							
3) Provide professional development on differentiated instruction to assist Emergent Bilingual and SpED students in meeting academic progress, by increasing student engagement and the scaffolding of the curriculum.							

Goal Area 2: Annual Goal 2 Objective 3



Goal Area 2:	Closing the Gaps						
Annual Goal 2:	Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups and the All-Student group will make academic progress compared to previous year STAAR performance by June 2023.						
Objective 3:	All Emergent Bilinguals, SpED., and the All-Student group will demonstrate a 5% increase in the areas of reading and mathematics by June 2023.						
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Differentiate instruction of Emergent Bilinguals and SpED students based on their individual academic needs.	<ul style="list-style-type: none"> Chief of Academics Executive Officers District Directors (DL, SpEd, Migrant, 504/RTI) Content Coordinators Principals Campus Leadership Team and Teachers Bilingual strategists English Language Development Coach Language Development Specialists 	<ul style="list-style-type: none"> District Curriculum Istation Reading Imagine Math Success Maker 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 Emergent Bilingual Strategic Plan Linguistic Instructional Alignment Guide Proficiency Level Descriptors Word Walls 	<ul style="list-style-type: none"> Aug. 2022 Oct. 2022 Nov. 2022 Jan. 2023 March 2023 April 2023 June 2023 	<ul style="list-style-type: none"> District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans Differentiated Instruction Lesson Planning Visible Word Walls 	<ul style="list-style-type: none"> Close the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/EOC Master IEP Goals 	<ul style="list-style-type: none"> Unit Assessments Weekly Assessments CBA I, BM I & II STAAR/EOC/STAAR Alt. TELPAS Student Growth Measures TPRI/Tejas Lee TXKEA CLI 	<ul style="list-style-type: none"> 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) Analyze student assessments and identify specific areas of need for emergent bilinguals and special education students							
2) Evaluate teacher daily Lesson Plans to identify evidence of differentiated instruction							
3) Provide training on how to utilize interactive word walls to differentiate instruction for emergent bilinguals and special education students							
4) Schedule intervention/accelerated instruction during school hours to target students who are unable to attend extended day/Saturday tutoring							

Goal Area 2: Annual Goal 3 Objective 1

Goal Area 2:	Closing the Gaps						
Annual Goal 3:	By June 2023, 100% of the district teachers will effectively implement the adopted dual language programs in PK to 12th grade.						
Objective 1:	Campus teachers will become proficient in the implementation of the Texas Effective Dual Language Immersion Framework.						
Strategy 1	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 elementary level.	<ul style="list-style-type: none"> ● Chief Academic Officer ● Executive Officers for Elementary ● Dual Language Director ● Dual Language Coordinator ● Language Development Specialists ● Bilingual Strategist ● English Lang. Dev. Coach 	<ul style="list-style-type: none"> ● DLTI ● District Curriculum ● Region One ● Chapter 89 ● ELPS/SLPS/TEKS ● Texas Gateway ● Footsteps to Brilliance ● LPAC ● Grading Policy ● TXEDLI 	<ul style="list-style-type: none"> ● Aug. 2022 ● Oct. 2022 ● Nov. 2022 ● Jan. 2023 ● March 2023 ● April 2023 ● June 2023 	<ul style="list-style-type: none"> ● Sign in Sheets ● Agendas ● PowerPoint Presentations ● Dual Language-based District Curriculum ● Walkthroughs 	<ul style="list-style-type: none"> ● Student achievement gains ● Closing achievement gaps ● Increase number of EBs who are reclassified 	<ul style="list-style-type: none"> ● Unit Assessments ● Weekly Assessments ● BM I & II ● STAAR/EOC ● TELPAS ● Student Growth Measures ● TPRI/Tejas Lee ● TXKEA ● CLI ● Biliteracy Checks 	<ul style="list-style-type: none"> ● 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) 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.							



Goal Area 2: Annual Goal 3 Objective 1

Goal Area 2:	Closing the Gaps
Annual Goal 3:	By June 2023, 100% of the district teachers will effectively implement the adopted dual language programs in PK to 12th grade.
Objective 1:	Campus 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.	<ul style="list-style-type: none"> Chief Academic Officer Executive Officers for Secondary Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Lang. Dev. Coach 	<ul style="list-style-type: none"> DLTI District Curriculum Region One Chapter 89 ELPS/SL PS/TEKS Texas Gateway Guided Language Acquisition Device (GLAD) Grading Policy TXEDLI 	<ul style="list-style-type: none"> Aug. 2022 Oct. 2022 Nov. 2022 Jan. 2023 March 2023 April 2023 June 2023 	<ul style="list-style-type: none"> Sign in Sheets Agendas Po werPoint Presentations Dual Language-based District Curriculum Walkthroughs 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Unit Assessments Weekly Assessments BM I & II STAAR/EOC TELPAS Student Growth Measures TPRI/Tejas Lee TXKEA CLI Biliteracy Checks 	<ul style="list-style-type: none"> 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) 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.	<ul style="list-style-type: none"> Chief Academic Officer Executive Officers for Elementary Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Lang. Dev. Coach Parental Engagement Director Parent Educators 	<ul style="list-style-type: none"> Elementary and Secondary DL Models PowerPoints Chapter 89 Grading Policy Texas Education Agency Website 	<ul style="list-style-type: none"> Aug. 2022 Oct. 2022 Nov. 2022 Jan. 2023 March 2022 April 2022 June 2022 	<ul style="list-style-type: none"> Flyers, Agendas, and Sign-In Sheets Informational videos 	<ul style="list-style-type: none"> Student achievement gains Closing achievement gaps Increase percentage of students participating Increase in parental involvement Increase number of EBs who are reclassified 	<ul style="list-style-type: none"> BOY Weekly Assessments CBA I, BM I & II STAAR/EOC TELPAS Student Growth Measures TPRI/Tejas Lee TXKEA CLI Biliteracy Checks 	<ul style="list-style-type: none"> 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) 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.

Goal Area 2: Annual Goal 4 Objective 1



Goal Area 2:	Closing the Gaps						
Annual Goal 4:	By June 2023, 40% of Emergent bilinguals will advance by at least one level on the TELPAS composite rating.						
Objective 1:	By June 2023, staff servicing 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 training on how to strategically analyze TELPAS data for student progress on composite level of TELPAS.	<ul style="list-style-type: none"> Chief of Academics Executive Officers District Directors (DL, Sp. Ed, Migrant, 504/RTI) Content Coordinators Language Dev. Specialists Bilingual Strategist English Lang. Dev. Coach 	<ul style="list-style-type: none"> English Language Proficiency Standards (ELPS) District Curriculum Proficiency Level Descriptors Composite Rating Template TELPAS Educator Guide L & S Practice Sets Emergent Bilingual Strategic Plan Linguistic Instructional Alignment Guide Emergent Bilingual Instructional and Assessment Accommodations Checklist New Teacher Institute TELPAS Action Plan Online Samples of New Question Types Summit K12 Footsteps2 Brilliance 	<ul style="list-style-type: none"> Fall 2022 	<ul style="list-style-type: none"> Emergent Bilingual Strategic Plans completed Emergent Bilingual Accommodations Checklist completed Agendas, Sign in Sheets posted and aligned Language Objectives Walk-through feedback Lesson Plans 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> TELPAS Benchmark TELPAS Assessment Student Artifacts Summit K12 Benchmarks 	<ul style="list-style-type: none"> 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) 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) TELPAS CTCs/LPAC administrators and teachers develop individualized TELPAS plans and conduct student and parent informational meetings on TELPAS scores/plans.							

Goal Area 2: Annual Goal 4 Objective 1

Goal Area 2:	Closing the Gaps						
Annual Goal 4:	By June 2023, 40% of Emergent bilinguals will advance by at least one level on the TELPAS composite rating.						
Objective 1:	By June 2023, staff servicing Emergent Bilinguals will understand what and how to help students progress from one Composite level to the next.						
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Dual language staff will provide training to all TELPAS CTCs and teachers to determine composite level progression	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Content Coordinators ●Language Dev. Specialists ●Bilingual Strategist ●English Lang. Dev. Coach 	<ul style="list-style-type: none"> ●ELPS, PLDS, District Curriculum ●Composite Rating Template ●TELPAS Educator Guide ●Emergent Bilingual Strategic Plan ●Linguistic Instructional Alignment Guide ●Emergent Bilingual Accommodation Checklist ●Data Reports ●Texas Gateway ●Listening & Speaking Practice Sets ●Speaking Scoring Guides ●TELPAS Tutorials ●Individualized Student TELPAS Plan 	<ul style="list-style-type: none"> ●Aug. 2022 ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●March 2023 ●April 2023 ●June 2023 	<ul style="list-style-type: none"> ● Emergent Bilingual Strategic Plans completed ● Emergent Bilingual Accommodations Checklist completed ●Agendas, Sign in Sheets ●Language Objectives posted and aligned ●Walk-through feedback ●Lesson Plans 	<ul style="list-style-type: none"> ●Closing the achievement gap English Language Proficiency component ●Increase linguistic performance of Beg/Int students ●Increase the percent of progress on Composite Level of TELPAS 	<ul style="list-style-type: none"> ●TELPAS Benchmark Software Quizzes ●TELPAS State Assessment ●Coaching/Mentoring ●Forms (plan of action) ●Summit K12 reports 	<ul style="list-style-type: none"> ●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) Identify novice teachers and those with high students' counts performing at the Beginning and Intermediate Composite level							
2) Coach teachers and staff on the implementation of the ELPS.							
3) Follow up with staff to provide ongoing support and collaboration after each TELPAS assessment							

Goal Area 2: Annual Goal 4 Objective 2



Goal Area 2:	Closing the Gaps						
Annual Goal 4:	By June 2023, 40% 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 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.	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Content Coordinators ●Language Dev. Specialist ●Bilingual Strategist ●English Lang. Dev. Coach 	<ul style="list-style-type: none"> ●English Language Proficiency Standards ●District Curriculum Types of Writing ●TELPAS Educator Guide ●PLDs ● Summit K12 	<ul style="list-style-type: none"> Aug. 2022 ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●March 2023 ●April 2023 ●June 2023 	<ul style="list-style-type: none"> ●Writing samples ●TELPAS Writing Prompts ●Sign-In Sheets ●Agendas ●PowerPoint Presentations ●TELPAS Plan of Action ●TELPAS Instructional Calendar ●TELPAS Writing Prompts and Samples 	<ul style="list-style-type: none"> ●Student achievement gains ●Close achievement gap ● Increase in the percent of progress on TELPAS Composite ●Level progression in Writing Domain 	<ul style="list-style-type: none"> ●TELPAS Writing Mock ●Summit K12 reports 	<ul style="list-style-type: none"> ●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) 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							

Goal Area 2: Annual Goal 4 Objective 2



Goal Area 2:	Closing the Gaps						
Annual Goal 4:	By June 2023, 40% 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 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.	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Content Coordinators ●Language Dev. Specialist ●Bilingual Strategist ●English Lang. Dev. Coach 	<ul style="list-style-type: none"> ●English Language Proficiency Standards ●District Curriculum Types of Writing ●TELPAS Educator Guide ●PLDs ● Summit K12 	<ul style="list-style-type: none"> Aug. 2022 ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●March 2023 ●April 2023 ●June 2023 	<ul style="list-style-type: none"> ●Writing samples ●TELPAS Writing Prompts ●Sign-In Sheets ●Agendas ●PowerPoint Presentations ●TELPAS Plan of Action ●TELPAS Instructional Calendar ●TELPAS Writing Prompts and Samples 	<ul style="list-style-type: none"> ●Student achievement gains ●Close achievement gap ● Increase in the percent of progress on TELPAS Composite ●Level progression in Writing Domain 	<ul style="list-style-type: none"> ●TELPAS Writing Mock ●Summit K12 reports 	<ul style="list-style-type: none"> ●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) 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							

Goal Area 2: Annual Goal 4 Objective 2

Goal Area 2:	Closing the Gaps						
Annual Goal 4:	By June 2023, 40% 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.	<ul style="list-style-type: none"> ●Chief of Academics ●Executive Officers ●District Directors (DL, Sp. Ed, Migrant, 504/RTI) ●Content Coordinators ●Language Dev. Specialists ●Bilingual Strategist ●English Lang. Dev. Coach 	<ul style="list-style-type: none"> ●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 ●Speaking Scoring Guides ●TELPAS Tutorials ●Summit K12 	<ul style="list-style-type: none"> ●Aug. 2022 ●Sept. 2022 ●Oct. 2022 ●Nov. 2022 ●Jan. 2023 ●March 2023 ●April 2023 ●June 2023 	<ul style="list-style-type: none"> ●Student Rosters ●Us ●Age Reports ●Growth in proficiency levels based on benchmark scores and previous TELPAS scores ●TELPAS Plan of Action ●TELPAS Instructional Calendar 	<ul style="list-style-type: none"> ●Student achievement gains ●Closing achievement gaps ●Increase in the percent of progress in TELPAS Composite ●Increase in student progress by domain 	<ul style="list-style-type: none"> ●TELPAS Software Pre-Test/Interim/Summative ●TELPAS State Assessment ●Summit K12 	<ul style="list-style-type: none"> ●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							

Goal Area 2: Annual Goal 4 Objective 2

Goal Area 2:	Closing the Gaps						
Annual Goal 4:	By June 2023, 40% 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.	<ul style="list-style-type: none"> Chief of Academics Executive Officers District Directors (DL, SpEd, Migrant, 504/RTI) Content Coordinators Language Dev. Specialists Bilingual Strategist English Lang. Dev. Coach 	<ul style="list-style-type: none"> English Language Proficiency Standards District Curriculum ELPS Flip Book TELPAS Educator Guide PLDs Summit K12 SIOP 	<ul style="list-style-type: none"> June 2022 - Aug. 2023 	<ul style="list-style-type: none"> ELPS embedded in curriculum ELPS included in Lesson plans Language Objective posted and aligned to content objective Lesson Plans 	<ul style="list-style-type: none"> Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Composite Level progression in individual Domains 	<ul style="list-style-type: none"> Curriculum Audit TELPAS Program Quizzes TELPAS Benchmark Assessment Classroom Observations/Walkthroughs 	<ul style="list-style-type: none"> 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.							

Goal Area 3: Culture & Climate

Goal Area 3: Annual Goal 1 Objective 1



Goal Area 3:	Culture and Climate
Annual Goal 1:	By June 2023, the district’s positive culture and climate will increase from 86% to 91% based on students’ perception of staff-student relationships. (Met Goal of 86%)
Objective 1:	By June 2023, 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	<ul style="list-style-type: none"> ●Teachers ●Principals ●Executive Officers ●Campus Counselors ●Counselor Director ●Principals ●Assistant Principals 	<ul style="list-style-type: none"> ●Region One and State Conference Training and Materials ●Research Based Best Practices ●District PreK-12 Counseling and Guidance Curriculum ●Structured and intentional Timelines ●Feedback Surveys 	<ul style="list-style-type: none"> ●Aug. 2022 –August 2023 	<ul style="list-style-type: none"> ●Attendance Reports ●Walk Through/Observation Reports ●Timelines ● PowerPoint Presentations ●Student SEL (Social and Emotional Learning) Profiles ●Student Guidance Lessons ●Completed Surveys 	<ul style="list-style-type: none"> ●Culture and Climate Survey at the Beginning of the Year (BOY) and at the End of the Year (EOY) ●Increase in Student Participation ●Increase in Student Achievement 	<ul style="list-style-type: none"> ●District’s Internal SEL Surveys and Needs Assessments ●SEL Skills Universal Screener ●Participation ●Performance ●District Walk Through Software/Portal 	<ul style="list-style-type: none"> ●Title I: #2, #9, #10

Action Steps

- 1) Implement Pre-K through 12 comprehensive counseling and guidance curriculum during advisory (elementary and middle schools)/enrichment (high schools) period
- 2) Deliver Social Emotional Learning Student Academies
- 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 during their content areas and extra-curricular activities	<ul style="list-style-type: none"> ●Teachers ●Principals ●Executive Officers ●Campus Counselors ●Counselor Director ●Assistant Principals 	<ul style="list-style-type: none"> ●District Training and Materials ●Research Based Best Practices ●Structured and intentional Timelines ●Survey Feedback 	<ul style="list-style-type: none"> ●Aug. 2022 –August 2023 	<ul style="list-style-type: none"> ●Walk Through /Observation Reports ●Lesson Plans ●Completed Surveys ● Posters in school halls, cafeteria, classrooms, etc. ● All school employees are speaking the same language 	<ul style="list-style-type: none"> ●SEL Skills Screener ●Increase in student classroom participation ●Increase in Student Achievement 	<ul style="list-style-type: none"> ●District’s Internal SEL Climate Survey ●Participation and Performance ●District’s Internal SEL Skills Screener 	<ul style="list-style-type: none"> ●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

Goal Area 3: Annual Goal 1 Objective 2



Goal Area 3:	Culture and Climate						
Annual Goal 1:	By June 2023, 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 2023, 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	<ul style="list-style-type: none"> ●Assistant Superintendent for Student Services ●Director of Counseling & Guidance ●Executive Officers ●Campus Principals/AP ●Campus Counselors ●Campus SEL Committee ●Director of Parental Engagement 	<ul style="list-style-type: none"> ●PowerPoint Presentations ●Timelines ●Tools and resources to monitor its effectiveness ●101 Ways to Create Real Family Engagement 	<ul style="list-style-type: none"> ●Aug. 2022 –August 2023 	<ul style="list-style-type: none"> ●Agendas ●Sign in Sheets ●ERO Staff Development Registration Reports 	<ul style="list-style-type: none"> ●Increase in student participation and performance ●Culture and Climate Survey (BOY & EOY) ●Increase in Student Participation ●Increase in Student Achievement 	<ul style="list-style-type: none"> ●Side by side data analysis (District's Internal survey results) 	<ul style="list-style-type: none"> ●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	<ul style="list-style-type: none"> ●Assistant Superintendent for Student Services ●Director of Counseling & Guidance ●Executive Officers ●Campus Principals ●Campus Asst. Principals ●Campus Counselors ●Campus SEL Committee 	<ul style="list-style-type: none"> ●Lessons on SEL interventions ●Curriculum timeline ●Tools and resources to monitor its effectiveness 	<ul style="list-style-type: none"> ●Aug. 2021 –August 2022 	<ul style="list-style-type: none"> ●Walk Through Reports ●Completed Teacher Surveys ●Lesson Plans 	<ul style="list-style-type: none"> ●Increase in student participation and performance 	<ul style="list-style-type: none"> ●Side by side data analysis (District's Internal survey results) 	<ul style="list-style-type: none"> ●Title I: #4, #10
Action Steps							
1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms							
2) Use restorative practices and de-escalation techniques							

Goal Area 3: Annual Goal 2 Objective 1

Goal Area 3:	Culture and Climate						
Annual Goal 2:	By June 2023, the students' perception for their physical and psychological school safety will improve from 61% to 71%						
Objective 1:	By June 2023, 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, and school district police officers on safety procedures to increase school safety	<ul style="list-style-type: none"> ●Assistant Superintendent for Student Services ●Director of Student Management Services ●Chief of Police 	<ul style="list-style-type: none"> ●Training equipment ●Power Point Presentations ●Security cameras ●Security/Safety audits ●Campus School Safety Training 	<ul style="list-style-type: none"> ●August 2022- August 2023 	<ul style="list-style-type: none"> ●Agendas ●Sign-in sheets ●Security/Safety audit reports ●School lockdown documentation ●Safety Audit Tools 	<ul style="list-style-type: none"> ●No active threat situations ●Improved security/safety audits ●Improve attendance 	<ul style="list-style-type: none"> ●BOY, MOY, and EOY security/safety audits 	<ul style="list-style-type: none"> ●Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1)Train on lockdown procedures and active threat situations							
2) Conduct daily security/safety audits at all campuses							
3) Visible District Police Officers/Security Guards							
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, and school district police officers on violence prevention procedures to increase school safety	<ul style="list-style-type: none"> ●Assistant Superintendent for Student Services ●Director of Student Management Services ●Chief of Police 	<ul style="list-style-type: none"> ●Training materials ●Power Point Presentations ●STOPit App ●PSJA Student Survey Results 	<ul style="list-style-type: none"> ●August 2022- August 2023 	<ul style="list-style-type: none"> ●Agendas ●Sign-in sheets ●PEIMS Discipline Data ● Student Survey Data 	<ul style="list-style-type: none"> ●Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) ●Students' perception of school safety has improved ●Improve attendance ●Decrease bullying and cyberbullying incidents 	<ul style="list-style-type: none"> ●BOY and EOY Panorama Student Survey Results ●Six Weeks Behavior Intervention Reports 	<ul style="list-style-type: none"> ●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, and restorative practices							
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							

Goal Area 3: Annual Goal 3 Objective 1



Goal Area 3:	Culture and Climate
Annual Goal 3:	By June 2023, family engagement and their interaction with their child’s school will increase from 71% to 81%. (was 21%)
Objective 1:	By June 2023, 70% of parents will participate in informational and training sessions.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host district information and training sessions on a variation of topics using flexible scheduling including virtual and live meetings on different days and times	<ul style="list-style-type: none"> ●Parental Director ●Parental Coordinator ●Site Managers ●Parental Educators ●Community Engagement Recruiters ●District Staff ●South Texas College Coordinator ●Region One Director ●District Program Directors 	<ul style="list-style-type: none"> ●Region 16 and State Conference Parent Materials ●Research Based Best Practices ●District Policy Handbook ●Texas Education Agency Material ●Family Friendly Research 	<ul style="list-style-type: none"> ●August 2022- August 2023 	<ul style="list-style-type: none"> ●Meeting ●Invites ●Agendas ●Minutes ●Sign-In Sheets ●Power Points ●Photos of Meetings ●Title I Documents Summary Pages ●PSJA and Parental Web Pages/Facebook 	<ul style="list-style-type: none"> ●Parent Surveys ●Campus Meetings ●Number of Parents at Meetings ●Virtual Family Academies ● Monthly Counselor’s Café Meetings ● School Health Advisory Council (SHAC) Meetings 	<ul style="list-style-type: none"> ●Assessment Results ●Participation Numbers ●District’s Internal Survey Results 	<ul style="list-style-type: none"> ●Title I-#2, #4

Action Steps

- 1) Implement PSJA Virtual and face to face Family Learning Academies on a weekly basis
- 2) Provide one-to-one campus sessions on multiple topics (Title I, Campus Policy, Home-School Compacts, Campus Plans, Attendance, Assessment, etc.)
- 3) 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 Public Relations Department, Counseling Department and Family and Community Department	<ul style="list-style-type: none"> ●Principals ●Parental Director ●Counselor Director ●Administrators ●Parental Coordinator ●Parental Educators ●Site Managers ●Campus Counselors 	<ul style="list-style-type: none"> ●District Social Media ●Weekly Calendar ●Parent Surveys ●Parent Questions on Chat and One on One Meetings 	<ul style="list-style-type: none"> ●August 2022- August 2023 	<ul style="list-style-type: none"> ●Sign-in Sheets ●Invites ●Agendas ●Minutes ●Brochure ●Power-Point ●Calendar Planning Dates ●Counselor’s Café Calendar ●Video Recordings of Meetings 	<ul style="list-style-type: none"> ●Parent Surveys ●Public Relations Data ●Parent Feedback based on Chat and One on One Meetings ●Accountability Report 	<ul style="list-style-type: none"> ●State/Local Assessments (STAAR, TELPAS, etc.) ●Participation ●Performance ●Campus and District Assessments Reports 	<ul style="list-style-type: none"> ●Title I-#2, #4

Action Steps

- 1) Conduct monthly meetings with the Executive Officer of Communications and Staff on ways to engage more parents in information and training sessions
- 2) Utilize tools such as Blackboard and social media outlets to promote parent participation
- 3) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings

Goal Area 3: Annual Goal 3 Objective 2



Goal Area 3:	Culture and Climate
Annual Goal 3:	By June 2023, family engagement and their interaction with their child’s school will increase from 71% to 81%. (Was 21%)
Objective 2:	By June 2023, 70% of our parents will connect with community partners and resources.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host a variation of district sessions and courses which include district staff members, community partners, and volunteer instructors	<ul style="list-style-type: none"> ●Parental Director ●Parental Coordinator ●Parent Educators ●Site Managers ●Region One ●South Texas College ●Mexican Consulate ●District Recruiters 	<ul style="list-style-type: none"> ●District Registration Page ●Literacy Center Calendars ●Technology Designated Classrooms ●Community Pamphlets and Brochures 	<ul style="list-style-type: none"> ●August 2022- August 2023 	<ul style="list-style-type: none"> ●Community Service Projects ●Sign-In Sheets ●Program Data Charts ●Parent Created Artifacts ●Certificate Ceremonies ●Parent Feedback TEA Accountability Reports 	<ul style="list-style-type: none"> ●District Master Schedule Dashboard ●Parent Created Projects ●Mastery Rate Reports provided by Region One and South Texas College ●TEA Accountability Reports 	<ul style="list-style-type: none"> ●Accountability Reports provided by Collaborative Partners ●TEA Accountability Reports ●Panorama Survey Results 	<ul style="list-style-type: none"> ●Title I- #6

Action Steps

- 1) Partner with Region One, South Texas College and Mexican Consulate to offer parent literacy courses
- 2) Promote community partners such as Texas A&M, Community Partner Program, STEPS, Behavioral Solutions of South Texas, etc.
- 3) Recruit volunteer instructors to teach literacy and entrepreneurship courses

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Meet with community partners periodically to address goals and expectations	<ul style="list-style-type: none"> ●Parental Director ●Parental Coordinator ●Administrator ●Parental Educators ●Community Partners 	<ul style="list-style-type: none"> ●MOUs ●Parent Survey Results ●Program Needs Assessment 	<ul style="list-style-type: none"> ●August 2022- August 2023 	<ul style="list-style-type: none"> ●Meeting Notes ●Mastery Rate Reports 	<ul style="list-style-type: none"> ●Program Participation ●Program Completion Certificates ●Program Artifacts (Parent Projects) 	<ul style="list-style-type: none"> ●Increase participation in community service projects 	<ul style="list-style-type: none"> ●Title I- #6

Action Steps

- 1) Analyze grant specifications and/or community program key points addressing goals and expectations
- 2) Create community service projects based on parent needs/feedback/surveys

Goal Area 4: Staff Quality, Recruitment and Retention

Goal Area 4: Annual Goal 1 Objective 1

Goal Area 4:	Staff Quality, Recruitment and Retention
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 1:	The district leadership committee will update the Instructional Focus Walkthrough form to meet district needs by December 2022.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Leadership committee will review the current Instructional Walk-Through Focus tool and the alignment to T-TESS.	<ul style="list-style-type: none"> ●Executive Officers ●Curriculum Coords ●Asst Supt Talent Dvlpmt ●Dir New Tchr Spprt ●Dir Prof Dvlpmt ●Dir of Employee Relations ●Principals ●Assistant Principals 	<ul style="list-style-type: none"> ●Instructional Focus Walk-Through Form ●T-TESS 	<ul style="list-style-type: none"> ●Complete by Fall 2022 	<ul style="list-style-type: none"> ●Edit the Instructional Walk-through focus tool. ●Collect and review data. 	<ul style="list-style-type: none"> ●Student engagement. ●Closing the achievement gap. ●Student centered classrooms. ●Positive classroom environment. 	<ul style="list-style-type: none"> ●Review walk-through focus tool mid-year and end of year 	<ul style="list-style-type: none"> 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) Compare the current walk-through form to increase alignment with a focus on observing highly effective instructional delivery.
- 3) Include 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	<ul style="list-style-type: none"> ●Executive Officers ●Curriculum coordinators ●Asst. Supt of Talent Development Director ●NTS Director ●Profes sional Dev. Director ●Director of Employee Relations ●Principals ●Assistant Principals 	<ul style="list-style-type: none"> ●Instructional Focus Walk-Through form ●T-TESS Evaluation tool 	<ul style="list-style-type: none"> ●Complete by Fall 2022 	<ul style="list-style-type: none"> ●Development of revised Instructional Walk-through focus tool. Collect and review data. 	<ul style="list-style-type: none"> ●Student engagement. ●Closing the achievement gap. ●Student centered classrooms. ●Positive classroom environment. 	<ul style="list-style-type: none"> ●Review walk-through focus tool mid-year and end of year. 	<ul style="list-style-type: none"> Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ESSER 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

Goal Area 4: Annual Goal 1 Objective 1



Goal Area 4:	Staff Quality, Recruitment and Retention						
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 1:	The district leadership committee will update the Instructional Focus Walkthrough form to meet district needs by December 2022.						
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.	<ul style="list-style-type: none"> ●Executive Officers ●Curriculum coordinators ●Asst. Supt of Talent Development Director ●NTS Director ●Professional Dev. Director ●Director of Employee Relations ●Principals ●Assistant Principals 	<ul style="list-style-type: none"> ●Instructional Focus walk-through form 	<ul style="list-style-type: none"> ●Weekly Reviews 	<ul style="list-style-type: none"> ●Walk-through Data Reports, ●Feedback on teacher/admin meetings 	<ul style="list-style-type: none"> ●Student engagement. ●Closing the achievement gap. ●Student centered classrooms. ●Positive classroom environment. 	<ul style="list-style-type: none"> ●Review walk-through focus tool mid-year and end of year. 	<ul style="list-style-type: none"> ●Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ●ESSER 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 needs collect.							

Goal Area 4: Annual Goal 1 Objective 2



Goal Area 4:	Staff Quality, Recruitment and Retention						
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 2:	Campus administrators will conduct weekly reviews on 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.	<ul style="list-style-type: none"> ●Campus Administrators ●District leaders ●Curriculum coordinators ●Directors ●CLL 	<ul style="list-style-type: none"> ●Instructional walk-through focus tool 	Aug. 2022-May 2023	<ul style="list-style-type: none"> ●Campus walk-through schedule ●Walk-through data weekly reviews ●Student-centered classroom ●Bell to bell instruction 	<ul style="list-style-type: none"> ●Professional growth and high-quality teaching 	<ul style="list-style-type: none"> ●Weekly walk-through data 	<ul style="list-style-type: none"> ●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 areas of need address							
4) Provide the 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.	<ul style="list-style-type: none"> ●Campus Administrators ●District leaders ●Curriculum coordinators ●Directors ●CLL 	<ul style="list-style-type: none"> ●Instructional walk-through focus tool 	Aug. 2021-May 2022	<ul style="list-style-type: none"> ●CLC agendas ●Admin/teacher conferences 	<ul style="list-style-type: none"> ●Professional growth and high-quality teaching 	<ul style="list-style-type: none"> ●Weekly walk-through data 	<ul style="list-style-type: none"> ●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							

Goal Area 4: Annual Goal 1 Objective 3



Goal Area 4:	Staff Quality, Recruitment and Retention						
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 3:	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 maximizing instructional time.	<ul style="list-style-type: none"> ● Campus Administrators ● District leaders ● Curriculum coordinators ● Directors ● CLL 	<ul style="list-style-type: none"> ● Dashboard ● Instructional walk-through focus tool ● T-TESS observations ● SGM data ● Professional Learning Communities. 	<ul style="list-style-type: none"> ● Aug. 2022 to June 2023 	<ul style="list-style-type: none"> ● Walk-Through Data ● Walk-Through schedule ● CLC agenda and sign in sheets ● Admin/teacher conferences 	<ul style="list-style-type: none"> ● Increased quality instructional time ● implementation of best practices 	<ul style="list-style-type: none"> ● Walk-Through Data Reviews 	<ul style="list-style-type: none"> ● 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.	<ul style="list-style-type: none"> ● Campus Administrators ● District leaders ● Curriculum coordinators ● Directors ● CLL 	<ul style="list-style-type: none"> ● Dashboard ● Instructional walk-through focus tool ● T-TESS observations ● GSPD ● SGMs data ● Professional Learning Communities. 	<ul style="list-style-type: none"> ● Aug. 2022 to June 2023 	<ul style="list-style-type: none"> ● Walk-Through Data ● Walk-Through schedule ● CLC agenda and sign in sheets ● Admin/teacher conferences 	<ul style="list-style-type: none"> ● Increased quality instructional time ● implementation of best practices 	<ul style="list-style-type: none"> ● Walk-Through Data Reviews 	<ul style="list-style-type: none"> ● 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.							

Goal Area 4: Annual Goal 2 Objective 1

Goal Area 4:		Staff Quality, Recruitment and Retention					
Annual Goal 2:		District leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2023.					
Objective 1:		Develop the skills in teacher and teacher evaluators needed to complete fair, valid teacher evaluations by May 2023.					
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.	<ul style="list-style-type: none"> ● Executive Officers ● Curriculum coordinators ● Asst. Supt of Talent Development Director ● NTS Director ● Professional Dev. Director ● Director of Employee Relations ● Principals ● Assistant Principals 	<ul style="list-style-type: none"> ● Funding ● Professional development needs data ● Professional development trainers ● Instructional Rounds 	<ul style="list-style-type: none"> ● Fall semester ● Spring semester 	<ul style="list-style-type: none"> ● Calibration-increase alignment of teacher, ● Evaluations between evaluators, ● Teacher evaluation a true reflection of teacher performance ● Instructional Rounds Data 	<ul style="list-style-type: none"> ● Improved student performance ● Higher teacher retention rate 	<ul style="list-style-type: none"> ● Progress monitoring ● CBA ● STAAR ● SGMs ● T-TESS 	<ul style="list-style-type: none"> 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 and hold training.							
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.	<ul style="list-style-type: none"> ● Executive Officers ● Curriculum coordinators ● Asst. Supt of Talent Development Director ● NTS Director ● Professional Dev. Director ● Director of Employee Relations ● Principals ● Assistant Principals 	<ul style="list-style-type: none"> ● Funding ● Professional development needs data ● Professional development trainers ● Calibration trainings opportunities ● Instructional Rounds 	<ul style="list-style-type: none"> ● On going 	<ul style="list-style-type: none"> ● Increase alignment of teacher evaluations between evaluators ● Teacher evaluation a true reflection of teacher performance ● Instructional Rounds Data 	<ul style="list-style-type: none"> ● Data showing increase alignment between teacher evaluation and student performance 	<ul style="list-style-type: none"> ● T-TESS evaluation data ● Student performance data 	<ul style="list-style-type: none"> Local funds ● Title I fund ● SCE Funds ● State Bilingual funds ● Migrant funds ESSER Funds
Action Steps							
1) Schedule quarterly meetings for teacher evaluation Calibrations							
2) Hold quarterly principal and assistant principal team walk-through and evaluation talks.							
3) Review of campus teacher evaluations and compare student performance.							

Goal Area 4: Annual Goal 2 Objective 2



Goal Area 4:	Staff Quality, Recruitment and Retention						
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2023.						
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,	<ul style="list-style-type: none"> ●Campus Administrators ●District leaders ●Curriculum coordinators ●Directors ●CLL 	<ul style="list-style-type: none"> ●T-TESS Evaluation Tool, T-PESS evaluation tool ●Materials 	<ul style="list-style-type: none"> ●August 2022- May 2023 	<ul style="list-style-type: none"> ●T-TESS evaluations ●TPESS evaluations ●PD Sessions ●Sign-in sheets ●Coaching logs and schedules 	<ul style="list-style-type: none"> ●Increase student achievement ●Higher teacher retention ●Higher School report card based on ●TAPR 	<ul style="list-style-type: none"> ●T-TESS Evaluations 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> ● Campus Admin Teams ●PD Dept. ●Executive Officers ●Talent Development 	<ul style="list-style-type: none"> ●T-TESS Evaluation Tool ●Materials 	<ul style="list-style-type: none"> August 2022 - May 2023 	<ul style="list-style-type: none"> ●T-TESS evaluations ●PD Sessions 	<ul style="list-style-type: none"> ●Continue providing annual T-TESS calibration certification training 	<ul style="list-style-type: none"> ● Talent Development ●Executive Officers 	<ul style="list-style-type: none"> ● 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.							

Goal Area 4: Annual Goal 2 Objective 3



Goal Area 4:	Staff Quality, Recruitment and Retention						
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2023.						
Objective 3:	Complete Spirit of PSJA Evaluations once a year of all staff not evaluated by a T-TESS 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.	<ul style="list-style-type: none"> ●Asst. Supt of Talent Development ●NTS Director ●Professional Development Director ●Data Director ●PR Director 	<ul style="list-style-type: none"> ●Spirit of PSJA training materials 	<ul style="list-style-type: none"> ●Fall ●Spring 	<ul style="list-style-type: none"> ●Use of the Evaluation tool ● One evaluation entered per staff member 	<ul style="list-style-type: none"> ●Improved customer service ●Increased efficiency ●Happier employees 	<ul style="list-style-type: none"> ●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 training							
2) Monitor and review professional development goals to create training based on needs and goals							
3) Schedule Spirit of PSJA Categories and behaviors training							
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 in a timely manner.	<ul style="list-style-type: none"> ●Employees being evaluated ●Supervisor 	<ul style="list-style-type: none"> ●Spirit of PSJA Evaluation 	<ul style="list-style-type: none"> ●Fall ●Spring 	<ul style="list-style-type: none"> ●Evaluations enter the system 	<ul style="list-style-type: none"> ●Improved customer service ●Increased efficiency ●Happier employees 	<ul style="list-style-type: none"> ●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 evaluation tool							
2) Give staff a timeline to complete the self-evaluation and goal setting							
3) Offer growth opportunities to staff							

Goal Area 4: Annual Goal 2 Objective 4



Goal Area 4:	Staff Quality, Recruitment and Retention						
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2023.						
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 2023.						
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.	<ul style="list-style-type: none"> ●Talent Development Dept. ●NTS Dept. ●EOs ●Directors 	<ul style="list-style-type: none"> ●Funds ●Time to develop trainings 	●Aug-May	●Professional development offered	<ul style="list-style-type: none"> ●Improved staff morale ●Customer service 	●PD surveys	<ul style="list-style-type: none"> Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ESSER Funds
Action Steps							
1) Conduct PD goals survey							
2) Work with staff to create training							
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	<ul style="list-style-type: none"> ●Talent Development Dept. ●NTS Dept. ●EOs ●Directors Communication Dept HR Dept. 	<ul style="list-style-type: none"> ●Funds ●Time to develop trainings 	●On going	●Career pathways PD trainings	<ul style="list-style-type: none"> ●Improved staff morale ●Customer service ●Increased retention rate 	●PD feedback survey	<ul style="list-style-type: none"> ● 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 training and evaluate results							

Goal Area 4: Annual Goal 3 Objective 1

Goal Area 4:	Staff Quality, Recruitment and Retention						
Annual Goal 3:	All teachers will be certified for teaching assignments by May 2023.						
Objective 1:	All Secondary Core Content teachers must be ESL certified by May 2023						
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	<ul style="list-style-type: none"> ●Principals ●Human Resources ●Executive Officers ●Chief of Staff ●Chief of Instructions ●ACTRGV ●Dual Language Director 	<ul style="list-style-type: none"> ●Staffing Reports ●Certification records ●SBEC ●Funding 	<ul style="list-style-type: none"> ●August 2022 - May 2023 	<ul style="list-style-type: none"> ●All teachers certified 	<ul style="list-style-type: none"> ●Content Certified teacher in every classroom 	<ul style="list-style-type: none"> ●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	<ul style="list-style-type: none"> ●Office of Curriculum and Instruction ●ACTRGV ●Dual Language Dept. ●Special Education Dept. 	<ul style="list-style-type: none"> ●TEA test preparation materials 	<ul style="list-style-type: none"> ●August 2022 - May 2023 	<ul style="list-style-type: none"> ●100% ESL or bilingual teachers' complete certification 	<ul style="list-style-type: none"> ●Teachers have knowledge to support the bilingual students and student's achievement increases 	<ul style="list-style-type: none"> ●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							

Goal Area 4: Annual Goal 3 Objective 2



Goal Area 4:	Staff Quality, Recruitment and Retention						
Annual Goal 3:	All teachers will be certified for teaching assignment by May 2023.						
Objective 2:	All Elementary/Secondary Bilingual teachers will be certified by May 2023.						
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	<ul style="list-style-type: none"> •Human Resources •Dual Lang. Dept 	<ul style="list-style-type: none"> •CertificationLetter 	<ul style="list-style-type: none"> •During Onboarding 	<ul style="list-style-type: none"> •Letter on file 	<ul style="list-style-type: none"> •All bilingual teacher certified 	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •Talent Development •Dual Lang. Dept. •Professional Development Dept. •NTS Dept. 	<ul style="list-style-type: none"> •Funding •Materials for PD delivery •PD preparation time 	<ul style="list-style-type: none"> •Fall •Spring 	<ul style="list-style-type: none"> •Meeting the bilingual students' academic needs 	<ul style="list-style-type: none"> •Improved scores for the bilingual students 	<ul style="list-style-type: none"> •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							
3) Monitor and adjust as needed to support the teachers							

Goal Area 4: Annual Goal 3 Objective 3



Goal Area 4:	Staff Quality, Recruitment and Retention						
Annual Goal 3:	All teachers will be certified for teaching assignments by May 2023.						
Objective 3:	District will recruit certified teachers for hard to staff, dual credit teaching assignments by May 2023.						
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	<ul style="list-style-type: none"> ●College Readiness ●HR ●HS EO 	<ul style="list-style-type: none"> ●Funding ●Job Fairs ●Recruitment efforts 	<ul style="list-style-type: none"> ●Early Spring 	<ul style="list-style-type: none"> ●Hard to staff DC classes taught by certified district teacher 	<ul style="list-style-type: none"> ●District certified DC teacher 	<ul style="list-style-type: none"> ●Increase in students' certifications and college hours earned 	<ul style="list-style-type: none"> ● 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.	<ul style="list-style-type: none"> ●College Readiness ●HR ●HS EO ●Talent Development ●Professional Development Director 	<ul style="list-style-type: none"> ●Funding ●Job Fairs ●Recruitment efforts 	<ul style="list-style-type: none"> ●Fall ●Spring ●Summer 	<ul style="list-style-type: none"> ●Retention of high DC need teachers 	<ul style="list-style-type: none"> ●District certified DC teacher ● Cost savings on STC (South Texas College) tuition decrease 	<ul style="list-style-type: none"> ●Increase in students' certifications and college hours earned 	<ul style="list-style-type: none"> 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 Plan

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN

Date	Session	Audience	Lead Person	Location	Session Number	Time
Monday, August 8, 2022	Campus Based- Planning	All district principals and assistant principals	Principal/Asst. Prin./Teacher Leaders	Home Campus	Not applicable	7:00-6:00
Tuesday, August 9, 2022	Leadership Residency	All district principals and assistant principals	Principal/ AP/Director	Napper Training Center	238093	8:00 – 4:00
Wednesday August 10, 2022	Leadership Residency	All district principals and assistant principals	Principal/ AP/Director	Napper Training Center	238094	8:00 – 4:00
Thursday, August 11, 2022	2022 PSJA Administrative Support Staff Seminar	All PEIMS and attendance clerks, receptionists, and registrars	Principal/ AP/Director	Napper Training Center	238095	8:00 – 12:00
Friday, August 12, 2022	2022 PSJA ISD We Integrate Virtual Technology Conference	All PSJA Staff	District/Principal/ AP	Virtual Event Via TEAMS	229905	8:30 – 3:20

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN

Elementary Professional Development Plan for August 2022

Date	Session	Audience	Lead Person	Location	Session Number	Time
Monday, August 15, 2022	Campus Welcome/Procedures Note: Continuing Education and Training Clearinghouse	All Staff	Principal/ AP	Campus	Campus	8:00 – 4:00
Tuesday, August 16, 2022	Campus Data Analysis	All Staff	Principal/AP	Campus	TBA	8:00 – 12:00
	District Convocation	All Staff	District	Bert Ogden Arena	TBA	1:30 – 4:00
Wednesday, August 17, 2022	PK 3 Outcomes and PK 4 Guidelines	PK3 and PK4 Teachers	Maricela Cortez	TBA	TBA	8:00 – 4:00
	Campus Planning	Kinder and 1 st	Principal/AP	Campus	TBA	8:00 – 4:00
	Campus Planning	2 nd – 5 th Grade	Principal/AP	Campus	TBA	8:00-11:30 Group B 1:00-4:00 Group A
	Science 1 st Six Weeks Rollout	2 nd – 5 th Grade	Science Staff	2 nd – Garcia 3 rd – Arnold 4 th – Kelly-Pharr 5 th – Longoria	TBA	8:00-11:30 Group A 1:00-4:00 Group B
	Elementary Music Current Trends	Music Teachers	Jon Taylor	Escobar Elementary	236806	8:00 – 4:00
	PE Session	PE Teachers	Art De Hoyos	PSJA ECHS gym	237154	8:00 – 4:00
	Thursday, August 18, 2022	Early Literacy Frog Street	PK3 and PK4 Teachers	Maricela Cortez	TBA	TBA
Campus Planning		Kinder and 1 st	Principal/AP	Campus	Campus	8:00 – 4:00
Dual Language Estudios Sociales Footsteps 2 Brilliance		DL Kinder and 1 st Grade Teachers	Fidencio Camacho Blanca Villarreal	Escobar Elementary	TBA	8:00 – 11:30 DL Kinder 1:00 – 4:00 DL 1 st GD
Sharon Wells Math		2 nd – 5 th Teachers	Sharon Wells Consultants	2 nd – Garza-Pena 3 rd – Ford 4 th – McKeever 5 th - Palmer	TBA	8:00 – 11:30 Group A 1:00 – 4:00 Group B
Language Arts Curriculum Rollout		2 nd -5 th Teachers	ELA Staff DL Staff	2 nd – Garza-Pena 3 rd – Ford 4 th – McKeever 5 th - Palmer	TBA	8:00 – 11:30 Group B 1:00 – 4:00 Group A
Science Lab 1 st Six Weeks Rollout		5 th Grade Science Lab Teachers	Science District Curriculum	Longoria Elementary	TBA	8:00 – 4:00
N2Y		New Life Skills Teachers	N2Y Consultants	Napper Library	235476	8:00-11:30
N2Y		Life Skills Teachers	N2Y Consultants	Napper Library	235477	1:00-4:00
Elementary and Secondary Current Trends		Music Teachers	Jon Taylor	PSJA Southwest ECHS Fine Arts Area	236755	8:00 – 4:00
PE Session		PE Teachers	Art De Hoyos	PSJA ECHS gym	237156	8:00 – 4:00
Friday, August 19, 2022	Staff Workday Group A Teachers: McKeever, Doedyns, Palmer, Ford, Farias, Sorensen, Escobar, Longoria, Ramirez, Kelly-Pharr, Garza-Pena, Carman Group B Teachers: Cantu, Livas, Reed-Mock, Chavez, Long, Clover, Garza, Guerra, Garcia, Anaya, Trevino, Arnold, Palacios					

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN

Middle School Professional Development Plan for August 2022

Date	Session	Audience	Lead Person	Location	Session Number	Time
Monday, August 15, 2022	Campus-Based Data, Campus Goals & Initiatives, Campus Plan Note: Continuing Education and Training Clearinghouse	All Staff	Principal/ Assistant Principal	In-Person/Campus	TBD	8:00 – 4:00
Tuesday, August 16, 2022	Campus-Based Data, Campus Goals & Initiatives, Campus Plan	All Staff	Principal/ Assistant Principal	In-Person/Campus	TBA	8:00 – 12:00
	Districtwide Convocation	All Staff	Dr. Arredondo, District Superintend/District Staff	In-person/Bert Ogden Arena Edinburg, Texas	TBA	1:30 – 4:00
Wednesday, August 17, 2022	Secondary Best Practice Conference	All Secondary Staff	District	PSJA Southwest Early College High School	227822	8:00 – 4:00
Thursday, August 18, 2022	Campus-Based Data, Campus Goals & Initiatives, Campus Plan	Campus Teachers and Staff	Principal/Assistant Principals	In-person/Campus	TBA	1:00 – 4:00
	Content Curriculum Roll-Out	See Content Curriculum Roll-Out Schedule on Next Page				8:00 – 11:45
	PE Session	Physical Education Teachers	Physical Education Coordinator	PSJA Southwest ECHS	237156	8:00 – 4:00
	CTE Curriculum	CTE Teachers	CTE Coordinators and Program Curriculum Leads	Collegiate ECHS	TBA	8:00 – 4:00
	Elementary & Secondary Current Trends	Fine Arts Teachers	District Staff	PSJA Southwest ECHS Fine Arts Area	236755	8:00 – 4:00

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN

Middle School Professional Development Plan for August 2022

Content Curriculum Roll-Out Schedule

Date	Session	Audience	Lead Person	Location	Session Number	Time
Thursday, August 18, 2022	Math Curriculum Roll-Out	Math Content Teachers and Special Education Co-Teachers	Sandra Serna with MS Math Curriculum Team	Audie Murphy Middle School	TBA	8:00 – 11:45
	Reading Language Arts Curriculum Roll-Out	RLA Content Teachers and Special Education Co-Teachers	Kimberly Ortega with MS RLA Curriculum Team	Austin Middle School	TBA	8:00 – 11:45
	Science Curriculum Roll-Out	Science Content Teachers	Jessica Moore with MS Science Curriculum Team	LBJ Middle School	TBA	8:00 – 11:45
	Social Studies Curriculum Roll-Out	Social Studies Content Teachers	Miguel Torres with MS Social Studies Curriculum Team	Yzaguirre Middle School	TBA	8:00 – 11:45
	Spanish Curriculum Roll-Out	SLA Teachers	Elizabeth Garza with MS SLA Curriculum Team	Alamo Middle School	TBA	8:00 – 11:45
	ESL Curriculum Roll-out	ESL Teachers	Sherry Vargas with MS ESL Curriculum Team	Administration 292	TBA	1:00 – 4:00
Friday, August 19, 2022	Staff Workday					

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN

High School Professional Development Plan for August 2022

Date	Session	Audience	Lead Person	Location	Session Number	Time
Monday, August 15, 2022	Campus-Based Data, Campus Goals & Initiatives, Campus Plan Note: Continuing Education and Training Clearinghouse	All Staff	Principal/ Assistant Principal	In-Person	TBD	8:00 – 4:00
Tuesday, August 16, 2022	Campus-Based Data, Campus Goals & Initiatives, Campus Plan	All Staff	Principal/ Assistant Principal	In-Person/Campus	TBA	8:00 – 12:00
	Districtwide Convocation	All District Staff	District	Bert Ogden Arena In-Person	TBA	1:30 – 4:00
Wednesday, August 17, 2022	Secondary Best Practice Conference	All Secondary Staff	District	PSJA Southwest Early College High School	227822	8:00 – 4:00
Thursday, August 18, 2022	PE Session	Physical Education Teachers	Arturo De Hoyo	PSJA Southwest ECHS	237156	8:00 – 4:00
	Elementary & Secondary Current Trends	Fine Arts Teachers	Jon Taylor	PSJA Southwest ECHS Fine Arts Area	236755	8:00 – 4:00
	CTE Curriculum	CTE Teachers	CTE Coordinators and Program Curriculum Leads	Collegiate ECHS		8:00 – 4:00
Friday, August 19, 2022	Staff Workday					

**Trainings and sessions for district departments will be included in our 2022 -2023 Professional Development Calendar:
*SpEd, Dual Language, CTE, Fine Arts, Athletics***

[Continuing Education and Training Clearinghouse](#)

AVID Summer Institute, San Antonio, July 5-8, 2022

AVID Digital XP-July 18-20, 2022 & Aug. 1-3, 2022

Leadership Residency – Aug. 9th and 10th.

Topics: T-TESS, Technology, SEL, curriculum overview.

Migrant Education Program Priority For Service Action Plan

PSJA ISD Priority for Service (PFS) Action Plan For Migrant Students School Year: 2022 – 2023

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)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

PSJA ISD Priority for Service (PFS) Action Plan For Migrant Students School Year: 2022 – 2023

School District: Pharr San Juan Alamo ISD
Region: 1

Filled Out By: Yolanda Gomez
Date: July 21, 2022

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).

<p><u>Goal(s):</u></p> <ol style="list-style-type: none"> 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. 3) Monitor PSJA ISD’s electronic intervention system for PFS migrant students on a bi-monthly basis to align support services with student need(s). 	<p><u>Objective(s):</u></p> <ul style="list-style-type: none"> • 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. • 80% of PFS students will meet the state academic achievement standards on the STAAR/EOC or show sustainable growth. • 80% of PFS students will secure post-secondary access to four-year or two-year college, access to scholarships, technology prep schools, armed force, or other workforce-oriented options.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	15 th of every month	NGS clerk or MEP director	PFS monthly district and campus reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Before August 22, 2022	MEP Director/staff	Completed district PFS action plan
<i>Additional Activities</i>			

PSJA ISD Priority for Service (PFS) Action Plan For Migrant Students School Year: 2022 – 2023

Monitor student progress via the electronic Priority for Service system.	September 2022 – June 2023	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 2022 – June 2023	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.			
<ul style="list-style-type: none"> ▪ 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 criteria and updated NGS Priority for Service reports. 	September 2022 – June 2023	MEP Director/staff	Agenda, sign-in sheets, email, campus PFS reports.
<ul style="list-style-type: none"> ▪ During the academic calendar year, the Title I, Part C Migrant Director and/or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	September 2022, followed by every 15 th day of each month	MEP Director/staff	Agenda, sign-in sheets, email, PFS criteria letter to parents, PFS report, PFS report sign-in sheets.
<ul style="list-style-type: none"> ▪ During the academic calendar, the district’s Title I, Part C Migrant Education Program and/or campus staff will make home/community visits, mailout letter and/or via telecommunication to update parents of PFS students on the academic progress of their children. 	September 2022– June 2023	MEP Director/staff, PFS teachers, and campus principals	Agendas, sign-in sheet, parent meetings and brochures.
Additional Activities			
<ul style="list-style-type: none"> ▪ Train teachers and assistant principals on the electronic Priority for Service system to communicate and monitor the progress of the PFS students they serve. 	September 2022 – June 2023	MEP Director/staff	Agenda, sign-in sheets, email, PFS PowerPoint presentation.
Provide services to PFS migrant students.			

**PSJA ISD Priority for Service (PFS) Action Plan
For Migrant Students School Year: 2022 – 2023**

<ul style="list-style-type: none"> The district’s Title I, Part C Migrant Education Program Director or MEP/Campus staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	September 2022 – June 2023	Director, principals, assist. Principals, counselors, and MEP staff.	Schedules, tutor logs, intervention plans, PFS student progress review, report cards, progress reports, state assessments, and benchmarks.
<ul style="list-style-type: none"> 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. 	September 2022 – June 2023	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
<ul style="list-style-type: none"> 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. 	September 2022 – June 2023	MEP Director/staff, program directors, principals, assist. principals, PFS teachers, and counselors.	Sign- in sheets, expenditures, PFS reports, emails, and agendas
<i>Additional Activities</i>			
<ul style="list-style-type: none"> Counseling support, leadership programs, and tutoring in the areas of reading and mathematics. 	September 2022 – June 2023	MEP Director/staff, principals, assistant principals, and counselors.	Agenda, sign-in sheets, email, brochure Campus tutoring rosters, call logs

Mrs. Yolanda Gomez
LEA Signature

July 21, 2022
Date Completed

M. Hinojosa
ESC Signature

08/18/2022
Date Received

