



District Improvement Plan 2021-2022

Board Approved:

Executive Summary

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.

Demographics Summary: PSJA ISD houses students from three different cities, who come from similar backgrounds and way of life. The student body at PSJA ISD is 99.03% Hispanic, 98.50% Economically Disadvantaged and 65.00% at-risk. With the district's proximity to Mexico, 34.40% of the students are considered Emergent Bilinguals (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment Summary: 2020-2021 school year was a very challenging year due to the Global Pandemic. In grades 3-8 all tested STAAR subjects, PSJA ISD administered 14,712 tests. In the district's End of Course STAAR Assessments, 8,256 tests were administered to high school students. The STAAR Performance Raw Score on the 2021 Accountability Rating is 30. College, Career and Military Readiness is 78 and the Graduation Rate for 2021 is 97.

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 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 Enrichment 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.

Summary of Goals: Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students who score at the Meets or Masters level on STAAR and Meets or exceed the expected academic progress. More specifically, the percent of students in grade 3 who perform at Meets grade level or above on STAAR Reading will increase from 46% to 52% by June 2022. Additionally, the percent of students in grade 3 who perform at Meets grade level or above on STAAR Mathematics will increase from 56% to 62% by June 2022. 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 45% to 52% by June 2022. And lastly, the percent of graduates who are College Career Military Ready (CCMR) will increase from 70% to 80% by 2022.

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

2021 School Board of Education

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

Melissa Aguero-Ramirez, Chief of Human Resources

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

District Improvement Plan Strategic Planning & Outcomes

**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/School Climate

Our Goals

**Leadership
Growth**



**Effective Teaching
& Learning**



**Family &
Community
Empowerment**



**Student
Support**



**Our
Strategic
directions**

Technology | Finance | Operations & Services | Communication | Health & Safety

**Key enablers
for '20-'21**

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 46% to 55% by June 2023.

Goal Progress Measure 1.1: The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2023.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2023.

Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2023.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2023.

District and Board Goals

Goal 2: The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2023.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2023.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2023.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2023.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2023.

District and Board Goals

Goal 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2023.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2023.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2023.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2023.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2023.

District and Board Goals

Goal 4: The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2023.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2023.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2023.

Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2023.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

2021-2022 DEIC Committee



Dr. Rudy Trevino, Chief of Academics

Goal Area 1: Student Achievement		Goal Area 2: Closing the Gaps	
Iris Alvarez	Chairperson – Executive Office for Middle Schools	Claudia Gonzalez	Chairperson – Executive Officer for Elementary
Joe Garza	Chairperson – Executive Officer for Elementary	Nora Rivas-Garza	Chairperson – Executive Officer for Middle Schools
Dr. Nora Cantu	Executive Officer for HS	Corina Ramirez	Executive Officer for Elementary
Debra Salinas	Director for 504/Dyslexia	Yolanda Gomez	Migrant Education Program Director
Adriana Garcia	Director for Career & Technical Education	Olivia Martinez	Director for Dual Language
Michael Murray	Director for Advance Academics/Gifted & talented	Margarita Aguirre	Director for Special Education
Haissam Mayasi	Director of Data Services	Daniel Saenz	Director for Technology
Nora Galvan	Director for Library Services	Maria Quezada	Assistant Principal for John McKeever Elementary
Rafael Gonzalez	Arnoldo Cantu, SR. Elementary Principal	Dr. Rowdy Vela	PSJA Memorial ECHS Principal
Ana Villarreal	ISTEM ECHS Counselor	Marisa Rubio	Sgt. Leonel Trevino Elementary Counselor
Susana Ramos	Early Head Start Teacher	Debbie Dawang	Mathematics Content Coordinator for High Schools
Rosalinda Gonzalez	Alfred Sorenson Elementary Teacher	Benjamin Solis	Edith & Ethel Carman Elementary
Belinda Irlas	Allen & William Arnold Elementary Teacher	Monica Villegas	Cesar Chavez Elementary Collaborative Learning Leader
Sandra Carrillo	Austin MS Teacher	Maria Platz	Vida N. Clover Elementary Teacher
Patricia Mora	Alamo MS Teacher	Raquel Guerrero	John Doedyns Elementary Counselor
Alfredo Carrillo	Liberty MS, Principal	Romeo Romero	Aida Escobar Elementary Teacher
Veronica Benavidez	PSJA ECHS Teacher	Mariana Nunez	Zeferino Farias Elementary Teacher
Rene Garcia	PSJA Memorial ECHS Collaborative Learning Leader	Vanessa Garza	Jaime Escalante MS Teacher
Miguel Torres	Social Studies Content Coordinator for Middle Schools	Nelly De La Cruz	Kennedy Middle School Teacher
Laura Gongora	ELA Content Coordinator for Elementary Schools	Cristina Santos	PSJA North ECHS Teacher
Sandra Serna	Mathematics Content Coordinator for Office of Middle School	Charles Gilpen	PSJA Southwest ECHS Teacher
Alicia Alejandro	Social Studies Content Coordinator Office of High Schools	Alfredo Carrillo	Liberty Middle School Principal
Vacancy	ELA Content Coordinator Office of High Schools	Eva Patricia Delgado	Mathematics/SS Content Coordinator for Elementary Schools
Blanca Estela Villarreal	ELA Development Coach	Tracy McAllister	Science Content Coordinator for Middle Schools
Rubina Leal Cavazos	Parent Representative- Pharr	Esmeralda Chavez	Garcia Elementary Teacher
Dora Gonzalez	Community Member NAFTA Credit Union	Nallely Garcia	Early Start Teacher
		Dora Gonzalez	Community Member NAFTA Credit Union

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

2021-2022 DEIC Committee



Dr. Rudy Trevino, Chief of Academics

Goal Area 3: Improve Safety, Public Support, Culture & Climate		Goal Area 4: Increase Staff Quality, Recruitment and Retention	
Orlando Noyola	Chairperson – Assistant Superintendent for Student Services	Dr. Rebeca Garza	Chairperson – Asst. Supt. For Human Capital Development
Linda Uribe	Chairperson – Executive Officer for College Readiness	Rebecca Gonzales	Chairperson – Chief of Finance
Arianna Vasquez-Hernandez	Director for Public Relations	Dr. Lauro Davalos	Assistant Superintendent for Technology
Virginia (Gina) Saenz	Director for Guidance & Counseling	Angela Salinas-Oviedo	Director of New Teacher Support
Norma Garza	Director for Parental Involvement Program	Hector Rodriguez	Director of Technology
Laura Campos	Director for Pupil Accounting	Jorge Medina	Director of Employee Relations
Maricela Cortez	Director for Early Childhood	Stella Sanchez	Director of Professional Development
Ofelia Pena	Austin Middle School Assistant Principal	Heather Contreras-Pena	PSJA ECHS Assistant Principal
Stephanie Gomez Gonzalez	Henry Ford Elementary Counselor	Omar Armenta	Dr. William Long Elementary Teacher
Juan Carlos Reyes	Henry Ford Elementary Teacher	Jessica Castillo	Raul Longoria Elementary Teacher
Lydia Buenrostro	Marcia Garza Elementary Collaborative Learning Leader	Marciana Hernandez	John McKeever Elementary Teacher
Danise Godoy	Garza-Pena Elementary Teacher	Maricruz De Anda	Berta Palacios Elementary Teacher
Rene Hernandez	Augusto Guerra Elementary Teacher	Marla Bazan	Geraldine Palmer Elementary Collaborative Learning Leader
Paloma Padilla	Kelly-Pharr Elementary Teacher	Lezlie Neely	Daniel Ramirez Elementary Teacher
Rosaura Quintero	Santos Livas Elementary Teacher	Mayra Dominguez	Dr. Reed & Mock Elementary Teacher
Erica Cantu	LBJ Middle School Teacher	Maria R. Gonzalez	Alfred Sorenson Elementary Teacher
Alejandro Casas	Liberty Middle School Teacher	Gonzalo Rodriguez	Audie Murphy Middle School Teacher
Erika Guerrero	PSJA Thomas Jefferson TSTEM ECHS Teacher	Jazmin Johnson	Raul Yzaguirre Middle School Teacher
Reyna Torres	PSJA Collegiate ECHS Collaborative Learning Leader	Haydee Lopez	PSJA Sonia Sotomayor ECHS Parental Liaison
Larmel Madrilejos	PSJA Elvis Ballew ECHS Teacher	Joel Cavazos	PSJA Buell Central HS Teacher
Daniel Gonzalez	Business Representative	Julietta Maldonado	Parent Representative – Alamo
Rick Fernandez	Parent Representative – San Juan	Yulissa Rangel	Austin Middle School Teacher

2021-2022 District Demographics

	ALL	MALE	FEMALE	SPED	ELs	M1	M2	M3	M4	M5	MIGRANT	ECD	GT	CTE	AT RISK
Number	27,738	14,156	13,588	2,510	10,643	10	403	633	583	970	517	25,582	1,731	6,163	18,159
Percent	100	51.0	49.0	9.0	38.4	0	1.5	2.3	2.1	3.4	1.9	92.2	6.2	22.2	65.0

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian / Other	Two or More
Number	27,738	27,469	23	40	206	5	0	0
Percent	100	99.03	0	0	0.74	0	0	0

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Domain I, Domain II & Domain III

2020-2021 STAAR



Campus	Eco D	Approach	Meets	Masters	Domain I	Domain II	Domain III			Participation	
							Academic Achievment	ELP Status	Student Success	2020-21	2018-19
Anaya	96.1	64	36	15	38	38	40	100	50	59	100
Arnold	82.4	43	14	7	21	21	0	100	0	50	100
Cantu	90.1	65	39	16	40	40	40	100	29	48	100
Carman	80.5	41	20	9	23	23	0	0	0	49	100
Chavez	95.5	43	17	6	22	22	10	100	0	73	100
Clover	96.1	34	14	7	18	18	0	0	0	44	100
Doedyns	92.1	37	15	7	20	20	0	0	0	46	100
Dr. Long	80.2	46	18	8	24	24	0	100	0	38	100
Escobar	90.9	56	30	14	33	33	33	100	0	72	100
Farias	93.7	41	15	8	21	21	0	100	0	53	100
Ford	90.5	40	15	6	20	20	0	0	0	56	100
Garcia	96.8	41	17	8	22	22	0	100	0	44	100
Garza	98.1	46	17	6	23	23	0	0	0	41	100
Garza-Pena	96.5	48	23	15	29	29	20	100	0	31	100
Guerra	97.0	45	17	8	23	23	0	100	0	69	100
Kelly Pharr	88.7	51	22	10	28	28	8	100	14	63	100
Livas	89.0	40	16	3	20	20	0	100	0	44	100
Longoria	94.0	34	13	7	18	18	0	100	0	37	100
McKeever	87.3	40	20	8	23	23	0	100	0	63	100
Palacios	99.0	43	16	3	21	21	0	100	0	50	100
Palmer	88.1	47	21	6	25	25	0	100	0	53	100
Ramirez	94.2	47	18	8	24	24	0	100	0	56	100
Reed Mock	91.1	58	29	11	33	33	10	100	0	53	100
Sorensen	83.3	54	27	9	30	30	0	100	0	61	100
Trevino	96.6	40	16	8	21	21	0	100	0	69	100

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
Domain I, Domain II & Domain III
2020-2021 STAAR



Campus	Eco D	Approach	Meets	Masters	Domain I	Domain II	Domain III			Participation	
							Academic Achievment	ELP Status	Student Success	2020-21	2018-19
Austin	83.3	40	15	6	20	20	0	0	0	32	100
Alamo	92.4	36	15	4	18	18	14	0	14	34	100
Liberty	92.4	53	24	9	29	29	29	100	14	53	99
LBJ	86	39	17	7	21	21	0	0	0	26	100
Yzaguirre	97.2	35	17	8	20	20	0	0	0	30	100
Escalante	98.1	37	14	4	18	18	0	0	0	59	100
Kennedy	94.3	51	24	12	29	29	0	0	14	35	100
Murphy	95.1	36	15	6	19	19	0	0	0	33	100

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
Domain I, Domain II & Domain III
2020-2021 STAAR



Campus	Eco D	STAAR	CCMR	Grad. Rate	Domain II Part B (AVG)	Domain III					Participation	
						Academic Achievment	Grad Rate	ELP Status	Student Success	School Quality	2020-21	2018-19
PSJADist.	91.7	30	78	97	54	6	100	100	0	100	49	99
PSJA ECHS	93.4	50	73	100	62	50	100	100	86	100	45	97
Memorial	92.4	37	80	100	59	29	100	0	14	100	62	99
North	87	41	72	99	57	36	100	0	29	100	69	98
Southwest	98.8	37	87	99	62	21	100	0	0	100	73	98
TSTEM	93.1	54	100	100	77	67	100	100	100	100	87	100
Alternative Campuses												
Ballew	98.4	31	53	85	N/A	0	100	N/A	0	100	41	63
Sotomayor	100	52	85	93	N/A	N/A	0	N/A	100	100	43	96

District Timeline

Date	Event(s)
April 2021	•District and Campus Timeline was sent to campus principals and central office staff
June 2021	• Plans were submitted to Executive Officer for feedback
June 2021	•Executive Officer scheduled meeting with individual principals where feedback was discussed on all components of the CIP
August 2021	•Revised 2021 DIP/CIP Instructions, Guidance, and Resource Guide
August 2021	•Presentation of 2021 Resource Guide during Principal Residency
August 2021	•Provide and trained campus principals and assistant principals on the CIP Guide
August 2021	•Development draft of Annual Goals & Objectives
August 2021	•Development and Completion of Strategies & Actions
August 2021	•Pre-work: areas identify 3-5 annual goals, objective & strategies and actions
September 2021	•Solidify Draft of each Goal Area for DEIC Review
September 13, 2021	• Present DIP & CIP to the board for approval
October 2021 - June 2022	• Quarterly meetings are conducted at each campus to monitor the progress of the set goals.

Goals

Goal Area 1: Student Achievement

Goal Area 2: Closing the Gaps

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

Goal Area 4: Increase Staff Quality, Recruitment and Retention

PHARR-SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT 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. • 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.</p> <ul style="list-style-type: none"> • All students may not be able to engage effectively in remote learning. • Teachers meeting students' academic and virtual needs • Student reading on level by third grade is an area that we as the district continue to work on and monitor. • Developmental writing must be taught at all grade levels whether it is assessed at the state level or not. • Professional development for teaching writing must be provided at all grade levels. • Campus schedules need to reflect a dedicated time for writing instruction at all campuses • Middle school blocked reading and writing instruction must be monitored each year for effective implementation. • Elementary, Middle and High School Reading, Writing and Mathematics curriculums must be monitored each year for alignment and effectiveness. • Train teachers on instructional effectiveness. • CCMR dashboard needs to 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 57%, Meets GL Standard or Above is at 34% and Masters GL or Above is at 10% The English Language Proficiency Target of 36% was met, which is 2% higher than 2020 School Year. Special Education student group 2020 graduation rate improved by 4.1% compared to 2019. Special Education student group met the 4 -Year Federal Graduation Target. EL Current & Monitored+ student group the 2020 graduation rate improved by 1.8% compared to 2019. EL Education student group met the 4 -Year Federal Graduation Target. The All Student group met and improved the Federal Graduation Rate compared to the 2019 school year by 1.8%. The Federal 4-Year Graduation Rate for the All Student group is at a high of 96.8%. PSJA ISDs Annual Drop out is lower than the state. PSJA 2021 Dropout has decrease compared to the 2020 School Year. The All Student Dropout rate is at 0.7% PSJA ISD had a total of 1,780 Annual Graduates, 78%, met credit for CCMR Criteria Thirty-six 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. Twenty-five percent of Annual Graduates eared an industry-based certification from approved list. Twenty-two percent of Annual Graduates earned an associate degree while in high school Three 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 Twenty –two 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 	<p>2021 STAAR Data,</p> <ul style="list-style-type: none"> There is a 17% achievement gap at the Meets GL Standard or above on the 2021 STAAR/EOC between students identified as Special Education and the All-Student group in the area of ELA/Reading. There is a 2% achievement gap at the Meets GL Standard or above on the 2021 STAAR /EOC between students identified Special Education and the All Student group. There is a 6% achievement gap at the Meets GL Standard or above on 2021 STAAR/EOC between students identified as Current English Learners and the All-Student group in the areas of ELA/Reading. There is a 3% achievement gap at the Meets GL Standard or above on 2021 STAAR/EOC between students identified as Current English Learners and the All-Student group in the area of Mathematics. There is a 2% achievement gap at the Meets GL Standard or above on 2021 STAAR/EOC between students identified as Economically Disadvantaged and the All-Student group in the areas of ELA/Reading. There is a 2% achievement gap at the Meets GL Standard or above on 2021 STAAR/EOC between students identified as Economically Disadvantaged and the All-Student group in the area of Mathematics. Former Special Education achievement gap compared to the All Student group is 9% at the Meets GL Standard or Above on the 2021 STAAR/EOC. The special education students in the area of reading on the 2021 STAAR/EOC performed at 26% at Approaches GL Standard or Above. Seventeen percent at Meets GL Standard or Above and 5% at Masters GL or Above. 4 Year Longitudinal Graduation Rate for EL students is 3% below the All-Student group at 96.8%

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

Goal Area	Area Reviewed	Summary of Strengths	Challenges
3	Improve Safety, Public Support, Culture & Climate- Including Safety & Violence Prevention	<ul style="list-style-type: none"> Parents have a high rate of participation at campus meetings and community education centers with meeting topics which are general in scope. Parent resources, materials and communications are provided in both English and Spanish. The district website and parental website informs parents of all 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 are communicating expectations and applying 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 District Counselor Café for Teachers: PD Workshops 	<ul style="list-style-type: none"> Parents meetings are needed throughout the school year to explain the state accountability system and how it affects their children. Parent Academic Conferences [PAC] should be scheduled each six weeks to share student progress. Additional customer service training should be provided on the importance of fostering positive parent/teacher relationships Staff needs training on how to effectively share assessment strategies with parents about their children's progress. Provide parents webinar training and phone links to help them better understand the STARR student reports. Videos on state accountability have to be readily available for parents. Teaching staff needs training on the district's discipline protocols so that they can implement them in their classrooms consistently. 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 Professional Development on Social Emotional Learning or Restorative Practices

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



Goal Area	Area Reviewed	Summary of Strengths	Challenges
4	Increase Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • High employee retention, District is seen as an employer of choice • District owned alternative certification program, ACTRGV 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. 	<ul style="list-style-type: none"> • TEA's new rules require all English Language Arts teachers to be bilingually or ESL certified. • Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and school culture. • 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. • 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

GOAL AREA 1



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 2022.						
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 2021 – Aug. 2022 	<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 Report 	<ul style="list-style-type: none"> Formative assessments BOY/CBAs Benchmarks [BMs] STAAR TELPAS Results Driven Accountability Student Growth Measures [SGMs] Pre/Post Test 	<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, Newsela, 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"> Principals Assistant principals Executive Officers Coordinators Strategists Directors 	<ul style="list-style-type: none"> Sep. 2021– May 2022 	<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 Beginning of Year Assessments (BOY)/CBAs and Benchmarks STAAR/TELPAS ACT and SAT Texas Success Initiative 	<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 in order to calibrate and provide growth opportunities for campus administrators.							
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 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 The New Herman Method 	<ul style="list-style-type: none"> Sep. 2021– Aug. 2022 	<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 BOY/CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS 	<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.							
2) Support technology integration within the RLA curriculum to enhance the blended learning lessons.							
3) CLLs will allow for reading lesson planning during CLCs to create consistency among the reading classes being taught.							

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 2022.						
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. 2021 – Aug. 2022 	<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 BOY/CBAs, Benchmarks [BMs] STAAR TELPAS Results Driven Accountability (RDA) Student Growth Measures [SGMs] Pre/Post Test 	<ul style="list-style-type: none"> Title I, II, III Special Education & Bilingual Funds, Migrant Funds
Action Steps							
1) Aligned BOY/CBAs 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 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. 2021 Nov. 2021 Jan. 2022 Feb. 2022 Mar. 2022 	<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 BOY/CBAs Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS TPRI/TEJAS LEE 	<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 BOY/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 BOY/CBA and Benchmark using DMAC reports to form tutorial groups for the <u>Masters</u> Level on the STAAR/EOC assessment.							
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 CBA and 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 The New Herman Method 	<ul style="list-style-type: none"> Oct. 2021 Nov. 2021 Jan. 2022 Feb. 2022 Mar. 2022 	<ul style="list-style-type: none"> Agendas and sign-in sheets Data Analysis documents Campus Review [CPRs] documents 	<ul style="list-style-type: none"> CBAs, 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 BOY/CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS 	<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 2022.						
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 Collaborative Learning Leader Collaborative Learning Facilitator 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. 2021 - April 2022 	<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 <u>Masters</u> performance levels on STAAR/EOC Increase in student progress 	<ul style="list-style-type: none"> Formative assessments CBAs Benchmarks STAAR TELPAS 	<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) and data analysis.	<ul style="list-style-type: none"> Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator 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. - April 2022 	<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 <u>Masters</u> performance levels on STAAR/EOC Increase in student progress 	<ul style="list-style-type: none"> Formative assessments CBAs Benchmarks STAAR TELPAS 	<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 Technologist to integrate technology into the core curriculum.							
3) Library Media Specialists provide training in various areas of technology and online resources for RLA.							
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 	<ul style="list-style-type: none"> Aug. 2021 - March 2022 	<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 CBAs, BMs, STAAR, TELPAS 	<ul style="list-style-type: none"> Benchmarks STAAR TELPAS 	<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 Middle School RLA teachers on literacy by Region One ESC and Dr. Louis.							
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 2022.						
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 2021 – Aug. 2022 	<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 Results Driven Accountability Report 	<ul style="list-style-type: none"> Formative assessments CBAs, Benchmarks [BMs] STAAR Results Driven Accountability Student Growth Measures [SGMs] Pre/Post Test 	<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 Chief Academic Officer 	<ul style="list-style-type: none"> Principals Assistant principals Executive Officers Coordinators Strategists Directors 	<ul style="list-style-type: none"> Sep. 2021– May 2022 	<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 CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) 	<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.							
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 Director 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. 2021- Aug. 2022 	<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 CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) 	<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 2022.						
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
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. 2021 – Aug. 2022 	<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 CBAs Benchmarks [BMs] STAAR Results Driven Accountability Student Growth Measures [SGMs] Pre/Post Test 	<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 (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 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. 2021 Nov. 2021 Jan. 2022 Feb. 2022 Mar. 2022 	<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 <u>Masters</u> performance levels on STAAR/EOC Increase in student progress 	<ul style="list-style-type: none"> Formative assessments CBAs Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS TPRI/TEIAS LEE 	<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 BOY/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 BOY/CBA and Benchmark using DMAC reports to form tutorial groups for the <u>Masters</u> Performance Level on the STAAR/EOC assessment.							
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 CBA and 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. 2021 Nov. 2021 Jan. 2022 Feb. 2022 Mar. 2022 	<ul style="list-style-type: none"> Agendas and sign-in sheets Data Analysis documents Campus Review [CPRs] documents 	<ul style="list-style-type: none"> BOY/ CBAs 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 BOY/ CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) 	<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 EQs 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 2022.						
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 ● Collaborative Learning Leader ● Collaborative Learning Facilitator ● Department chairs ● Campus teachers 	<ul style="list-style-type: none"> ● Lead4ward ● Region 1 ● DIMAC ● State and federal accountability reports 	<ul style="list-style-type: none"> ● Oct. 2021 - April 2022 	<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 ● BOY/ CBAs ● Benchmarks ● STAAR 	<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., CLE) and data analysis.	<ul style="list-style-type: none"> ● Principals ● Assistant principals ● Campus leadership team ● Collaborative Learning Leader ● Collaborative Learning Facilitator ● Department chairs ● Campus teachers 	<ul style="list-style-type: none"> ● Lead4ward ● Region 1 ● DIMAC ● State and federal accountability reports 	<ul style="list-style-type: none"> ● Aug. 2021 - May 2022 	<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 ● BOY/ CBAs ● Benchmarks ● STAAR 	<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 Technologist to integrate technology into the core curriculum.							
3) Library Media Specialists provide training in various areas of technology and online resources.							
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 	<ul style="list-style-type: none"> ● Aug. 2021 - March 2022 	<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 CBAs, BMs, STAAR 	<ul style="list-style-type: none"> ● BOY/ CBAs ● BMs ● STAAR 	<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 on TEKS analysis will be conducted every six weeks prior to teaching upcoming identified TEKS.							
3) Analysis of TEKS taught will be conducted during PLCs 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 2022.						
Objective 1:	The percentage of graduates who earn an industry certification will increase by June 2022.						
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 - July 2022 	<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 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 2021 December 2021 	<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							
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 2021 - August 2022 	<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 2022.					
Objective 2:		The percentage of graduates who earn 3 hours of dual credit (ELA/Mathematics) or 9 hours in any subject (including technical) will increase by June 2022.					
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 	<ul style="list-style-type: none"> September 2021-May 2022 	<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 2022 	<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 Academies. 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.							
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 Director 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 2021 - May 2022 	<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 2022.					
Objective 3:		The percentage of students earning a score of 3 or higher on any subject AP exam will increase by June 2022.					
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 High School and Middle School ● Director of Advanced Academics 	<ul style="list-style-type: none"> ● AP/Pre-AP Summer Institutes 	<ul style="list-style-type: none"> ● June - July 2022 	<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"> ● 2021-2022 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) AP Lead and Content Coordinator curriculum writing							
2) Curriculum presented to Pre-AP teachers							
3) Teachers implement Pre-AP Curriculum							
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 and Prep Sessions.	<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 	<ul style="list-style-type: none"> ● September 2021 - May 2022 	<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

Goal Area 2: Closing the Gaps

Goal Area 2: Annual Goal 1 Objective 1

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 70% of the indicators in the Academic Achievement component by June 2022.						
Objective 1:	All identified student groups that meet the HB545 Accelerated Learning criteria of not meeting standard on the STAAR assessment will receive a minimum of 30 hours of accelerated instruction in the identified subject areas by June 2022.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Identify, collect, and analyze data to monitor student progress weekly 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 Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> District Curriculum Istation Reading Imagine Math Success Maker Systems 44 STAAR Release Assessments (BOY, BM I & II) Core 5 and Language Live Brainchild 	<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 Imagine Math Usage Reports I-station Usage Reports Brainchild 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 	<ul style="list-style-type: none"> BOY Weekly Assessments CBA I 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) Identify 3-12 students in all student groups who did not meet standard on the 2021 STAAR assessment or on the 2021 BOY assessment and create a system to track their learning.							
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 acceleration plans and drive acceleration time into the day at every level							
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)							
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 Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> District Curriculum Istation Reading & Math Systems 44 Read 180 STAAR Release Assessments (BM I & II) Criterion Study Sync myON Unique Learning System 	<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 Campus Data Reports Campus Performance Reviews (PR) Weekly assessments Walkthroughs 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 	<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 Esser Funds
Action Steps							
1) Re-establish academic priorities based on data and identified student needs							
2) Use program systems to provide efficient and effective feedback within timelines and monitor progress							
3) Provide equitable resources in a timely manner to ensure student success							
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 Campus Leadership Team and Teachers Librarians Inclusion/Life Skills Teachers 	<ul style="list-style-type: none"> Peardeck Unique Learning System Newsela Istation Reading Systems 44 Read 180 STAAR Release Assessments (BM I & II) Criterion Study Sync myON Core 5 and Language Live Brainchild 	<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"> Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans I-station Usage Reports Brainchild Usage Reports Systems 44 Individual Student Reports Student IEPs (Individualized Education Program) 	<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 Formative 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, Core5, Language Live, Learning Ally and myON) to facilitate reading development for student groups							
2) Monitor usage of programs to track individual student progress and adjust instructional delivery or acceleration							
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 and add classroom rotations (centers)							

Goal Area 2: Annual Goal 1 Objective 2

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 70% of the indicators in the Academic Achievement component by June 2022.						
Objective 2:	All identified student 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 2022.						
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 Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> District Curriculum Istation Reading Imagine Math Success Maker Systems 44 STAAR Release Assessments (BOY, BM I & II) 	<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) DIMAC 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 CBA I 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)							
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 Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> District Curriculum Istation Reading Systems 44 Read 180 STAAR Release Assessments (BM I & II) Criterion Study Sync myON 	<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 DIMAC Reports Campus Data Reports Campus 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							
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 Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> District Curriculum Istation Reading Systems 44 Read 180 STAAR Release Assessments (BM I & II) Criterion Study Sync myON 	<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) DIMAC 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 Formative 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:	All identified student groups in the Closing the Gaps domain will meet 70% of the indicators in the Academic Achievement component by June 2022.						
Objective 3:	All identified student groups in the Academic Achievement component will meet 70% of the indicators by providing high-quality, research-based instruction throughout the 2021-2022 school year.						
Strategy 1		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	●Chief of Academics ●Executive Officers/Directors ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Content Coordinators ●Principals/Assistant principals	●Walk through district app ●Walkthrough Form ●Emails ●Calendar ●TTESS Evaluation Rubric	●August 2021 – May 2022 (Weekly Monitoring)	●Progress Monitoring Reports ●Walk-through feedback ●Lesson Plans ●Rotation of Classroom Walkthroughs ●Improving instruction ●Conducting effective conferences ●CLC agendas	●Increase of student engagement ●Increase domain III academic achievement component	●Weekly Assessments ●CBA I, BM I & II ●Student Growth Measures ●TPRI/Tejas Lee/BOY/MOY/EOY ●TXKEA ●CLI ●Teacher formative evaluation (TTESS (Texas Teacher Evaluation and Support System))	●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 teacher/coaching mentoring conferences for 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
Use professional development time to address instructional needs of teachers as revealed by data	●Chief of Academics ●Executive Officers/Directors ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Title I Coordinator ●Content Coordinators ●Principals ●Campus Leadership Team and Teachers	●Lead4ward field guide ●Observation Tool ●Professional Dev. Calendar ●TEKS	●August 2021 – May 2022 (Weekly Monitoring)	●Peer Observation Schedule ●Rotation of Classroom Walkthroughs ●Conducting effective conferences	●Increased teacher performance on TTESS rating ●Increased Teacher Retention ●Improved Culture and Climate ●Improved Teacher Attendance	●Walkthroughs ●TTESS rating ●Increase academic performance for all students on all BM, STAAR/EOC assessments	●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							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use information from walkthrough observations to collect data trends about systemic instructional needs	●Chief of Academics ●Executive Officers/Directors ●District Directors (DL, SpEd, Migrant, 504/RTI) ●Title I Coordinator ●Content Coordinators ●Principals ●Campus Leadership Team and Teachers	●District Curriculum ●Istation Reading ●Study Sync ●Systems 44 ●Criterion ●Read 180 ●STAAR Release Assessments (BM I & II)	●Aug. 2021 ●Oct. 2021 ●Nov. 2021 ●Jan. 2022 ●March 2022 ●April 2022 ●June 2022	●Teacher survey results, program reports, End of Six Weeks Survey Results	●Increase academic performance of English Learners on all BM, STAAR/EOC assessments	BOY ●Weekly Assessments ●CBA I, BM I & II ●STAAR/EOC ●TELPAS ●Student Growth Measures ●TPRI/Tejas Lee ●TXKEA ●CLI	●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 with proven student success							
2) Use multiple data points collected through observations to coach and provide specific feedback to teachers to improve instruction							
3) Use information collected through observations and data analysis to recommend individualized professional development for teachers							

Goal Area 2: Annual Goal 1 Objective 4

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 70% of the indicators in the Academic Achievement component by June 2022.						
Objective 4:	Special Education students and Emergent Bilinguals in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2022.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ensure specialized departments and personnel support the academic needs of the different student groups	<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, Systems 44, Read 180, STAAR Release Assessments (BM I & II) Criterion Study Sync NewsELA Brainchild 	<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 	<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 	<ul style="list-style-type: none"> BOY Weekly Assessments CBA I, BM I & II STAAR/EOC TLPAS Student Growth Measures TPRI/Tejas Lee TXKEA CLI Pre/Post Tests for Migrant Students 	<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) Determine teacher capacity and provide targeted support							
2) Ensure teachers are trained and utilize research-based effective instruction to meet student needs							
3) Ensure that student groups (i.e., Special Education & Emergent Bilinguals) are monitored and are on track to graduate with their cohort							
4) Monitor that all student groups from grades 6-12 are on time and on track							
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 assigned to determine the best way to provide 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 Systems 44 -Criterion Read 180 STAAR Release Assessments (BM I & II) 	<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"> Professional Development Plan CLC collaboration among general education and special education teachers 	<ul style="list-style-type: none"> Increase academic performance of Special Education on all BM, STAAR/EOC assessments SPED strategists Increase the academic performance of SPED students 	<ul style="list-style-type: none"> BOY Weekly Assessments CBA I, BM I & II STAAR/STAAR ALT/EOC TLPAS 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) Ensure special education teachers engage in common planning of ELAR/content teachers and receive the same information and resources (access to the general curriculum)							
2) Collaboration between special education monitoring teachers and content teachers to design lessons, include modifications, and supplement aids (noted on IEPs) to reflect the needs of the students and monitor their progress							
3) Ensure a core content teacher is present at the ARD (Annual Review and Dismissal) committee meetings representing the special education student and advocating for their instructional and testing arrangements.							
4) Provide specific instructional training for general education teachers and co-teachers to best serve special education students remotely or in class							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional development will be provided 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 Systems 44 Read 180 STAAR Release Assessments (BM I & II) Summit K-12 Footsteps to Brilliance Guided Language Acquisition Design (GLAD) 	<ul style="list-style-type: none"> Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021 	<ul style="list-style-type: none"> DMAC data reports Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans Program Reports Virtual and In-class walk-throughs Targeted Professional Development 	<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"> BOY Weekly Assessments CBA I, BM I & II STAAR/EOC TLPAS 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 training in language acquisition strategies for all teachers							
2) Ensure that emergent bilingual teachers are involved in common planning and receive the same information and resources							
3) Implement the English language Proficiency Standards (ELPS) and ensure the entire staff is serving the EB population							
4) Monitor the implementation and use of the language supports during instructional time							

Goal Area 2: Annual Goal 2 Objective 1

Goal Area 2:	Closing the Gaps						
Annual Goal 2:	At least 70% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2022.						
Objective 1:	All students will demonstrate a 5% increase of academic progress in the areas of reading and mathematics by June 2022						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor all student progress on a bi-weekly basis in the areas of 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 Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> District Curriculum Istation Reading Imagine Math Success Maker Systems 44 Read 180 STAAR Release Assessments (BM I & II) Summit K12 Unique Learning Systems Brainchild 	<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 ARD notes Virtual and In-class walk-throughs 	<ul style="list-style-type: none"> Closing the achievement gap among student groups Increase of the number of students demonstrating academic growth of all student groups in all BM, STAAR/EOC tested subjects An increase on our STAAR 	<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 	<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., weekly, unit, CBA, BM I&II)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4) Plan and provide accelerated instruction and academic enrichment that relates to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
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 in the areas of Reading and Mathematics in a centralized location (e.g., data room, every classroom, CLL room) to monitor and have students set their own 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 Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> District Curriculum Istation Reading Imagine Math Success Maker Systems 44 Read 180 STAAR Release Assessments (BM I & II) 	<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 Lesson Plans Virtual and In-class walk-throughs 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 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) Students assist in placing their 2019 STAAR data on designated data-growth wall so that they acknowledge their starting point and set their goals for the current school year.							
2) Students update data-growth walls after each CBA and Benchmark to acknowledge their growth, or lack of growth							
3) Teachers will keep track of their students' academic progress to be able to target specific student needs for growth							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (Students and parents)	<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"> District Curriculum Istation Reading Imagine Math Success Maker Systems 44 Read 180 STAAR Release Assessments (BM I & II) 	<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 ARD notes Virtual and In-class walk-throughs 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 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 student academic progress monitoring forms to identify and celebrate any growth that is demonstrated.							
2) Teacher/administrator/counselor - student meetings to discuss student academic goals to achieve growth based on 2019 STAAR performance.							
3) Communicate student growth with parents after each Benchmark							

Goal Area 2: Annual Goal 2 Objective 2

Goal Area 2:	Closing the Gaps						
Annual Goal 2:	At least 70% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2022.						
Objective 2:	All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2022.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The progress of special education students will be monitored, and appropriate academic interventions will be provided.	<ul style="list-style-type: none"> Chief of Academics Executive Officers/Directors District Directors (DL, SpEd, Migrant, 504/RTI) Instructional Coaches Content Coordinators Principals Campus Leadership Team s 	<ul style="list-style-type: none"> DMAC Isation Reading Success Maker Imagine Math Systems 44 Benchmarks Unique IEP Goal Progress 	<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"> Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists LPAC notes Lesson Plans 	<ul style="list-style-type: none"> Academic progress in Reading and Math 	<ul style="list-style-type: none"> BOY Weekly Assessments CBA's BMs STAAR/EOC TELPAS Systems 44 Benchmarks (BOY, MOY, EOY) (Middle of the Year), 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 Co-Teaching, and State Assessment Accessibility Features and Designated Supports.							
2)Provide specialized materials and supplies as per students' IEP.							
3)Provide specialized equipment and assistive technology as per students' IEP.							
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"> Director of Special Education Special Education Coordinators Special Education Assessment Staff Related Service Providers Special Education Instructional Staff 	<ul style="list-style-type: none"> Special education data management system Eschool Plus/COGNOS DMAC Systems 44 Unique 	<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"> Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists Special education teacher service schedules Student daily service logs Completed student IEP progress reports 	<ul style="list-style-type: none"> Academic progress in Reading and Math 	<ul style="list-style-type: none"> BOY Weekly Assessments CBA's BMs STAAR/EOC TELPAS Systems 44 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)District and campus personnel will review teacher caseloads to ensure adequate support can be provided to special education eligible students.							
2)Provide consultation 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.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Collect and assess data to monitor student progress and drive interventions	<ul style="list-style-type: none"> Chief of Academics Executive Officers/Directors District Directors (DL, SpEd, Migrant, 504/RTI) Content Coordinators Principals Campus Leadership Team and Teachers 	<ul style="list-style-type: none"> District Curriculum Isation Reading Imagine Math Success Maker Systems 44 Read 180 STAAR Release Assessments (BM I & II) 	<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 	<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 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 district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							
Strategy 4	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District and campus personnel will review teacher caseloads to ensure adequate support can be provided to Special Education eligible students.	<ul style="list-style-type: none"> Chief of Academics Executive Officers/Directors District Directors (DL, SpEd, Migrant, 504/RTI) Principals 	<ul style="list-style-type: none"> District Curriculum Isation Reading Imagine Math Success Maker Systems 44 Read 180 STAAR Release Assessments (BM I & II) 	<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 	<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 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 district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							

Goal Area 2: Annual Goal 2 Objective 3



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Goal Area 2:		Closing the Gaps					
Annual Goal 2:		At least 70% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2022.					
Objective 3:		All Emergent Bilinguals will demonstrate a 5% increase of academic progress in the areas of Reading and Mathematics by June 2022.					
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The progress of Emergent Bilinguals academic growth in the areas of Reading and Mathematics will be monitored bi-weekly by all stakeholders.	<ul style="list-style-type: none"> Chief of Academics Executive Officers/Directors District Directors (DL, SpEd, Migrant, 504/RTI) Content Coordinators Principals Campus Leadership Team and Teachers Bilingual strategists 	<ul style="list-style-type: none"> District Curriculum Istation Reading Imagine Math Success Maker Systems 44 Read 180 STAAR Release Assessments (BM I & II) Summit K-12 	<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 	<ul style="list-style-type: none"> Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/STAAR ALT/EOC/TELPAS/TELPAS ALT tested subjects 	<ul style="list-style-type: none"> BOY Weekly Assessments CBA I, BM I & II STAAR/EOC TELPAS/TELPAS ALT 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 district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) and identify Emergent Bilingual groups to address specific academic needs based on growth performance							
2)Emergent Bilingual group data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3)Use assessment data to drive Emergent Bilinguals individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4)Plan and provide instruction, acceleration, and enrichment that are related to students' needs/strengths as demonstrated by Emergent Bilingual student group data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
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 ELPS for Reading and Mathematics.	<ul style="list-style-type: none"> Chief of Academics Executive Officers/Directors District Directors Principals Campus Leadership Team and Dual Language Teachers Strategists/Coaches Instructional Coaches Language and Math Coordinators 	<ul style="list-style-type: none"> District Curriculum Istation Reading Imagine Math Success Maker Systems 44 Read 180 STAAR Release Assessments (BM I/II) ELPS Chapter 74.4 EB Strategic Plan Linguistic Instructional Alignment Guide Guided Language Acquisition Design 	<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 Professional Development Plan Professional Development Agenda Content and Language Objectives Posted in Classrooms 	<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 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)Identify specific areas in which students are not meeting academic progress to provide specialized professional development and coaching							
2)Provide specialized training on the ELPS to be able to support student needs based on academic progress needs							
3) Provide professional development on differentiated instruction to assist Emergent Bilingual student groups in meeting academic progress.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Differentiate instruction for Emergent Bilinguals based on their individual academic growth needs.	<ul style="list-style-type: none"> Chief of Academics Executive Officers/Directors District Directors Principals Campus Leadership Team and Dual Language Teachers Strategists/Coaches Instructional Coaches Language and Math Coordinators 	<ul style="list-style-type: none"> District Curriculum Istation Reading Imagine Math Success Maker Systems 44 Read 180 STAAR Release Assessments (BM I/ II) Emergent Bilingual Strategic Plan Linguistic Instructional Alignment Guide Proficiency Level Descriptors 	<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 Differentiated Instruction Lesson Planning 	<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 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) Analyze student assessments (CBAs and Benchmarks) to identify specific areas of need for Emergent Bilinguals.							
2) Provide targeted instruction based on Emergent Bilingual group needs during intervention/accelerated time (small group, Extended day tutoring, Saturday tutoring)							
3) Schedule in intervention/accelerated instruction during school hours to target Emergent Bilingual groups that 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:	Emergent Bilinguals will advance by at least one level of TELPAS composite rating from June 2018 to June 2022.						
Objective 1:	By June 2022, the district will effectively implement the adopted dual language programs in PK to 12th grade.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional development training will target researched 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 	<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"> 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 in the percent of progress on Composite in TELPAS 	<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) 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.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional development training will target researched 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/SLPS/TEKS Texas Gateway Guided Language Acquisition Device (GLAD) Training Grading Policy 	<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"> 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 in the percent of progress on Composite in TELPAS 	<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) 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. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022 	<ul style="list-style-type: none"> Flyers, Agendas, and Sign-In Sheets Meeting Recordings 	<ul style="list-style-type: none"> Student achievement gains Closing achievement gaps Increase in the percent of progress on Composite in TELPAS Increase in parental involvement 	<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 3 Objective 2

Goal Area 2:	Closing the Gaps						
Annual Goal 3:	English learners will advance by at least one level on the TELPAS composite rating from June 2018 to June 2022.						
Objective 2:	By June 2022, 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
Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the Beginning and Intermediate levels of TELPAS on Composite Rating.	<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 	<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"> 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 Increase linguistic performance of Beg/Int students Increase in the percent of progress on Composite on TELPAS 	<ul style="list-style-type: none"> TELPAS Benchmark TELPAS Software Quizzes TELPAS State Assessment Coaching/Mentoring Forms (plan of action) 	<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 identify new teachers and teachers who have the most students with B and I Composite ratings.							
2) Specialized personnel will coach staff members on how to implement instructional learning strategies regarding the implementation of the ELPS in their content.							
3) Specialized personnel will follow up with staff biweekly to provide feedback, support, and next steps (plan of action).							
Strategy 2	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, 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"> Fall 2021 	<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 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 	<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 2021/2020/2019/2018 TELPAS data and reviewing TEA updates							
2) Provide a 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.							

Goal Area 2: Annual Goal 3 Objective 3

Goal Area 2:	Closing the Gaps						
Annual Goal 3:	Emergent Bilinguals will advance by at least one level on the TELPAS composite rating from June 2018 to June 2022.						
Objective 3:	By June 2022, 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.	<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 TELPA Types of Writing TELPA Educator Guide PLDs Summit K12 	<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"> Writing samples TELPA Writing Prompts Sign-In Sheets Agendas PowerPoint Presentations TELPA Plan of Action TELPA Instructional Calendar TELPA Writing Prompts and Samples 	<ul style="list-style-type: none"> Student achievement gains Closing achievement gaps Increase in the percent of progress on TELPA Composite Level progression in Writing Domain 	<ul style="list-style-type: none"> TELPA Writing Mock TELPA Writing Collection 	<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 TELPA writing "Types" and embed TELPA prompts across all curriculums for student practice at least biweekly.							
2) Train teachers on the embedded writing prompts in the curriculum to explain the process of collection and feedback to students.							
3) Monitor and support teachers to ensure that writing practice is implemented in their content.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide TELPA practice and Benchmarks for Reading, Listening and Speaking.	<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 TELPA 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 TELPA Tutorials TELPA Software Program 	<ul style="list-style-type: none"> Aug. 2021 Sept. 2021 Oct. 2021 Nov. 2021 Jan. 2022 March 2022 April 2022 June 2022 	<ul style="list-style-type: none"> Student Rosters Usage Reports Growth in proficiency levels based on benchmark scores and previous TELPA scores TELPA Plan of Action TELPA Instructional Calendar 	<ul style="list-style-type: none"> Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPA Composite Increase in student progress by domain 	<ul style="list-style-type: none"> TELPA Benchmark TELPA Software Quizzes TELPA Assessment 	<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 TELPA CTCs/LPAC Administrators to review the TELPA calendar and determine practice for TELPA and to schedule the TELPA Benchmark.							
2) Schedule Emergent Bilinguals to practice for TELPA Listening, Speaking, and Reading using the TELPA Software Program and practice sets provided by the TEA.							
3) Administer the TELPA Reading Benchmark as scheduled in the TELPA calendar.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Embed ELPS across all 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 TELPA Educator Guide PLDs 	<ul style="list-style-type: none"> May - Aug. 2021 	<ul style="list-style-type: none"> ELPS embedded in curriculum ELPS included in Lesson plans Language Objective posted and aligned to content objective 	<ul style="list-style-type: none"> Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPA Composite Composite Level progression in individual Domains 	<ul style="list-style-type: none"> Curriculum Audit TELPA Program Quizzes TELPA Benchmark TELPA 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) Specialized personnel collaborate with content coordinators to embed ELPS in curriculum.							
2) Specialized personnel train teachers on how to develop language objectives (ELPS) aligned to the content objective (TEKS).							
3) Specialized personnel support teachers on creating language objectives for lessons based on the ELPS.							

GOAL AREA 3

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

Goal Area 3: Annual Goal 1 Objective 1

Goal Area 3:	Improve Culture and Climate						
Annual Goal 1:	By June 2022, the district's positive culture and climate will increase from 81% to 86% based on students' perception of staff-student relationships.						
Objective 1:	By June 2022, 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. 2021 – August 2022 	<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"> Panorama 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 virtual Social Emotional Learning Student Academies							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities	<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. 2021 – August 2022 	<ul style="list-style-type: none"> Walk Through /Observation Reports Lesson Plans Completed Surveys 	<ul style="list-style-type: none"> SEL Skills Screener Increase in student classroom participation Increase in Student Achievement 	<ul style="list-style-type: none"> Panorama Climate Survey Participation and Performance Panorama 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 Panorama SEL skills surveys and needs assessments							

Goal Area 3: Annual Goal 1 Objective 2

Goal Area 3:	Improve Culture and Climate						
Annual Goal 1:	By June 2022, the district's positive culture and climate will increase from 68% to 80% based on teachers' perception of professional learning of Social Emotional Learning.						
Objective 2:	By June 2022, 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 	<ul style="list-style-type: none"> ●PowerPoint Presentations ●Timelines ●Tools and resources to monitor its effectiveness 	<ul style="list-style-type: none"> ●Aug. 2021 – August 2022 	<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 (Panorama 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							
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 (Panorama 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:		Improve Culture and Climate					
Annual Goal 2:		By June 2022, the students' perception for their physical and psychological school safety will improve from 64% to 80%.					
Objective 1:		By June 2022, 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 <u>safety procedures</u> to increase school safety	<ul style="list-style-type: none"> ●Assistant Superintendent for Student Services ●Director of Student Management Services ●Director for Security and Safety Department ●Chief of Police 	<ul style="list-style-type: none"> ●Training equipment ●Power Point Presentations ●Security cameras ●Security/Safety audits 	<ul style="list-style-type: none"> ●August 2021-August 2022 	<ul style="list-style-type: none"> ●Agendas ●Sign-in sheets ●Security/Safety audit reports ●School lockdown documentation 	<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							
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 <u>violence prevention</u> procedures to increase school safety	<ul style="list-style-type: none"> ●Assistant Superintendent for Student Services ●Director of Student Management Services ●Director for Security and Safety Department ●Chief of Police 	<ul style="list-style-type: none"> ●Training materials ●Power Point Presentations ●Safe2SpeakUp App ●Panorama Student Survey Results 	<ul style="list-style-type: none"> ●August 2021-August 2022 	<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, Safe2SpeakUp, and restorative practices							
2) Conduct and collect student surveys 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:		Improve Culture and Climate					
Annual Goal 3:		By June 2022, family engagement and their interaction with their child's school will increase from 24% to 40%.					
Objective 1:		By June 2022, 60% 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 2021-August 2022 	<ul style="list-style-type: none"> •Meeting •Invites •Agendas •Minutes •Sign-In Sheets •Power Points •Photos of Meetings •Title I Documents Summary Pages 	<ul style="list-style-type: none"> •Parent Surveys •Campus Meetings •Number of Parents at Meetings •Virtual Family Academies 	<ul style="list-style-type: none"> •Assessment Results •Participation Numbers •Panorama 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 2021-August 2022 	<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 weekly 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 school messenger and social media outlets to promote parent participation							
3) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings							

Goal Area 3: Annual Goal 3 Objective 2

Goal Area 3:	Improve Culture and Climate						
Annual Goal 3:	By June 2022, family engagement and their interaction with their child's school will increase from 24% to 40%.						
Objective 2:	By June 2022, 60% of our parents will be connected with community partners and resources.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host a variation of district sessions and courses which include community partners and volunteer instructors	<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 2021-August 2022 	<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 2021-August 2022 	<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

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Goal Area 4: Annual Goal 1 Objective 1

Goal Area 4: Increase Staff Quality, Recruitment and Retention							
Annual Goal 1: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.							
Objective 1: The district leadership committee will update the Instructional Focus Walkthrough form to align to the T-TESS Teacher Evaluation System by December 2021.							
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 evaluation system.	<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 T-TESS Evaluation tool 	<ul style="list-style-type: none"> Complete by Fall 2021 	<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) Retrieve the current walk-through from programmers.							
2) Compare the current walk through to the T-TESS teacher evaluation system to align the form with a focus on observation of 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 Professional 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 2021 	<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							
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 form to meet district needs.							
3) Provide professional development based on data needs collect.							

Goal Area 4: Annual Goal 1 Objective 2

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 1:		All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.					
Objective 2:		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 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. 2021-May 2022	<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 and address areas of need.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will be provided with weekly instructional feedback by campus administrators.	<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) Schedule time to meet with teachers focusing on addressing no more than 2 areas 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:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 3:	Campus administrators will provide professional learning opportunities for staff based on observed data using Instructional Focus tool by December 2021 and June 2022.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	<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. 2021 ● Oct. 2021 ● Nov. 2021 ● Jan. 2022 ● March 2022 ● April 2022 ● June 2022 	<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, <u>monitor</u> 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.	<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 ● SLO data ● Professional Learning Communities. 	<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"> ● 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:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2022.						
Objective 1:	Develop the skills in teacher and teacher evaluators needed to complete fair, valid teacher evaluations by May 2022.						
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 	<ul style="list-style-type: none"> Fall semester Spring semester 	<ul style="list-style-type: none"> More alignment of teacher Evaluations between evaluators, Teacher evaluation a true reflection of teacher performance 	<ul style="list-style-type: none"> Improved student performance Higher teacher retention rate 	<ul style="list-style-type: none"> Progress monitoring CBA STAAR SLO's T-TESS 	Local funds Title I fund SCE Funds State Bilingual funds Migrant funds ESSER Funds
Action Steps							
1) Collect evidence of teacher PD needs.							
2) Review academic reports for district and campus needs							
3) Plan, schedule 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 	<ul style="list-style-type: none"> Quarterly 	<ul style="list-style-type: none"> More alignment of teacher evaluations between evaluators Teacher evaluation a true reflection of teacher performance 	<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 	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 by campus teacher evaluations and compare to student performance.							

Goal Area 4: Annual Goal 2 Objective 2

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2022.						
Objective 2:	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback using T-TESS, T-PESS evaluation system by May 2022.						
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 2021 - May 2022 	<ul style="list-style-type: none"> • T-TESS evaluations • T-PESS 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 2021 - May 2022 	<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:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2022.						
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 <ul style="list-style-type: none"> 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	<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 <ul style="list-style-type: none"> Title I fund SCE Funds State Bilingual funds Migrant funds ESSER Funds
Action Steps							
1) Train staff on evaluation tool							
2) Give staff timeline to complete the self-evaluation and goal setting							
3) Offer growth opportunities to staff							

Goal Area 4: Annual Goal 2 Objective 4

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2022.						
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 2022.						
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 	<ul style="list-style-type: none"> ●Quarterly 	<ul style="list-style-type: none"> ●Professional development offered 	<ul style="list-style-type: none"> ●Improved staff morale ●Customer service 	<ul style="list-style-type: none"> ●PD surveys 	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 	<ul style="list-style-type: none"> ●Quarterly 	<ul style="list-style-type: none"> ●Career pathways PD trainings 	<ul style="list-style-type: none"> ●Improved staff morale ●Customer service ●Increased retention rate 	<ul style="list-style-type: none"> ●PD feedback survey 	● Local funds ●Title I fund ●SCE Funds ●State Bilingual funds ●Migrant funds ESSER Funds
Action Steps							
1) Conduct 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:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 3:		All teachers will be certified for teaching assignment by May 2022.					
Objective 1:		All Secondary Core Content teachers must be ESL certified by May 2022					
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 2021 - May 2022 	<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 2021 - May 2022 	<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:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 3:		All teachers will be certified for teaching assignment by May 2022.					
Objective 2:		All Elementary Bilingual teachers will be certified by May 2022.					
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"> • Letter 	<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 <ul style="list-style-type: none"> • Title I fund • SCE Funds • State Bilingual funds • Migrant funds ESSER Funds
Action Steps							
1) Advertise the vacancy requesting the bilingual certification							
2) Monitor testing opportunities for success							
3) Staff that complete testing may be considered for continued employment							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development opportunities to improve bilingual lesson delivery and instruction 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 <ul style="list-style-type: none"> • 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:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 3:	All teachers will be certified for teaching assignment by May 2022.						
Objective 3:	District will recruit certified teachers for hard to staff, dual credit teaching assignments by May 2022.						
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-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN

Date	Session	Audience	Lead Person	Location revised 8-31	Time
Monday, August 16, 2021	2021 PSJA ISD <i>We Connect</i> Virtual Technology Conference	All <i>Secondary</i> Teachers & Instructional Aides	Principal/ AP	Virtual Event Via TEAMS	8:00 – 4:00
	Elementary Curriculum Rollout	Elementary Teachers & Instructional Aides	Principal/AP/Curriculum Coordinators	Virtual Event Via TEAMS	8:00 – 4:00
Tuesday, August 17	2021 PSJA ISD <i>We Connect</i> Virtual Technology Conference	All <i>Elementary</i> Teachers & Instructional Aides	District/Principal/ AP	Virtual Event Via TEAMS	8:00 – 12:00
	<i>District Convocation & Keynote: Leslie Fisher, Technology Consultant</i>	All Staff	District/Principal/ AP	Virtual/In Person SWECHS	1:30 – 3:30
Wednesday, August 18, 2021	Elementary Curriculum Rollout	Elementary Teachers & Instructional Aides	Principal/AP/Curriculum Coordinators	Virtual Event Via TEAMS	8:00 – 4:00
	Secondary Curriculum Rollout	Secondary Teachers & Instructional Aides	Principal/ AP/Curriculum Coordinators	Virtual Event Via TEAMS	8:00 – 4:00
	<i>Presentacion del Curriculo en la Primaria</i>	<i>Maestros Duales de Secundaria</i>	<i>Directores/Subdirectores/ Especialistas Duales/Maestros Duales</i>	Virtual Event Via TEAMS	8:00 – 4:00
	ELA Curriculum Rollout	ELA Teachers	English Content Coordinator/APs/Teachers	Virtual Event Via TEAMS	8:00-4:00

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

	<ul style="list-style-type: none"> Mathematics Curriculum Rollout 	Mathematics Teachers	Math Content Coordinator/APs/Teachers	Virtual Event Via TEAMS	8:00-4:00
	<ul style="list-style-type: none"> Science Curriculum Rollout 	Science Lab Teachers	Science Content Coordinator/APs/Teachers	Virtual Event Via TEAMS	8:00 – 4:00
	<ul style="list-style-type: none"> Social Studies Curriculum Rollout 	Social Studies Teachers	Social Studies Content Coordinator/APs/Teachers	Virtual Event Via TEAMS	8:00-4:00
	<ul style="list-style-type: none"> Spanish Curriculum Rollout 	Spanish Teachers	Spanish Content Coordinator/APs/Teachers	Virtual Event Via TEAMS	8:00-4:00
	<ul style="list-style-type: none"> AP Curriculum Rollout 	AP Teachers	AP Leads English Mathematics Spanish Science Social Studies	Virtual Event Via TEAMS	8:00-4:00
	<ul style="list-style-type: none"> Social Emotional Learning 	All Teachers	Counselors	Virtual Event Via TEAMS	TBD
	<ul style="list-style-type: none"> CTE Curriculum Rollout 	All CTE teachers	Adriana Garcia & Team	Virtual Event Via TEAMS	8:00-4:00
	<ul style="list-style-type: none"> Other campus PD 				
Thursday, August 19, 2021	2021 PSJA ISD We Connect Virtual Technology Conference for All Administrative Support Staff	All campus secretaries, clerks, receptionists	Principal/ AP/Director	Virtual Event Via TEAMS	8:00 – 4:00
	T-TESS Teacher Orientation	All Teachers	Principals, APs, Dean of Instruct., CLL	In-Person/Virtual	8:00-3:30
Friday, August 20, 2021	Staff Workday				

Principal Residency – Week of Aug. 10th and 11th.

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

T-TESS training for principals with Sandra McConaughy

Dates: May 24 & August 5.

Departments: SpEd., Dual Language, CTE, Fine Arts, Athletics,

Trainings and sessions for other departments will be included in our 2021 -2022 Professional Development Calendar.

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

Elementary Professional Development Plan for August 2021

Date	Session	Audience	Lead Person	Location	Session Number	Time
Monday, August 16, 2021	Campus Welcome/Procedures	All Staff	Principal/ AP	Campus	Campus Based	8:00 – 11:30
	Science Curriculum Rollout	Kinder – 1 st Teachers	All Teachers	Virtual	See Workshop Numbers Below	1:00 – 4:00
	Math/Science Curriculum Rollout	2 nd -5 th Teachers	All Teachers	Virtual	See Workshop Numbers Below	1:00 – 4:00
	PK3 -PK4 Curriculum Rollout	All PK Teachers	Maricela Cortez	Virtual	192814	1:00 – 4:00
	Fine Arts Session	Music Teachers	Jon Taylor	Campus	196858	1:00 – 4:00
	PE Session	ALL PE Teachers	Arturo De Hoyos	LBJ MS	190504	1:00 – 4:00
Tuesday, August 17, 2021	2021 PSJAISD We Connect Virtual Technology Conference	All Staff	District Principal/AP	Virtual	TBA	8:00 – 12:00
	District Convocation Instructional Technology	All Staff	District	Bert Ogden Arena	TBA	1:30 – 4:00
Wednesday, August 18, 2021	Language Arts Curriculum Rollout	Kinder – 1 st Teachers	ELA Staff DL Staff	Virtual	See Workshop Numbers Below	8:00 – 11:30
	Math Curriculum Rollout/ Footsteps 2 Brilliance	Kinder – 1 st Teachers	P. Delgado F. Camacho/B. Villarreal	Virtual	See Workshop Numbers Below	1:00 – 4:00
	Sharon Wells Math	2 nd – 5 th Teachers	Sharon Wells Consultants	Virtual	See Workshop Numbers Below	8:00 – 11:30 (2 nd /4 th) 1:00 – 4:00 (3 rd /5 th)
	Language Arts Curriculum Rollout	2 nd -5 th Teachers	ELA Staff DL Staff	Virtual	See Workshop Numbers Below	8:00 – 11:30 (3 rd /5 th) 1:00 – 4:00 (2 nd /4 th)
	N2Y Unique	Life Skills Teachers	Margarita Aguirre	Virtual-AM Collegiate-PM	193395	9:30-12:30 1:30-4:00
	Science Lab Curriculum Rollout	5 th Grade Science Lab Teachers	Maria Varela	Napper Library	192875	8:00 – 4:00
	PK3 -PK4 Curriculum Rollout	All PK Teachers	Maricela Cortez	Virtual	192805	8:00 – 4:00
	Fine Arts Session	Music Teachers	Jon Taylor	Campus	196856	8:00 – 4:00
	PE Session	ALL PE Teachers	Arturo De Hoyos	LBJ MS	190506	8:00 – 4:00
Thursday, August 19, 2021	2021 PSJAISD We Connect Virtual Technology Conference for All Administrative Support Staff	All campus secretaries, clerks, receptionists	District Principal/ AP	Virtual	TBA	8:00 – 12:00
	T-TESS	All Teachers	Principal/ AP	Campus	Campus Based	8:00 – 4:00
Friday, August 20, 2021	Staff Workday					

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

August 2021 Middle School PD At-A-Glance

DATE	SESSION	AUDIENCE	PRESENTER	LOCATION	SESSION #	TIME
Monday, August 16, 2021	District Technology Conference/Secondary	All Staff	District Staff	Virtual	TBD	8:00 – 4:00
Tuesday, August 17, 2021	Campus-based Data Campus Goals & Initiatives Campus Plan	All Staff	Principal/Assistant Principal	In-person/Campus	TBD	8:00 – 11:45
	Districtwide Convocation & Keynote Speaker	All Staff	Dr. Arredondo, District Superintendent/District Staff	In-person/Bert Ogden Arena Edinburg, Texas	TBD	1:30 – 4:00
Wednesday, August 18, 2021	T-TESS Training	All Staff	Principal/Assistant Principal	In-person/Campus	TBD	8:00 – 4:00
Thursday, August 19, 2021	Content Curriculum Roll-Out	See Content Curriculum Roll-Out Schedule on Next Page				
	Campus-based Data Campus Goals & Initiatives Campus Plan	Campus Teachers and Staff	Principal/Assistant Principal	In-person/Campus	TBD	1:00 – 4:00
	Physical Education New Laws • TEKS Updates • COVID Updates • Physical Ed. Scope & Sequence	Physical Education Teachers	Physical Education Coordinator	Virtual	192842 Check-in PEI	8:00-11:45
	CTE Curriculum	CTE Teachers	CTE Coordinators & Program Curriculum Leads	In-person/Liberty Middle School	192966	8:00-11:45
	Addressing Student Learning Loss and Social Emotional Needs	Fine Arts Teachers	District Staff	In-person/Austin MS (tentative)	TBD	8:00-11:45
	Unique Program Training Curriculum Roll-out	Self-Contained ID Teachers (Self- Contained)	Unique Program Consultant/Special Education Leads	In-person/Location- TBD	TBD	8:00-4:00

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

August 2021 Middle School PD At-A-Glance

Content Curriculum Roll-Out Schedule						
DATE	SESSION	AUDIENCE	PRESENTER	LOCATION	SESSION#	TIME
Thursday August 19, 2021	Math Curriculum Roll -Out	Math Content Teachers and Special Education Co-Teachers	Sandra Serna with MS Math Curriculum Team	Liberty Middle School	199341	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	Raul Yzaquira Middle School	199321	8:00-11:45
	Science Curriculum Roll-Out	Science Content Teachers	Sherry Vargas with MS Science Curriculum Team	Alamo Middle School	199343	8:00-11:45
	Social Studies Curriculum Roll-Out	Social Studies Content Teachers	Miguel Torres with MS Social Studies Curriculum Team	Liberty Middle School	199350	8:00 - 11:45
	Spanish Curriculum Roll - Out	SLA Teachers	Elizabeth Garza with MSSLA Curriculum Team	Raul Yzaquira Middle School	199355	8:00 - 11:45
	ESL Curriculum Roll - Out	ESL Teachers	Sherry Vargas with MS ESL Curriculum Team	Virtual	199456	4:00 - 5:30
Friday August 20, 2021	WORKDAY					

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN

High School Professional Development Plan for August 2021

Date	Session	Audience	Lead Person	Location and Room Number	Session Number	Time
Monday, August 16, 2021	2021 PSJAISD We Connect Virtual Technology Conference	All Staff	District Principal/AP	Virtual (campus)		8:00 a.m. – 4:00 p.m.
Tuesday, August 17, 2021	Campus Procedures	All Staff	Principal/ AP	In-Person		8:00a.m.-12:00p.m.
	Technology training all district coordinators	Coordinators	Dr. Davalos			8:00a.m.-12:00p.m.
	District Convocation	All Staff	District	Bert Ogden In-Person		1:30 p.m. – 3:30 p.m.
Wednesday, August 18, 2021	Curriculum Rollout & Breakout Sessions	Mathematics Algebra 1/Retesters Curriculum Roll Out	Curriculum Team/ Debbie Dawang	Band Hall # 1	195242	8:15a.m.-9:50a.m.
		Mathematics Algebra 1/Retesters Mc Graw Hill ALEK	TBD	A-112	195242	10:00-11:30a.m.
		Mathematics Non-EOC Mc Graw Hill ALEK	TBD	A-112	195242	8:15a.m.-9:50a.m.
		Mathematics Non-EOC Curriculum Rollout	Curriculum Team/ Debbie Dawang	Band Hall 1	195242	10:00-11:30a.m.
		Mathematics-AP	AP Lead	D-102	195242	8:15 -11:30a.m.
	Curriculum Rollout & Breakout Sessions	Overview-All ELA Teachers	Sandra Velarde's Recording	Cafetería	195263	8:15a.m.-8:30 a.m.
		Study Sync- All ELA Teachers	Tara Houlihan (Invite Link)	Cafetería	195263	8:30-9:30a.m.
		Criterion- All ELA Teachers	Jan Strohl (Invite Link)	Cafetería	195263	9:30-10:30 a.m.
		ELA 1 Teachers	Claudia Flores, Cristina Rendon, Erica	C114	195263	10:40-11:30a.m.

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

High School Professional Development Plan for August 2021

			Maisonet, & Sarah Bravo			
		ELA I Retester Teachers	Sara Cabrera & Karina Varela	C112	195263	10:40-11:30a.m.
		ELA II Teachers	Cynthia Rivera, Michael Elizondo, Johanna Diaz	C113	195263	10:40-11:30a.m.
		ELA II Restesters & ELA III Teachers	Jorge Rodriguez, Clarisa Torres Palacios	C111	195263	10:40-11:30a.m.
		ELA III Restesters & ELA IV Teachers	Gabriel Villarreal, Kirstina Young, Andrea Garcia	C110	195263	10:40-11:30a.m.
		English III AP & English IV AP Teachers	Alyssa Medrano, Andres Zamora, Marisol Gonzalez	D103	195263	10:40-11:30a.m.
	Curriculum Rollout & Breakout Sessions	HMH EOC- Biology & Bio Retesters	Ms. Kaley Douglas (TEAMS link)	SC-107	195250	8:15a.m.-9:50a.m.
		Science Curriculum Rollout Non-EOC Group-All Chemistry & Physics	Curriculum Team/Gloria Garza	Orchestra Room	195250	8:15a.m.-9:50a.m.
		Science-Curriculum Rollout EOC- Biology & Bio Retesters	Curriculum Team/Gloria Garza	Orchestra Room	195250	10:00-11:30a.m.
		HMH Non-EOC Group-All Chemistry & Physics	Ms. Kaley Douglas (TEAMS link)	SC-107	195250	10:00-11:30a.m.
		Science AP	Curriculum Team/AP-Lead: Gregorio Garza	D-105	195250	8:15-09:50a.m. 10:00-11:30
	Curriculum Rollout & Breakout Sessions	Social Studies U.S. History/Retesters Curriculum Roll Out	Curriculum Team / Alicia Alejandro	Band Hall # 2	195232	8:15a.m.-9:50a.m.
		Social Studies U.S. History/Retesters Mc Graw Hill Learn Smart	TBD	Library Computer Lab	195232	10:00-11:30a.m.

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

High School Professional Development Plan for August 2021

		Social Studies Non-EOC Mc Graw Hill Learn Smart	TBD	Library Computer Lab	195232	8:15a.m.-9:50a.m.
		Social Studies Non-EOC Curriculum Roll Out	Curriculum Team / Alicia Alejandro	Band Hall # 2	195232	10:00-11:30a.m.
		Social Studies AP	AP Lead	D-104	195232	8:15-11:30a.m.
	Curriculum Rollout & Breakout Sessions	Spanish	Nalleli Alvarado			8:15a.m.-9:50a.m.
		Spanish AP				10:00-11:30a.m.
	Fine Arts Session	Music Teachers	Jon Taylor	Campus		8:00a.m.- 4:00 p.m.
	Special Education	Life Skills teachers	Margarita Aguirre	Virtual		8:00a.m. -4:00 p.m.
	CTE Session	CTE Teachers	Adriana Garcia	College and University Center	193158	8:00a.m.-4:00p.m.
	PE Session	ALL PE Teachers	Arturo De Hoyos	LBJ MS		8:00a.m.- 4:00 p.m.
	Grad Point training	Grad Point teacher/ lab manager/ Counselor/ Assistant principal	Brisa Gonzalez Erica Camarillo Ramos Grad Point Representative			8:30am-11:30a.m.
	Campus staff development	All teachers	Principal	Each campus will develop mandates		1:00p.m.-4:00p.m.
Thursday, August 19, 2021	2021 PSJAISD We Connect Virtual Technology Conference for All Administrative Support Staff	All campus secretaries, clerks, receptionists	District Principal/ AP	Virtual		8:00 a.m. – 12:00 p.m.
	T-TESS	All Teachers	Principal/ AP	Campus		8:00 a.m. – 4:00 p.m.
Friday, August 20, 2021	Staff Workday					

Note: Principals will have to review campus data with staff during CLCs.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN

Special Education Department 2021-2022 Professional Development

Date	ERO #	Check In #	Session	Audience	Presenter	Location	Time
Monday, August 16, 2021	#198464	TEA	TEA Sp. Ed. Self-Assessment Strategy Area Overview/2021 Results Review	All Sp. Ed. Dept. Staff-Assessment, SLPs, Related Service, HB, VI & Social Workers	Director/ Coordinators	TEAMS Virtual	8:00 – 11:30
	#198465	Procedures	Department Procedures	All Sp. Ed. Dept. Staff-Assessment, SLPs, Related Service, HB, VI & Social Workers	Director/ Coordinators	TEAMS Virtual	1:00 – 4:00
	#198467	SHARS 1	SHARS	OTs & PTs	Paul Sanchez	Zoom Virtual	8:00 – 9:00
	#198470	SHARS 2	SHARS	LSSPs	Paul Sanchez	Zoom Virtual	9:15 – 10:15
	#198471	SHARS 3	SHARS	Speech	Paul Sanchez	Zoom Virtual	10:30 – 11:30
	#198472	SHARS 4	SHARS	Personal Care Services: Life Skills Teachers Paraprofessionals Diagnosticians & O&M, PTI	Paul Sanchez	Zoom Virtual	1:30 – 2:30
	#198529	Paras	Paraprofessionals Rules & Responsibilities	All Special Ed. Paraprofessionals Elem, Middle & HS	Maritza Garza Olga Rivera	TEAMS Virtual	2:30 -3:30
Tuesday August 17, 2021			District Convocation Instruction Technology	All Sp. Ed. Dept. Staff	Leslie Fisher		1:30-3:30
			Instructional Technology	Director/ Coordinators/ Supervisors	Leslie Fisher		1:00 -4:00

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN

Special Education Department 2021-2022 Professional Development (Tentative)

Date	ERO #	Check In #	Session	Audience	Presenter	Location	Time
Wednesday, August 18, 2021	#198474	ARD	ARD/SuccessEd Review & Updates	All Sp. Ed. Dept. Staff-Assessment, SLPs, Related Service, HB, VI, SW	Director/ Coordinators	TEAMS Virtual	8:00 – 11:30
	#198502	TEA Folder	TEA Folder Review Checklist/Folder Audits	All Sp. Ed. Dept. Staff-Assessment, SLPs, Related Service, HB, VI, SW	Director/ Coordinators	TEAMS Virtual	1:00 – 4:00
	#193395	N2Y	N2Y Unique Learning	Elementary Life Skills Teachers	N2Y Rep./Teacher Supervisors	PSJA Memorial HS	8:00-9:00 Planning 9:30-12:30 webinar 1:30-4:00
Thursday, August 19, 2021			2021 PSJAISD We Connect Virtual Technology Conference for All Administrative Support Staff	All Campus Secretaries, clerks, receptionists	Campus/Dept. Admin	TEAMS Virtual	8:00 – 12:00
	#198507	PLAAFPs	PLAAFPs Training/Folder Audits	Diagnosticians/ LSSPs	Teacher Supervisors	TEAMS Virtual	8:00 - 10:00
	#193396	N2Y1	N2Y Unique Learning	Secondary Schools Life Skills Teachers	N2Y Rep/Teacher Supervisors	PSJA Memorial HS	8:30-4:00
	#198508	PLAAFPs2	PLAAFPs Training/Folder Audits	SLPs, OTs, PTs, O&M, VI, ADPE, DHH, & Social Worker	Teacher Supervisors	TEAMS Virtual	10:00 – 12:00
Friday, August 20, 2021		STAFF WORKDAY					

Migrant Education Program Priority For Service Action Plan

**PSJA ISD Priority for Service (PFS) Action Plan
For Migrant Students School Year: 2021 – 2022**

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><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><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.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

TITLE I PART C: PRIORITY FOR SERVICE ACTION PLAN

PSJA ISD Priority for Service (PFS) Action Plan For Migrant Students School Year: 2021 – 2022

School District: Pharr San Juan Alamo ISD

Region: 1

Filled Out By: Yolanda Gomez

Date: August 19, 2021

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

Goal(s):

- 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 weekly or bi-monthly basis to align support services with student need(s).

Objective(s):

- To provide PFS students with 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.
- 70% of PFS students will meet the state academic achievement standards on the TAKS/STAAR/EOC or show sustainable growth.
- 70% of PFS students will secure post-secondary access to four-year or two-year college scholarships, technology prep schools, armed force or other workforce-oriented options.

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, director, and/or strategists	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. 	August 2021 – June 2022	Director, counselors, and strategists	Completed District PFS Action Plan
Additional Activities			

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
TITLE I PART C: PRIORITY FOR SERVICE ACTION PLAN

PSJA ISD Priority for Service (PFS) Action Plan
For Migrant Students School Year: 2021 – 2022

Monitor student progress via the electronic Priority For Service system.	September 2021 – June 2022	Director, counselors, and strategists	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 2021 – June 2022	Director, counselors, and strategists	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 appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	September 2021 – June 2022	Director, counselors, and strategists	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 2021, followed by every 15 th day of each month	Director, counselors, migrant lab managers, and strategists	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 individualized home/community visits, mailout letter and/or via telecommunication to update parents of PFS students on the academic progress of their children. 	September 2021– June 2022	Director, Principals, Assist. Principals, Teachers, Counselors, and Strategists	Residency verification, parent meetings, 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 2021 – June 2022	Director, counselors, strategists, and assistant principals	Agenda, Sign-In Sheets, Email, PFS PowerPoint Presentation.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
TITLE I PART C: PRIORITY FOR SERVICE ACTION PLAN

PSJA ISD Priority for Service (PFS) Action Plan
For Migrant Students School Year: 2021 – 2022

Provide services to PFS migrant students.			
<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 2021 – June 2022	Director, principals, assist. Principals, counselors, and strategists	Schedules, Tutor logs, intervention plans, PFS Student Progress Review, report cards, progress reports, Brainchild usage reports, state assessments, and benchmarks.
<ul style="list-style-type: none"> The district's Title I, Part C Part C Migrant Education Program will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	September 2021 – June 2022	Director, principals, Assist. Principals, teachers, counselors, strategists, and campus staff	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 determine what federal, state, or local programs serve PFS students. 	September 2021 – June 2022	Director, counselors, and strategists	Sign- in sheets, Expenditures, PFS Reports, emails and agendas
Additional Activities			
<ul style="list-style-type: none"> Counseling support, leadership programs, and tutoring in the areas of reading and mathematics. In-person/Virtual tutoring for Reading and Math 	September 2021 – June 2022 November 2021 – May 2022	Director, principals, assistant principals, counselors, tutors and strategists	<ul style="list-style-type: none"> Agenda, Sign-In Sheets, Email, Brochure Tutoring Rosters, Call logs


 LEA Signature

August 19, 2021
 Date Completed


 ESC Signature

08/19/2021
 Date Received

**You may download the District Improvement Plan by
clicking on the hyperlinked text below.**

[District Improvement Plan](#)