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Campus Improvement Plan

Alfred Sorensen Elementary

2023 - 2024

Presented by: Giselle Martinez, Principal
September 2023



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS



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 careers.

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.





PHARR-SAN JUAN-ALAMO ISD SUSTAINABLE DEVELOPMENT GOALS

Pharr-San Juan-Alamo ISD (PSJA ISD) schools and departments are systemically adopting the United Nations' 17 Sustainable Development Goals (SDGs) starting the 2023-2024 school year.

As part of these efforts, PSJA ISD will continue integrating the SDGs into its curriculum to equip students with pertinent real-world knowledge and hands-on experiences crucial to help them compete at a global level.

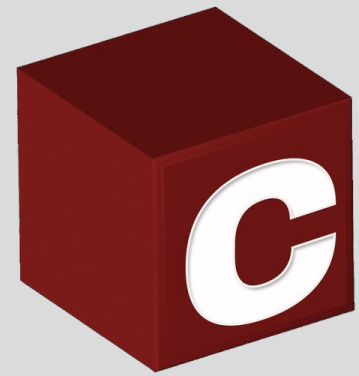
PSJA ISD aims to emphasize sustainability at every level through a systemic approach led by a committee of district leaders from various departments including Curriculum, Human Resources, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications, to name a few.

www.psjaisd.us/sustainability



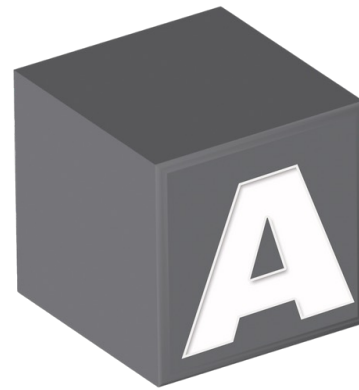
CARE CUSTOMER SERVICE STANDARDS

All PSJA ISD employees must abide by the following standards in order to help us provide excellent customer service to ALL those we serve.



Courteous

- Be kind and greet everyone with a smile
- Treat everyone with respect and dignity
- Listen to understand and help



Attentive

- Communicate in a timely manner
- Stay positive and calm during all conversations
- Treat all concerns and inquiries with professionalism and confidentiality



Responsive

- Be available when customers need you
- Respond to all customer inquiries with a sense of urgency
- Follow up with concerns to ensure customer satisfaction



Exceptional

- Be sympathetic to customers' needs
- Follow the Golden Rule - Treat others as you would like to be treated
- Go above and beyond your call of duty to provide exceptional customer service



Vision

Sorensen Elementary School expects to develop knowledgeable and high achieving students. This will be accomplished through quality instructional programs in nurturing and trusting environment.

Mission

Sorensen Elementary School will provide all students with an exceptional education in a nurturing yet challenging environment that fosters academic success, social development, enthusiasm for education and a life-long quest for knowledge. As a school community, we strive to instill the importance of a well-rounded education with a commitment to preparing our students for a higher education and future leadership. We are dedicated to providing academic and social skills for all students using best teaching practices to provide a quality instructional program that sets the foundation for all future learning. In partnership with school, parents, students and community, we will work together to create an atmosphere of trust, respect, and collaboration.



PSJA District Leadership Team



PSJA School Board

Cynthia A. Gutierrez, *President*
Carlos G. Villegas Jr., *Vice- President*
Diana Serna, *Secretary*
Yolanda Castillo, *Assistant Secretary*
Jesus “Jesse” Zambrano, *Member*
Jesus “Jesse” Vela, *Member*
Jorge Zambrano, *Member*

District Leadership Team

Dr. Alejandro Elias, *Superintendent of Schools*

Superintendent's Cabinet

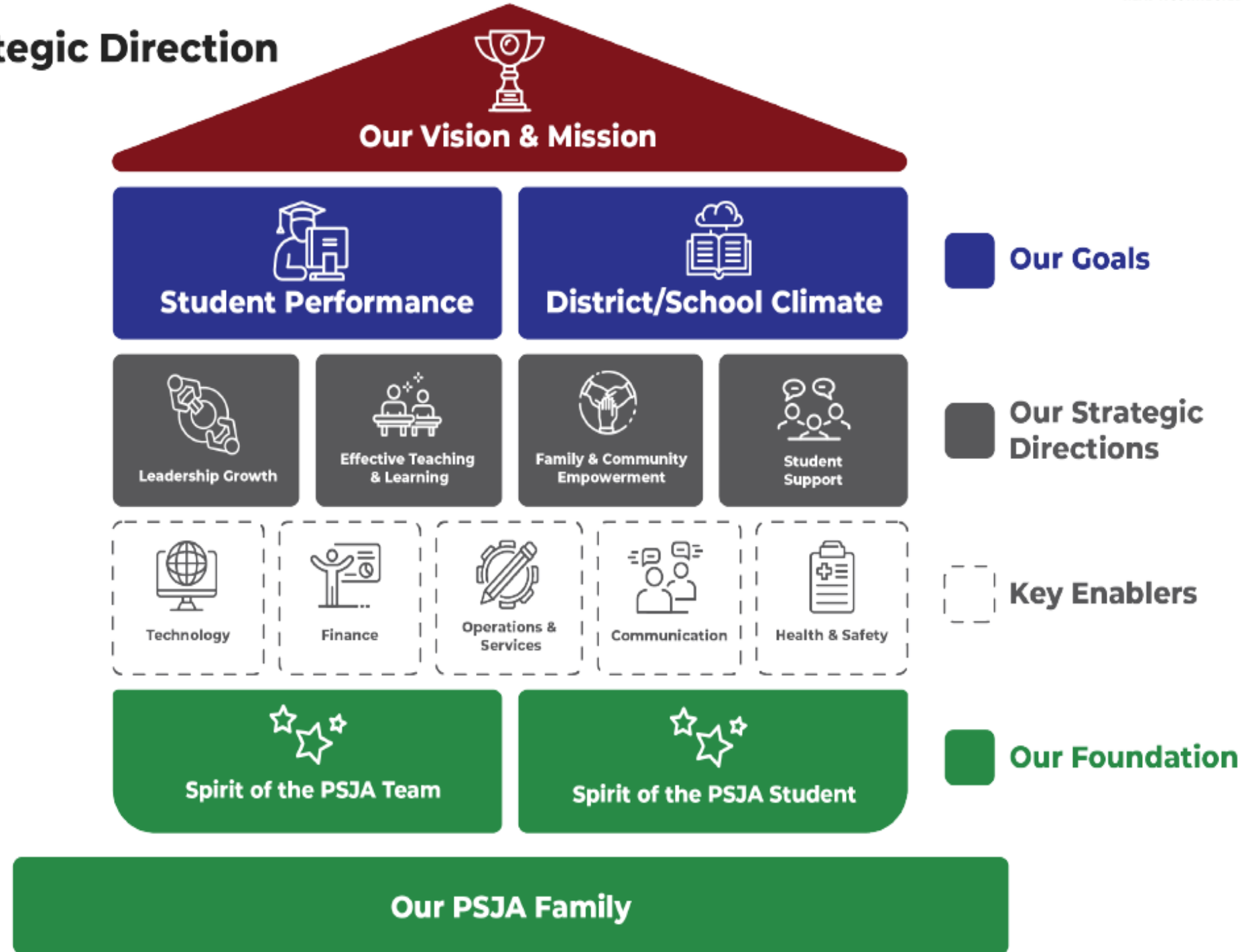
Ranulfo Marquez, *Assistant Superintendent for Academics*
Rebecca Gonzales, *Assistant Superintendent for Finance*
Dr. Rebeca Garza, *Assistant Superintendent for Human Resources*
Roel Faz, *Assistant Superintendent for School Operations*
Dr. Orlando Noyola, *Assistant Superintendent for Student Services*
Dr. Lauro Davalos, *Assistant Superintendent for Technology*

Senior Staff

Dr. Nora Cantu, *Executive Officer for Academics*
Dr. Linda Uribe-Treviño, *Executive Officer for College & Career Readiness*
Dr. Iris Guajardo, *Executive Officer for Secondary Schools*
Dr. Nora Rivas-Garza, *Executive Officer for Secondary Schools*
Claudia Gonzalez, *Executive Officer for Elementary Schools*
Virna M. Bazan, *Executive Officer for Elementary Schools*
Susana Arredondo, *Executive Officer for Elementary Schools*
Yolanda Gomez, *Executive Officer for Learning Acceleration*
Alfredo Carrillo, *Executive Officer for Human Resources*
Rafael Gonzalez, *Administrator for Operations*



Strategic Direction



2023-2024 Campus Improvement Plan Timeline



2023-2024 Campus Improvement Plan Timeline



Objectives	Start Date	Completion Date
1. Campus Leadership Team Campus Leadership Team consists of key campus leaders, responsible in developing, implementing and revising the Campus Improvement Plan Meetings are held to collaborate on the set campus goals, analyze, and determine academic objectives, strategies and make specific adjustments and revisions to the plan.	May 2023	June 2023
2. Needs Assessment Conduct a comprehensive needs assessment addressing campus student performance on the student achievement indicators, using qualitative data (walk throughs, anecdotal notes, student & teacher surveys, and quantitative data (STAAR/EOC, TELPAS, Benchmark data, Measurable Objectives data, weekly assessment data, attendance data, discipline data), and other appropriate measures of performance, that are disaggregated by all student groups served by the campus.	May 2023	June 16, 2022
3. Measurable Campus Performance Objectives In collaboration with the Campus Leadership Team (SBDM) performance objectives will be developed based on the Texas Academic Performance Reports (TAPR), including objectives for special needs students and special populations (included of dropouts and attendance).	May 2023	August 2023
4. Strategies for Improving Student Performance Develop, implement and monitor instructional strategies that improve student achievement. Use instructional strategies that: <ol style="list-style-type: none"> increase the amount and quality of learning time (extended school year, before- and after-school programs, and summer programs) provide enriched and accelerated curriculum include strategies for meeting the needs of historically underserved populations, including the incorporation of gender equitable methods and practices, address the needs of all children in the school, but particularly the needs of low-achieving students and those at- risk of not meeting the state academic achievement standards, who are members of the target population of any program, the integration of vocational and technical education programs. 	May 2023	August 2023
5. Submit Draft of 2023-2024 Campus Improvement Plan to Executive Officer Review of Campus Improvement Plan is conducted, and feedback is provided to campus principal using a district developed rubric.	July 20, 2023	July 31, 2023
6. Finalize Campus Improvement Plan and submit for Board Approval	September 2023	September 11, 2023
7. Implement, monitor and adjust the Campus Improvement Plan Campus Leadership Team will meet to monitor the implementation of the targeted areas. Reflective Questions: <ul style="list-style-type: none"> What actions have been taken to address the needs of the campus? What data has been collected to monitor interventions? Are you on track to meet the annual goal? Describe the data or evidence used to determine if the goal will or won't be met? What, if any adjustments must be made in order to meet the annual goals? 	July 2023	August 2024

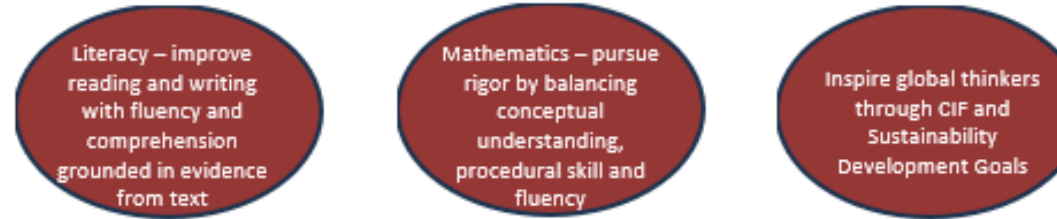


PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

2023-2024 District Instructional Focus Roadmap



Pharr – San Juan – Alamo ISD 2023-2024 District Instructional Focus Roadmap



District CLC PD Goals		
Improve writing, reading fluency and comprehension by offering teachers support and professional development in literacy.	Pursue rigor by balancing conceptual understanding, procedural skills and fluency in mathematics by offering teachers support and professional development	Inspire global thinkers using common instructional frameworks and connections to the Sustainability Development Goals

Principal CLC PD Goals		
Promote ongoing collaboration to learn and share best practices that improve writing, reading fluency, and comprehension in classrooms across the district.	Promote ongoing collaboration to learn and share best practices to increase rigor by balancing conceptual understanding, procedural skills and fluency in mathematics classrooms across all grade levels.	Develop global thinkers by consistently incorporating the Common Instructional Frameworks and relevance in the classroom through the Sustainable Development Goals.



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

2023-2024 Site Based Decision Making Committee



Giselle Martinez, *Principal*
Kimberly Matias, *Asst. Principal*
Liliana Garcia, *A-M Counselor*
Anna Martinez, *N-Z Counselor*
Alicia Enriquez, *Instructional Coach*
Berta Esquivel, *Literacy Coach*
Maria Rios, *PK Grade Level Chair*
Blanca Quiroz, *Kinder Grade Level Chair*
Cristina Flores, *1st Grade Level Chair*
Diana Ryan, *2nd Grade Level Chair*
Corina Perez, *3rd Grade Level Chair*
Gloria Bustamante-Garza, *4th Grade Level Chair*
Alondra Martinez, *5th Grade Level Chair*
Delfina Castillo, *Head Custodian*
, *Parent*
, *Business Partner*
, *Community Member*



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Demographics Summary: The current enrollment for Sorensen Elementary as of September 2023 is 600 students. The student population consists of 99.2% Hispanic, 0.7% white, and 0.2% Asian. Our students are 83.6% low socio-economic status. Our migrant population is minimal with less than 0.01% of our student body. Our Emergent Bilingual population is 38.3% and our Gifted and Talented students make up 5.5% and our At-Risk population is 78%. Most of our students live in the immediate surrounding communities and we have 5% of our students are from other areas.

Comprehensive Needs Assessment: Sorensen Elementary received an overall score of **80** out of 100 for a rating of **B** for 2022-2023 school year. In 2022, the Student achievement domain, Sorensen earned **77** which represents student learning at the end of the year. In the School Progress domain we scored **70** out of 100 in Academic Growth and **85** out of 100 in Relative performance. In our Closing the Gaps we scored **68** out of 100. We are pending distinction designations.

Curriculum and Instruction and Assessment: Our teachers continue to utilize a balanced literacy approach aligned to the TEKS for a balanced literacy approach in our language arts which focus on student's deep understanding of text and text features. We are a one-way bilingual campus that believes in developing both languages for bi-literal and bicultural students. We recognize the importance of a strong reading foundation and use fluency and comprehension benchmarks in all grades to monitor student performance and respond with individualized student instruction that targets student's needs.

Summary of Goals: Our goals are to continue to improve on student mastery of their grade level TEKS by using individualized TEKS based and data driven instruction to impact our students to reach Meets and Masters levels on STAAR to improve all subject areas. Our laser focus on student growth and monitoring progress towards goals is paramount so students are growing academically and so they can reach and surpass their goals.

The academic achievement of students in grades PK-2 is with Circle, TX-KEA and TPRI assessments. Our goal is to increase by at least 5% students at developed in all areas, improve in the student growth domain by at least 10%. We will achieve these goals by tracking and monitoring student growth at each benchmark and weekly assessments to assist students to reach and surpass their student growth goals, thus allowing Sorensen to gain distinction designations on Comparative Closing the Gap and ELA/Reading. Sorensen will continue to work with all stakeholders to ensure that we provide a world class educational experience for our students.





Goal Area 1: Effective Teaching and Learning

Annual Goal 2: Percent of students who perform at meets grade level or above on STAAR MATH will increase by five percentage points by June 2024

- Objective 1: The percent of students performing at meets Math 3-5 will increase from 46% to 51% by having access to standards-aligned curriculum and small group instruction
- Objective 2: The percent of English Learners who perform at meets Math 3-5 will increase from 42% to 50% by having access to standards-aligned curriculum and data driven instruction using ELPS
- Objective 3: The percent of students at-Risk and SPED who perform at meets Math 3-5 will increase from 12% to 20% by having access to standards-aligned curriculum and individualized instruction



Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Percent of students who perform at meets grade level or above on STAAR Reading will increase by five percentage points by June 2024

- Objective 1: The percent of students performing at meets Reading 3-5 will increase from 52% to 57% by having access to standards-aligned curriculum
- Objective 2: The percent of English Learners who perform at meets Reading 3-5 will increase from 38% to 43% by having access to standards-aligned curriculum and data driven instruction
- Objective 3: The percent of students at-Risk and SPED who perform at meets Reading 3-5 will increase from 19% to 25% by having access to standards-aligned curriculum and individualized instruction.



Goal Area 1: Effective Teaching and Learning

Annual Goal 3: Percent of students who perform at meets grade level or above on STAAR Science will increase by five percentage points by June 2024.

- Objective 1: The percent of students performing at meets 5th Grade Science will increase from 36% to 41% for Science by having access to standards-aligned curriculum
- Objective 2: The percent of English Learners who perform at meets in 5th Grade Science will increase from 22% to 27% by having access to standards-aligned curriculum
- Objective 3: The percent of students at-Risk and SPED who perform at meets in 5th Grade Science will increase from 9% to 15% by having access to standards-aligned curriculum



Goal Area 2: Student Support

Annual Goal 1: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic component by June 2024

- **Objective 1:** All identified student groups in the Closing the Gaps domain will be monitored weekly, CBA, and Benchmarks to ensure that at least 80% of the indicators in the Academic Achievement component are making progress to meet goal by June 2024.
- **Objective 2:** All identified student groups in the Closing the Gaps Achievement component will meet 80% of the indicators by being provided high-quality, research-based instruction during the 2023-2024 school year.
- **Objective 3:** Special Education Students and English Language Learners in the Academic component performance targets will meet the performance targets in the areas of Reading and Math by June 2024



Goal Area 2: Student Support

Annual Goal 2: At least 90% of indicators evaluated in Academic Growth Status will be met by all student groups by June 2024

- **Objective 1:** All students will demonstrate a 5% increase of academic progress in the areas of Reading and Math by June 2024
- **Objective 2:** All Special Education students will be monitored bi-weekly to demonstrate 2% growth in the areas of Reading and Math assessments by June 2024
- **Objective 3:** All English Language Learners will demonstrate a 5% increase of academic progress in Reading and Math



Goal Area 2: Student Support

Annual Goal 3: At least 55% of English Language Learners will advance by at least one proficiency level of TELPAS Composite rating by June 2024

- **Objective 1:** By June 2024, our campus will commit to implementing the adopted Dual Language program requirements in grades PK to 5th
- **Objective 2:** By June 2024, our campus will monitor the progress of second language acquisition every marking period through embedded supports and ELPS strategies through weekly walkthroughs and lessons
- **Objective 3:** By June 2024, staff services English Language Learners will be proficient in dual language support systems



Goal Area 3: Family and Community Empowerment

Annual Goal 1: By June 2024, our campus positive culture and climate will increase from 80% to 90% based on teacher and staff perception of staff-student relationships

- **Objective 1:** By June 2024, student social and emotional learning knowledge and skills will be serviced by counselor's classroom, group or individual lessons.
- **Objective 2:** By June 2024, 100% of teachers and staff will participate in Social Emotional Learning (Teacher Café presentations) professional development and implement strategies to improve staff-student relationships.
- **Objective 3:** By June 2024, 100% of staff will participate in Fundamental Five Book Study to promote Teamwork, health and well-being of all staff.



Goal Area 3: Family and Community Empowerment

Annual Goal 2: By June 2024, the student's perceptions for their physical and psychological school safety will improve to 100%

- **Objective 1:** By June 2024, 100% of staff will implement safety and violence prevention protocols to increase school wide safety
- **Objective 2:** By June 2024, the Campus Threat Assessment Team will complete training on the Texas School Safety Center to promote and increase school wide safety.
- **Objective 3:** By June 2024, Sorensen Elementary will continue using safety measures, such as utilizing the school Raptor for any visitor coming into the campus and continue to do drills such as lock downs and intruder detection audit drills to increase school wide safety.



- **Goal Area 3: Family and Community Empowerment**
 - **Annual Goal 3:** By June 2024, family involvement and their interaction with their child's school will increase by providing opportunities for parents to engage meaningfully on campus.
 - **Objective 1:** By June 2024, 50% of parents will participate in informational, curriculum, and training sessions on campus
 - **Objective 2:** By June 2024, 100% of parents will be connected with community partners and resources.



Goal Area 4: Leadership Growth

Annual Goal 1: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time

- **Objective 1:** All teachers will use research-based instructional strategies in their daily lessons to increase student engagement and achievement
- **Objective 2:** All teachers will use researched-based materials; to include digital and hardcopy to enhance and target student needs
- **Objective 3:** Administrators will use walk-through data to monitor, provide constructive feedback and support teacher effectiveness



Goal Area 4: Leadership Growth

Annual Goal 2: Use evaluation systems to increase staff quality, recruitment and retention

- **Objective 1:** Develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessments
- **Objective 2:** Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback.
- **Objective 3:** Complete the Spirit of PSJA evaluations twice a year for all staff NOT evaluated by T-TESS/ T-PESS evaluation tool
- **Objective 4:** Use data collected in the evaluation system to offer professional growth opportunities for all staff for means of recruitment and retention



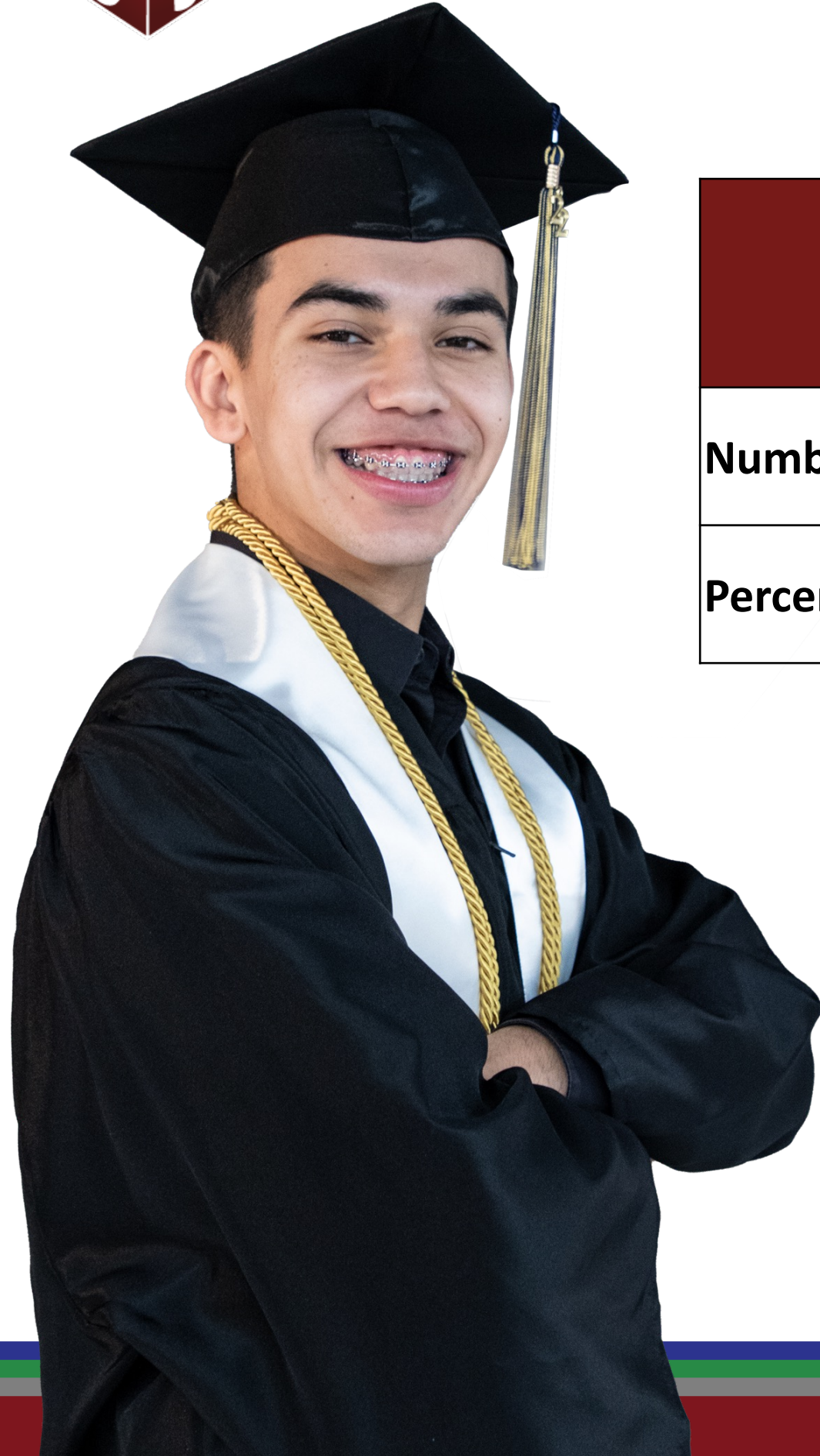
Goal Area 4: Leadership Growth

Annual Goal 3: All teachers be certified for teaching assignments by August 2024

- **Objective 1:** All elementary teachers servicing DL students will be bilingual certified to be considered Highly Qualified Teachers
- **Objective 2:** Campus administration will review and confirm certified teachers bi-annually for vacancies before interview



2023-2024 Sorensen Campus Demographics



	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian/ Other	Two or More
Number	600	596	1	1	3	0	0	0
Percent	100	99.3%	0.002%	0.002%	0.005%	0	0	0



	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
Sorensen	77	59.5	68	79.9	B



2023-2024 STAAR Performance Data



	Tested	Did Not Meet		Approaches		Meets		Masters	
		Number	%	Number	%	Number	%	Number	%
Reading	246	63	21%	183	61%	127	42%	70	23%
Math	246	68	23%	180	60%	114	38%	52	17%
Science	80	26	33%	54	68%	29	36%	14	18%



2023-2024 STAAR Performance Data



3 rd Grade	Did Not Meet		Approaches		Meets		Masters	
Math	22	27%	29	35%	17	21%	14	17%
Reading	24	29%	21	26%	17	21%	20	24%
4 th Grade	Did Not Meet		Approaches		Meets		Masters	
Math	20	25%	19	24%	18	23%	22	28%
Reading	25	31%	17	21%	17	21%	22	27%
5 th Grade	Did Not Meet		Approaches		Meets		Masters	
Math	22	29%	18	23%	21	27%	16	21%
Reading	17	22%	15	19%	19	24%	28	35%
Science	26	34%	25	32%	14	18%	14	18%



3 rd Grade Reading			
	% of Students Passing State Assessment <i>TARGET: 60</i>	% of Students Passing State Assessment <i>TARGET: 60</i>	Goal <i>TARGET: 60</i>
	2022	2023	2024
Approaches	65	59	64
Meets	39	38	43
Masters	24	20	25

4 th Grade Reading			
	% of Students Passing State Assessment <i>TARGET: 60</i>	% of Students Passing State Assessment <i>TARGET: 60</i>	Goal <i>TARGET: 60</i>
	2022	2023	2024
Approaches	81	58	63
Meets	60	41	46
Masters	35	22	27

5 th Grade Reading			
	% of Students Passing State Assessment <i>TARGET: 60</i>	% of Students Passing State Assessment <i>TARGET: 60</i>	Goal <i>TARGET: 60</i>
	2022	2023	2024
Approaches	82	66	71
Meets	64	48	53
Masters	31	28	33



3 rd Grade Math			
	% of Students Passing State Assessment <i>TARGET: 60</i>	% of Students Passing State Assessment <i>TARGET: 60</i>	Goal <i>TARGET: 60</i>
	2022	2023	2024
Approaches	69	60	65
Meets	43	31	36
Masters	23	14	19

4 th Grade Math			
	% of Students Passing State Assessment <i>TARGET: 60</i>	% of Students Passing State Assessment <i>TARGET: 60</i>	Goal <i>TARGET: 60</i>
	2022	2023	2024
Approaches	70	62	67
Meets	49	43	48
Masters	31	22	27

5 th Grade Math			
	% of Students Passing State Assessment <i>TARGET: 60</i>	% of Students Passing State Assessment <i>TARGET: 60</i>	Goal <i>TARGET: 60</i>
	2022	2023	2024
Approaches	77	58	63
Meets	52	40	45
Masters	26	16	21



5th Grade Science			
	% of Students Passing State Assessment <i>TARGET: 60</i>	% of Students Passing State Assessment <i>TARGET: 60</i>	Goal <i>TARGET: 60</i>
	2022	2023	2024
Approaches	74	54	61
Meets	48	29	34
Masters	24	14	19



Comprehensive Needs Assessment



Comprehensive Needs Assessment: Summary of Findings



Circle Test, TX-KEA, TPRI, and Tejas Lee

Criteria Reviewed	Findings		Strategies Needed	
			Staff Development Resources	In Class Interventions
Pre-Kinder -Circle Assessment (2022-2023 Data)	M-Class Assessment		DL One Way Model Frogstreet Sing, Spell, Read, Write Estrellitas	Small Group Interventions
	EOY			
	Rapid Letter Naming	69%		
	Phonological Awareness	66%		
Kindergarten -TPRI -Tejas Lee (2022-2023 Data)	TPRI Tejas Lee		DL One Way Model Sing, Spell, Read, Write Estrellitas Practical Life/Hands-On Activities Pearlized Math	Small Group Interventions RTI Small group pull outs
	Screening Status			
	D			
	SD			
1st Grade -TPRI -Tejas Lee (2022-2023 Data)	TPRI Tejas Lee		DL One Way Model Word Walls Pearlized Math Diana Ramirez Sing, Spell, Read, Write Lunita	RTI Differentiated Instruction Pull-Out Tutoring
	Screening Status			
	Frustr./List			
	Instructional			
	Independent			
2nd Grade -TPRI -Tejas Lee	Subgroup TPRI Tejas Lee		Sharon Wells Math Diana Ramirez Sing, Spell, Read, Write Escaleras Estrellitas Forde Ferrier Boost	Tutoring RTI Differentiated Instruction Small Group Intervention District support-pull outs
	Screening Status			
	Frustr./List			
	Instructional			
	Independent			
3rd Grade -TPRI -Tejas Lee	Subgroup TPRI Tejas Lee		Sharon Wells Math Diana Ramirez Sing, Spell, Read, Write Escaleras Estrellitas Forde Ferrier Boost	Think Up STAAR Ready Tutoring RTI Differentiated Instruction Small Group Intervention District support-pull outs Fluency- reading curriculum
	Screening Status			
	Frustr./List			
	Instructional			
	Independent			



Comprehensive Needs Assessment



Goal Area	Area Reviewed	Summary of Strengths	Challenges
1	Effective Teaching and Learning	<p>Sorensen provides the campus with a standards-aligned Guaranteed and Viable Curriculum (GVC) 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 C & I 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 • 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. 	<p>The area of literacy, specifically in reading comprehension 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"> • Student reading on level by second 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 • Elementary Reading, Writing and Mathematics curriculums must be monitored each year for alignment and effectiveness. • Train teachers on curriculum effectiveness.



Goal Area	Area Reviewed	Summary of Strengths	Challenges
2	Student Support	<ul style="list-style-type: none"> • Special Education students did not meet all targets in the Academic Achievement status, Growth Status, Student Success Status and School Quality Status within the closing the gaps domain. • English Learners met all targets in the Academic Achievement status, Student Success Status, School Quality Status and the ELA/Reading growth status within the closing the gaps domain. • Economically disadvantaged student group met all targets in closing the gaps domain. • Hispanic student group met all closing the gaps domain targets. • In the area of participation, all student groups met all targets at 98% or higher. • In the Texas Academic Performance Report indicates Special education students showed gains in 20 of 28 tested areas at Meets performance. • 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>As per the 22-23 Preliminary STAAR data,</p> <ul style="list-style-type: none"> • We have a 37% achievement gap at the Meets level on the 2023 STAAR between students identified as Special Education and the all student group in the area of ELA/Reading. • English Learners(LEP) with Parental Denials, are behind the All student group by 23% in achievement. <p>Within the Domain III report,</p> <ul style="list-style-type: none"> • Former Special Education students missed the growth target in the area of math by 12% points. • The English Language proficiency status was 2% points away from the target of 36%.



Comprehensive Needs Assessment

Goal Area	Area Reviewed	Summary of Strengths	Challenges
3	Family and Community Empowerment	<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 need to continue 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 STAAR 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 SEL or Restorative Practices



Goal Area	Area Reviewed	Summary of Strengths	Challenges
4	Leadership Growth	<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. • Teacher Incentive Allotment grant provides an opportunity for qualifying staff to earn performance pay for improvement in student growth measures and their TTESS 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. • Continue to provide trainings on SGM's and TTESS during CLCs to promote leadership growth • 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 • Walkthrough form is not fully aligned with TTESS rubric



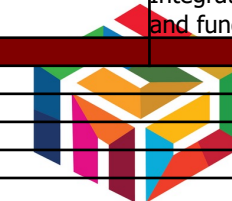
- Goal Area 1:** Effective Teaching and Learning
- Goal Area 2:** Student Support
- Goal Area 3:** Family and Community Empowerment
- Goal Area 4:** Leadership Growth



Goal Area 1: Effective Teaching and Learning



Goal Area: 1		Effective Teaching and Learning					
Annual Goal:		Percent of students who perform at meets grade level or above on STAAR Reading will increase by 5% points by June 2024.					
Objective:		The percent of students performing at meets Reading 3-5 will increase from 64% to 69% by having access to standards-aligned curriculum.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Reading: All students Teachers will implement a quality instructional program to meet the needs of all students and enhance the state adopted program with effective resources. My View/mi Vision, Summit K-12 Renaissance License for AR STAAR Connection (Kamiko) myOn License for Reading PK-5 th Clever for PK-5 th , Progress Learning & Teacher professional development in curriculum writing	Teachers Principal Assistant Principal Instructional Coach	District curriculum Istation Reading STAAR Release assessments (BM 1 & 2) Computers/computer lab Timelines Sing Spell Read and Write	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District review sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback Computer reports Lesson plans Classwork samples	Increase academic performance of all student groups in all BM, STAAR tested subjects	Weekly Assessments BM 1 & 2 STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1) Follow timelines and implement state adopted program and other effective resources to ensure all students are meeting objectives							
2) Implement technology resources such as Istation, AR, myON, Summit K-12, and Progress Learning to reinforce skills							
3) Use assessment and technology data to drive intervention plans and build intervention time into the day at every grade level							
4) Provide instruction and interventions that are directly related to student' needs as demonstrated by data (e.g. Enrichment classes, tutorials, extended learning time, enrichment camps/summer school, academies)							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement quality fluency instruction to enhance comprehension and vocabulary: TPRI/ Tejas Lee McMillan Reading Materials K-5 th Use read aloud strategies PK3-5 th Use peer reading Fluency checks Classroom novel Progress monitoring	Teachers Principal Assistant Principal	District curriculum Winning workbook for fluency STAAR Master workbooks for comprehension Classroom novels Reading material Sing, Spell, Read, and Write (Sue Dickinson's Songs that teach) for phonics	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Fluency books/records DMAC data report Campus performance Reviews (CPR) Progress monitoring Reports Walk-through feedback AR improvement Lesson Plans	Improved fluency and overall comprehension Increase academic performance of all student groups in all BM, STAAR reading tests	Weekly assessments BM 1 & 2 STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1) Conduct fluency checks every six weeks and keep records on Google Drive							
2) Provide students with plenty of opportunities to enhance reading fluency using CIF strategies, read alouds, peer reading, and other methods							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct Diagnostic assessments to drive instruction and analyze data to ensure all students are meeting objectives and goals	Teachers Principal Assistant Principal	District curriculum DMAC Reports STAAR Release assessments (BM 1 & 2)	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus performance Reviews (CPR) Progress Monitoring Reports Lesson plans	Increase academic performance of all student groups in all BM, STAAR reading tests	Weekly assessments BM 1 & 2 STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and 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, BM 1 & 2, practice listening and speaking sets							
2) student 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 intervention plans and build intervention time into the day at every grade 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/summer school, academies)							



Goal Area 1:		Effective Teaching and Learning					
Annual Goal 1:		Percent of students who perform at meets grade level or above on STAAR Reading will increase by five percentage points by June 2024.					
Objective 2:		The percent of English Learners who perform at meets reading 3-5 will increase fro 47% to 52% by having access to standards-aligned curriculum and data driven instruction1)					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Reading - EL students Implement a strong Oral language program to meet the needs of ELs and enhance the state adopted program with effective ESL strategies. My View/ mi Vision Istation Renaissance license for AR STAAR Connection/Kamiko myOn license for Reading for PK-5 th Clever for PK-5 & Summit K-12	Teachers Principal Assistant Principal Instructional coach Reading coach	District Curriculum -Istation Reading -STAAR Release Assessments (BM I & II) -Computers /computer lab -Timelines -LPAC notes - word walls	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS)-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -computer reports -Lesson Plans -classwork	Increase academic performance of all student groups in all BM, STAAR tested subjects	Weekly Assessments -BM I & II -STAAR -TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1)Follow timelines and implement state adopted program and other effective resources to ensure Els are meeting objectives to ensure a smooth transition to English.							
2)Implement technology resources Istation, AR myOn to reinforce skills.							
3)Use assessment and technology 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, intervention block, Saturday academies, summer school)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement quality fluency instruction and a literature rich environment to enhance comprehension and vocabulary -TPRI/Tejas Lee -McMillan Reading Materials K-5 th Use Read Aloud Strategies PK3-5 th Use peer reading Fluency checks classroom novel, DEAR time	Teachers Principal Assistant Principal Instructional coach Reading coach	-District Curriculum workbook -fluency record - fluency books -reading material classroom novels language objectives	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Fluency books/records -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -AR improvement - Lesson plans	-Improved fluency and overall comprehension leading to an increase in academic performance of all student groups in all BM, STAAR Reading tests	-Weekly Assessments -BM I & II-STAAR -TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1)Conduct fluency checks regularly and keep records							
2) Provide students with plenty of opportunities to enhance reading fluency using CIF strategies, read alouds, peer reading, and other methods.							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct diagnostic assessments to drive instruction and analyze data to ensure at-Risk and SPED are meeting objectives and goals - provide small group instruction/tutoring	Teachers Principal Assistant Principal Instructional coach Reading coach	-district Curriculum -DMAC reports -STAAR Release Assessments (BM I & II) TELPAS -tutoring	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	-tutoring/small group instruction -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Lesson Plans	Increased academic performance of ELs in all BM, STAAR TELPAS Reading tests	-Weekly Assessments -BM I & II -STAAR -TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and 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 tests, BM I&II, Practice Listening & Speaking Sets							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							
4)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)							



Goal Area: 1		Effective Teaching and Learning					
Annual Goal 1:		Percent of students who perform at meets grade level or above on STAAR Reading will increase by five percentage points by June 2024					
Objective 3:		The percent of SPED who perform at meets reading 3-5 will increase from 13% to 18% by having access to standards-aligned curriculum and data driven instruction					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Reading - At-Risk and SPED Implement a quality instructional program to meet the needs of at-Risk and SPED and enhance the state adopted program with effective resources My View, Istation Renaissance license for AR STAAR Connection/Kamiko myOn license for Reading for PK-5 Clever for PK-5	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum Istation Reading STAAR Release Assessments (BM I & II) Computers /computer lab Lexia	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback computer reports Lesson Plans classwork	Increase academic performance of all student groups in all BM, STAAR tested subjects	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1) Follow timelines and implement state adopted program and other effective resources to ensure at-Risk and SPED are meeting objectives and goals.							
2) Implement technology resources Istation, AR myOn to reinforce skills.							
3) Use assessment and technology 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 and IEP(e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement quality fluency instruction and a literature rich environment to enhance comprehension and vocabulary McMillan Reading Materials K-5 th Use Read Aloud Strategies PK3-5 th Use peer reading Fluency checks classroom novel DEAR time & Language objectives	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum workbook fluency record fluency books reading material classroom novels Fluency Progress Monitoring File	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Fluency books/records DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback AR improvement Lesson Plans	Improved fluency and overall comprehension leading to Increased academic performance of at-Risk and SPED in all BM, and STAAR Reading tests	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1) Conduct fluency checks regularly and keep records							
2) Provide students with plenty of opportunities to enhance reading fluency using CIF strategies, read alouds, peer reading, and other methods.							
3) Use assessment data to drive intervention plans and build intervention time for small group instruction into the day at every level							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct diagnostic assessments to drive instruction and analyze data to ensure at-Risk and SPED are meeting objectives and goals - provide small group instruction/tutoring	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum DMAC reports STAAR Release Assessments (BM I & II) tutoring	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Tutoring/small group instruction DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Lesson Plans	Increased academic performance of EBs in all BM, STAAR TELPAS Reading tests	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and 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, 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 and technology 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, Saturday Academies, summer school)							



Goal Area: 1		Effective Teaching and Learning					
Annual Goal 1:		Percent of students who perform at meets grade level or above on STAAR Reading will increase by five percentage points by June 2024					
Objective 3:		The percent of SPED who perform at meets reading 3-5 will increase from 13% to 18% by having access to standards-aligned curriculum and data driven instruction					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Reading - At-Risk and SPED Implement a quality instructional program to meet the needs of at-Risk and SPED and enhance the state adopted program with effective resources My View, Istation Renaissance license for AR STAAR Connection/Kamiko myOn license for Reading for PK-5 Clever for PK-5	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum Istation Reading STAAR Release Assessments (BM I & II) Computers /computer lab Lexia	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback computer reports Lesson Plans classwork	Increase academic performance of all student groups in all BM, STAAR tested subjects	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1) Follow timelines and implement state adopted program and other effective resources to ensure at-Risk and SPED are meeting objectives and goals.							
2) Implement technology resources Istation, AR myOn to reinforce skills.							
3) Use assessment and technology 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 and IEP(e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement quality fluency instruction and a literature rich environment to enhance comprehension and vocabulary McMillan Reading Materials K-5 th Use Read Aloud Strategies PK3-5 th Use peer reading Fluency checks classroom novel DEAR time & Language objectives	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum workbook fluency record fluency books reading material classroom novels Fluency Progress Monitoring File	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Fluency books/records DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback AR improvement Lesson Plans	Improved fluency and overall comprehension leading to Increased academic performance of at-Risk and SPED in all BM, and STAAR Reading tests	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1) Conduct fluency checks regularly and keep records							
2) Provide students with plenty of opportunities to enhance reading fluency using CIF strategies, read alouds, peer reading, and other methods.							
3) Use assessment data to drive intervention plans and build intervention time for small group instruction into the day at every level							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct diagnostic assessments to drive instruction and analyze data to ensure at-Risk and SPED are meeting objectives and goals - provide small group instruction/tutoring	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum DMAC reports STAAR Release Assessments (BM I & II) tutoring	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Tutoring/small group instruction DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Lesson Plans	Increased academic performance of EBs in all BM, STAAR TELPAS Reading tests	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and 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, 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 and technology 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, Saturday Academies, summer school)							



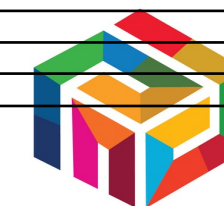
Goal Area: 1		Effective Teaching and Learning					
Annual Goal 2:		Percent of students who perform at meets grade level or above on STAAR MATH will increase by five percentage points by June 2024					
Objective 2:		The percent of Emergent Bilinguals who perform at meets Math 3-5 will increase from 38% to 43% by having access to standards-aligned curriculum and data driven instruction using ELPS					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide opportunities for teachers to attend professional development CIF strategies	Teachers Principal Assistant Principal Instructional Coach	District Curriculum/Sharon Wells Imagine Math STAAR Release Assessments BM I & II Brain Pop Think Up! KAMIKO- STAAR connection (math)	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback Lesson Plans Monitoring & Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM , STAAR/EOC tested subjects	Weekly Assessments BM I & II STAAR/EOY Imagine Math Benchmark	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and 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, BM I&II & Imagine Math Benchmarks)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							
4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Introduce the Math concepts in the native language (sheltered math), use visual aids, and note- taking.	Teachers Principal Assistant Principal Instructional Coach	District Curriculum/Sharon Wells Imagine Math STAAR Release Assessments BM I & II Brain Pop Think Up! KAMIKO- STAAR connection (math)	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback Lesson Plans Monitoring & Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM , STAAR/EOC tested subjects	Weekly Assessments BM I & II STAAR/EOY Imagine Math Benchmark	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1.Teachers will provide small group instruction to ensure the students grasp the concept							
2. Implement the use of ELL strategies to ensure comprehension of concept							
3. Implement and utilize the use of manipulatives							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a quality instructional program to meet the needs of all students that includes CIF strategies and reinforcement materials such as Sharon Wells, Kamiko, Think Up! STAAR Connection	Teachers Principal Assistant Principal Instructional Coach	District Curriculum/Sharon Wells Imagine Math STAAR Release Assessments BM I & II Brain Pop Think Up! KAMIKO- STAAR connection (math)	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback Lesson Plans Monitoring & Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM , STAAR/EOC tested subjects	Weekly Assessments BM I & II STAAR/EOY Imagine Math Benchmark	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1) Implement interactive journal /spiraling daily, reinforcement materials in lesson plans, and frequent checking for understanding.							
2)Integrate technology into the curriculum to reinforce and enhance skills.							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level.							



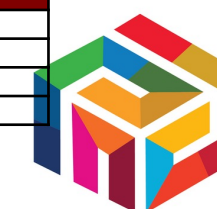
Goal Area: 1	Effective Teaching and Learning						
Annual Goal 2:	Percent of students who perform at meets grade level or above on STAAR MATH will increase by five percentage points by June 2024						
Objective 3	The percent of students SPED who perform at meets Math 3-5 will increase from 13% to 18% by having access to standards-aligned curriculum and individualized instruction.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Analyze data from STAAR and district tests to ensure at-Risk and SPED students are meeting objectives and goals.	Teachers Principal Assistant Principal Instructional Coach	-District Curriculum -Imagine Math -STAAR Release Assessments (BM I & II) DMAC Reports	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus performance Reviews (CP R) - Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Application	Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC	<ul style="list-style-type: none"> Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1) Use ongoing district built formative and summative assessments by grade level (weekly, unit, BM 1 & 2 and Imagine Math Benchmarks)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CP R) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide instruction to at-RISK and SPED students in a reduced pupil-teacher ratio and use intervention strategies to meet their needs	Teachers Principal Assistant Principal SPED teacher	District Curriculum/Sharon Wells Imagine Math STAAR Release Assessments BM I & II Brain Pop Think Up! KAMIKO- STAAR connection (math)	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) -DMAC data reports -Campus performance Reviews (CP R) - Progress Monitoring Reports -Walk-through feedback -Lesson Plans -- Application	Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC	<ul style="list-style-type: none"> Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1. Teachers will use small group instruction to ensure to meet the needs of each student							
2. Have teacher/parent conferences to discuss student progress and to explain the STAAR math test							
3. Teachers will attend math professional development.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a quality instructional program to meet the needs of at-RISK and SPED students that includes CIF strategies and reinforcement	Teachers Principal Assistant Principal SPED Teacher	District Curriculum/Sharon Wells Imagine Math STAAR Release Assessments BM I & II Brain Pop Think Up! KAMIKO- STAAR connection (math)	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) -DMAC data reports -Campus performance Reviews (CP R) - Progress Monitoring Reports -Walk-through feedback -Lesson Plans -- Application	Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC	<ul style="list-style-type: none"> Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and 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 (CP R) 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: 1	Effective Teaching and Learning						
Annual Goal 3	Percent of students who perform at meets grade level or above on STAAR Science will increase by five percentage points by June 2024						
Objective 1	The percent of students performing at meets in STAAR science grade 5 will increase from 49% to 54% by having access to standards-aligned curriculum						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Analyze data from STAAR and district tests to ensure all groups are meeting objectives and goals.	Teachers Principal Assistant Principal Science lab teacher	District curriculum DMAC reports STAAR Release test BM 1 & 2	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus performance reviews (CPR) Progress monitoring reports Walk through feedback Lesson plans	Increased academic performance of all student groups in all BM and STAAR science test	Weekly assessments BM 1 & 2 STAAR	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1) Use ongoing district built formative and summative assessments by grade level (weekly, unit, BM 1 & 2 and Summit K-12 Benchmarks)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide opportunities for teachers to attend staff development to include: RGVSA CAST Science consultants professional development WFTB CIF strategies & Forde-Ferrier	Teachers Principal Assistant Principal Science lab teacher	District curriculum Consultants	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of new strategies implemented	Increased academic performance of all student groups in all BM and STAAR science test	Weekly assessments BM 1 & 2 STAAR	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1. Teachers will use small group instruction to ensure to meet the needs of each student							
2. Have teacher/parent conferences to discuss student progress and to explain the STAAR science test							
3. Teachers will attend math professional development.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a quality instructional program to meet the needs of all students that includes CIF strategies and reinforcement materials such as: Summit K-12- Science KAMIKO- STAAR connection (science) STAAR Master Consumable materials to support district curriculum	Teachers Principal Assistant Principal Science lab teacher	District curriculum Reinforcement materials Timelines Research materials Science lab STAAR release tests Benchmark 1 & 2 Consumable materials to support district curriculum	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of new strategies implemented Lesson plans	Increased academic performance of all student groups in all BM and STAAR science test	Weekly assessments BM 1 & 2 STAAR	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1) Implement an interactive journal, reinforcement materials in lesson plans and frequent spiraling							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
4) Utilize consumable materials to implement daily labs that will provide hands on experiences to students and reinforce their learning							



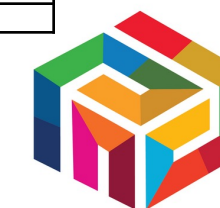
Goal Area: 1	Effective Teaching and Learning						
Annual Goal 3	Percent of HB4545 students who did not achieve a passing score in math will increase by 5 percentage points in reading						
Objective 2	The percent of HB4545 students will increase from 41% to 46% by having access to standards-aligned curriculum.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Analyze data from STAAR and district tests to ensure Emergent Bilinguals are meeting objectives and goals	Teachers Principal Assistant Principal Science lab teacher LPAC committee	District curriculum DMAC reports STAAR Release test BM 1 & 2	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus performance reviews (CPR) Progress monitoring reports Walk through feedback Lesson plans	Increased academic performance of EBs in all BM and STAAR science test	Weekly assessments CLI BM 1 & 2 STAAR	<ul style="list-style-type: none"> Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1) Use ongoing district built formative and summative assessments by grade level (weekly, unit, BM 1 & 2 and Summit K-12 Benchmarks)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, Saturday and afterschool TELPAS academies)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide instruction to EBs in a reduced pupil to teacher ratio and use intervention strategies to meet their needs	Teachers Principal Assistant Principal Science lab teacher	District curriculum Title 1 LPAC notes Tutoring schedules Intervention schedules CIF SIOP strategies	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of new strategies implemented	Increased academic performance of EBs BM and STAAR science test	Weekly assessments CLI BM 1 & 2 STAAR	<ul style="list-style-type: none"> Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1. Teachers will use small group instruction to ensure to meet the needs of each student							
2. Have teacher/parent conferences to discuss student progress and to explain the STAAR science test							
3. Teachers will attend math professional development.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a quality instructional program to meet the needs of all students that includes CIF strategies and reinforcement materials such as: Summit K-12- Science KAMIKO- STAAR connection (science) STAAR Master Consumable materials to support district curriculum	Teachers Principal Assistant Principal Science lab teacher	District curriculum Reinforcement materials Timelines Research materials Science lab STAAR release tests Benchmark 1 & 2 Consumable materials to support district curriculum	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of new strategies implemented Lesson plans	Increased academic performance of all student groups in all BM and STAAR science test	Weekly assessments CLI BM 1 & 2 STAAR	<ul style="list-style-type: none"> Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1) Implement an interactive journal, reinforcement materials in lesson plans and frequent spiraling							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
4) Utilize consumable materials to implement daily labs that will provide hands on experiences to students and reinforce their learning							



Goal Area: 1		Effective Teaching and Learning					
Annual Goal 5		We will increase fluency in grades 1st- 5th to 85%					
Objective 1		We will progress monitor the grade levels.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Analyze data from TPRI and Tejas LEE and district tests to ensure all students are meeting objectives and goals	Teachers Principal Assistant Principal	TPRI and Tejas LEE online platform My View Fluency Book	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) TPRI and Tejas LEE reports Campus performance reviews (CPR) Progress monitoring reports Walk through feedback Lesson plans	Increased academic performance of all student groups	Weekly assessments CLI TPRI Tejas LEE	<ul style="list-style-type: none"> Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1. TPRI and Tejas LEE training for all staff.							
2. Provide all teachers with Fluency My View Book to assess students.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide instruction to all students in a reduced pupil to teacher ratio and use intervention strategies to meet their needs	Teachers Principal Assistant Principal	TPRI and Tejas LEE online platform My View Fluency Book	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of New strategies implemented	Increased academic performance of all student groups	Weekly assessments CLI TPRI Tejas LEE	<ul style="list-style-type: none"> Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1. Teachers will use small group instruction to ensure to meet the needs of each student							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a quality instructional program to meet the needs of all students that includes CIF strategies and reinforcement materials such as: Consumable materials to support district curriculum	Teachers Principal Assistant Principal	TPRI and Tejas LEE online platform My View Fluency Book	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of New strategies implemented Lesson plans	Increased academic performance of all student groups	Weekly assessments CLI TPRI Tejas LEE	<ul style="list-style-type: none"> Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1. Use assessment data to drive instruction.							



Goal Area: 1		Effective Teaching and Learning					
Annual Goal 5		We will increase letter name and letter sound fluency in grades Pre-K through Kinder to 85%.					
Objective 1		We will progress monitor to ensure that we meet our goal.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Analyze data from CLI Engage and district tests to ensure all students are meeting objectives and goals	Teachers Principal Assistant Principal	CLI Engage online platform My View Fluency Book	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) TPRI and Tejas LEE reports Campus performance reviews (CPR) Progress monitoring reports Walk through feedback Lesson plans	Increased academic performance of all student groups	Weekly assessments CLI	<ul style="list-style-type: none"> Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1. TPRI and Tejas LEE training for all staff.							
2. Provide all teachers with Fluency My View Book to assess students.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide instruction to all students in a reduced pupil to teacher ratio and use intervention strategies to meet their needs	Teachers Principal Assistant Principal	CLI Engage Online platform My View Fluency Book	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of New strategies implemented	Increased academic performance of all student groups	Weekly assessments CLI	<ul style="list-style-type: none"> Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1. Teachers will use small group instruction to ensure to meet the needs of each student							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a quality instructional program to meet the needs of all students that includes CIF strategies and reinforcement materials such as: Consumable materials to support district curriculum	Teachers Principal Assistant Principal	CLI Engage Online Platform	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of New strategies implemented Lesson plans	Increased academic performance of all student groups	Weekly assessments CLI	<ul style="list-style-type: none"> Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
Action Steps							
1. Use assessment data to drive instruction.							



Goal Area 2: Student Support



Goal Area: 2	Student Support
Annual Goal 1	At least 80% of students within Domain 3, Closing the Gaps (all students, Hispanics, High focus- ECO DIS, EB, SPED, Highly Mobile, SPED-former, and continuously enrolled) groups in Domain 3, will meet their interim goals by June 2024.
Objective 1	All identified student groups in the Closing the Gaps domain will be monitored weekly, and benchmarks to ensure that they meet their interim goals in the Academic Achievement component.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor student progress weekly and drive interventions	Principal Assistant Principal CLF Teachers	District curriculum Istation Reading Imagine Math TPRI/Tejas Lee TX-KEA Assessment CLI Engage STAAR Release BM 1 & 2 Assessments *Summit K-12	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC Notes *Lesson Plans	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *Increase academic performance in all state assessments	*Weekly assessments *BM 1 & 2 *STAAR *TPRI/Tejas Lee *TX-KEA Assessment *CLI Engage *TELPAS	*Comprehensive needs assessment *Reform strategies- A, B, C *Teacher decision-making regarding assessments- A, B, C *Effective & Timely assistance to students experiencing difficulty, A,B, C *Integration of Fed., State, Local services, Programs, and Funds, A, B, C

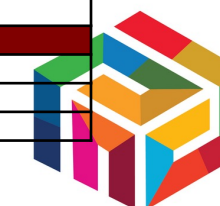
- Action Steps**
- 1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, BM 1 & 2, Practice listening and Speaking Skills)
 - 2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and increase performance at the Meets levels 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 camps, tutorials, extended learning time, academies)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use formative assessment results to establish priorities or alter distribution of resources for weekly progress monitoring	*Principal *Assistant Principal *CLF *Teachers	District curriculum Istation Reading Imagine Math TPRI/Tejas Lee TX-KEA Assessment CLI Engage STAAR Release BM 1 & 2 Assessments *Summit K-12 Forde Ferrier	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	*Student Progress profiles *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *CLC	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC	*Formative assessments *Benchmarks *STAAR/ EOY Exams *TELPAS *TPRI/TEJAS LEE *TX-KEA ASSESSMENT *CLI Engage	*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 on a timely manner to ensure student success

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Provide technology resources to facilitate reading development and differentiate student learning	*Principals *Assistant Principal *CLF *Teachers	*District curriculum *Istation Reading *STAAR Release assessment (BM 1 & 2)	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson plans	*Closing the achievement gap among student groups *Increase academic performance of all student group sin all BM and state assessments *STAAR/EOY tests	*Formative assessments *Benchmarks *STAAR/ EOY *TELPAS *TPRI/TEJAS LEE *Program assessments	*Comprehensive needs assessment *reform strategies, A, B, C *teacher decision making 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, such as Istation and Summit K-12 to facilitate reading development for student groups
 - 2) Monitor usage of programs to track student progress and adjust instructional delivery of interventions
 - 3) Ensure that campus schedules allow for instructional time for program implementation



Goal Area 2:	Student Support						
Annual Goal 1:	At least 80% of students within Domain 3, Closing the Gaps (all students, Hispanics, High focus- ECO DIS, EB, SPED, Highly Mobile, SPED-former, and continuously enrolled) groups in Domain 3, will meet their interim goals by June 2024.						
Objective 2:	All identified student groups in the Academic Achievement component will their interim goal by being given a high-quality, research-based instruction throughout the 2023-2024 school year.						
Strategy 1	Person Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title- I School- wide Component
-Use information collected through classroom walkthroughs and data analysis for individualized professional development for teachers.	*Principal *Assistant Principal *CLF *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among English Learners and the "all student" group	-Weekly Assessments -BM I & II -STAAR/EOC -TELP AS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Allow staff to attend all necessary professional development required by the district.							
2) Provide professional development options for teachers to implement research-based methods.							
3) Ensure all teachers received training in the areas being taught.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title- I School- wide Component
-Use information collected through classroom walkthroughs and data analysis for individualized professional development for teachers.	*Principals *Assist. Principals *CLF *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of English Learners on all BM , STAAR/EOC assessments	-Weekly Assessments -BM I & II -STAAR/EOC -TELP AS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Provide training for teachers on district curriculum, testing strategies for STAAR and online platforms							
2)Teacher will take STAAR Released assessment and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.							
3)Conduct survey at the end of the year for teachers to inform further professional development opportunities of preference.							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title- I School- wide Component
-Collect and assess data to monitor student progress and drive interventions	*Principal *Assistant Principal *CLF *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM , STAAR/EOY assessments	-Weekly Assessments -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, ALI, BM I&II, Practice Listening & Speaking Skills)							
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							

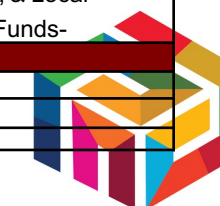




Goal Area 2:		Student Support					
Annual Goal 1:		At least 80% of students within Domain 3, Closing the Gaps (all students, Hispanics, High focus- ECO DIS, EB, SPED, Highly Mobile, SPED-former, and continuously enrolled) groups in Domain 3, will meet their interim goals by June 2024.					
Objective 3:		Special Education students and English Learners in the Academic Achievement component will meet the interim targets in the areas of reading and mathematics by June 2024					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Provide all interventions and modifications for Special Education and English Learners to be successful.	*Principal *Assistant Principal *CLL *Teachers *Reading Coach	-District Curriculum -Istation Reading -Imagine Math -Lexia Core 5 -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-District Review Sessions (DRS) -DM AC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among Special Education students and the all student group	-Weekly Assessments -BM I & II -CBA -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-a,b,c
Action Steps							
1) Provide teachers with all the necessary documentation to provide pro per accommodations for all Special Education students.							
2) Provide all materials required for English Learners instruction.							
3) Collaboration between Special Education teacher and classroom teacher to achieve student success.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Provide professional development for teachers and co-teachers assigned to the areas of reading to deliver instruction at the meets and masters level	*Principal *Assistant Principal *CLL *Teachers *Reading Coach	-District Curriculum -Istation Reading -Imagine Math -Lexia Core 5 -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of Special Education on all BM , STAAR/ALI assessments	-Weekly Assessments -CBA -BM I & II -STAAR/ALI -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-a,b,c
Action Steps							
1)Provide training for teachers on district curriculum, testing strategies for STAAR and online platforms							
2)Teacher will take STAAR Released assessment and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.							
3)Conduct survey at the end of the year for teachers to inform further professional development opportunities of preference.							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Ensure the English teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	*principal *Assistant Principal *CLL *Teachers *Reading Coach	-District Curriculum -Istation Reading -Imagine Math -Lexia Core 5 -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-District Review Sessions (DRS) -DM AC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -ARD notes -Virtual and In-class walk-throughs	-Closing the achievement gap among special education students and all student group -Increase academic performance of special education students in all BM , STAAR/ALI tested subjects	-Weekly Assessments -CBA -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Special Education monitoring teacher and English teacher of record will collaborate to design lessons and include modifications and supplemental aids to reflect the needs of the students							
2)Collaborate with all content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.							
3)Monitor the implementation and use of supplemental aids as noted on IEP during instructional time.							



Goal Area 2:		Student Support					
Annual Goal 2:		At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2024.					
Objective 1:		All students will demonstrate a 5% increase of academic progress in the areas of reading and mathematics by June 2024					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
-Monitor all student progress on a bi-weekly basis in the areas of Reading and Mathematics.	*Principal *Assistant Principal *CLL *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-District Review Sessions (DRS) -DM AC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOY tested subjects	-Weekly Assessments -ALI -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-a,b,c
Action Steps							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, ALI, 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 plans by holding teacher/principal led student conferences after every ALI and Benchmark.							
4) Plan and provide instruction interventions, and enrichment that are directly related 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/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – 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, CLC room) to monitor and have students set their own goals.	*Principal *Assistant principal *CLL *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-District Review Sessions (DRS) -DM AC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOY tested subjects	-Weekly Assessments -ALI -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Use data collected from weekly assessments and state assessment to display.							
2) Allow students to take responsibility for their own growth by meeting with the leadership team to track their progress.							
3) Provide information to students in the area they need to improve for them to be aware of the area of need.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
-Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (students and parents)	*Principal *Assistant Principal *CLL *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-District Review Sessions (DRS) -DM AC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOY tested subjects	-Weekly Assessments -ALI -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-
Action Steps							
1) Use student academic progress monitoring forms to identify and celebrate any growth that is demonstrated.							
2) Encourage students that did not make progress to improve.							
3) Celebrate student success in a weekly/biweekly manner.							





Goal Area 2:		Student Support					
Annual Goal 2:		At least 80% of indicators evaluated in the Academic Growth Status will be met by all students group by June of 2024.					
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 and reading by June 2024.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Special Education student progress will be monitored and appropriate academic interventions will be provided.	*Principal *Assistant Principal *CLL *Teachers *Reading Coach *Special Education teachers	DMAC Istation Reading Imagine Math Lexia Core 5 Unique Benchmarks IEP Goal Progress	August 2023 - June 2024	Campus Administrator Walk-Throughs Special Education Class visits by special education directors/coordinator/teacher strategists LPAC notes Lesson plans	-Academic progress in Reading and Math	Weekly Assessments, CMA/BM, STAAR/EOY, TELPAS, Unique monthly assessments	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings
Action Steps							
1) Provide professional development in the areas of ELA and Math, best practices on Co-Teaching and state assessment accessibility features and designator supports for all teachers							
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/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Special education personnel will support the academic needs of students with disabilities.	*Principal *Assistant Principal *CLL *Reading Coach *Teachers *Special Education teachers	Special education data management system Eschool Plus/COGNOS DMAC	August 2023 - June 2024	Campus Administrator Walk-Throughs Special Education Class visits by special education directors/coordinator/teacher strategists Special education teacher service schedules Student daily service logs Completed student IEP progress reports	-Academic progress in Reading and Math	Weekly Assessments, CBA/BM, STAAR/EOY, TELPAS, Unique monthly assessments,	Special Ed 162, 224, 225 and 429. Title I provides 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 .							



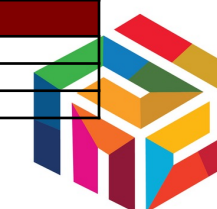
Goal Area 2:	Student Support
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all students group by June of 2024.
Objective 2:	All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math and reading by June 2024.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
-Collect and assess data to monitor student progress and drive interventions	*Principal *Assistant Principal *CLL *Teachers Special Education teachers	-District Curriculum -Istation Reading -Imagine Math -Lexia Core 5 -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAA R/EOY tested subjects	-Weekly Assessments -CBA -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-
Action Steps							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, ALI, 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 to wards 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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	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.	*Principal *Assistant Principal *CLL *Teachers, Special Education teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Unique Curriculum -Succesed -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAA R/EOY tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-
Action Steps							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, ALI, 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 to wards 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							

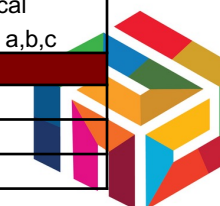


Goal Area 2:		Student Support					
Annual Goal 2:		At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2024					
Objective 3:		All Emergent Bilinguals will demonstrate a 5% increase of academic progress in the areas of Reading and Mathematics by June 2024					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
The progress of EB students' academic growth in the areas of Reading and Mathematics will be monitored monthly by all stakeholders. (teachers, administrators, Dual Lang. coordinators/strategies/coaches).	*Principal *Assistant Principal *Teachers *CLL	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (B M I & II)	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM , STAAR/EOY tested subjects	-Weekly Assessments -CBA -B M I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Provide all training required for teachers to instruct Emergent Bilinguals.							
2)Utilize all materials provided to ensure EB students success in the classroom.							
3)Monitor the application of all modifications and accommodations for EB students.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Provide specialized professional development that addresses the ELPS for Reading and Mathematics.	*Principal *Assistant Principal *Teachers *CLL	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (B M I & II)	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM , STAAR/EOY tested subjects	-Weekly Assessments -CBA -B M I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Allow teachers to attend all professional development required to gain knowledge in the English Language Proficiency Standards.							
2)Monitor the application of ELPS in dual classrooms.							
3)Data collection of student assessments to monitor progress.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
-Differentiate instruction for Emergent Bilinguals based on their individual academic growth needs.	*Principal *Assistant Principal *Teachers *CLL	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (B M I & II)	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM , STAAR/EOY tested subjects	-Weekly Assessments -CBA -B M I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Provide required professional development for teachers to apply differentiated instruction for Emergent Bilinguals.							
2)Assess data collection to individualized instruction based on student needs.							
3)Monitor student progress to modify instruction.							





Goal Area 2:		Student Support					
Annual Goal 3:		At least 50% of English learners will advance by at least one proficiency level of TELPAS Composite rating by June 2024					
Objective 1:		By the end of June 2024, our campus will commit to implementing the adopted Dual Language program requirements in grades PK to 5th.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Specialized personnel will facilitate professional development in the English Language Proficiency Standards and Dual Language Model	- Principal -Assistant Principal -CLL -Dual Language Committee -Dual Language teachers	- District curriculum -TELPAS Resources -English Language Proficiency Standards (ELPS) -Dual Language department	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Higher English proficiency	-Weekly Assessments -ALI -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Use Dual Language Model, with fidelity and all its components to increase students' gradual acquisition of the English language.							
2) Personnel will seek assistance and guidance for the implementation of the Dual Language Model and ELPS.							
3) ELPS will be utilized effectively during lessons to give student the opportunity to listen, speak, read and write in English.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Specialized personnel will provide coaching to novice teachers and teacher who need support in working with students at the beginning and intermediate levels of TELPAS on the Composite Ratings	- Principal -Assistant Principal -CLL -Dual Language Committee -Dual Language teachers	- District curriculum -TELPAS Resources -English Language Proficiency Standards (ELPS) -Dual Language department	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Student progress on TELPAS rating. -Implementation of techniques to improve TELPAS Composite Rating for each student.	-Weekly Assessments -ALI -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Dual Language Committee will oversee personnel and provide coaching were needed.							
2) Dual Language teachers will monitor students rating levels to assure growth with campus assistance.							
3) Administration will see that all teachers know and implement ELPS correctly.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Provide professional development training on how to strategically analyze data for student progress on composite level of TELPAS.	-Principal -Assistance Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Well developed lesson that implement ELPS and target progress in all components of TELPAS.	-Weekly Assessments -ALI -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Administration will ensure that teachers have access to training that provides knowledge on how to strategically analyze data for student progress on composite level of TELPAS.							
2) Dual Language Committee will oversee personnel and provide support were needed.							
3) Dual Language Teachers will analyze student data to target progress on composite level of TELPAS.							



Goal Area 2:		Student Support					
Annual Goal 3:		At least 50% of English learners will advance by at least one proficiency level of TELPAS Composite rating by June 2024					
Objective 2:		By June 2024, our campus will monitor the progress of second language acquisition through embedded supports and ELPS strategies.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Monitor that TELPAS writing practice is routinely implemented across all contents during instruction.	-Principal -Assistant Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments Summit K12	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	*Students progress in writing portion of TELPAS *Implementation of writing techniques during instruction.	-Weekly Assessments -ALI -B M I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Implementation of writing across contents in instruction.							
2) Provide students with support to achievement improvement in TELPAS writing section.							
3) Provide students with different opportunities to practice writing.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	-Principal -Assistance Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	*Implementation of TELPAS practice sets to improve all areas. *Implementation of ELPS strategies.	-Weekly Assessments -ALI -B M I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Provide students with plenty of opportunities to practice their reading, listening, and speaking in English.							
2) Monitor student progress to modify strategies and improve results.							
3) Encourage students to utilize their English on a daily basis while reading, listening, and speaking with peers.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Analyze student data to implement best practices to improve TELPAS ratings.	-Principal -Assistance Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	*Data collection of student performance on TELPAS Composite Score. *Implementation of best practices for students to achieve higher TELPAS ratings.	-Weekly Assessments -ALI -B M I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-
Action Steps							
1) Provide the required Professional Development training for best practices in the area.							
2) Provide the required materials for student success.							
3) Monitor student performance regularly to achieve improvement.							



Goal Area 2:		Student Support					
Annual Goal 3:		At least 50% of English learners will advance by at least one proficiency level of TELPAS Composite rating by June 2024					
Objective 3:		By June 2024, staff services English Language Learners will be proficient in dual language support.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Professional development training will be provided to all staff supporting English Language Learners	-Principal -Assistant Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments Summit K12 journals	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application Journaling	*Improvement in TELPAS Composite Rating by English learners. Practice in L,S,R, and W	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Staff will be provided with plenty of opportunities to attend professional development training to acquire knowledge in supporting ELLs.							
2) Implementation of strategies and knowledge acquired during professional development training to support ELLs.							
3) Strategies to support ELLs to improve TELPAS ratings.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Create a support group within staff servicing English Language Learners.	-Principal -Assistant Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments Summit K12 Journals	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	*Improvement in TELPAS Composite Rating by English learners. *Implementation of techniques acquired by support group.	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Staff will be supportive in regards of helping other staff members servicing English Language Learners.							
2) Support group will provide staff with techniques and strategies to service English Language Learners.							
3) Create check-ups to ensure all staff receives the appropriate and necessary support.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Implementation of Dual Language Curriculum and Dual Language Program as required by District.	-Principal -Assistant Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments Summit K12 Journals	Sep. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 May 2024 June 2024	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application Journaling	*Improvement in TELPAS Composite Rating by English learners. *Implementation of strategies required by the Bilingual Department. Practice in L,S,R, and W	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-
Action Steps							
1) Provide the required professional development training for dual language teachers.							
2) Provide all materials required to implement Dual Language Curriculum as well as Dual Language Program.							
3) Monitor the implementation of dual language curriculum and program by all bilingual teachers.							



Goal Area 3: Family & Community Empowerment



Goal Area 3 :		Family and Community Empowerment					
Annual Goal 2:		By June 2024, our campus positive culture and climate will increase from 75% to 85% based on teacher and staff perception of staff-student relationships.					
Objective 2:		By June 2024, 100% of the teachers and staff will participate in Social Emotional Learning professional development and implementing strategies to increase staff student relationships.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships.	* Counselor *Teachers *Office administration *Support Staff	* PowerPoint Presentations *Timelines *Tools and resources to monitor its effectiveness	Sep. 2023-June 2024	*Agendas *Sign-In Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis	*Title 1: #4, #10
Action Steps							
1. Utilize the counselor workshops for teachers and staff that provides social learning topics.							
2. Train teachers and staff on the counseling and guidance lessons and resources.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Teachers will implement and integrate social emotional learning activities with their students.	*Counselor *Teachers *Campus principals	*Lessons on SEL interventions *Curriculum timeline *Tools and resources to monitor its effectiveness	Sep. 2023-June 2024	*Walk Through Reports *Completed Teacher surveys *Lesson plans	*Increase in student participation and performance	*Side by side data analysis	*Title 1: #4, #10
Action Steps							
1. Staff will attend social and emotional professional developments and present to staff.							
2. A room will be provided for all staff to have a calming and safe place to meditate, reflect and recharge.							
3. Utilize social emotional activities such as reflective writing, positive affirmations and nurturing a climate of kindness in the classrooms.							



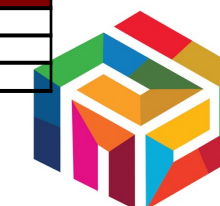
Goal Area 3 : Family and Community Empowerment							
Annual Goal 1: By June 2024, our campus positive culture and climate will increase from 80% to 90% based on teacher and staff perception of staff-student relationships							
Objective 1: By June 2024, students and staff social and emotional learning knowledge and skills will be serviced by Counselor group or individual lessons.							
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Teachers and staff will participate in Social Emotional Learning professional development and implement strategies to improve staff-student relationships	* Counselors *Teachers *Staff	Teacher Counselor Café Presentations SEL Counseling Lessons Trust-exercises De-Escalating Techniques to help students regulate emotions.	Sep. 2023-June 2024	Counselors and teachers scheduling whole group, small group and individual classes with students. Teachers and staff will participate in monthly teacher counselor café presentations to learn SEL best practices.	Student will be comfortable expressing feelings and emotions towards teachers and staff.	Daily-Check-ins with students	
Action Steps							
Counselors will attend social and emotional professional developments and present to staff.							
Staff will attend professional developments that pertain to trust exercises to help gain student trust.							
Counselors will provide a type of anonymous communication box where students can write their fears and worries in.							
Staff will communicate on a regular basis with counselor to provide support to students that are most in need.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Students will have access to a Tranquility room and/or calming corners in the classroom to help them regulate emotions, recharge, and be on task.	*Counselors *Teachers	Campus Tranquility Room Classroom Calm Corners Fidget Toys and De-Escalating tools.	Sep. 2023-June 2024	A place will be created and designed specifically for all staff to feel motivated and encouraged to recharge and be 100% ready for any task.	Teachers and staff are utilizing wellness resources provided by the campus. • Fidget Toys • Carpet • Bean Bag • Pillows • Deescalating tools.	Teachers and staff will have a weekly questionnaire/poll to monitor the well-being of teachers and staff. *Google Classroom Check In	
Action Steps							
Staff will attend social and emotional professional developments and present to staff.							
A room will be provided for all staff to have a calming and safe place to meditate, reflect and recharge.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Student social and emotional learning knowledge and skills will be serviced by counselor's classroom, group or individual lessons	*counselor	Region One Professional Developments District Professional Developments.	Sep. 2023-June 2024	Counselor will conduct weekly classes to provide social and emotional services needed by students. Counselor will provide Small group and Individual counseling sessions.	Student will share positive feedback from previous classes with teacher, staff, and or peers.	Student will be rewarded when they have completed their reflections on previous sessions they have had with counselor.. Counselor will have a student exit ticket at the end of class.	
Action Steps							
Counselors will conduct research based activities that are conducive to student social and emotional well-being.							
Counselor will hold whole group, small group or individual sessions regularly.							



Goal Area 3:		Family and Community Empowerment					
Annual Goal 1:		By June 2024, students' perception for their physical and psychological school safety will improve from 29% to 100%.					
Objective 3:		By June 2024, campus will implement safety and violence prevention protocols that will increase school safety by 100%.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Provide staff development for campus administrators, security and staff on safety procedures to increase school safety.	*Campus Administrators *School Security Guard *Staff	*Training equipment *Power Point Presentation *Security cameras *Security/Safety audits	*August 2023 *January 2024 *August 2024	*Agendas *Sign-in sheets *Security/Safety audit reports *School lockdown documentation	*No active threat situations *Improved security/safety audits	*BOY, MOY, and EOY security/safety audits	*Title I: # 10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds.
Action Steps							
1. Train all staff on lockdown procedures and active threat situations on a monthly basis.							
2. Conduct in campus daily security/safety audits.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Provide staff development for campus administrators, security and staff on violence prevention procedures to increase school safety.	*Campus Administrators *School Security Guards *Staff	*Training materials *Power Point Presentation *Safe2SpeakUpApp *Student Surveys *STOP IT App	*August 2023 *January 2024 *August 2024	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data	*Decrease in behavior intervention forms *Students' perception of school safety has improved	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports	*Title I: # 10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds.
Action Steps							
Staff will attend social and emotional professional developments and present to staff.							
A room will be provided for all staff to have a calming and safe place to meditate, reflect and recharge.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Student social and emotional learning knowledge and skills will be serviced by counselor's classroom, group or individual lessons	*Counselor	*Region One Professional Developments	Sep. 2023- June 2024	Counselor will conduct weekly classes to provide social and emotional services needed by students.	Students will share positive feedback from previous classes with teacher, staff, and or peers.	Student will be rewarded when they have completed their reflections on previous sessions they have had with counselor.	*Title I: # 10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds.
Action Steps							
1. Train on all staff de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices.							
2. Conduct and collect student surveys to evaluate the students' physical and psychological school safety.							



Goal Area 3 :		Family and Community Empowerment					
Annual Goal 3:		By June 2024, family involvement and their interaction with their child's school will increase from 25% to 50%.					
Objective 2:		By June 2024, 50% of parents will participate in informational and training sessions.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Host campus information and training sessions on a variation of topics using flexible scheduling, virtual options on different days on times.	*Campus Parent Educator	<ul style="list-style-type: none"> Community Pamphlets Technology <ul style="list-style-type: none"> •Online Sign-ups Online parent forum Social Media Post 	Sep. 2023- June 2024	<ul style="list-style-type: none"> Online sign-in sheets Session Data Charts Agendas Calendar Virtual invites Virtual session platform Social Media Post 	<ul style="list-style-type: none"> Parent Surveys Online Evaluations Child/Parent Retention *Parent Feedback based on Chat and One-on- One Virtual Meeting	Parent Surveys on how sessions can improve.	Title I -#6
Action Steps							
1. Implement PSJA Virtual and face to face Family learning academies on a weekly basis							
2. Provide one to one grade level sessions on multiple topics							
3. Schedule trainings and professional development sessions to support families							
4. Record and share information sessions to be shared for parents/guardians to view at a later time. (resource library)							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Facilitate parental sessions for parents through a collaboration between Parent Educator, Public Relations Representative, and Counselor.	*Campus Public Relations Representative *Campus Parent Educator *Campus Counselor	<ul style="list-style-type: none"> District Social Media Campus Social Media *Weekly Calendar *Virtual Parent Surveys *Parent Questions on Chat and One-on-One Virtual Meetings 	Sep. 2023- June 2024	<ul style="list-style-type: none"> Sign-in Sheets * Invites *Agendas *Minutes *Brochures *Power-Point *Calendar Planning Dates *Counselor's Calendar *Video Recordings of Meetings *Social Media Posts 	<ul style="list-style-type: none"> Parent Surveys Public Relations Data Child/Parent Retention *Parent Feedback based on Chat and One-on- One Virtual Meetings *Accountability Report	*Participation *Performance *Campus Assessments Reports	Title I -#2, #4
Action Steps							
1. Conduct weekly meetings with parent educator, counselor, and staff on ways to engage more parents to information and training sessions							
2. Utilize tools such as school messenger and social media outlets to promote parent participation							
3. Analyze data on parent participation and feedback provided by parents through chat notes or virtual feedback meetings.							



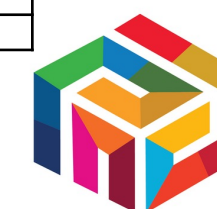
Goal Area 3:		Family and Community Empowerment					
Annual Goal 3:		By June 2024, family involvement and their interaction with their child's school will increase from 50%to 70%.					
Objective 2:		By June 2024, 50% of our parents will be connected with campus' parent educator and resources.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Host a variation of campus sessions and courses which include community partners and volunteer instructors	* Counselors *Teachers *Parent Educator	<ul style="list-style-type: none"> Community Pamphlets parent workshops Parent Counselor Café Presentations Community Presentors 	Sep. 2023- June 2024	<ul style="list-style-type: none"> sign in sheets Program Data charts parents feedback monthly surveys Meeting Notes 	<ul style="list-style-type: none"> Parent-created-projects Parental Involvement Campus Opportunities 	<ul style="list-style-type: none"> Parent Survey Parent Input Forms Parent Meeting Feedback 	Title I -#6
Action Steps							
1. Have the parent educator partner with PSJA region one PD to create parents workshops.							
2. Have parents attend these workshops to strengthen their involvement with their child's school.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Meet with parent educator/parent volunteers periodically to address goals and expectations.	*Parent Educator *Parent Volunteers *Community Resources	<ul style="list-style-type: none"> Parent Survey Results Results Parent Educator Resources 	Sep. 2023- June 2024	<ul style="list-style-type: none"> meeting notes Meeting Presentations 	<ul style="list-style-type: none"> Program Participation Workshop Completion Certificates 	Teachers and staff will have a weekly questionnaire/poll to monitor the well-being of teachers and staff.	Title I -#6
Action Steps							
1. Parent educator will organize workshops for parents with the help of school's parent volunteers.							
2. Create a community of parents							



Goal Area 4: Leadership Growth



Goal Area:		Leadership Growth					
Annual Goal 1:		All teachers will deliver high quality, engaging lessons, maximizing at least 95% of the instructional time.					
Objective: 1		All teachers will use research-based strategies in their daily lesson to increase student engagement.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers will ensure students are engaged in CIF Strategies throughout the day in all academic areas.	Teachers Principal Assistant principal CLL	CIF Strategies Training and Binder	August 2023- May 2024	Walk-Throughs and both Formal and Informal Observations	Assessments will show improvement in student scores.	Observation will show Implementation of CIF. End of Week assessments, Student Benchmarks will and STAAR Exam be utilized	
Action Steps							
Include CIF Strategies in lesson plans.							
Evident 21st Century Skills in classroom lessons.							
Teachers will practice CIF Strategies during TCLC.							
Learning Walks							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers will become more familiar with technology and software to enhance student engagement.	Teachers Principal Assistant principal CLL CIT District CIT	Software, technology, trainings	August 2023- May 2024	Students engaged during lessons throughout the day.	Students' formative and summative assessment results will demonstrate growth.	Observations TCLCs Teacher surveys	
Action Steps							
Google Classroom Certification							
Various Trainings							



Goal Area:		Leadership Growth					
Annual Goal: 1		All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.					
Objective: 2		Use walk-through data to monitor and support teacher effectiveness.					
Strategy 1	Persons Responsible/Title 1	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1- School Wide Component
Teachers will participate in TLC to enhance best practices in the classroom	Teachers Principal Assistant principal CLL	Differentiated TLC Agendas	August 2023- May 2024	TLC Observations will show best practices being implemented and practiced.	-Teachers' TTESS Evaluation Growth - Student Growth Measures	Walk-Through Observation, Formal and Informal Observations. Student Benchmark, STAAR data, Student Growth Measures	
Action Steps							
Planning consistent, differentiated TLCs.							
Open communication between teachers and Administration.							
Strategy 2	Persons Responsible/Title 1	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1- School Wide Component
Teachers will be offered Post-Walk Through feedback during a debrief session.	Teachers Principal Assistant principal CLL	Debrief	August 2023- May 2024	Documentation of Walk-Through and Post-Walk-Through Conference (Debrief).	-Teachers' TTESS Evaluation Growth - Student Growth Measures	Walk-Through Observation, Formal and Informal Observations. Student Benchmark, STAAR data, Student Growth Measures	
Action Steps							
Administrators will schedule debriefings should the need arise after a Walk-Through							



Goal Area:	Leadership Growth						
Annual Goal: 1	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective: 3	The sustainability rate will be increased to 95% by the end of June 2024.						
Strategy 1	People Responsible/ Title 1	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Sum mative Assessment	Title 1- School Wide Component
Enhance motivation and positive attitudes to retain qualified staff.	Principal Assistant Principal Leadership Team Secretary	Activity Calendar Plan	August 2023- June 2024	Positive and uplifting activities seen monthly.	Staff retention will increase.	Observation and Retention Rate Data	
Action Steps							
Provide recognition for staff's efforts on campus. Acknowledge technology achievements. Teacher Spirit Award.							
Implement and continue Staff Appreciation Week. Special Event Announcements. Teacher Mentors.							
Reward Staff Attendance. Recognition award for Teacher and Teaching Assistant of the Year. Hour lunch incentives.							
Staff birthday recognition and announcements. Parking lot incentive.							



Goal Area: IV		Leadership Growth					
Annual Goal: 2		Use evaluation systems to increase staff quality, recruitment and retention.					
Objective: 1		Develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessment.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Develop and Implement Teacher Trainings (Professional Development) and Certifications.	Central Office Curriculum and Instruction Personnel; Principal Assistant Principal CLL	Various Training PPTs and Handouts for teachers.	August 2023- May 2024	Generated ERO numbers and ongoing Trainings throughout the year.	Teacher evaluations will demonstrate higher level standard attainment. Student formative and summative assessment data will demonstrate an increased rate of Meets and higher ratings.	Observation and EOY, Benchmark and STAAR data.	
Action Steps							
Administration will attend more PD trainings.							
Leadership team will attend more PD TOT sessions.							
Teachers will attend more Professional Development sessions and implement best practices in their classrooms.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Participate in Pre-Conference, Observation and Post-Conference with teachers to enhance Coaching Cycle by giving Teacher feedback and suggestions to improve.	Principal Assistant Principal CLL	TTESS Observation Binder, Consistent Observation Schedule	August 2023- May 2024	Documentation of completed Observation Cycles	Improved Evaluator skills and improved teacher evaluation ratings.	Observation and TTESS evaluation documentation. Student Benchmarks and STAAR data.	
Action Steps							
Issue staff surveys.							
Offer a suggestion electronic form on Microsoft Forms.							
Have an open-door policy with teachers.							





Goal Area: IV		Leadership Growth					
Annual Goal: 2		Use evaluation systems to increase staff quality, recruitment and retention.					
Objective: 2		Support the professional growth of campus leaders by monitoring, evaluating and providing feedback.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Offer teachers opportunities to sponsor student clubs to enhance professional growth and leadership skills.	Principal Assistant principal	List of Clubs. Items required to successfully carry out student club activities.	August 2023- May 2024	Student participation in clubs.	Teachers' willingness to actively participate in sponsorship of clubs.	Students' active participation in clubs. Teachers' boost in confidence. Student Growth.	
Action Steps							
Offer student clubs.							
Provide opportunities for teachers to sponsor clubs.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Encourage teachers to become active in community engagement.	Principal Assistant Principal	Community Organizations list.	August 2023- May 2024	Increased community engagement on campus.	Teachers' comfort level with outside, community engagement activities.	Observation and Improved TTESS observation data. Student Growth.	
Action Steps							
Provide opportunities for teachers to seek out Community organizations.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Encourage continuing education via District, Region I and continued University courses.	Principal Assistant Principal Leadership Team	ERO numbers	August 2023- May 2024	Teachers' enrollment in Continuing Education courses.	Improved leadership skills. Improved TTESS Evaluation data. Student Growth Measures.	Observation and Certificate of Completion. Student Growth. STAAR Data.	
Action Steps							



PROFESSIONAL DEVELOPMENT PLAN

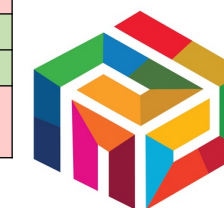


2023 August Professional Development Calendar



***Register with time. District curriculum department live link will be updated if there are any changes. Click here for PSJA LIVE LINK ***

Date	Session	Audience	Lead Person	Location	Session Number	Time
Monday August 21, 2023	Campus Welcome/Procedures Agenda	All Staff	Principal/AP/Counselors	Sorensen Elementary: Cafeteria	ERO: 282096	8:00-4:00 pm
	Early Childhood Session	PK3 and PK4 Teachers	Maricela Cortez	Early Childhood Department	ERO: TBA	8:00-4:00 pm
Tuesday, August 22, 2023	Sing, Spell, Read, and Write/Estrellitas	Kinder and 1st	Karla Rodriguez		Click Here for Info	8:00-11:30 Group A 1:00-4:00 Group B
	Sharon Wells Math	2nd -5th	Sharon Wells Consulstants	2nd- Garza-Pena 3rd- Ford 4th- McKeever 5th- Palmer	Click Here for Info	8:00-11:30 (Group A)
	Language Arts Curriculum Rollout	Kinder-5th Teachers	ELA Staff DL Staff	Kinder- Escobar, 1st- Carman 2nd- Garza-Pena 3rd- Ford 4th- McKeever 5th- Palmer	Click Here for Info	1:00-4:00 pm (A)
	Science Lab Curriculum Rollout	5th Grade Science Lab Teachers	Science District Curriculum	Longoria Elementary	ERO: 282865	8:00-4:00
	Music Session	Music Teachers	Jon Taylor	TBA		8:00-4:00
	PE Session	PE Teachers	Art De Hoyos	TBA		8:00-4:00
	District Convocation	All Staff	District	Bert Ogden Arena	ERO: TBA	8:00-12:00
Wednesday, August 23, 2023	Social Studies English Rollout	K-5th Grade ENGLISH Teachers	Laura Gongora	PSJA Southwest Cafeteria (English teacheres ONLY)	ERO: 282341	1:00-4:00 (Group A)
	Social Studies SPANISH Rollout	K-5th Grade DUAL teachers	Fidencio Camacho	Kinder- Escobar, 1st- Arnold 2nd- Garza-Pena 3rd- Kelly-Pharr 4th- McKeever, 5th- Longoria	Click Here for Info	1:00-4:00 (Group A)
	Campus Planning	PK 3 & PK 4, Music, Science, PE	Principal/AP	Sorensen Elementary	ERO: 282248	1:00-4:00
	Early Childhood Session	PK 3 and PK4 Teachers	Maricela Cortez	Early Childhood Department	ERO: TBA	8:00-4:00
Thursday, August 24, 2023	Science Curriculum Rollout	K-5th Grade	K-5th Grade	Kinder-Escobar, 1st- Arnold 2nd-Garza-Pena 3rd-Kelly-Pharr 4th-McKeever 5th-Longoria	Click Here for Info	8:00-11:30 (A)
	Campus Planning	K-5th Grade	Principal/AP	Sorensen Elementary	ERO: 282250	1:00-4:00
	Music Session	Music Teachers	Jon Taylor	TBA	ERO: TBA	8:00-4:00
	PE Session	PE Teachers	Art De Hoyos	TBA	ERO: TBA	8:00-4:00
	Friday, August 25, 2023	Staff Workday				



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

2023-2024 Campus Professional Development Plan



Date	Session	Audience	Lead Person	Location	Session Number	Time
July 27, 2023	August Enrichment PD	Enrichment Staff	Dr. Noyola, Laura Farias	Virtual and on Campus	TBA	8:00-12:00 pm
August 2023-July 2024	Reading Academies	Current Staff	TBA	TBA	TBA	Ongoing
September 2023-July 2024	Reading Academies	New teachers to campus	TBA	TBA	TBA	Ongoing
August 2023-May 2024	New teacher institute	New teachers to campus	TBA	TBA	TBA	Ongoing
August 7, 2023	Common Instructional Framework (CIF)	CLL's, Librarians, Reading Coach, Principal, AP	TBA	Napper Parent Center	269660	8:00-4:00 pm
August 8-10, 2023	Leadership Residency	Principal and assistant principal	TBA	PSJA Collegiate Dance Room	272007	8:00-4:00
August 11, 2023	3rd Annual Tech Conference	All staff	Senyda Elizondo	Virtual	273073	8:30-3:30 pm
August 14-August 16, 2023	CIT Academy	Campus CIT- Lizeth Torres	Debbie Pingel	Ballew HS Room 301	284717	1:00-6:00 pm
August 17, 2023	Customer Service Standards	Principal & AP	TBA	PSJA Memorial ECHS Auditorium	AM- 265950 PM- 265962	8:00-11:00 1:00-4:30 pm
August 24, 2023	Customer Service Standards	security guard, cafeteria staff, custodians	TBA	PSJA Memorial ECHS Auditorium	AM- PM-	8:00-11:00 1:00-4:30 pm
August 24, 2023	Customer Service Standards	secretary, clerks, instructional aides, computer lab manager	TBA	PSJA Memorial ECHS Auditorium	AM- 265964 PM-265965	8:00-11:00 1:00-4:30 pm
October 4-5, 2023	504 Conference- Region 1	Campus 504 coordinators (counselors)	Richards Lindsay & Martin	Region 1	281582	8:30-3:30 pm



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

2023-2024 District Professional Development Plan



PSJA ISD Summer Professional Learning Opportunities							
Date	Event	Workshop #	Description	Audience	Time	Location	Comments
Wednesday, June 14, 2023 - Friday, June 16, 2023	AVID Virtual Ignite Training (AVID campuses ONLY)	280912	AVID strategies and methodology	Elementary and Middle School teachers		Virtual	Attendees will attend only one set of training dates
Wednesday, July 12, 2023 - Friday, July 14, 2023	AVID Summer Institute	280907	AVID strategies and methodology	Middle School staff - by invitation only		San Antonio, Tx	
Monday, July 17, 2023 - Wednesday, July 19, 2023	AVID Virtual Ignite Training (AVID campuses ONLY)	280914	AVID strategies and methodology	Elementary and Middle School teachers		Virtual	Attendees will attend only one set of training dates
Monday, August 7, 2023	Common Instructional Framework (CIF) Training	269660	Common Instructional Framework Strategies	CLLs, curriculum coordinators, reading & instructional coaches: NTI, ACTRGV, SpEd, Bilingual, Librarians, CTE, Adv. Academics	8:00 a.m - 4:00 p.m.	Napper Center	
Tuesday, August 8, 2023 - Thursday, August 10, 2023	AVID Virtual Ignite Training (AVID campuses ONLY)	280918	AVID strategies and methodology	Elementary and Middle School teachers		Virtual	Attendees will attend only one set of training dates
Tuesday, August 8, 2023 - Thursday, August 10, 2023	Leadership Residency	272007	Attendees will learn about district-wide initiatives and instructional strategies	Elementary Campus Principals & Asst. Principals, Secondary Campus Principals, Asst. Principals and Deans of Instruction, and all Directors	8:00 a.m - 4:00 p.m. daily	Collegiate - Gym B	
Tuesday, August 8, 2023 - Wednesday, August 9, 2023	Common Instructional Framework Training (provided during Leadership Residency)	N/A	Common Instructional Framework Strategies	Elementary Campus Principals & Asst. Principals, Secondary Campus Principals, Asst. Principals and Deans of Instruction, and Academic Directors	8:00 a.m - 4:00 p.m. daily	Collegiate - Gym	Training is part of Leadership Residency; groups will be assigned accordingly
Friday, August 11, 2023	Virtual Technology Conference	273073	Over 60+ Instructional Technology Sessions provided by PSJA ISD Educators and PSJA ISD Partners	All instructional district staff	8:30 a.m. - 3:30 p.m.	Virtual	Attendance is OPTIONAL since it's being held before 187 contract employees start; Register and complete this form https://docs.google.com/forms/d/e/1FAIpQLSdJvkdCd_SvdzsuHOG3PGPfmq1ZkGXGQP08RrkvPLcXSVkg/viewform by June 16th to receive a FREE T-shirt!
Thursday, August 17, 2023	Customer Service Training	265950	Customer service in education refers to the experience stakeholders have when interacting with district staff. Improving our customer service skills will improve the relationships we have with one another, school community and all other stakeholders. This training will include best practices in interpersonal communication and relationship building	All Central Office professional staff and Campus Principals, Asst. Principals, Deans of Instruction and Counselors	8:00 a.m. - 11:30 a.m.	Memorial ECHS	Campus/Dept leadership will determine which staff attend in the morning or in the afternoon to ensure coverage for their respective area.
Thursday, August 17, 2023	Customer Service Training	265962	Customer service in education refers to the experience stakeholders have when interacting with district staff. Improving our customer service skills will improve the relationships we have with one another, school community and all other stakeholders. This training will include best practices in interpersonal communication and relationship building	All Central Office professional staff and Campus Principals, Asst. Principals, Deans of Instruction and Counselors	1:00 p.m. - 4:30 p.m.	Memorial ECHS	Campus/Dept leadership will determine which staff attend in the morning or in the afternoon to ensure coverage for their respective area.
Tuesday, August 22, 2023	Customer Service Training	266255	Customer service in education refers to the experience stakeholders have when interacting with district staff. Improving our customer service skills will improve the relationships we have with one another, school community and all other stakeholders. This training will include best practices in interpersonal communication and relationship building	Auxiliary Staff (Transportation, Child Nutrition, Maintenance departments)	8:00 a.m. - 11:30 a.m.	Memorial ECHS	Dept leadership will determine which staff attend in the morning or in the afternoon to ensure coverage for their respective area.
Tuesday, August 22, 2023	Customer Service Training	266257	Customer service in education refers to the experience stakeholders have when interacting with district staff. Improving our customer service skills will improve the relationships we have with one another, school community and all other stakeholders. This training will include best practices in interpersonal communication and relationship building	Auxiliary Staff (Transportation, Child Nutrition, Maintenance departments) and all Security Guards	1:00 p.m. - 4:30 p.m.	Memorial ECHS	Dept leadership will determine which staff attend in the morning or in the afternoon to ensure coverage for their respective area.
Tuesday, August 22, 2023	Secondary Best Practices Conference	275635	Join us and engage with thought-leaders and colleagues to gain new ideas and perspectives, gather tons of tools and resources for the new year	All Secondary professional staff (except Counselors) plus instructional aides	8:00 a.m. - 3:30 p.m.	Southwest ECHS Cafeteria	
##### #	District Convocation			All PSJA ISD staff	8:00 a.m - 12:00 p.m.	Bert Ogden Arena	
Thursday, August 24, 2023	Customer Service Training	265964	Customer service in education refers to the experience stakeholders have when interacting with district staff. Improving our customer service skills will improve the relationships we have with one another, school community and all other stakeholders. This training will include best practices in interpersonal communication and relationship building	Central Office/Dept paraprofessional staff and Campus paraprofessionals (including all secretaries, clerks, instructional aides, computer lab managers, etc.)	8:00 a.m. - 11:30 a.m.	Memorial ECHS	Dept leadership will determine which staff attend in the morning or in the afternoon to ensure coverage for their respective area.
Thursday, August 24, 2023	Customer Service Training	265965	Customer service in education refers to the experience stakeholders have when interacting with district staff. Improving our customer service skills will improve the relationships we have with one another, school community and all other stakeholders. This training will include best practices in interpersonal communication and relationship building	Central Office/Dept paraprofessional staff and Campus paraprofessionals (including all secretaries, clerks, instructional aides, computer lab managers, etc.)	1:00 p.m. - 4:30 p.m.	Memorial ECHS	Dept leadership will determine which staff attend in the morning or in the afternoon to ensure coverage for their respective area.



PHARR-SAN JUAN-ALAMO ISD
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THE TEN COMPONENTS OF A TITLE I PROGRAM

The Elementary and Secondary Education Act (ESEA) requires all Title I schools to include the following:

1. Write a Needs Assessment, which lists areas of instruction that need improvement in order for all students to be successful and to meet state standards for achievement.
2. Develop Schoolwide strategies that :
 - a. Provide opportunities for all children to meet Texas' standards for student achievement
 - b. Use methods of teaching that have been proven to work with students.
 - c. Meet the needs of all low-achieving and at-risk students in the school. Include such programs as counseling, pupil services, mentoring, innovative teaching methods, college and career awareness and guidance, career and technical education programs, etc.
 - d. Decide how the school will determine whether students' needs are being met.
 - e. Be certain that the school's Campus Improvement Plan matches the state's and the district's plans.
3. Ensure that all teachers meet Highly Qualified standards by hiring teachers Texas- certified to teach their subject or grade level and that instructional paraprofessionals are state-certified as teaching assistants .
4. Provide high-quality training for all school staff. Teachers, principals, nurses, paraprofessionals, and other staff members attend workshops and/or meetings designed to help them meet the needs of students.
5. Plan to attract highly qualified teachers to our schools. The campus, along with the Department of Human Resources, work toward attracting the best teachers to A.I.S.D.
6. Increase parent involvement through such activities as parent workshops, family nights, parent volunteer program, informational meetings, parent conferences with teachers, report card pick-up night (secondary), student programs, E.S.L. classes for parents, etc.
7. Develop plans to help preschool children successfully make the change to primary/elementary school. This includes students from programs like Head Start, Even Start, and Early Reading First.
8. Include teachers in making decisions about how to use tests to provide information to improve student achievement.
9. Give effective, timely help to students who are having trouble reaching grade level standards in their core courses. Students' difficulties must be identified in a timely manner, and in such a way that the teacher knows the exact skills that the students must learn.
10. Coordinate local school programs with state and federal programs. This includes programs supported under No Child Left Behind, violence prevention, nutrition, housing programs, Head Start, adult education, vocational & technical education, and job training.

This document is a paraphrased synopsis of the original document, "Ten Components of a Title I Schoolwide Program Plan." C. Weige



Title I, Part C: Priority for Service Action Plan



10 Components of a Title I, Part A Schoolwide Program

1. Comprehensive Needs Assessment

- a. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform
- b. Required: Use data to create a campus profile that drives the Campus Improvement Plan
- c. Best practice: Involve total school staff in identifying campus needs

2. Reform strategies

- a. Required: Review program documentation to ensure that all instructional programs/ instructional strategies are supported by scientifically-based research
- b. Best practice: Identify how each activity strengthens the core academic program
- c. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time

3. Instruction by Highly Qualified Teachers

- a. Required: Highly Qualified Paraprofessionals are still required under NCLB for 2016-2017
- b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require "effective teachers," and teachers must be state certified
- c. Best practice: Provide opportunities for teachers to observe master teachers in action

4. 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
- c. Best practice: Rearrange the school day to provide a block of time for collaborative planning

5. Strategies to Attract Highly Qualified Teachers

- a. Required: For 2016-2017, paraprofessionals must still be Highly Qualified under NCLB
- b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require "effective teachers," and teachers must be state certified
- c. Best practice: Job fairs, multiple site job postings, mentoring, stipends for hard to staff positions

6. Strategies to Increase Parental Involvement

- a. Required: Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, parent involvement policy and school-parent compact)
- b. Required: Include parents in developing the parental involvement policy and school-parent compact
- c. Required: Help parents understand the state's academic content and achievement standards
- d. Best practice: Provide a family literacy program

7. Transition (IN 2016-2017 THIS APPLIES TO TRANSITION FROM PRESCHOOL ONLY. UNDER ESSA BEGINNING 2017-2018, IT ALSO APPLIES TO MIDDLE AND HIGH SCHOOL TRANSITIONS.)

- a. Required: Provide transition assistance for students coming from preschool
- b. Best practice: Arrange for kindergarten and preschool teachers to visit each other's classrooms
- c. Best practice: Coordinate planning and professional development activities of preschool and kindergarten teachers to align the curricula and goals
- d. Best practice: Arrange guided site visits to high school for middle school students

8. Teacher Decision-Making Regarding Assessments

- a. Required: Include teachers in the decisions and planning regarding use of assessments
- b. Best practice: Provide opportunities for teachers to work together to develop student assessments (Examples: benchmarks, performance assessments, student inventories)
- c. Best practice: Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments

9. Effective and Timely Assistance to Students Experiencing Difficulty

- a. Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it
- b. Best practice: Provide individualized and small group learning sessions
- c. Best practice: Incorporate computer assisted instruction, modifications, and accommodations for curriculum activities

10. Coordination and integration of Federal, State, and Local Services, Programs, and Funds

- a. Required: Use the flexibility to integrate services and programs to upgrade the entire educational program, thus helping all students reach proficient and advanced levels of achievement
- b. Required: When coordinating funds, a campus pays for an activity using Title I, Part A and some other fund source and tracks each portion to an allowable program expenditure
- c. Best practice: List Federal, State and Local services and programs that have common requirements (professional development, parent involvement, etc.) and determine where coordination and integration can occur based on program intent and purpose, and document coordination of program funds in CIP





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