



**Campus Improvement Plan
2023-2024
Daniel Ramirez Elementary**

VISION:

Every **Daniel Ramirez Elementary** student is prepared and empowered to be an innovative leader, lifelong learner and a self-sufficient individual who sets and attains personal and academic goals.

MISSION:

As educational leaders, the Ramirez team is committed to fostering a safe and nurturing environment, inspiring academic excellence, and supporting social and emotional growth.

Ramirez family will meet the needs of all our students by challenging them to achieve the highest level of success through student-centered, technology driven, 21st century instruction. Students will benefit from a dual language foundation to excel in a multicultural global society and from learning

We will promote career and college readiness and maintain a strong partnership with our parents and community to achieve the highest levels of success.

2023-2024 School Board Members

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Dr. Nora Rivas-Garza, *Executive Officer for Secondary Schools*



Executive Summary

Daniel Ramirez Elementary
Yadira Galvan, Principal

Campus Improvement Plan: School Year 2023-2024
Campus Name: Daniel Ramirez Elementary

Mission: As educational leaders, the Ramirez Team is committed to fostering a safe and nurturing environment, inspiring academic excellence, and supporting social and emotional growth.

Demographics Summary: The current enrollment at Daniel Ramirez Elementary as of August 2023 is 498 in PK 3 through 5th grade, projected to be at 520 for the 2023-2024 school year. The student population at Daniel Ramirez Elementary consists of 99.81% of Hispanics. Our students represent a low socio-economic status of approximately 95.5% Economically Disadvantage. Approximately, 9.86% of our student population receive special education services. Our Gifted and Talented population accounts for approximately 2.4% of our students. The Emergent Bilingual population is approximately 60.4%.

Comprehensive Needs Assessment: Daniel Ramirez Elementary attained an all-student group performance in Mathematics of: Approaches: 69%, Meets 35% and Masters: 11%; Reading: Approaches: 64%, Meets 33% and Masters: 12%; Science: Approaches: 53%, Meets: 26% and Masters 9%.

Curriculum and Instruction and Assessment: Daniel Ramirez Elementary offers a rigorous curriculum that is aligned with the TEKS. The curriculum is implemented by highly qualified staff of bilingual certified teachers. Daniel Ramirez is a dual language campus. All students are exposed to the district's Dual Language Enrichment Program. We offer individualized student intervention plans for ongoing academic support for all students. Students needing academic support and accelerated instruction are offered afterschool and during Saturday Academies.

Summary of Goals: Daniel Ramirez Elementary will improve student mastery of grade level TEKS by utilizing TEKS based, data-driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR Reading (3rd, 4th, and 5th grades) and by increasing at least 10% in all subject areas and subgroups. We will close the achievement gap by reaching 80% of the EB populations meeting the approaches level in Reading and Math. 100% of parents will have the opportunity to participate in school events and engagement activities. Daniel Ramirez will continue to partner with community stakeholders to further establish the campus and ensure the success of all students.

2023-2024

Campus Leadership Team:

SBDM:

Site-Based Decision Committee Members

ROLE	NAME
Principal:	Yadira Galvan
Assist. Principal:	Monica Leanos Reyna
Secretary:	Sara Reyna
Pupil Service Personnel:	Jessica Salinas
	Denisse Garcia
	Marlene Hernandez
Teachers:	Lezlie Neeley
	Maria Reyna
	Dalia Garza
	Belinda Mesquitic
	Lizbeth Solis
	Cynthia Cantu
SPED Teacher:	Celina Livingston
Head Custodian:	Dulce Rivera
Parent of Enrolled Student:	Jessica Cavazos
Business & Industry REP:	Gladys Guerrero
Community Member:	

School Profile:

Daniel Ramirez Elementary

Daniel Ramirez Elementary is located in Pharr, Texas. The campus participates in a Title One Program. The student enrollment is at 493. The student demographics are as follows: EB 60.4%, Economic Disadvantage 95.5%. The 2021-2022 rating for the school is "A".

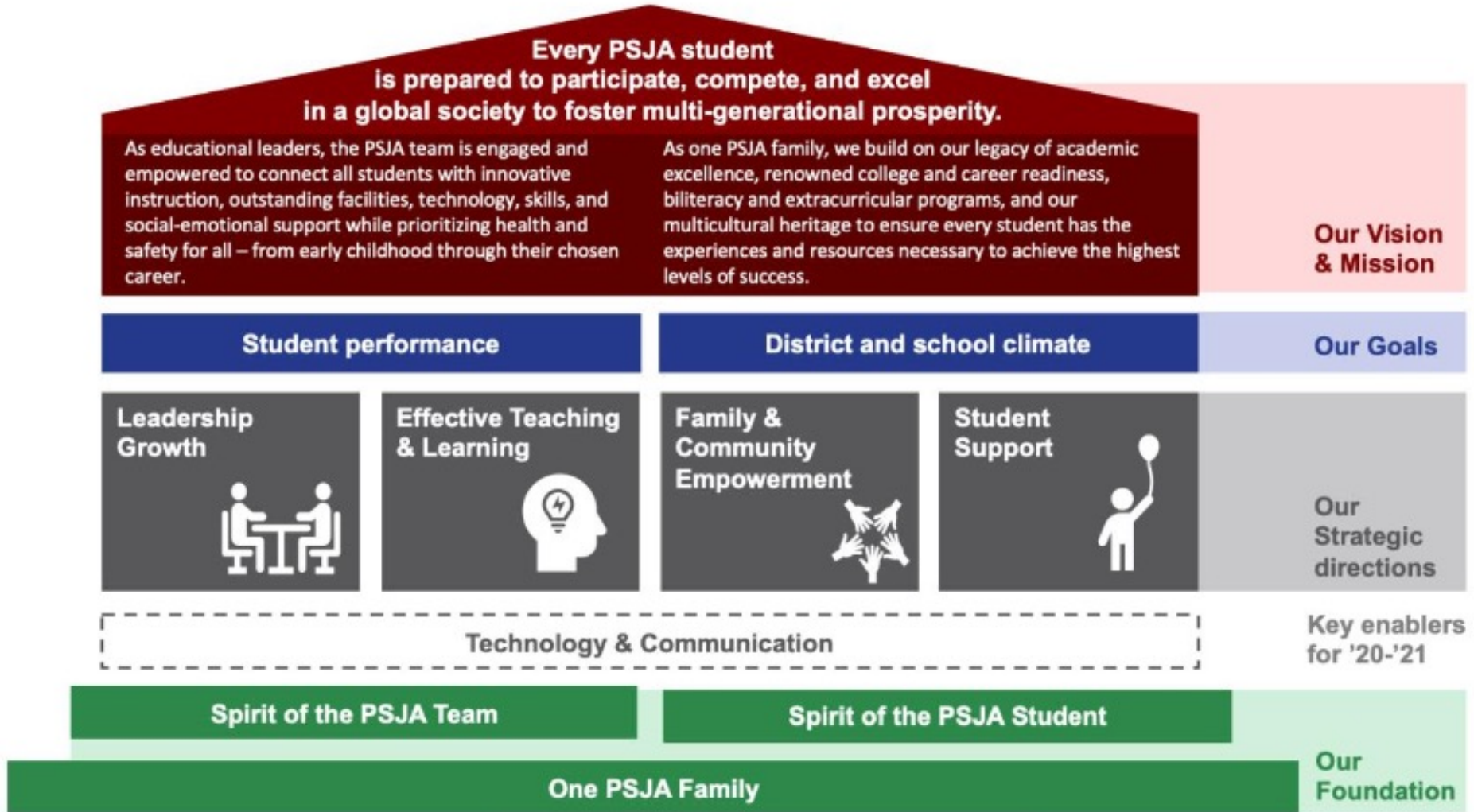
Source: Data PEIMS 2022-2023

SBDM Quarterly Meetings:

Quarter	Date
1 st Quarter	September 2023
2 nd Quarter	December 2023
3 rd Quarter	March 2024
4 th Quarter	June 2024

** Campuses must post SBDM agenda and minutes to campus website within 10 days following meeting.*

2023-2024 Strategic Planning Framework



Ramirez Elementary Profile

3rd – 5th STAAR Performance Data

3 rd _5 th	Did Not Meet		Approaches		Meets		Masters		Domain I
Mathematics	57	31%	60	69%	44	35%	7	11%	38%

3 rd _5 th	Did Not Meet		Approaches		Meets		Masters		Domain I
Reading	66	36%	55	64%	38	33%	22	12%	36%

3 rd _5 th	Did Not Meet		Approaches		Meets		Masters		Domain I
Science	25	47%	14	53%	9	26%	5	9%	29%

Ramirez Elementary Profile

STAAR Performance Data

3 rd Grade	Did Not Meet		Approaches		Meets		Masters	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Math	29	43%	20	57%	11	27%	7	10%
Reading	16	33%	15	67%	13	27%	5	10%
Sp Reading	8	44%	6	56%	2	11%	2	11%

4 th Grade	Did Not Meet		Approaches		Meets		Masters	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Math	16	28%	20	34%	17	29%	5	9%
Sp Math	2	67%	1	33%	0	0%	0	0%
Reading	20	50%	14	35%	6	15%	0	0%
Sp Reading	10	48%	6	29%	3	14%	2	10%

Ramirez Elementary Profile

STAAR Performance Data

5 th Grade	Did Not Meet		Approaches		Meets		Masters	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Math	9	17%	19	37%	16	31%	8	15%
Sp Math	1	100%	0	0%	0	0%	0	0%
Reading	10	23%	12	27%	11	25%	11	25%
Sp Reading	2	22%	2	22%	3	33%	2	22%
Science	24	46%	14	27%	9	17%	5	10%
Sp Science	1	100%	0	0%	0	0%	0	0%

Ramirez Elementary Profile

TELPAS Performance Data

Listening 2023

	No Change		%	Decrease		%		Progress		%
1 st	19	23	83%	3	23	13%		1	23	4%
2 nd	11	43	26%	3	43	7%		29	43	67%
3 rd	6	39	15%	1	39	3%		32	39	82%
4 th	9	46	20%	26	46	57%		11	46	24%
5 th	9	36	25%	2	36	6%		25	36	69%
Totals	54	187	29%	35	187	19%		98	187	52%

Speaking 2023

	No Change		%	Decrease		%		Progress		%
1 st	20	23	87%	2	23	9%		1	23	4%
2 nd	19	43	44%	14	43	33%		10	43	23%
3 rd	21	38	55%	8	38	21%		9	38	24%
4 th	14	46	30%	13	46	28%		19	46	41%
5 th	21	36	58%	6	36	17%		9	36	25%
Totals	95	186	51%	43	186	23%		48	186	26%

Ramirez Elementary Profile

TELPAS Performance Data

Reading 2023

	No Change		%	Decrease		%		Progress		%
1 st	22	23	96%	0	23	0%		1	23	4%
2 nd	20	43	47%	2	43	5%		21	43	49%
3 rd	15	38	39%	4	38	11%		19	38	50%
4 th	13	46	28%	3	46	7%		30	46	65%
5 th	8	36	22%	0	36	0%		28	36	78%
Totals	78	186	42%	9	186	5%		99	186	53%

Writing 2023

	No Change		%	Decrease		%		Progress		%
1 st	22	23	96%	0	23	0%		1	23	4%
2 nd	20	43	47%	2	43	5%		21	43	49%
3 rd	23	38	61%	4	38	11%		11	38	29%
4 th	29	46	63%	4	46	9%		13	46	28%
5 th	12	36	33%	12	36	33%		12	36	33%
Totals	106	186	57%	22	186	12%		58	186	31%

Ramirez Elementary Profile

TELPAS Performance Data

2023 TELPAS Scores			
	Progress		%
1 st	1	23	4%
2 nd	20	42	48%
3 rd	20	37	54%
4 th	18	45	40%
5 th	20	33	61%
Totals	79	180	44%
			Target 49%

Comprehensive Needs Assessment

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Daniel Ramirez Elementary
2023-2024 CIP

Daniel Ramirez Elementary Comprehensive Needs Assessment 2023-2024

Criteria Reviewed	Findings			Strategies Needed	
PRE-KINDER <ul style="list-style-type: none"> Circle Assessment (2022 Data) 	M-Class Assessment			Staff Dev/Resources <ul style="list-style-type: none"> DL Two Way Model Frogstreet Sing Spell Read Write Estrellitas 	<ul style="list-style-type: none"> Small Group Interventions
	• English	92%			
	• Spanish	94%			
KINDERGARTEN <ul style="list-style-type: none"> TPRI Tejas LEE (2022 Data) 		TPRI	Tejas	Staff Dev/Resources <ul style="list-style-type: none"> DL Two Way Model Sing Spell Read Write Practical Life/Hands-on Activities Pearlized Math 	<ul style="list-style-type: none"> Sing Spell Read Write Estrellitas RTI Ramirez Hawk Buddies Tutoring
		Screening Status			
	D	78.1%	42.9%		
	SD	21.9%	57.1%		
FIRST GRADE <ul style="list-style-type: none"> TPRI Tejas LEE 		TPRI	Tejas	Staff Dev/Resources <ul style="list-style-type: none"> DL One/Two Way Model Word Walls Pearlized Math Diana Ramirez 	<ul style="list-style-type: none"> Sing Spell Read Write Estrellitas RTI Differentiated Instruction Ramirez Hawk Buddies
		Screening Status			
	Frust./List	91% G:10%	80%		
	Instructional	8.6% G:30%	0%		
	Independant	3% G:60%	20%		

Daniel Ramirez Elementary Comprehensive Needs Assessment 2023-2024

Criteria Reviewed	Findings			Strategies Needed
SECOND GRADE • TPRI • Tejas LEE	Subgroup	TPRI	Tejas Lee	Staff Dev/ Resources <ul style="list-style-type: none"> • Sharon Wells Math • Diana Ramirez • Sing Spell Read Write • Escaleras • Estrellitas • Forde Ferrier
		Screening Status		
	Frust/List	46% Goal:10%	42%	
	Instructional	6% Goal: 40%	19%	
	Independent	48% Goal: 60%	39%	
THIRD GRADE • TPRI • Tejas LEE	Subgroup	TPRI	Tejas Lee	Staff Dev/ Resources <ul style="list-style-type: none"> • Sing Spell Read Write • Sharon Wells Math • Diana Ramirez • CA – STAAR Ready • Imagine Math • I Station
		Screening Status		
	Frust/List	42% Goal: 10%	64%	
	Instructional	14% Goal: 40%	16%	
	Independent	44% Goal:60%	20%	
THIRD GRADE STAAR • Reading • Math	Subgroup	Reading	Math	Staff Dev/ Resources <ul style="list-style-type: none"> • Sharon Wells Math • Forde Ferrier • Diana Ramirez • STAAR Ready • Think up • RTI FF
	All	Did Not Meet: 44% Approaches: 56% Meets: 25% Masters: 8%	Did Not Meet: 62% Approaches: 38% Meets: 16% Masters: 5%	
				<ul style="list-style-type: none"> • Tutoring • Voyager • RTI • Differentiated Instruction • Ramirez Hawk Buddies • Intervention
				<ul style="list-style-type: none"> • Tutoring • Voyager • RTI • Differentiated Instruction • Ramirez Hawk Buddies • Intervention
				<ul style="list-style-type: none"> • Tutoring • Intervention • Data Analysis • Differentiated Instruction • Ramirez Hawk Buddies • Fluency – Reading Curriculum

Strategic Direction	Summary of Strengths	Challenges
<p>Effective Teaching and Learning</p>	<p>The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:</p> <ul style="list-style-type: none"> • Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated. • The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels. • 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. • 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 • Certified Tutor to provide additional support to dyslexia students 	<p>The area of literacy, specifically in reading comprehension and writing has been a challenge. We will continue to provide resources and allocate funds to the areas of need. The 2023 STAAR Performance results indicate academic gaps across content areas.</p> <ul style="list-style-type: none"> • Continue to support teachers and provide enrichment for students so that students will be reading on level by third grade. • Limited Spanish reading resources in the lower grades such as additional leveled reading books • Cross curricular writing • Continue sending teachers to Professional development in all content areas particularly in writing. • The All-Student Group in Mathematics: Did Not Meet: 31%; Approaches: 69%; Meets: 35%; Masters: 11% • The All-Student Group in Reading: Did Not Meet: 36%; Approaches: 64%; Meets: 33%; Masters 12% • The All-Student Group in Science: Did Not Meet: 47%; Approaches: 53%, Meets: 26%; Masters: 9% • Teacher planning and delivery of instruction, feedback, coaching will be provided with more consistency in order to monitor the effectiveness.

Strategic Direction	Summary of Strengths	Challenges
<p>Family & Community Empowerment</p> <p>Student Support</p>	<ul style="list-style-type: none"> • There has been an increase in parent participation at campus events such festivals, grandparents' day, parent/student/teacher conferences, Open House, Mothers Day and End of Year functions. • Parent resources, materials and communications are provided in both English and Spanish. • The campus social media sites usage has increased, and we have more parents and families follow our social media. • Blackboard is currently used to send mass emails, telephone text/calls informs parents of campus events. • House Parent Center • Student resources, materials and communication are provided in both English and Spanish. • Counselor follows the Counseling and Guidance Curriculum for student lessons • Safety Measures are taken at all campuses that ensure the safety of all the students and staff. • Police officers and or district security guards are stationed at the campus at all times. • Safety and Active Shooter Training are conduct for all teachers and staff. • Counselor is trained on referrals to LSSP to support students that are experiencing trauma, anxiety, depression or death. 	<ul style="list-style-type: none"> • Not all parents understand the state accountability system and its impact on their children academic achievement and academic growth. • Increase the consistency in Parent Academic Conferences [PAC] to share student progress needs. • Continue to ensure that all staff are trained on establishing a positive parent/teacher relationship • Teachers and campus administration hold the same expectations and apply discipline protocols consistently and fairly throughout the campus which has resulted in a steady decrease in disciplinary referrals. • All staff will be trained on creating a safe school culture and climate which includes a strong focus on customer service. • Training of all staff on assessment strategies • District Walk Through/Observation Report needs to be revisited to include area for SEL practices and integration in the classroom. • Allocate funding for Teacher/Staff Professional Development on Social Emotional Learning or Restorative Practices • Train teachers on identifying emotion needs of students

Strategic Direction	Summary of Strengths	Challenges
<p>Leadership Growth</p>	<ul style="list-style-type: none"> • The <i>Spirit of PSJA</i> selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders with the goal of selecting top quality employees for the leadership vacancies. • Electronic Instructional Focus Walkthrough form • The full development of the electronic <i>Spirit of PSJA</i> Evaluation tool • Strong commitment and financial support to professional development and professional growth opportunities for staff • Support for all teachers by the CLL. • Train all staff on the TTESS Evaluation System- tied and connected during our weekly CLCs. 	<ul style="list-style-type: none"> • Calibrating evaluations and creating a system to effectively measure performance pay to student achievement. • Challenge of working in a 2-way campus

Board of Education Goals

Goal Area 1: Effective Teaching and Learning

- Reading, Reading/Language Arts, and Literacy
- Mathematics
- Science
- Instructional Technology

Goal Area 2: Student Support

- Special Education Program, Emergent Bilinguals, Gifted & Talented Students, Migrant Students, Dyslexia Students, Response to Intervention

Goal Area 3: Family & Community Empowerment

- Attendance
- Discipline Management
- Campus Safety Plan

Goal Area 4: Leadership Growth

- Analysis of T-TESS Evaluation
- Bilingual Certified Teachers
- PD Trainings & PD Plan

Goal Area 1

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Daniel Ramirez Elementary

2023-2024 CIP

Goal Area: 1 Improve Student Academic Achievement							
Annual Goal:1 All identified student groups in the student academic achievement domain will meet 70% of the indicators in the Academic Achievement component by June 2024							
Objective:1 All identified student groups in the student academic achievement domain will be monitored to ensure that at least 70% of the indicators in the Academic Achievement component are met							
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 Teachers	District Curriculum Istation Imagine Math Unique Read Well Read Write STAAR Releases CBAs	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	DMAC Data Reports Progress Monitoring Walk-Throughs Lesson Plans TPRI/Tejas Lee/ TX-KEA Circle Student Work	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report.	Weekly Tests CBA/BM STAAR TELPAS STAR Diagnostic TPRI/Tejas LEE TX KEA Circle	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), Teacher decision-making regarding assessments (A,B,C)
Action Steps							
1) Use ongoing district built formative and summative assessments by grade level. (e.g., weekly, unit, CBA, BM I & II, Practice Listening & Speaking Sets)							
2) Use assessment data to drive intervention plans and build intervention time into the day at every level.							
3) Provide instruction and interventions that are directly related to student's needs as demonstrated by data (e.g., enrichment classes & camps, tutorials, extended learning time, academies, summer school)							
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 Teachers	District Curriculum Istation Imagine Math Unique Read Well Read Write STAAR Releases CBAs	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Curriculum weekly tests Progress Monitoring Walk-Throughs Lesson Plans Student Work Grading Book	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report.	Weekly Tests CBA/BM STAAR TELPAS STAR Diagnostic TPRI/Tejas LEE TX KEA Circle	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), Teacher decision-making regarding assessments (A,B,C), high quality and ongoing professional development (A,B,C)
Action Steps							
1) Re-establish priorities based on data and identify student needs as needed							
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	Principal Assistant Principal Teachers CLL	MyON Istation Imagine Math Unique Read Well Read Write Student Technology Devices District-	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	ISTATION Reports Imagine Math Reports Progress Monitoring Walk- Throughs Lesson Plans Student Work Grading Book	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report.	Weekly Tests CBA/BM STAAR TELPAS STAR Diagnostic TPRI/Tejas LEE TX KEA Circle	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), Teacher decision-making regarding assessments (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing
Action Steps							
1) Allocate resources (e.g., Istation, Accelerated Reading/Star software, Voyager, Learning Ally, Sounds Sensible and myON) to facilitate reading development for student groups							
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions							
3) Ensure that campus schedules allow for instructional time for program implementation							

Goal Area 1:		Improve Student Academic Achievement					
Annual Goal 2:		4th and 5th grade will increase meets and masters in the area of Reading by 10% by June 2024.					
Objective 2:		Implement a curriculum that will provide all students the opportunity to successfully increase meets and masters in the area of Reading by 10% by June 2024.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Implement extended day intervention and Saturday intervention academies.	Principal Assistant Principal Teachers CLL	MyON Istation Imagine Math Unique Read Well Read Write Student Technology Devices District-approved platforms (GC, Class DOJO, G	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	ISTATION Reports Imagine Math Reports Progress Monitoring Lesson Plans Student Rosters Grading Book Time Sheets	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), Teacher decision-making regarding assessments (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C)
Action Steps							
1) Use teacher aides to reinforce instruction (PK-5th) and teachers provide small group instruction.							
2) Allocate funds to pay teachers/interventionists.							
3) Purchase research-based supplemental resources aligned to the TEKS (e.g. Forde Ferrier, STAAR Master, Motivational Reading, Kamico, Accelerated Reader, Galaxy, Sciencesaurus, K12 Summit)							
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 researched-based professional development for teachers.	Principal Assistant Principal CLL	DMAC reports TPRI/Tejas LEE TX KEA Circle TELPAS STAAR Release Data Curriculum PD Hoonuit Learning Pathways	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	McREL/Walkthroughs Progress Monitoring Lesson Plans Teacher/Administrator Conferences	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Provide professional development through district approved consultants.							
2) Teachers will attend research-based trainings and conferences at the local and state level.							
3) Provide coaching, modeling, learning walks, and trainings by CLL through research-based strategies.							
4) Provide technology training for teachers and instructional aides to meet the needs of the students.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Use classroom computers and electronic devices to enhance and reinforce instruction.	Principal Assistant Principal Teachers CLL CIT Lab Manager	Desktops COWS Student devices WiFi/Hot Spots Computer Labs	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	McREL/Walkthroughs Progress Monitoring Lesson Plans Teacher/Administrator Conferences ISTATION reports Imagine Math reports	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Utilize budget to purchase research-based software and hardware to supplement PreK through 5th grade curriculum (Chromebooks, iPADS, Laptops, Smart TVs, Promethean boards, printers, ink, COWS, tablets, hotspots, headphones, earpiece, blue light glasses).							
2) Conduct a needs assessment for technology and trainings.							
3) Integrate technology TEKS in the curriculum.							

Goal Area 1: Improve Student Academic Achievement							
Annual Goal 3: Students from K through 5th will meet 90% of the expected EOY oral reading fluency norms and students from PK will meet 90% of the expected letter/sound recognition norms by June 2024							
Objective 3: By June 2024, students in PK-5th will meet 90% of the expected reading norms.							
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a campus timeline to track and monitor progress at all grade levels. (BOY/MOY/EOY)	Principal Assistant Principal Teachers CLL	DMAC reports TPRI/Tejas LEE TX KEA Circle TELPAS STAAR Release Data District Curriculum	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	McREL/Walkthroughs Progress Monitoring Lesson Plans Teacher/Administrator Conferences Student Progress Reports	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
ActionSteps							
1) Provide campus training to teachers for oral reading fluency norms during TCLC meetings.							
2) Communicate and share with parents goals and expectations for norms through trainings.							
3) Use fluency lessons provided in district reading curriculum.							
4) Provide students with hear myself sound phones to increase auditory feedback and improve fluency.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Classroom teachers will maintain a fluency progress monitoring record or letter/sound recognition record that includes rate, accuracy, prosody, and comprehension.	Principal Assistant Principal Teachers CLL	TPRI/Tejas LEE TXKEA Circle TELPAS District Curriculum	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	McREL/Walkthroughs Progress Monitoring Lesson Plans Teacher/Administrator Conferences Student Fluency Checks (BOY/MOY/EOY)	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
ActionSteps							
1)Provide teachers with Fluency Progress Monitoring form (measures rate, accuracy, prosody, comprehension).							
2)Review Fluency Progress Monitoring form during grade level meetings or TCLC meetings with campus administration.							
3) Teacher / parent or student conference sharing fluency growth.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Incentives / Programs / reward systems by six weeks	Principal Assistant Principal Teachers Grade Level Chairs	Principals Report - A & B Honor Roll Report Cards AR Reports Istation Reports Imagine Math Reports	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Calendar Assembly Six Weeks Awards Assemblies AR Recognition	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C)
ActionSteps							
1) Schedule dates for assemblies with Grade levels / Librarian / PE / Music							
2) Purchase incentives/snacks from district approved vendors							

Goal Area 2

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Daniel Ramirez Elementary

2023-2024 CIP

Goal Area 2:		Closing the Gap					
Annual Goal 1:		All identified student groups in the Closing the Gap domain will meet 70% of the indicators in the Academic Achievement component by June 2024					
Objective 1:		All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at least 70% of the indicators in the Academic achievement component are met by June 2024.					
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 (Reg. Ed (RTI/504), SpEd, GT, Migrant, Dyslexia, ELs, EPs)	Principal Assistant Principal Teachers CLL Counselor	TPRI/Tejas LEE TXKEA Circle TELPAS District Curriculum Fluency Checks STAAR Release Data CBA/BM Weekly Assessment ISTATION/Imagine Math Student Observation Data	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	McREL/Walkthroughs Progress Monitoring Data Lesson Plans Teacher/Administrator Conferences Grade Book Student Work Samples	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets) and use the data to drive intervention plans and build intervention time.							
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) Purchase all the resources needed to support and provide intervention services. (Herman Method Kit A&B, Esperanza program, sound sensible, research-based software programs, intervention resources)							
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes & camps, tutorials, extended learning time, academies, summer school)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Improve student attendance to meet daily district goal of 97.5%.	Principal Assistant Principal Teachers Parent Educator Counselor	PEIMS- Daily Attendance Rep. Student incentives Social media ARP	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Daily classroom attendance records End of day attendance recognition PEIMS-Daily Attendance Reports Perfect Attendance Recognition	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Recognize students with perfect attendance every six weeks. (e.g., awards assemblies, student raffles, restaurant/store/local businesses gift cards (district approved), prizes (local and catalog district approved vendors, social media, school announcements).							
2) Daily personal and automated calls to parents, including home visits, at district and campus level.							
3) Provide training to parents on attendance state regulations and requirements. (State Compulsory Law -TEC 25.092)							
4) Classroom teachers will implement an incentive program for their classroom to promote daily attendance. (sticker chart, class raffles, verbal student recognition)							

Goal Area 2:	Closing the Gap
Annual Goal 1:	All identified student groups in the Closing the Gap domain will meet 70% of the indicators in the Academic Achievement component by June 2024.
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at least 70% of the indicators in the Academic achievement component are met by June 2024.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a parental involvement program that will provide a home-school connection to ensure academic success.	Principal Assistant Principal Teachers Parent Educator Counselor	Funds for refreshments PAC meeting calendar Social media Local community/district speakers	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Sign-in sheets Recorded virtual meetings PAC meeting agenda Parent feedback/survey Meeting advertisements Social media	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), strategies to increase parental involvement (A,C,D)

Action Steps

- 1) Conduct meet the teacher night, curriculum night, TELPAS information meeting, STAAR information meeting, TPRI/Tejas LEE, Circle
- 2) Promote parental involvement through social media (e.g., Class DOJO, Facebook, Google Classroom, TEAMS, school website)
- 3) Schedule parent/teacher conferences to discuss assessment results, student conduct, student goals and academic performance
- 4) Conduct monthly PAC meetings to discuss ways to help their child: offer both AM and PM times, in person and virtual meetings.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Ensure additional assistance to students who experience difficulty mastering content and performance standards (TEKS/STAAR),	Principal Assistant Principal Teachers Counselor CLL	District Curriculum CBA/BM STAAR Data DMAC Reports	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples RTI/504/IEPs DMAC Reports	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups Decrease in discipline referrals	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)

Action Steps

- 1) Include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance: RTI (BOY, MOY, EOY) 504 (yearly and as needed), Progress Monitoring (weekly)
- 2) Staff development for teachers related to identification of learning and academic difficulties
- 3) Teacher/parent conferences to discuss: a) what the school will do to help the student meet the standards b) what the parents can do to help the student's performance c) additional assistance at the school or elsewhere in the community

Goal Area 2: Closing the Gap
 Annual Goal 2: All student groups will participate in the district/campus Social Emotional Learning (SEL) program to support social-emotional and academic success by June 2024.
 Objective 2: All student groups will be expected to engage in Social Emotional Learning activities at least 100% of the time by June 2024.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Address at-risk population to support their emotional, social, and academic needs.	Principal Assistant Principal Teachers Counselor	District G & C Curriculum SEL Virtual Lessons WITS SuccessEd (RTI/504) Student incentives/resources Student devices (virtual support)	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples RTI/504/IEPs	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups Decrease in discipline referrals	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)

- Action Steps**
- 1) Incorporate yearly programs and practices such as WITS, Red Ribbon activities, Career Day, schoolwide expectations, bullying prevention, fire prevention, awards assemblies, Superstar Celebration
 - 2) Counselor will attend state and local conferences and trainings for continued professional development.
 - 3) Counselor will provide the following services: RTI/504 identification and case management, guidance lessons, individual and group counseling, monthly parental meetings, staff trainings every six weeks
 - 4) Support the SEL needs for students by providing staff with resources (books, trainings, book study groups)

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement the district's Elementary Guidance and Counseling curriculum	Principal Assistant Principal Counselor	District G & C Curriculum SEL Virtual Lessons WITS Student incentives/resources Student devices (virtual support)	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples RTI/504/IEPs	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups Decrease in discipline referrals	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)

- Action Steps**
- 1) Implement virtual Social Emotional Learning lessons by posting on Google Classroom and in-person guidance lessons for all grade levels.
 - 2) Teachers will be trained by counselor/district to access and deliver Social Emotional Learning lessons available on Sharepoint.
 - 3) Social Emotional Learning lessons will be integrated by teachers through the district's Reading curriculum

Goal Area 2:		Closing the Gap					
Annual Goal 3:		All EBs will participate in TELPAS online tutorials that will increase Listening, Speaking, Reading and Writing.					
Objective 2:		70 % of student groups will be expected to increase in at least one proficiency rating of Listening, Speaking, Reading and Writing by June 2024.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement English Language Instruction block with fidelity	Principal Assistant Principal CLL Teachers	TELPAS Online Practice District Curriculum Summit K12 Istation ELPS Strategies	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples Summit K12 Progress Measuring & BMs	Increase academic performance of all EB students	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Encourage students to speak in complete sentences.							
2) All staff modeling speaking incomplete sentences.							
3) Weekly Istation Lessons							
4) Weekly Summit K12 Lessons							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Train all staff on TELPAS descriptors and online student tutorials	Principal Assistant Principal CLL Reading Coach	TELPAS Online Practice District Curriculum Summit K12 Istation ELPS Strategies	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples PD	Increase academic performance of all EB students	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Teachers will be training on TELPAS descriptors and the online practice tutorials							
2) Teachers will be trained on how to promote biweekly TELPAS online tutorials.							

Goal Area 2:		Closing the Gap					
Annual Goal 3:		All student groups will participate in TELPAS online tutorials that will increase Listening, Speaking, Reading and Writing ratings by June 2021.					
Objective 3:		70% of student groups will be expected to increase to one proficiency rating in Listening, Speaking, Reading and Writing by June 2021.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement English Language Instruction block with fidelity	Principal Assistant Principal Teachers	Telpas Online Practice resource book District Curriculum Reach Istation ELPS Strategies	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report, TELPAS ratings. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Encourage students to speak in complete sentences virtually and in person.							
2) Teachers modeling speaking in complete sentences.							
3) Weekly Istation lessons.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Train all staff on TELPAS descriptors and online student tutorials.	Principal Assistant Principal Teachers	TELPAS Online Practice resource book District Curriculum Reach Istation ELPS Strategies	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples Professional Development	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report, TELPAS ratings. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Teachers will be trained on TELPAS descriptors and the online practice resource book.							
2) Teachers will be trained on how to promote biweekly TELPAS online tutorials.							
3) Implement classroom activities that promote listening, speaking, reading and writing in English.							
4) Purchase student headsets with built in microphones for TELPAS online assessments.							

Goal Area 2:	Closing the Gap
Annual Goal 3:	All student groups will participate in TELPAS online tutorials that will increase Listening, Speaking, Reading and Writing ratings by June 2024.
Objective 3:	70% of student groups will be expected to increase one proficiency rating in Listening, Speaking, Reading and Writing by June 2024.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement English Language Instruction block with fidelity	Principal Assistant Principal Teachers	Telpas Online Practice resource book District Curriculum Reach Istation ELPS Strategies	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report, TELPAS ratings. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
ActionSteps							

- 1) Encourage students to speak in complete sentences virtually and in person.
- 2) Teachers modeling speaking in complete sentences.
- 3) Weekly Istation lessons.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Train all staff on TELPAS descriptors and online student tutorials.	Principal Assistant Principal Teachers	TELPAS Online Practice resource book District Curriculum Reach Istation ELPS Strategies	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples Professional Development	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report, TELPAS ratings. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
ActionSteps							

- 1) Teachers will be trained on TELPAS descriptors and the online practice resource book.
- 2) Teachers will be trained on how to promote biweekly TELPAS online tutorials.
- 3) Implement classroom activities that promote listening, speaking, reading and writing in English.
- 4) Purchase student headsets with built in microphones for TELPAS online assessments.

Goal Area 3

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Daniel Ramirez Elementary

2023-2024 CIP

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By June 2024, the campus's positive culture and climate will increase for teachers and staff perception of staff-student relationships.						
Objective 1:	By June 2024, student social and emotional learning knowledge and skills will increase.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	Teachers Principals Counselor	*Region One and State Conference Training and Materials *Research Based Best Practices *PreK-5th Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	Aug. 2023 – August 2024	*Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	* Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance * Walk Through Software/Portal	Title I: #2, #9, #10
Action Steps							
1) Implement Pre-K through 5th comprehensive counseling and guidance curriculum during advisory period							
2) Deliver virtual Social Emotional Learning Student Academies							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities	*Principals *Teachers *Counselor	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback	Aug. 2023 – August 2024	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener	Title I: #2 #9, #10
Action Steps							
1) Implement and address the following skills in their lessons such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.							
2) Promote the five competencies in extra-curricular activities such as cheerleading, dance, Folklorico, choir, UIL academic events, Enrichment Camps, guitar, etc.							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							

Goal Area 3:		Improve Safety, Public Support, Culture and Climate					
Annual Goal 1:		By June 2024, the district’s positive culture and climate will increase based on teachers and staff perception of staff-student relationships.					
Objective 2:		By June 2024, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.					
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officers *Principals *Counselors	*PowerPoint Presentations *Timelines *Tools and resources to monitor its effectiveness	Aug. 2023 – August 2024	*Agendas *Sign in Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis	*Title I: #4, #10
Action Steps							
1) Utilize the Counselor Café workshops for teachers and staff which provide social emotional learning topics							
2) Train teachers and staff on the counseling and guidance lessons and resources							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will implement and integrate social emotional learning activities with their students	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officers *Principals *Counselors	*Lessons on SEL interventions *Curriculum timeline *Tools and resources to monitor its effectiveness	Aug. 2023 – May 2024	*Walk Through Reports *Completed Teacher Surveys *Lesson Plans	*Increase in student participation and performance	*Side by side data analysis	*Title I: #4, #10
Action Steps							
1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms							
2) Use restorative practices and de-escalation techniques							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 2:	By June 2024, the students' perception for their physical and psychological school safety will improve.						
Objective 1:	By June 2024, 100% of the campus will implement safety and violence prevention protocols that will increase school safety.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide staff development for administrators, security, and campus police officers on safety procedures to increase school safety	*Assistant Superintendent for Student Services *Director of Student Management Services *Director for Security and Safety Department *Chief of Police	*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 on lockdown procedures and active threat situations							
2) Conduct daily security/safety audits at all campuses							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide staff development for administrators, security, and campus police officers on violence prevention procedures to increase school safety	*Assistant Superintendent for Student Services *Director of Student Management Services *Director for Security and Safety Department *Chief of Police	*Training materials *Power Point Presentation *Safe2SpeakUp App *Student Surveys	*August 2023 *January 2024 *August 2024	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data	*Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) *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							
1) Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices							
2) Conduct and collect student surveys to evaluate the students' physical and psychological school safety							

Goal Area 3:		Improve Safety, Public Support, Culture and Climate					
Annual Goal 2:		By June 2024, the campus will increase parent and community involvement by 80% to provide a home-school connection.					
Objective 2:		To increase the participation of community partners and resources in parent engagement program by June 2024.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Systems will be in place to engage parents on constructive personalized ongoing feedback of their child's performance, state and local assessments, and college readiness.	Principal Assistant Principal Teachers Counselor Parent Educator	Parent outreach PAC meeting calendar Social media	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Sign-in sheets Recorded virtual meetings PAC meeting agenda Parent feedback/survey Meeting advertisements Social media Parent contact logs	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card. Closing the achievement gap among student groups Decrease discipline referrals	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), strategies to increase parental involvement (A,B,C,D)
Action Steps							
1) Provide information through report cards, progress reports, discipline, parent conferences, summative and formative assessments. (e.g. TPRI/Tejas LEE, Circle, TXKEA)							
2) Establish and maintain interactive communication between school, staff, parents, and community. (meet the teacher, curriculum night, parent meetings with refreshments, district approved virtual platforms)							
3) Have two teacher/parent conferences per year (fall/spring) virtually or in person. Share students strengths, areas of improvement and goals.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Resources and trainings will be provided to parents to help their children improve their test taking strategies in state and local assessments and college readiness.	Principal Assistant Principal Teachers Counselor Parent Educator	Funds for refreshments PAC meeting calendar Social media Local community/district speakers Purchase supplies needed for educational make-and-take sessions	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Sign-in sheets Recorded virtual meetings PAC meeting agenda Parent feedback/survey Meeting advertisements Social media	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card. Closing the achievement gap among student groups Increase number of parent volunteers	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), strategies to increase parental involvement (A,B,C,D)
Action Steps							
1) Provide necessary trainings to parents during monthly PAC meetings.							
2) Inform parents of virtual and in-person resources and trainings available by campus and school district.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Resources and trainings will be provided to parents to assist with personal needs and education to promote family success.	Principal Assistant Principal Teachers Counselor Parent Educator	Funds for refreshments PAC meeting calendar Social media Local community/district speakers	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Sign-in sheets Recorded virtual meetings PAC meeting agenda Parent feedback/survey Meeting advertisements Social media	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card. Closing the achievement gap among student groups Increase number of parent volunteers	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), strategies to increase parental involvement (A,B,C,D)
Action Steps							
1) Collaborative partnerships will be established with external and internal organizations to promote parent resources and awareness.							
2) Parental engagement staff will recruit parents to participate in parental engagement classes, which focus on community activities, skills and resources.							

Goal Area 3:		Improve Safety, Public Support, Culture and Climate					
Annual Goal 3:		By June 2024, family involvement and their interaction with their child's school will increase.					
Objective 1:		By June 2024, 50% of parents will participate in informational and training sessions.					
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host district information and training sessions on a variation of topics using flexible scheduling, different days and times	*Parental Director *Site Managers *Parental Educators *Community Engagement Recruiters *District Staff *South Texas College Coordinator *Region One Director	*Region 16 and State Conference Parent Materials *Research Based Best Practices *District Policy Handbook *Texas Education Agency Material *ESL/GED *Reading Material and Technology Programs	August 2023- August 2024	*Meeting *Invites *Agendas *Minutes *Sign-In Sheets *Power Points *Photos of Meetings *District Master Course Scheduler *Attendance Reports	*Parent Surveys *Meeting Chats *Number of Parents at Meetings *Course Statistics using District Dashboard	*Assessment Results *Participation *Performance	*Title I-#2,#4
Action Steps							
1) Implement PSJA Virtual and face to face Family Learning Academies on a weekly basis							
2) Provide one to one campus sessions on multiple topics (Title I, Campus Policy, Home-School Compacts, Campus Plans, Attendance, Assessment, etc.)							
3) Schedule literacy and entrepreneurship sessions to support families							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Facilitate parental sessions for parents through a collaboration between Public Relations Department, Counseling Department and Family and Community Department	*Principals *Parental Director *Counselor Director *Administrators *Parental Coordinator *Parental Educators *Site Managers *Counselor	*District Social Media *Weekly Calendar *Parent Surveys *Parent Questions on Chat and One on One Meetings	August 2023- August 2024	*Sign-in Sheets *Invites *Agendas *Minutes *Brochure *Power-Point *Calendar Planning Dates *Counselor's Café Calendar *Video Recordings of Meetings	*Parent Surveys *Public Relations Data *Parent Feedback based on Chat and One on One Meetings *Accountability Report	*State/Local Assessments (STAAR, TELPAS, etc.) *Participation *Performance *Campus and District Assessments Reports	*Title I-#2,#4
Action Steps							
1) Conduct weekly meetings with Executive Officer of Communications 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 verbal feedback at meetings							

Goal Area 4

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Daniel Ramirez Elementary

2023-2024 CIP

Goal Area 4: Increase staff quality, recruitment and retention
 Annual Goal 1: By June 2024, all teachers will improve 30% based on the McREL evaluation system.
 Objective 1: Provide professional development to all teachers at the beginning of the school year and continue as needed.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement weekly TCLC's to guide the systematic delivery model of the McCREL evaluation tool.	Principal Assistant Principal CLL	Teacher evaluation tool TEEMS Website McREL Teacher Evaluation Schedule Agenda and sign-in sheets TCLC binders and meeting materials	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	McREL/Walkthroughs Progress Monitoring Lesson Plans Teacher/Administrator Conferences Calendar of CLL strategies (CIF, best teaching practices) Agenda and sign-in sheets TCLC Schedules	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							

- 1) Provide and review the McREL teacher evaluation schedule with the teachers, expectations, and appropriate trainings.
- 2) Create a weekly agenda with initiation, collaboration, and transformation learning sequence that addresses teacher and campus professional development goals.
- 3) Provide teacher mentors to staff with 3 or less years of experience.
- 4) Train staff to know how to move from one rating to the next. (Developing, Proficient, Accomplished, and Distinguished)

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Instructional coaching support will be provided for new teachers and all teachers needing support.	Principal Assistant Principal CLL	Teacher mentor District Curriculum Grade Level TEKS Lead4ward Resources PK Guidelines	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	McREL/Walkthroughs Progress Monitoring Lesson Plans Teacher/Administrator Conferences Calendar of CLL strategies (CIF, best teaching practices) Agenda and sign-in sheets	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							

- 1) All new teachers will be provided with a teacher mentor.
- 2) Collaborative instructional practices will be reviewed among staff. (e.g., instructional rounds, walkthroughs, observations, feedback)
- 3) Interview committees will be formed to recruit high quality teachers and staff.

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 2:	Use walk-through data to monitor and support teacher effectiveness.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Campus Administrators,	Instructional walk-through focus tool Pacing Guides	Aug. 2023 - May 2024	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction schedule	Professional growth and high-quality teaching Student academic achievement data from assessments	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
1) Create campus walk-through schedule 2) Complete 10 walk-throughs per week. 3) Review walk-through data and address areas of need.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will be provided with weekly instructional feedback by campus administrators.	Campus Administrators	Instructional walk-through focus tool Pacing Guides TEKS Release STEM Questions	Aug. 2023 - May 2024	CLC agendas Admin/teacher conferences	Professional growth and high-quality teaching Student academic growth	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps							
1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need. 2) Provide learning opportunities, i.e.... peer observations to observed effective strategies based on areas of need. 3) Monitor and follow up with next steps							

Goal Area 4:		Increase staff quality, recruitment and retention					
Annual Goal 2:		By June 2024, 100% of the teachers will attend professional development based on the needs from the T-TESS self assessment.					
Objective 2:		All staff will be monitored to ensure they meet their professional development goals based on the T-TESS self assessment.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Utilize local and state professional development trainings to address the needs of teachers.	Principal Assistant Principal CLL	Region One District trainings McREL self-assessment State/local/district presenters and trainings Funding for registration and travel expenses	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Register with ERO on Professional Development System Certificates of Completion Training agenda and sign- in sheets	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups Decrease in discipline referrals	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Provide teachers with Region One calendar with dates and times of upcoming trainings.							
2) Provide teachers with district professional development calendar with dates and times of upcoming trainings.							
3) Provide teachers with campus professional development calendar with dates and times of upcoming trainings. (e.g. Techy Thursdays, TCLC meetings,							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers will participate in peer observations to observe best teaching practices.	Principal Assistant Principal CLL Teachers	District trainings McREL self-assessment State/local/district presenters and trainings Peer observation calendar Teacher resource books (Leader in Me, etc...)	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Register with ERO on Professional Development System Certificates of Completion Training agenda and sign- in sheets Growth in McREL evaluation Peer observation log Implementation of next	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups Decrease in discipline referrals	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Schedule peer observations and feedback opportunities.							
2) Monitor action steps/practices to be implemented based on feedback.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2023.						
Objective 3:	Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by a T-TESS evaluation tool.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide training for staff on the Spirit of PSJA Evaluation Tool.	Campus principal, assistant principal, CLL	Spirit of PSJA training materials	Fall, Spring	Use of the Evaluation tool, two evaluations entered per staff member	Improved customer service, increased efficiency and happier employees	Spirit of PSJA Evaluation tool	Local T1 #3, #5
Action Steps							
1) Schedule the fall training							
2) Monitor and review professional development goals to create training based on needs and goals							
3) Schedule Spirit of PSJA Categories and behaviors trainings							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Staff will create clear professional development goals and expectations.	Employees being evaluated, supervisor	Spirit of PSJA Evaluation	Fall, Spring	Evaluations entered into the system	Improved customer service, increased efficiency and happier employees	Goals entered into evaluation system	Local T1 #3#5
Action Steps							
1) Train staff on evaluation tool							
2) Give staff timeline to complete the self-evaluation and goal setting							
3) Offer growth opportunities to staff							



What We Believe In

Guiding Principles

- Commitment to academic excellence
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

What We Want to Accomplish

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